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THE EFFECT OF FLIPPED CLASSROOM TOWARD STUDENTS' ACHIEVEMENT IN TEACHING READING

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Abstract: Flipped Classroom is a teaching strategy that combines technology in traditional teaching which today is commonly called blended learning. The flipped classroom is an opposite of traditional instructional procedures and usually done in the classroom in traditional learning to be performed at home in the flipped classroom, and usually carried out at home as homework in traditional learning to be implemented in the classroom in the flipped classroom. This research is aimed to know how students reading achievement can be improved by the effect of flipped classroom. To design this research, Action Research was chosen. There are two cycles on this research. Each cycle covered four steps; those were planning, implementing, observing and reflecting. The subject of this study was students in critical reading class consisting of 32 students. To gain the data, test, observation sheet, and interview were used. From the result analysis showed that the students reading achievement was improved by using flipped classroom. So, it was concluded that during the teaching and learning process students were more active and enthusiastic. They had good willingness in following reading class. In the last, it was recommended to use Flipped Classroom as the alternative strategy to teach reading.

Keywords: *teaching strategy, blended learning, flipped classroom*

INTRODUCTION

Reading is complex activity which involved encoding and decoding the language. According to Harmer (2007:99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Then, De Certeau (1984) states that reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning as in reading comprehension. Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires

continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively. This promotes deep exploration of texts during interpretation

The purpose for reading also determines the right approach to understanding the reading. Someone who needs to know if he can afford to eat at a restaurant definitely needs the pricing information provided on the menu, and no need to rename any. Someone reading poetry for fun needs to try the words poets use and the way they are put together, but not necessarily. However, people who use a scientific article to support an opinion need to know the vocabulary used, understanding the facts and sequences of ideas that are being thought and natures.

To add the statements before, Chun and Plass (1997: 60) based on L2's underlying theory of reading and understanding text with multimedia, discusses "how L2 reads more advanced research on cognitive processes involved in reading, that is, downstream diodes, Up like a process of vocabulary with a higher level, top-down process like activating prior knowledge ". They join this with existing research on learning with technology to find out how students with different learning abilities are put together "verbal and visual information". Their goal, in this study, is not to define multimedia capabilities on reading comprehension, trainers of learners who can benefit from multimedia instruction.

Learning strategy is one of the training programs that include the form and ability in learning. Learning strategies are structured for specific purposes. Learning strategy in it consists of approach, model, and learning method. According to Sanjaya (2007: 126), the world of education, strategy is defined as planning that contains about a series of activities designed to achieve certain educational goals. While Kemp (1995) describes the learning strategy is a learning activity that must be done teachers and students for the purpose to be effective efficiently and efficiently. From that opinion, Dick and Carey (1985) also mentioned the learning strategy is a set of materials and learning procedures used in conjunction with for student learning outcomes.

Based on the Dawson, Abesekera and Lakmal (2015), Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional educational arrangement by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor. The flipped classroom intentionally shifts instruction to a learner-centered model in which class time explores topics in greater depth and creates meaningful learning opportunities, while educational technologies such as online videos are used to deliver content outside of the classroom. In a flipped classroom, content delivery may take a variety of forms. Often, video lessons prepared by the teacher or third parties are used to deliver content, although online collaborative discussions, digital research, and text readings may be used.

Flipped classrooms also redefine in-class activities. In-class lessons accompanying flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Class activities vary but may include: using math manipulative and emerging mathematical technologies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussions, peer reviewing, project-based learning, and skill development or concept practice (Bergmann, and Sams, 2012). Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skills such as problem-finding, collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers. Flipped classrooms have been implemented in both schools and colleges and been found to have varying differences in the method of implementation.

Emphasizing the theory of Flipped Classroom Alvarez (2011) a teacher's interaction with students in a flipped classroom can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning. Related with the applied strategy, Flipped classroom is a reversal of traditional instructional procedures, which are usually done in the classroom in traditional learning to be performed at home in the flipped classroom, and which is usually carried out at home as homework in traditional learning to be implemented in the classroom in flipped classroom. Therefore, it is called inverted classroom learning.

In traditional learning, students are taught subject matter by teachers in the classroom (through lectures or direct explanations from teachers, group discussions, or reading and observing), then doing homework assignments (PR). In the contrary, in the flipped classroom, students study the subject matter at home (through watching video lessons, making summaries, noting key points, making inquiries, discussing with friends online, or reading needed sources), then working on tasks for reinforcement in the classroom. In the classroom there is also discussion, practice, explanation of concepts that students have not understood, but this is for strengthening or deepening.

In his book *Flip Your Classroom: Reach Every Student in Every Class Everyday* (2012), Bergmann and Sams write, "Basically the concept of flipped class is as follows: that which is traditionally done in the classroom is now done at home, and which is traditionally done as a home work is now completed in class." Based on the above exposure, the effect of flipped classroom can be used as a strategy in the pursuit of reading in UNISKA Kediri. Because it was found that the mean of students reading achievement were very poor. It was about under the 70. So, based on the statement above, the purpose of this study is to know how the students reading achievement can be improved by using Flipped Classroom.

METHOD

The design of this research was Action Research. According to Wardani *et al.* (2006: 1) action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (2) their understanding of these practices, and

the situations (and institutions) in which the practices are carried out. In this study, active participant was chosen, because the lecturer of critical reading is the researcher himself. So, it can be called as Collaborative Classroom Action Research. This research consisted of two cycles. Each cycle had four steps, those are: planning, implementing, observing and reflecting. The following detail explanation about the steps in each cycle, as follows:

Planning is the first step of the cycle which related with the teaching preparations that has been designed by the researcher. Preparing lesson plan that contained the instructional objectives to be achieved, the material to be taught and the task given to the students as the evaluation of the applied method. In addition, the researcher provided the questionnaire and observation sheet which used to collect the secondary data during the teaching and learning process as well as designing the criteria of success used in this research.

The next step is implementing. Implementing the plan that has been designed before with the application of Flipped Classroom method toward student's reading achievement. During the implementation, the researcher certainly did the observation before to gather the needed data in this research. It was important to decide the appropriate teaching and learning activities in designing the lesson plan that was applied in the classroom.

The third step is observing. Collecting the data during the teaching and learning process was taken in this step. The data were used as an indicator of achieving the criteria of success that has been targeted. The data were gotten from test, questionnaire and observation sheet that was prepared before.

Reflecting was the last step to gain the data. It was about analyzing the collected data during implementing Flipped Classroom method in teaching and learning process. It was done to determine whether the applied method gives the contribution or not with achieve the available criteria of success. If the data are coming up expectation of criteria of successes, it means that this cycle has been success and vice versa.

The subjects of this research were the fourth semester students of FKIP Bahasa Inggris, UNISKA especially in Critical Reading Class consisting of 32 students. The data were collected through a reading achievement test, observation sheet, and interview guide during the teaching and learning process.

PROCEDURES OF RESEARCH IN EACH CYCLE

The implementation of the researcher and students relate to the process of how the teacher guided the students to take part in the teaching and learning process through the implementation of the flipped classroom which consists of three phases of instruction namely pre-reading activities covered (planning), whilst-reading activities covered (monitoring and evaluation), and post-reading activities.

First, in pre-reading (planning) activity could be categorized as conveying learning objective, introducing the topic and activating the students' background knowledge. According to Grabe in Richard and Renandya (2002), activating schemata supports comprehension by calling up stable background knowledge representations that supports and interpret the text knowledge. To add the theory before, Wainwright (2007) states that by activating background knowledge and experience the students could easily understand the materials, because the broader

this is, the more likely the students are to be able to tackle materials of greater difficulty drawn from a wider range of subject areas. Breadth of the scope breeds more breadth as well as greater depth of understanding. In short, eliciting the students' prior knowledge in advance will help them to comprehend the text easily.

In the pre-reading strategy, lecturer uploads teaching materials to the internet to be downloadable (in the padlet) and learned before the students enter the class (the format can be in the form of notes, videos, sound recordings and so fascinating and not learned). If there is no internet connection, then the mater can be shared by using flash, DVD, etc.

Second, in whilst-reading (monitoring and evaluation) activity, the researcher did some steps. The lecturer gives a brief review of the teaching with questions and answers about the material that has been presented on the internet, the lecturer asks the students to discuss the text according to the subject they have previously learned with their group. (Homework assignments are now done in the classroom), students are asked to present the results of their discussion to get responses or comments between groups, lecturers conduct reinforcement of students' learning outcomes. To add the materials that must students mastered, the research team uploaded the material gradually in the padlet.com. This is done using the site address www.padlet.com/erwinhari/criticalreading2017.

Third, post reading activity was the last phase of the procedure, this phase was aimed to guide students to make conclusion of lessons that they have learned and did the reflection of teaching and learning process. The lecturer assisted the students who got the difficulty in applying flipped classroom strategy by giving some questions related to the materials. Thus, by conducting this activity the lecturer could make the evaluation about the learning process. This is the reflective teaching. Reflecting teaching is an approach to teaching which is based on a belief that teachers can improve their understanding of teaching and the quality of their own teaching by reflecting critically on their teaching experiences and develop the skills of considering the teaching process thoughtfully, analytically, and objectively as a way of improving classroom practices (Richard, 2002).

Last but not least, the first cycle was not success. It meant that the students' reading achievement was still low. In other words, the teaching and learning process using flipped classroom needs to analyze again in the next cycle. So, the researcher did the second cycle which revised the whilst-reading activity. The activity related to lecturer gives a brief review of the teaching with questions and answers about the material that has been presented on the internet changed by the students must read the materials before the class and create the questions about the materials that has presented in the internet. Then, the students are grouped to solve the issue related the materials.

RESULTS

Based on the result of reading achievement test which was conducted in two cycles, each cycle consists of two meetings in the implementation of flipped classroom strategy was done on May 17, 2017. At the end of each meeting was administered reading achievement test. This part also showed the result of the students' reading achievement test, the result of observation sheets and interview

toward the students' involvement during the teaching reading process. The description of result analysis is described below.

Cycle One

This part showed us about the data analysis of reading achievement in cycle one. To start the explanation the score of preliminary study was served.

Table 1: The Students' Individual Score in Preliminary Study

| No. | Score Range | Number of Students | Percentage |
|--------------|-------------|--------------------|-------------|
| 1. | 76-80 | 4 | 12,5% |
| 2. | 71-75 | 6 | 18,8% |
| 3. | 66-70 | 13 | 40,6% |
| 4. | 61-65 | 7 | 21,9% |
| 5. | 0-60 | 2 | 6,2% |
| Total | | 32 Students | 100% |

Based on the table 1 showed that the students' preliminary test were taken by 32 students. 2 out of 32 students got 6.2%, 7 out of 32 students got 21.9%, 13 out of 32 students got 40,6 %, 6 out of 32 students got 18.8% and 4 out of 32 students got 12,5%. Based on table 1 also, it can be concluded that only 4 students who are success or 12.5% and 87.5% are not success. Because the criteria of success are 75% of students got score more than 75.

Table 2: The Students' Individual Score in Meeting 1 Cycle One

| No. | Score Range | Number of Students | Percentage | Minimal Passing Grade 75% | |
|--------------|-------------|--------------------|-------------|---------------------------|---------------|
| | | | | Higher | Lower |
| 1. | 76-80 | 2 | 6.25% | 2 | 30 |
| 2. | 71-75 | 5 | 15.63% | | |
| 3. | 66-70 | 15 | 46.88% | | |
| 4. | 61-65 | 4 | 12.50% | | |
| 5. | 0-60 | 6 | 18.75% | | |
| Total | | 32 Students | 100% | 6,25% | 93.75% |

Based on the table 2 showed the students' score in meeting 1 cycle one. There were 2 out of 32 students who got more than 75. And more than 30 out of 32 students who got less than 75. It meant that it was much needed about the improvement because it was very so far away from criteria of success. So, the researcher needs to teach in the second meeting.

Table 3: The Students' Individual Score in Meeting 2 Cycle One

| No. | Score Range | Number of Students | Percentage | Minimal Passing Grade 75% | |
|--------------|-------------|--------------------|-------------|---------------------------|---------------|
| | | | | Higher | Lower |
| 1. | 76-80 | 11 | 34.38% | 11 | 21 |
| 2. | 71-75 | 8 | 25.00% | | |
| 3. | 66-70 | 12 | 37.50% | | |
| 4. | 61-65 | 0 | 0.00% | | |
| 5. | 0-60 | 1 | 3.13% | | |
| Total | | 32 Students | 100% | 34,38% | 65.62% |

Based on the table 3 above it showed about the students' improvement in reading achievement. The students who got more than 75 were 11 students or 34.38%. Based on table 3 also, the students who got range score 61 – 65 also zero. And only 1 student who got scores less than 60. This was very good improvement. It was very good for the researcher to do the revising and do the next cycle.

Cycle Two

Because in the first cycle, the researcher did not success for improving the students' reading achievement, so the researcher did the second cycle to improve the reading achievement in teaching reading. The data showed in the table 4 and table 5.

Table 4: The Students' Individual Score in Meeting 1 Cycle Two

| No. | Score Range | Number of Students | Percentage | Minimal Passing Grade 75% | |
|--------------|-------------|--------------------|-------------|---------------------------|---------------|
| | | | | Higher | Lower |
| 1. | 76-80 | 17 | 53.13% | 17 | 15 |
| 2. | 71-75 | 8 | 25% | | |
| 3. | 66-70 | 7 | 21.87 | | |
| 4. | 61-65 | 0 | 0% | | |
| 5. | 0-60 | 0 | 0% | | |
| Total | | 32 Students | 100% | 53.13% | 46.87% |

Based on the table 4 above, it showed about the students' improvement. There were 17 students got more than the minimum passing grade. It was about 53.13% of the students have passed the grade. There were 0 students who got score in range 0-60 and 61-65. It meant that the students who got minimum score are 0. The 7 out of 32 students got 21,87% and the 8 out of the students got 25%. So, in the first meeting of cycle two implied that the students are in the average score.

Because the first meeting of cycle two was also implied that it needed to do the second meeting. The reason is that the students' reading achievement does not pass the passing grade. If the minimum passing grade is 75% of students got the score at least 75 so the deviation between the first meeting and the passing grade is 21.87%. It was about 7 students must got score more than 75. After doing the second meeting, the researcher served the data on the Table 5 below.

Table 5: The Students' Individual Score in Meeting 2 Cycle Two

| No. | Score Range | Number of Students | Percentage | Minimal Passing Grade 75% | |
|--------------|-------------|--------------------|-------------|---------------------------|--------------|
| | | | | Higher | Lower |
| 1. | 76-80 | 28 | 87.50% | 28 | 4 |
| 2. | 71-75 | 3 | 9.38% | | |
| 3. | 66-70 | 1 | 3.12% | | |
| 4. | 61-65 | 0 | | | |
| 5. | 0-60 | 0 | | | |
| Total | | 32 Students | 100% | 87.5% | 12.5% |

The table 5 showed that the students' reading achievement in teaching reading. There were 1 out of 32 students got 3.12%, 3 out of the students got 9.38%, and

28 out of the students got 87.50%. It meant that the minimum criteria of success were done. In other words, the researcher stopped the cycle and made simple conclusion about this research. Based on the table 5 above, it also showed that the improvement of students is presented. It was implied that the flipped classroom strategy can improve students' reading achievement.

DISCUSSION

Based on the research findings, it was revealed that student's reading achievement in teaching reading was successfully improved. It was to say that the flipped classroom strategy could improve the students' reading achievement in the teaching reading instruction of the fourth semester students of the English Department at FKIP UNISKA. It is also encouraged the students to be motivated in teaching reading process as well as built up their self confidence in learning.

The student's improvement in reading achievement using the flipped classroom strategy in current research can be shown by the students' average scores obtained from the preliminary study until the test conducted after implementing flipped classroom strategy as shown in Figure 1.

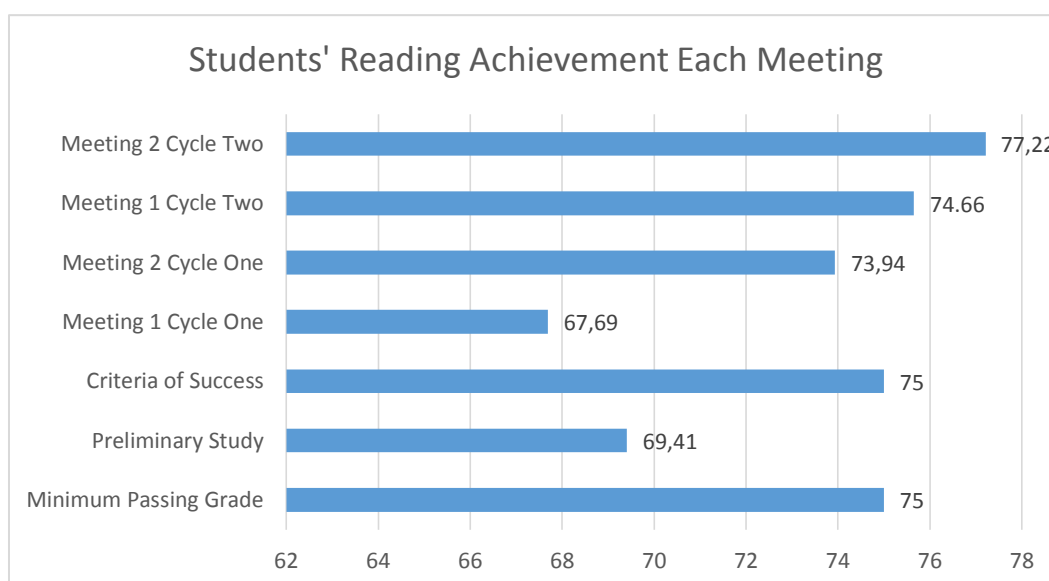


Figure 1: Students' Reading Achievement in Each Meeting

Based on the figure 1, it is obvious that the students' average score of reading achievement test in the preliminary study was 69.41 had successfully improved after implementing flipped classroom strategy as shown in the average score in the test conducted after the action of each meeting that we can view from the first and second meeting in cycle one was 67.69 and 73.94. It was also supported with the first and second meeting in cycle two was 74.66 and 77.22. Shortly, the Minimum Passing Grade (KKM) which had been set up in the planning of the action was 75. It had been achieved successfully in the test after the action. The determining of score 75 for the criteria of success is based on the reason that is stipulated by the researcher who considers the students' core before the action. The determining of the score 75.00 for students' reading achievement is based on the KKM stipulated by the faculty.

The use of flipped classroom strategy in the current classroom action research has shown to be a successful strategy to improve reading achievement in teaching reading. Through the implementation of the strategy, the students were easy to understand the materials about reading covered about identify topic, main idea and supporting detailed information in the text; and to recognize the source of information to answer the reading achievement test in the reading instruction. The flipped classroom strategy also motivated the students to read the text gradually not only one-hour per day but also more than one hour per day.

Furthermore, it was easy for the students to identify the content of reading material, especially the topic, main idea and supporting ideas by employing the flipped strategy in teaching reading. The flipped classroom could improve their reading achievement as indicating their improvement of reading achievement. Moreover, in the current research, the improvement of the students' reading achievement in teaching reading was also triggered by the lecturer's modeling in applying flipped classroom strategy in teaching reading instruction. The conclusion is that flipped classroom strategy was really helpful to help the students understood how to understand the reading materials given by the lecturer in teaching reading process.

CONCLUSSION AND RECOMMENDATION

Conclusion

From this Research, there are some conclusions made:

1. The teaching strategies are: making an interesting video and uploaded into YouTube and linked in to Padlet. After that the teacher uploads supporting material used in the class. The students before the class should watch video linked in Padlet, make a note and questions relates to the material that they do not understand. They also download the pre-test file to be done in the class. Then during the class: the lecturer asks students to do the pre-test. After that, the students are given time to ask and answer the question that they get from the video presented. Then, the students should discuss the text given and present it to get suggestion and correction from others. The last the teacher gave reinforcement.
2. The function of quiz creator in pre-teaching in the class is to make students interest to learn the video presented on line, because it can stimulate their schemata toward the material to be discussed.
3. The use of Padlet makes students easy to manage the material presented without open YouTube or other links. It can focus the learning process in applying blended learning.
4. There is no homework given during applying the flipped classroom. The duty of the students is: watching and studying from the video and compare it with the hand out given.
5. The flipped classroom is alternative strategy that can be improved the students' reading achivement in teaching reading.

Recommendation

The recommendations of this research are:

1. The presentation video made must be simple and interesting to be watched. The explanation and visual presented must be attractive and simple to make students easier to understand and interest to watch.
2. The use of pre-test in the class is useful to stimulate students to watch the presentation video. It was given before question and answer to stimulate their schemata.
3. Other researchers can conduct further study to develop this strategy for other subject or level of study with addition on the variable.
4. Other researchers can develop more varied strategy and teaching material based on the condition of the subject of research.

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THE USE OF DRILL, VOCABULOUS (VOCABULARY VARIOUS) AND COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN LEARNING VOCABULARY

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Abstract: This study investigates the effectiveness of three vocabulary learning methods that are Contextual Clues, Dictionary Strategy, and Computer Assisted Language Learning (CALL) in learning vocabulary among ESL learners. First, it purposes at finding which of the vocabulary learning methods namely Vocabulous (Vocabulary Various), Drill and CALL that may result in the highest number of words learnt in the immediate and delayed recall tests. Second, it compares the results of the Pre-test and the Delayed Recall Post-test to determine the differences of learning vocabulary using the methods. A quasi-experiment tested the effectiveness of learning vocabulary using Dictionary Strategy, Contextual clues, and CALL involved 40students. Qualitative procedures included the collection of data from interviews which were conducted to triangulate the data obtain from the quantitative inquiries. Findings from the study using ANOVA revealed that there were significant differences when students were exposed to Vocabulous, Drill and CALL in the immediate recall tests but not in the Delayed Recall Post-test. Also, there were significant differences when t test was used to compare the scores between the Pre-test and the Delayed Recall Post-test in using the three methods of vocabulary learning. Although many researchers have advocated the relative effectiveness of Vocabulous, Drill, and CALL in learning vocabulary, the study however, is still paramount since there is no study has ever empirically investigated the relative efficacy of these three methods in a single study.

Keywords: *drill, Vocabulous (Vocabulary Various), Computer Assisted Language Learning (CALL), vocabulary learning methods*

INTRODUCTION

Vocabulary is one of the components that should be mastered by people. People should master vocabulary in order to be able to communicate with others. Without mastering vocabulary, people are not able to know the meaning of the words or phrases and know how to use them in daily life. Thus, mastering

vocabulary can facilitate people to enhance their skill and communicate successfully.

Nunan (2005: 121) argues that vocabulary is the collection of words that an individual knows. Coady and Huckin (1975: 5) state that “vocabulary is central to language and critical importance to the typical language learner”. From the definition above, we can conclude that people had better to master vocabulary because vocabulary is the basic components in English. Furthermore, Allen (1997: 149) explains that vocabulary is one of the most important factors in language teaching. Liu (1998) expresses that inadequate vocabulary can be a major obstacle in the course of learning in the university. Folse (2004) argues that a sizable portion of vocabulary enables language learners to comprehend what they read or hear. In fact, vocabulary is one of the most important components in language learning and language curricula must reflect this notion (Folse, 2004).

The area of vocabulary learning and teaching has long been overlooked by most linguists and language teachers (Vijayaletchumy Subramaniam, 2008). However, they contend that it is in these recent years that vocabulary learning and teaching has become “refreshed”, and consequently has led linguists and language teachers to be involved in facilitating the vocabulary acquisition among language learners of English. Since then, linguists and language teachers have been keen on searching the most effective approaches and strategies for helping students develop vocabulary acquisition (Iu, 2003). Yet, vocabulary learning and teaching remains a debatable issue as people have differing opinions on how learners acquire vocabulary effectively and efficiently, or how it can best be taught (Cheung, 2007). Nevertheless, the vocabulary learning methods namely Drill, Vocabulous, and CALL can be taught to students in higher education.

THE USE OF DRILL, VOCABULOUS AND CALL

The Use of Drill among Language Learner

Based on that problem, teacher should give the right technique in teaching English. There are some techniques that can be applied in teaching speaking. One of them is chain drill, which is a part in the Audio Lingual Technique. This Technique emphasizes on drilling and practicing the pattern in teaching language. The students are asked to repeat what the teacher said like accuracy, dialog, and text. “Drills itself is a system of communication in written or spoken words, which is used by the people of a particular country or area” (Longman Dictionary of contemporary English, Advanced Learner’s Dictionary, 2009).

Drilling is a technique that has been used in the second language classroom for many years. It was a key feature of audio-lingual technique which emphasis on repeating structural pattern through oral drill. Matthews, Spratt, and Dangerfield (1991: 210) said that “A drill is a type of highly controlled oral practice in which the students respond to given cue. The response varies according to the type of drill. Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned.

The recently study from Megawati Dwi (2014) focuses on problem in teaching reading for students. She used drills technique to help the students in their reading activity. It shows that there are many problems in teaching reading,

for example the students are lack of getting the main idea of the text. In the result of the study the researcher did not mention about the advantages of drilling in teaching reading. Furthermore, the design of the research is experimental quantitative research. The observer desires to present whether the use of drilling techniques gives any effect to students' reading descriptive text.

Here are series of drills which is designed to give beginning EFL students some practice with the structure.

1. Backward build-up drill (expansion drill). These series of drill is to break down the troublesome sentence into smaller parts. The lecture starts with the end of the sentence and has the class repeating just the last two words.
2. A Repetition Drill. The tasks are to listen carefully and attempt to mimic the lecture's models as accurately as possible.
3. Chain Drill. To give the student on opportunity to say the lines individually and let the students use the expression in communication with someone else, even though the communication is very limited.
4. Single-slot substitution Drill. The series of drill requires more than simple repetition in which the students will repeat a sentence from the dialog and replace a word or phrase the lecture give them. This word or phrase is called the cue which can be a picture.
5. Multi-Slot Substitution Drill. The series of drill list essentially the same type of drill as the single-slot substitution drill. However students must recognize what part of speech the cue word is and where it fits into the sentence for the cues have to be changed are the subject pronouns
6. Transformation Drill. The type of drill asks students to change one type of sentence into negative or active sentence into a passive.
7. Question and answer Drill.
8. The series of drill sometimes provide the students with situation that require a negative answer and sometimes with situations that a positive one. Larsen-Freeman, Diane. (2000).

Cheung (2007) in an experimental study attempted to draw upon the achievement made by low achieving secondary students in guessing meaning from context. The study involved 80 students who were divided into two groups representing two modes of learning: the context and keyword methods. Results from her study found that the mean scores for the keyword method were much higher in both immediate and delayed recall tests. Students in the context method asserted that it was difficult for them to use the method since they were required to learn too many words at one time. As a consequence, it was perceived to be too challenging at some points.

The Use of Vocabulous (Vocabulary Various) among Language Learners

According to Nation (2001), word knowledge or vocabulary learning have been divided into two kinds, they are receptive vocabulary and productive vocabulary. Receptive vocabulary is a words that appeared or produce from reading and listening activities so that the reader or the listener can receive, accept, and get the words whether the words that they have read or heard before and even the new words for them. Then, Productive vocabulary is a words that they

produce and make in written and oral form activities after they get receptive vocabulary before.

According to Pikulski and Templeton (2004), they state that the major way in which we “use” vocabulary is when we speak and write; the term *expressive vocabulary* is used to refer to both since these are the vocabularies we use to express ourselves. We “understand” vocabulary when we listen to speech and when we read; the term *receptive vocabulary* is used to refer to listening and reading vocabularies. Finally, to round out the terminology, *meaning or oral vocabulary* refers to the combination of listening and speaking vocabularies, and *literate vocabulary* refers to the combination of our reading and writing vocabularies. So, there are four kinds of vocabularies which is one skill related to other skills. To make clearly, there is an image which represent the points from Pikulski and Templeton stated.

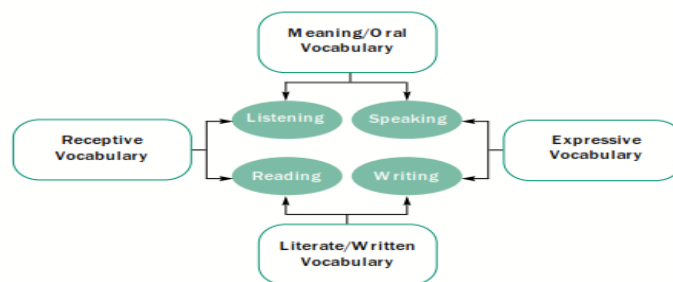


Figure 2.1: Relationship of the Eight Different Terms

The Use of CALL among Language Learners

Accuracy, real time immediacy and reliability (Liou, 1991) have made the learning of vocabulary using CALL more interactive (Relan, 1992). Such learning is important due to several reasons. These are the ability to increase learner autonomy, draw attention, arouse motivation, enhance learning, improve retention, provide immediate feedback, and supplement teachers’ resources. These attributes are further elaborated in the subsequent discussions.

Increase Learner Autonomy

CALL increases autonomy among language learners. The one-on-one environment can activate students’ learning because it provides them with rich and contextual environment. Fox (1984) showed that unscrambling or rebuilding text activity in CALL could provide a considerable control of students learning. Cloze exercises in the CALL program enabled undergraduates in the United Arab Emirate to manipulate relevant information which they found could be fed into a particular sentence.

Draw Attention

Teachers can draw students’ attention by integrating pictures into multimedia forms. A study conducted by Yunan (2003) revealed that information aided with pictures and rich learning environment in multimedia instruction could arouse the learners’ attention. Such was the result after 30 English and Literature students’ achievements were accessed employing immediate recall tests. In the

experimental study, two modes of CALL learning were used as the treatments to investigate the effectiveness of vocabulary acquisition (1) printed definitions with pronunciations, and (2) printed definitions with pictures and pronunciations. Both groups of learners were required to read selected passages and consulted the multimedia glossing or marked words in blue to hear their pronunciations as well as to read the English definitions. She concluded that the latter group stood to benefit the learning condition since pictures allowed for greater cognitive mapping and navigating in learning.

Arouse Motivation

The ease of using a CALL vocabulary program contributes to students' motivation. Nakata's (2008) study showed that the use of Low-First Method had positive effects on students' motivation, due to the tools were conducive to learning vocabulary. Such was the result when the use of computers was compared to List and Card. A total of 226 secondary school students participated in his study. He concluded a few important points after data was collected from the questionnaire, pre-test, immediate and delayed post-tests. First, they should be given time for rehearsal as the program was still new. Second, the teacher must help students understand how the program was designed to help improve their vocabulary.

Enhance Learning

The teacher's tailor-made vocabulary learning software program could enhance the learning of vocabulary among learners. This finding was evident in a study conducted by Kuen (2000) employing 20 foundation diploma students. In the study, software program namely Hot Potatoes enabled the teacher-researcher to create browser-based activities (Robb, 2004) which enhanced the learning of business vocabulary among the students. The interactive exercise allowed a deeper level of processing of the new words. They were made to pay more effort to repeat analyzing the choices given by recalling from their memory the meaning of the newly acquired words.

Improve Retention

Marked and unmarked vocabulary in a CALL program may improve students' ability in memorizing a word, and thus, promote vocabulary growth among learners. A study by de Ridder (2002) revealed that hyperlinks attracted students' attention to the words they were learning. Hyperlinks had a positive effect on vocabulary acquisition because words that were marked or highlighted received more attention than those which did not. Sixty second-year university students took part in the study. Marked (specific reading task) and unmarked (general reading task) vocabulary texts were used to gauge the usefulness of hyperlinks using a Latin-square design. Results of the immediate test showed that there was no difference in the vocabulary loss between marked and unmarked conditions. This means that not using highlights, thus making the glossed words less graphically salient, did not particularly influence the incidental learning of vocabulary in a negative way. However, the results were contrary in the delayed test. Students in the marked condition were reported to click the highlights more

excessively. As a result, they retained the words learnt longer than those in the unmarked condition.

Provide Immediate Feedback

In Hill's (1998) study, L1 meaning in Chinese characters was used to help the students learn the unknown words better. This feature enabled them to understand the meaning of the words before proceeding to answer the vocabulary items in a program called "Words in Your Ear". Consequently, when their answers were wrong, the program provided feedback in the form of definitions and contextualized examples of the inappropriate responses. However, feedback was not provided in the first attempt of answering a vocabulary item. Instead, it was only offered after three incorrect responses. The use of the program with such features was rated favorably by majority of 200 Chinese tertiary students in the study.

Supplement Teachers' Resources

Supplementary resource could benefit students in their vocabulary learning. Tsai and Jenks (2007) report that VocaWord, a vocabulary game could allow learners to practice the words they have learned while enjoying themselves at the same time. In fact, it was a good strategic game that provided the opportunity to challenge other players and also to learn new words from each other. He concluded that VocaWord was a promising game which could grab the interest of learners, and helped them acquire more words in a shorter time.

Limitations of the previous studies

The research reviewed in the earlier discussions have given the researchers some basic ideas about the use of Drill, Vocabulous and CALL in learning vocabulary among L2. Yet, the main limitations of the previous studies can generally be categorized in terms of their sample size, instruments, and tools used. First, in terms of sample size, most studies employed secondary school students (Cheung, 2007; Ngan-ha, 2007 & Chung, 2008; Nakata, 2008). Second, concerning instruments, studies like Ngan-ha (2007) and Chung (2008) only included a single pre-test and post-test while Yunan (2003) only conducted several immediate tests to measure students' vocabulary achievements. Third, in learning vocabulary using CALL, all of the previous researchers used their respective CALL vocabulary programs. Based on these observations, the study attempts to integrate the uses of Dictionary Strategy, Contextual Clues, and CALL employing tertiary students as the samples. Also, the current study conducts several vocabulary achievement tests; pre-test, delayed recall tests and immediate recall tests, unlike previous researchers. Since previous studies used researcher-made CALL programs, the present study, however, attempts to use the pre-package language learning software namely TMM. Based on these arguments, the study aims at investigating the relative effectiveness of the three types of vocabulary learning methods in a single study. The following hypotheses are formed in respect to the objective of the study:

- H01 There is no significant difference in the achievement of the number of words learnt in the Immediate Recall Test 1 after receiving Vocabulous, Drill and CALL in learning vocabulary among students.
- H02 There is no significant difference in the achievement of the number of words learnt in the Immediate Recall Test 2 after receiving Vocabulous, Drill and CALL in learning vocabulary among students.
- H03 There is no significant difference in the number of words learnt between the Pre-test and the Delayed Recall Post-test using Drill among students.
- H04 There is no significant difference in the achievement of the number of words learnt between the Pre-test and the Delayed Recall Post-test using Vocabulous among students.
- H05 There is no significant difference in the achievement of the number of words learnt between the Pre-test and the Delayed Recall Post-test using CALL among students.
- H06 There is no significant difference in the achievement of the number of words learnt in the Delayed Recall Post-test using Drill, Vocabulous, and CALL among students.

METHOD

The study uses quasi-experimental design, specifically the non-equivalent control group design as its method. The purpose of using the non-equivalent control group design is to investigate a situation in which random selection and assignment are not possible. A Pre-test was conducted to ensure the degree of equivalency among the comparison groups on the dependent variable before the experiment began (Key, 1997). Table 3.1 showed the design of the study. The study is conducted in six weeks. A Pre-test is conducted in the first week. The second and third weeks are allocated for lessons and tests. For these weeks, every first class meeting is allocated to learning sessions while immediate recall tests are administered in every second class meeting. A two-week gap of no vocabulary lessons and tests is scheduled in week four and five. In the sixth week, a Delayed Recall Post-test is administered to students. Besides that, interviews are conducted in week seven.

Table 3.1: The Non Equivalent Control Group Design Pre-test Post-test Design

| Meeting 1 | | Meeting 2 | | Meeting 3 | | Meeting 4 | Meeting 5 | Meeting 6 |
|-----------|----|-----------|----|-----------|----|-----------|-----------|-----------|
| | | | | | | Break | | |
| Y1 | Xa | Y2 | Xa | Y3 | Xa | - | | Y4 |
| Y1 | Xb | Y2 | Xb | Y3 | Xb | - | | Y4 |
| Y1 | Xc | Y2 | Xc | Y3 | Xc | - | | Y4 |

- Y1: Pre-test
- Xa: First and second lessons using Drill
- Xb: First and second lessons using Vocabulous
- Xc: First and second lessons using CALL
- Y2: Immediate Recall Test 1
- Y3: Immediate Recall Test 2
- Y4: Delayed Recall Post-test
- : Break of no lesson and test

Table 3.2: Internal Consistency of Instruments

| Instruments | KR-20 Reliability Coefficient |
|--------------------------|-------------------------------|
| Pre-test | 0.77 |
| Immediate Recall Test1 | 0.93 |
| Immediate Recall Test2 | 0.98 |
| Delayed Recall Post-test | 0.77 |

Subject

The research subject is the students who are in secondary school especially for eight graders of junior high school students. The researcher conduct this research on the class VIII-A, there are 40 students in that class. Besides, the researcher also asks 8 students as the interviewer, there are 5 females and 5 males students. The researcher selects the classes that are represented by as homogeneous groups as possible. As the study uses preexisting intact group, all students in those particular classes are included as the subjects (Sytsma, 2009).The reason of choosing students in secondary school is because they are in intermediate position of learning English.

Instruments

Four vocabulary achievement tests are employed in the study. These are the Pre-test, Immediate Recall Test 1, Immediate Recall Test 2 and Delayed Recall Post-test. Also, two formats that are fill in the blanks and multiple choices are used for the design of all the tests. The fill-in-the-blank items require students to choose suitable meanings for the words that are underlined from four choices of answers. On the other hand, the multiple choices require them to choose answers that can be obtained by selecting words contain in the boxes allocated at the top of the test's section. The Pre-test and Delayed Recall Post-test involve testing students a total of 40 target words while 21 target words are tested in each of the immediate test. The Delayed Recall Post-test is equivalent to the Pretest to prevent students from remembering the subject matter being tested from the latter (Fraenkel & Wallen, 2003). Besides that, semi-structured interviews are employed to support the hypotheses that are formulated in the study. Two competent and two basic learners in each vocabulary learning group, making a total of 10 respondents are called for the interview.

Vocabulary Selection

In considering the inclusion of target vocabulary, Read (2000) argues that there is no standard approach to the selection of target vocabulary for testing, yet, they may be selected from class texts or activities (Schmitt & Schmitt, 1995). Most importantly, ensuring various parts of speech should be a priority (Folse, 2006) that can be achieved by conducting need analysis (Oxford & Scarcella, 1994).Moreover, the number of target words should depend on the goal of the class, and 20 words per week should be sufficient for vocabulary enrichment (Schmitt &Schmitt, 1995). Since effective vocabulary teaching depends on the

students, the nature of the words, instructional purpose and strategies of learning vocabulary (Flanigan & Greenwood, 2007), the sufficiency for instructions therefore, cannot be measured with the classroom time spent (Twaddel, 1973). Rather, vocabulary learning is an ongoing process especially in teaching the low context vocabulary (Mehring, 2005). The following procedures were followed in selecting the target vocabulary.

- a) Analysis of target vocabulary was done by examining the words contained in 48 slides of the Fill in-the-Blanks exercise in the Vocabulary Workshop.
- b) Fifty-two target words were preselected.
- c) Four highly proficient students were appointed to make sentences using the target words.
- d) Sentences written by them were checked by three teachers as examiners. They were only able to make sentences of 10 target words.
- e) Forty-two words that are characterized by nouns, verbs and adjectives were determined as the target words for the study.
- f) The selected words were confirmed by the English lecturers and teachers to enrich students' vocabulary.

Item Analysis

Item analysis is conducted to explore the research subjects' responses to each of the test item as to judge its quality (Mehrens & Lehman, 1973). Generally, there are two measures which are calculated for each of the objective test items: the facility value or item difficulty and the discrimination index. The formulas by Mehrens and Lehman (1973) are used to calculate the item difficulty and item discrimination. In selecting good items, any test item with the value of 0.20 to 0.80 for the level of difficulty are considered acceptable (Mehrens & Lehman, 1973). The final breakdown of all the test items showed that their difficulty ranged from 0.20 to 0.79. Regarding the items for power of discrimination, any test items with the value of 0.20 to 1.00 is considered acceptable and can be kept in the question bank (Mehrens & Lehman, 1973). The final breakdown of the whole items in the tests showed that their discrimination ranged from 0.20 to 0.83.

FINDINGS AND DISCUSSION

Exploratory Data Analysis (EDA) was conducted to reveal the possible errors i.e. outliers in the data. Detecting them enables the researcher to establish the normal distribution of the data, and hence, determine whether parametric or non-parametric tests should be used (Field, 2009). Besides that, a Pre-test was conducted to examine possible differences in the vocabulary knowledge of the three groups among the students. The analysis of variance (ANOVA) in the Pre-test (Table 4.1) showed a non-significant result [$F(2, 120) = 1.413, p = .248$]. The discussions that proceed concern with reporting the hypotheses of the study.

Table 4.1: ANOVA of Pre-test to Determine Homogeneity of Subjects

| | Sum of Squares | Df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 57.63 | 2 | 28.81 | 1.413 | .248 |
| Within Groups | 2447.90 | 40 | 20.40 | | |

H₀₁: There is no significant difference in the achievement of the number of words learnt in the Immediate Recall Test 1 after receiving Vocabulous, Drill and CALL in learning vocabulary among students.

A one-way ANOVA was used to explore the differences in the number of words learnt as measured by the Immediate Recall Test 1. From the analysis (Table 4.2), there was a statistically significant difference at the $p < .05$ level in the Immediate Recall Test 1 for the groups: $[F(2, 40) = 7.365, p = .001]$. The effect size calculated using eta squared (η^2) was 0.11. The actual difference in mean scores among the groups was medium (Cohen, 1988). This also means the null hypothesis was rejected.

Table 4.2: Results of ANOVA of Immediate Recall Test 1

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 640.04 | 2 | 320.022 | 7.365 | .001 |
| Within Groups | 5213.96 | 40 | 43.450 | | |
| Total | 5854.01 | 42 | | | |

Further, a post hoc test using the Gabriel test was employed to further analyze which group differed from the other groups since sample sizes were slightly different (Field, 2009). The result presented in Table 4.2 showed that the mean scores for the Vocabulous group ($M = 22.33, SD = 8.55$) was significantly different from the Drill group ($M = 16.67, SD = 5.22$). The CALL group ($M = 18.99, SD = 5.84$) did not differ significantly from either the Vocabulous or Drill group.

Table 4.3: Gabriel Post Hoc Test of Immediate Recall Test 1

| Group | (J) Group | Mean Difference (I-J) | Sig. |
|------------|-----------|-----------------------|------|
| Vocabulous | Drill | 5.663* | .001 |

*. The mean difference is significant at the 0.05 level

Findings from the interviews are presented to justify the highest scores obtained by the Vocabulous group. First, in the interview, competent learners claimed that the various definitions guided their understanding on the meanings of the target words. However, the usefulness of various definitions in the monolingual dictionary was inconsistent with Chan's (2005) finding. Students in Chan's (2005) study were not able to remember the words learnt. They were unable to figure out the appropriate meanings of a multi-sense of word or the correct usage of a target word. Second, the advantages of examples of sentences in the vocabulary various might influence the students in the Vocabulous group to obtain the highest scores in the Immediate Recall Test 1. However, such finding was inconsistent with Iu's (2003) finding. The results of the students' immediate recall test scores show that there are no difference in the amount of words learnt when target words are added

to examples of sentences regardless of using bilingual and monolingual vocabularies. Third, students in the Vocabulous Strategy group scored the highest due to the benefits they gained from the phonetic symbols. Two competent learners who were interviewed claimed that learning the pictures were interesting because they were able to know the pronunciations of the target words. However, such finding does not correlate with the previous studies. In summary, the preceding discussions only highlighted the views made by the competent learners and ignored the views of the basic learners. However, it is done so as to triangulate with the results in the Immediate Recall Test 1. Such was so as to justify the highest scores obtained by the Vocabulous group.

H₀₂: There is no significant difference in the achievement of the number of words learnt in the Immediate Recall Test 2 after receiving Vocabulous, Drill and CALL in learning vocabulary among students.

A one-way ANOVA indicated that there was a significant effect at the $p < .05$ level on the scores in Immediate Test 2, [$F(2, 120) = 6.812, p < .002$]. The eta squared (η^2) of 0.10 showed a small effect size (Cohen, 1998). The observed significant level that was lower than the 0.05 level also meant that the null hypothesis was rejected.

Table 4.4: Results of ANOVA for Immediate Recall Test 2

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 792.836 | 2 | 396.418 | 6.812 | .002 |
| Within Groups | 6983.551 | 40 | 58.196 | | |
| Total | 7776.388 | 42 | | | |

Further, post hoc comparisons using the Gabriel test that had great power was used since sample sizes were slightly different (Field, 2009). Table 4.5 showed that the mean scores for Drill group ($M = 30.01, SD = 6.78$) was significantly different from CALL group ($M = 23.98, SD = 7.28$). The mean scores for Vocabulous group did not differ significantly from either Drill or CALL group.

Table 4.5: Gabriel Post Hoc Test of Immediate Recall Test 2

| Group | (J) Group | Mean Difference (I-J) | Sig. |
|-------|-----------|-----------------------|------|
| CC | CALL | 6.03558* | .001 |

*. The mean difference is significant at the 0.05 level

However, such result is inconsistent with the finding derived from Çiftçi and Üster's (2009) study. They argued that students were highly successful in the sections parallel to the way they were taught. In their study, the students in the beginner level who are taking A Level were divided into two different vocabulary learning conditions. One group was exposed to learning vocabulary in context indicating the use and function of the word, and the other group was exposed to learning vocabulary by providing only the vocabulary various definitions of words. Findings from their study reveal that there is no significant difference between the two methods of vocabulary learning. Nevertheless, there are a number of reasons as to the effective use of Drill based on the interview conducted on the competent

learners. First, they claimed that they would look at the clues near the target words to help them identify their meanings. The finding on guessing the meaning of a target word by looking at the clues is consistent with Chung's (2008) study. Her subjects used words that are closest to those of the target words, and hence, provided them sufficient information to understand their meanings. Second, think-aloud techniques help students in justifying their guesses. The advantage of this technique is consistent with Hamada's (2009) findings. Five Japanese college level ESL learners used the think-aloud technique to infer the meaning of unknown words after underlining them in a passage. Third, students perceived that figuring out meaning from context was analogous to a guessing game. They used their 'feelings' to insert the target words in the sentences.

H03: There is no significant difference in the number of words learnt between the Pre-test and the Delayed Recall Post-test using Drill among students.

A paired-samples t-test in Table 4.5 revealed that there was a significant difference between the Delayed Recall Post-test (M = 17.57, SD = 6.221) and Pre-test (M = 14.38, SD = 5.141); $t(36), p_{.010}$. The eta squared (η^2) of 0.17 produced a medium effect size (Cohen, 1998). Since the observed significant level was lower than the 0.05 level, the null hypothesis, therefore, was rejected.

Table 4.6: Result of the Paired-Sample t Test for the Drill group

| Treatment | | N | Mean | StandardDeviation | t | df | p |
|------------|-------------------------|----|-------|-------------------|--------|----|------|
| Contextual | Pre-test | 40 | 12.68 | 3.97 | -7.285 | 42 | .000 |
| Clues | Delayed Recall Posttest | 40 | 18.33 | 5.22 | | | |

H04: There is no significant difference in the achievement of the number of words learn between the Pre-test and the Delayed Recall Post-test using Vocabulous among students.

Table 4.6 showed that there was a significant difference between the Delayed Recall Post-test (M = 17.57, SD = 6.221) and Pre-test (M = 14.38, SD = 5.141); $t(36), p_{.010}$. The eta squared (η^2) of 0.17 produced a medium effect size (Cohen, 1998). Since the observed significant level was lower than the 0.05 level, the null hypothesis, therefore, was rejected.

Table 4.7: Result of the Paired-Sample t Test for the Vocabulous group

| Treatment | | N | Mean | Standard Deviation | t | df | p |
|---------------------|--------------------------|----|-------|--------------------|--------|----|------|
| Dictionary Strategy | Pre-test | 40 | 14.38 | 5.14 | -2.704 | 36 | .010 |
| | Delayed Recall Post-test | 40 | 17.57 | 6.22 | | | |

H05: There is no significant difference in the achievement of the number of words learnt between the Pre-test and the Delayed Recall Post-test using CALL among students.

The *t* test results in Table 4.7 indicated that the students in CALL group obtained significantly higher scores in the Delayed Recall Post-test ($M = 18.27$, $SD = 4.46$) than to the Pre-test ($M = 13.46$, $SD = 4.46$); $t(42) = -5.707$, $p = .000$. The calculated eta squared (η^2) with 0.44 produced a large effect size (Cohen, 1998). The observed significant value below 0.05 level resulted in the rejection of the null hypothesis.

Table 4.8: Result of the Paired-Sample *t* Test for CALL group

| Treatment | | N | Mean | Standard Deviation | t | df | p |
|-----------|--------------------------|----|-------|--------------------|--------|----|------|
| CALL | Pre-test | 40 | 13.46 | 4.460 | -5.707 | 42 | .000 |
| | Delayed Recall Post-test | 40 | 18.27 | 4.461 | | | |

The results from the Pre-test and Delayed Recall Post-test scores reveal that all students in each group generally had made progress in learning vocabulary after they were taught to use Drill, Vocabulous, and CALL. This might be due to the following factors. First, the students might have benefited from the class discussions as Stahl and Clark (1987) affirm that discussions appear to improve vocabulary learning. In the lessons, it was observed that the students benefitted from pair and group works that was formed among their friends who were sitting close to each other. To a certain extent, the tasks or activities in the lessons provided the platform for them to reflect their learning through discussions. Second, it is also likely that the teacher made students focus on the techniques of using the methods in detail that yielded the improvement in the scores of the Delayed Recall Post-test. Although the students were instructed to follow their teacher, this did not mean that they were to totally depend on her. Yet, the teacher having the role of a facilitator and resource person negotiates with the students whenever they ask for clarifications (O'Neill & McMahon, 2005). Besides, it is rather inappropriate for the teacher to spoon feed them as they are studying at tertiary level. They have other options to create their own learning in that they assimilate the techniques and apply those they find suitable when doing exercises in the lessons.

H₀₆: There is no significant difference in the achievement of the number of words learnt in the Delayed Recall Post-test using Drill, Vocabulous, and CALL among students.

A one-way ANOVA was used to explore the differences in the achievement of the highest amount of words learnt as measured by the Delayed Recall Post-test. Table 4.8 showed that there was no statistically significant difference at the $p < .05$ level in the Delayed Recall Post-test for the groups [$F(2, 120) = .249$, $p = .780$]. The no significant result obtained from the analysis, therefore, meant that the null hypothesis was accepted.

Table 4.9: Results of ANOVA for Delayed Recall Post-test

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 13.984 | 2 | 6.992 | .249 | .780 |
| Within Groups | 3371.320 | 40 | 28.094 | | |
| Total | 3385.304 | 42 | | | |

The hypothesis that there would be significant differences when the students are exposed to learning vocabulary using Drill, Vocabulous and CALL in the Delayed Recall Post-test is not supported in the present study. The students demonstrated they were not able to remember all the words they learnt when they were tested in the delayed recall. It is not astounding that the students could not remember the words after a two-week break as they were not able to review them in that period. In fact, they were warned not to do so, and if otherwise committed, it would affect the results of the study. They only benefitted the revisions in the two lesson periods whereby they were given a few activities to familiarize themselves with the target words. It is apparent from the previous discussion that the finding of no statistical differences among the three treatments, tentatively suggested that it might be the amount of practice and reinforcement intervals, not the particular methods that impeded the students from acquiring the vocabulary for long term. The finding is consistent with the result obtained by Liu (1998) when she could not find any significant difference in the delayed recall post-test using three vocabulary learning methods namely Subjective Approach to Vocabulary (SAV), context method and CAI. While the data of Liu's study indicated that SAV method had the highest mean of correct word, the results were not conclusive enough to be statistically significant. Hence, she concluded that all vocabulary learning methods could produce better learning of the words, and no one method has shown to be consistently superior for long term retention.

CONCLUSION AND SUGGESTION

Conclusion

The present study has demonstrated the advantages of Vocabulous and Drill in the achievement of the number of words learnt in the immediate recall. However, for the delayed recall, it showed that all the three methods were not significantly different in helping the students to store the vocabulary for long term retention. Such findings are significant because although many researchers have advocated the relative effectiveness of Vocabulous, Drill, and CALL in the achievement of the number of words learnt, no study has ever empirically investigated the relative efficacy of these three methods in a single study. However, more research will be needed to address some limitations of the present study.

First, it might be valuable to extend the duration of the study. Interested researchers may extend the duration of the study to a period of a semester or fourteen weeks according to the general academic calendar in most local public school. Second, the current investigation was limited by the number of target words used for learning and testing. Having only 42 target words seemed to be quite small to be accounted for the vocabulary sample. Hence, having more target words enables students to learn the strategies and techniques of using Vocabulous, Drill and CALL to be more promising. The last concern was that the format of the tests that used multiple choice type answers and fill-in-the-blanks. Freely guessing the answers still offered an one-in-four possibility of them getting it correct, and thus, scoring one point for the question. Similarly, students might just want to get over with the fill-in-the-blanks questions. Hence, future researchers may use

cloze-test to replace the existing format. For multiple-choice questions, they can provide two choices of answers instead of four for prospective students to choose from. This means they need to provide selection of true or false answer only.

Suggestion

In teaching and learning process, the teacher must give an extra attention to each student's learning vocabulary. The teacher must know the basic skill which includes the students' need and interest in learning. Besides that, the role of the teacher in the teaching and learning process is very important because teacher take attendance as the monitor while the students do the activity in the classroom. In order to make the students get the idea of that subject, the teacher must drill them in directly. Furthermore, the ability of the teacher is the important things in applying drill, vocabulous and CALL as the technique especially in teaching vocabulary because not all of the teacher can drill and give the good instruction for the students. The teacher should monitor how they do and try to guide them in learning vocabulary.

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DEVELOPING ENGLISH TEACHING MATERIALS FOR YOUNG LEARNERS

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Abstract: Teaching material is needed in teaching-learning activities in the classroom. Without an appropriate material, a teacher might have difficulty in delivering the lesson, especially for children. TEYL (Teaching English to Young Learners) is a compulsory subject for the English Department students of Adi Buana University and this course is only offered for the final year students. To support TEYL course, undergraduates need to create English Teaching Materials that are useful for both teacher and students in school. Therefore, it is important to conduct this study in order to develop English teaching materials that meet the students' need. The author concerns on the authentic teaching materials made by the undergraduates. The final product of English teaching materials for young learners are *Let's Count and Clip*, *Boggle*, *Noun Clipboard*, *What Time is It?*, and *Dominoes Card*. All in all, these English teaching materials have been used in one of the private schools (BP school) to help children learn English. Based on the result, it can be concluded that *Let's Count and Clip* as the most popular material among the children. It is quite attractive and appropriate to help grade three of primary school learn English.

Keywords: *English materials, young learners, teaching strategy*

INTRODUCTION

Teaching English for Young Learners (TEYL) in Indonesia is not an easy thing to do. Teaching young learners is totally different from teaching adults. Children tend to change mood every minute and they like to move around all the time. On the other hand, kids show a greater motivation than adults. The teachers have to find an interesting strategy to improve the students' skills and to make a good atmosphere in the class. Creating an interesting English class need a good preparation. The process of teaching and learning is one way for the teachers to transfer the information to the students. So, the teachers have to use simple language so that the students can easily understand the material. In some schools in Indonesia, the students are still afraid of learning English. It can also be difficult to motivate learners. Children may struggle to understand the relevance of learning English as they have little contact with speakers of the language (Ho, 2003; Li, 1998). Thus, teachers have to be inventive in selecting interesting activities and must provide a great variety of them.

Developing English Teaching Materials especially for young learners is a big challenge for any teachers who teach in primary school. Teachers are expected to be more creative in designing the materials for students and also teachers must be able to teach the materials to students. The goal is to help students develop their English skills. This study offers ideas for classroom activities to support and help students enjoy learning English. In addition, the roles of teachers of young English learners have also contributed to the success of teaching itself in the classroom. This study is conducted to investigate the students' activities of the third grade in *BP* school (private school) in Surabaya. Their age is between 9 to 10 years old. The students are a mixed ability group who have a very basic level of English. In this school, English is considered as an optional local content subject. It focuses on the teaching materials created by undergraduates that use in young learners classroom. The five final products are *Let's Count and Clip*, *Boggle*, *Noun Clipboard*, *What Time is It?*, and *Dominoes Card*. The expected outcome of this paper is to find out whether the teaching materials made by undergraduates meet the students' need or not in school.

REVIEW RELATED TO LITERATURE

How to Teach English to Children

As mentioned by Verner (2015), the three powerful strategies are:

1. Make it fun

Some teachers believe that children learn best through play. There are some ways that can be done by the teachers to make learning more fun with the students.

- First, play games. Games can be one of the alternatives to make fun learning in the classroom. Games have a goal to accomplish and also help students to compete with their classmates. For example: If the students win a game, they will feel good about the success. The following examples of super fun games for young learners are Simon Says, Mother May I, Memory, Treasure Hunt etc. Young learners usually play games for fun. According to Khan (1996), teachers need to consider which games to use, when to use them, how to link with the textbook, more specifically, different games will benefit students in different ways. The key to a successful language game is that the rules must be clear and the game must be fun.
- Second, be creative. In young learners classroom, teachers must have different plans each day. The students will be bored if the teachers do the same thing in class every day. The point is the teachers must focus on the students' exercises. Also, teaching-learning activities can be done outside the classroom, not only inside the class. In addition, Harmer (2002) stated that games, stories telling and song are activities that are suitable for young language learners.

2. Make it active

Montessori (2018) suggested that young learners are not able to learn unless they are also able to move. TPR (Total Physical Response) is a teaching method that works really well with children. Children move as they learn. They follow teachers' instructions and copy the movements.

3. Don't put pressure on your students
No matter what teachers do in class, try not to pressure the students. There are some ways avoid putting pressure on students such as modeling correct language use, don't give everything with a grade and also don't correct every error the children make.

Designing English Teaching Materials

Designing English teaching materials in young learners classroom should be based on how children learn and how they learn the language. There are three stages in designing English teaching materials as suggested by Christie (2003):

1. Preparation in selecting learning materials used for a natural context and a structured context for learning and using language (younger children) and other contexts for encouraging language (older children)
2. Conducting a workshop for a balanced approach to instructions, teaching meaning and skills, and meeting special needs
3. Doing an assessment of determining what young learners know and can do and on-demand assessment.

The learning materials have to be focused on something that children must use the language. In other words, teachers are to expand students' learning and opportunities to use language in the English classroom. To fulfill what students need to promote the language use in English class, teachers can provide authentic materials that are suitable for the students' need. An advantage of introducing authentic materials at an early stage of language learning is to help students become familiar with the target language (Field in Mousavi and Irvani, 2012).

English Teaching Materials for Young Learners Classroom

Activity 1: *Let's Count and Clip*

Strategic focus: Numbers 0-10

Time: 10-15 minutes

Materials: Flashcards, numbers, rope, clip



Directions:

1. Show students the media of *Let's Count and Clip* to attract students' interest.
2. Tell students that you are going to teach numbers.
3. Ask students to sing *Little Indians* along with you before beginning the lesson.

4. Hang on the numbers 0-10 on the whiteboard.
5. Prepare the flash cards and ask the students to count the object on the card and match with the suitable number. After matching, the students must spell and write the number on the whiteboard
6. After the students know how to do the activities, divide the students into two groups.
7. Play the games with the students.
8. Ask students to line up based on the group, then each member of the group come forward to match flash card and number and write the spelling.
9. For those who can match the pictures and the numbers correctly, they get 1 (one) point for each group. The winner can be seen from the total point of two groups.

Activity 2: *Boggle Jr.*



As stated by Hasbro (2005), Boogle Jr. is a word-finding game for two or more players. Boogle encourages players to create as many words in a short time. In other meaning, Boogle is a popular word game for every player.

Strategic focus: word recognition and spelling

Time: 15-20 minutes

Materials: Boogle Jr. Game tray, 3-letter words, picture-cards

Directions:

1. Point to the picture on the card and ask the students what it is – cat, sun, dog, pen, sea, etc.
2. Point to the word below the picture, say the word, then spell the word aloud, letter by letter, for example: “It’s a cat... C-A-T”
3. Divide the students into groups. One group consists of two people.
4. Go back to the first letter, and have the students find that letter on the Boogle tray and directly place under the letter as it appears on the card.
5. Do it again until all the cards have been used.
6. Whoever has finished the first during the round gets one point.

Activity 3: Noun Clipboard



Strategic focus: Fruits, Vegetables, Transportations, Classroom Things, Animals

Time: 10-15 minutes

Materials: small cue card with the name of the object and picture

Directions:

1. Show students the book of *Noun Clipboard* to attract students' interest.
2. Tell students that you are going to review about the noun.
3. Ask students to name kinds of fruits, vegetables, transportation, classroom things, and animals orally.
4. Hang on the theme on the Noun Book Clipboard.
5. Spread all the small cue cards with pictures on the tray.
6. Ask the students take one cue card from the tray.
7. Call the students to come in front of the classroom one by one.
8. Have the child clip the picture based on the suitable theme, for example watermelon – Fruits, dog – Animals, eggplant – Vegetables, pedicab – Transportation, ruler – Classroom Things.

Activity 4: What Time is It?

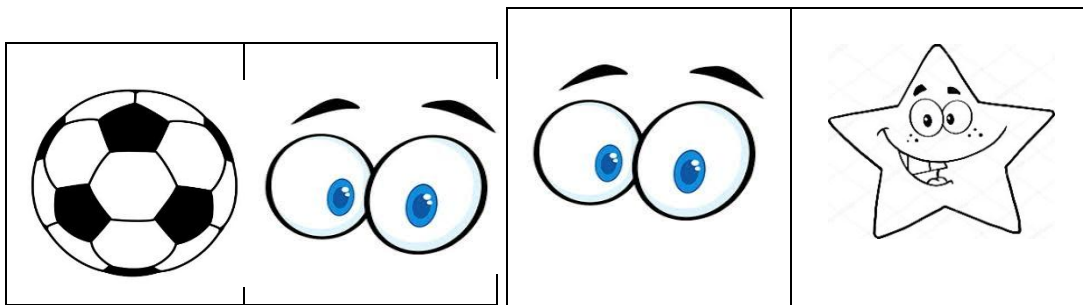
Strategic focus: Time

Time: 15-20 minutes

Materials: Time Board Games

Directions: (Taken from Daymut, 2009)



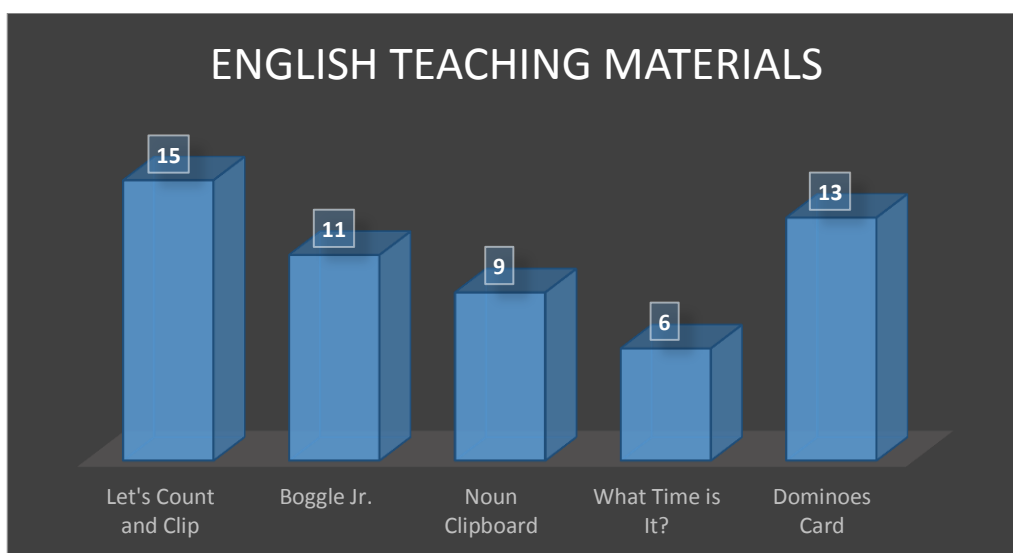


METHOD

This study is a descriptive study in a survey form because it describes English teaching materials and all the components based on a questionnaire (in this case a Self-Evaluation form) and interviews. The subjects of the present study were 6 boys and 9 girls – students in BP school.

The instruments were interview questions and observation. To obtain more valid data, an interview with the students were conducted. For the triangulation of the data, the students who have involved in the activities were also asked to fill in the Self-Evaluation form. Besides, they were also interviewed to get more supportive data.

FINDINGS AND DISCUSSION



All the activities were conducted in class with 15 students in one of the private schools in Surabaya (BP School). The condition of the classroom was good and big enough with movable chairs. The students also were eager to follow all the activities given by the teacher. After doing the five activities, the teacher handed self-evaluation form to the students in order to know about their feeling in doing those activities.

From the chart above, it can be seen that the highest rank was “Let’s Count and Clip” (15 students). All the students chose this activity as the easiest

activity to be done. They were required to match the numbers 0-10 with the pictures on the whiteboard. Moreover, the students loved to do activities that asked them to compete among their classmates. During the observation, the students took part in singing the song of “ Little Indian”. They followed the teacher’s instruction exactly the same with the movement. The children also actively participated to match the flash cards and numbers for the material *Let’s Count and Clip*. For this activity, there were 4 children who had difficulty in spelling the numbers. Student A misspelled number 2 (two) - ‘too’. Student B wrote ‘sick’ for number 6 (six). Student C mentioned ‘fife’ for number 5 (five). Student D answered ‘tree’ for number 3 (three).

For “Dominoes Card”, there were 13 students chose this activity as the second rank. This activity was done individually and did not require a lot of time to complete. They could play dominoes and practice with their friends without any difficulty at all. From the observation, the students were so happy in doing this activity. One of the reasons was the design of the dominoes card. It filled with pictures and most of the students did not have any difficulty at all.

Next, 11 students picked “Boggle Jr.” as the third activities. This activity was a bit tough for the students because only fewer students could do the word recognition and spelling. They were lack of knowledge in making words. Some of the students still had the same difficulty in spelling the words. For example, when the teacher asked group one: What picture is this? This is a cat. Then, the teacher continued the question: How do you spell CAT? Find the letter on the tray now! One group took the wrong letter – KAT instead of CAT. Another example of the word SUN, the students chose the letters SON.

Another activity was chosen by the students was “Noun Clipboard” (9 students). For this activity, the students loved the activity that needed them to move a lot. However, problems occurred because some of the students had low vocabulary mastery. They had difficulty in matching the object with the theme, for example: eggplants with vegetables. The reason was not all students understand the names of the vegetables. In other words, the children were lack of vocabulary knowledge because there were some new vocabularies, such aspedicab, eggplant, dragon fruit, cupboard.

The last activity was “What Time is It?”. 6 students chose the activity as the last rank and as the most difficult activity. The students felt difficult when they had to guess the time on the game board such as 07.30, 09.45. However, problems occurred when the students deal with *aquarter to...*, *half past...* Besides, the students still put their effort to answer the questions. The children also loved the layout of the board game, especially when they rolled the big dice.

CONCLUSION

Using various teaching materials in teaching English is not a one-night activity. It needs extra time and several thoughts to create the materials as well. Every student is unique. They have their own preferences. A teacher needs to adjust activities which can maximize the result of the process. The teachers’ creativities are a significant factor forstudents’ success.

From the findings above, the results showed that the five teaching materials can be used effectively to help young learners to learn English. Furthermore, the use of these five teaching materials has support for the students’

success. It provides a joyful atmosphere in young learners classroom. The five teaching materials made by the undergraduates also show that the students are interested in the design. Further, it attracts the students at the first sight and they are willing to participate actively in the lesson.

As a result, *Let's Count and Clipis* the most suitable and popular among the children. It is not only attractive but also appropriate to help grade three of primary school learn English. To speak more broadly, the author would like to give a suggestion for other teachers teaching English to young learners to be more creative and innovative in preparing English teaching materials. The design, layout and general appearance should be considered by the teachers. However, the most important thing is the content and other aspects of English teaching materials before using it. Besides, it is also useful to have a discussion with other colleagues to compare the strengths and weaknesses of each material. For further study, considering that there are kinds of English teaching materials for young learners in the bookstore, it is recommended that other researchers should make studies about an evaluation of English coursebook that used in private and public school.

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Appendix 1












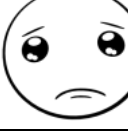



SELF-EVALUATION FORM

Name: _____



SELF EVALUATION

This is how I feel about...

| | | | |
|-----------------------------|---|--|---|
| <i>Let's Count and Clip</i> |  |  |  |
| <i>Boggle Jr.</i> |  |  |  |
| <i>Noun Clipboard</i> |  |  |  |
| <i>What Time is It?</i> |  |  |  |
| <i>Dominoes Card</i> |  |  |  |

Appendix 2

Interview Questions (In English and Bahasa Indonesia)

1. What is your gender? Boy Girl
2. Do you think you can improve your English by using the activities given by the teacher?
Yes No
3. In what ways do the activities help to improve your English skills?

4. Which materials did you enjoy most?
 - a. Let's Count and Clip
 - b. Boogle Jr.
 - c. Noun Clipboard
 - d. What time is it?
 - e. Dominoes Card
5. Why you like the materials?
 - a. Colourful pictures
 - b. Interesting design
 - c. Easy to do
 - d. Challenging
 - e. Group work
 - f. Individual task
 - g. Other:

6. Do you find any difficulty while doing the activities? Yes No
7. What difficulty did you have during the activities?

8. Do you understand the teacher's instruction while doing the task?
1 2 3 4 5
Unclear/Confused O OOOO Understood Clearly
9. Is there anything else that you learned in the process that you would like to share?

IMPROVING THE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING MAPPING TECHNIQUE AT ILMU AL-QUR'AN AND TAFSIR (IAT-1) IAIN JEMBER

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Abstract: This research was aimed at improving the ability of the students of IAT-1 in reading comprehension achievement by implementing mapping technique. To achieve the purpose, the classroom action research design was employed by following four stages: planning, implementing, observing, and reflecting. This research was implemented in two cycles, in which both the first cycle and the second cycle were carried out in two meetings. Mapping as a teaching technique can help students visualize the basic shape of material, the main ideas and details about a topic, and how the topic, main ideas, and details are related each other in some sort of illustration (boxes, circles, connecting lines, diagram). The characteristics of mapping are; *hierarchy, diagram, compare and contrast, timeline, processes or cycles*. The result of the research revealed that mapping technique improved the students' reading comprehension achievement of IAT-1 IAIN Jember.

Keywords: *Mapping, improve, reading comprehension achievement*

INTRODUCTION

English as a means of communication is spoken all over the world as one of the international languages. At University, English teaching aims at developing students' ability in using English both in oral and written forms. In other words, they are expected to master four language skills namely; listening, speaking, reading and writing.

According to Hennings (1997: 4), reading is a basic skill of communication, it is used most effectively when it supplements and enriches the material gained in other ways. In line with this, Wood (1991: 5) also states that reading will become a valuable source of information when it is learned to get meaning from different types of material and to read for a variety of purposes. So, it can be concluded that reading is the important thing to get some information from different types of material and for different types of material and for different purposes.

To be able to get information needed, students should read the available resources. For example, if students need to find information about job vacancy, they can read newspapers, or if they want to have information about music or popular songs, they will read music magazine, or they can also read novels if they

need to read for pleasure. In line with the above explanation, Grellet (1981: 4) confirms that students read for many different reasons, some read for information and some read for pleasure.

Reading comprehension in this study deals with students' ability to understand reading text. According to Hennings (1997: 245), comprehension means interacting and constructing meaning to the text, In line with this, Fairbairn and Winch (1996: 8) also confirms that we read in order to gain meaning from the text. Based on the explanations above, it can be concluded that reading comprehension is the process of interaction between the written information and the reader by understanding the written language associated with the readers' language skills and their acquired knowledge.

Thus the basic comprehension units in reading are words, sentence, and paragraph (Hennings, 1997: 269). In other words, students should comprehend the word, sentence, and paragraph to gain meaning from the text. In reality, however, many students do not know how to read the printed materials comprehensively. They may be able to read faster but they do not understand the passage nor can they get the message from the material very well.

To overcome the students' problem with reading comprehension, the teachers' role becomes important in the teaching and learning process especially in choosing the best teaching method and materials. For example, the teacher should apply an appropriate technique in teaching reading in the class that is providing activities to help students understand the information from the textbook. The technique should help students raise their background knowledge to make prediction about the content of the text and also help students get more information, details and examples after reading activities.

Hennings (1997: 274) states the strategies to help students understand the information that is explicitly stated in the text book, such as: webbing, charting, or outlining. Chaffee et al. (1993:13) also state some strategies to help students for generating ideas, i.e.: brainstorming, mind mapping, free writing, or questioning.

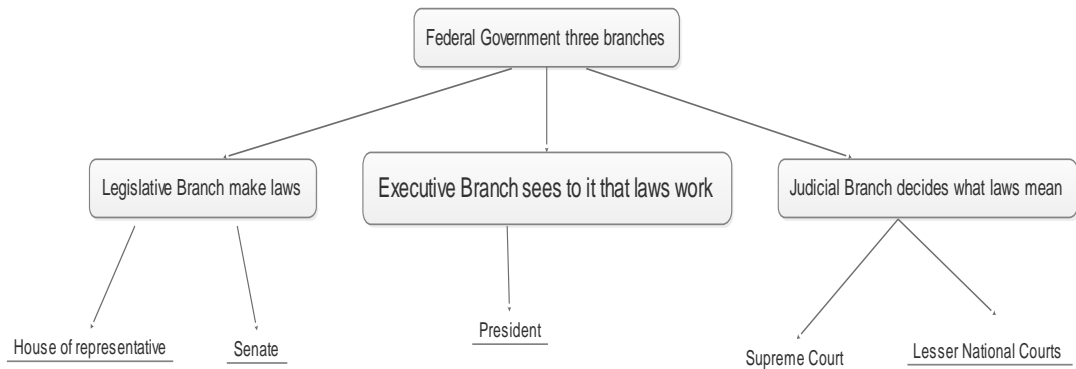
Mapping is a teaching technique that has an important role in English teaching especially in reading comprehension achievement. By using mapping, the process of reading comprehension teaching will be easier, because mapping helps students visualize ideas and details about the topic. According to Carnine (1990:355-356), mapping refers to as graphic organizer, graphic representation, structure overviews, which help the students to see the visual relationship among the major concepts, sub-ordinate concepts, and related details about the whole or topic. Another definition is given by Carrell (1988: 249) who states that test mapping involves selecting key content from an expository passages or informational texts and representing it in some sort of illustration (boxes, circles, connecting lines, tree diagrams, etc).

Moreover, Cooper (1999: 21) states that mapping is a way of organizing ideas about a particular topic so that the relationships among the various subtopics can be displayed visually. Wood (1991: 80) also confirms that mapping is a picture of the most obvious main ideas in a book, chapter, or article. More importantly, it helps students to see the relationship among the ideas about a topic in some sort of visual representation or illustration (boxes, lines, arrows, and circles) of how ideas and details relate to each other. It means that mapping is a

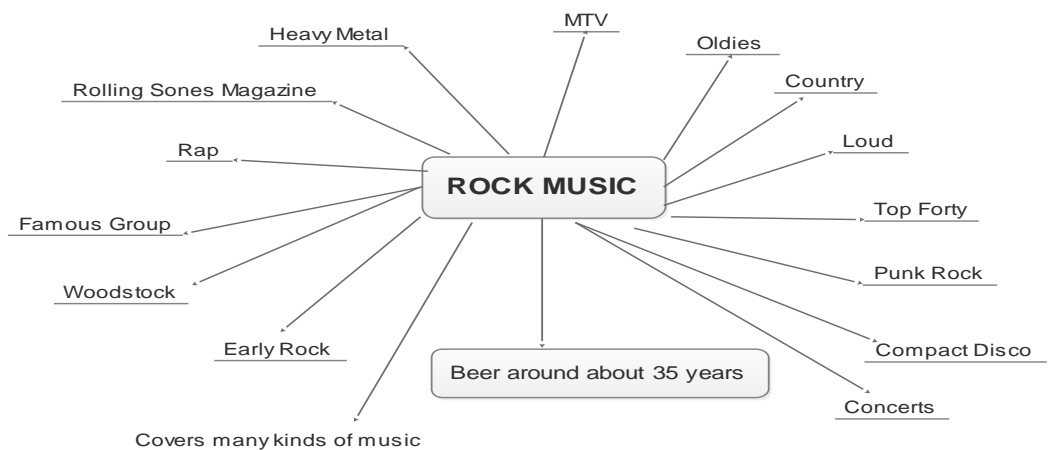
good technique for teaching learning process, particularly in reading comprehension.

According to Carnine (1990: 356), the characteristics of mapping are as follows:

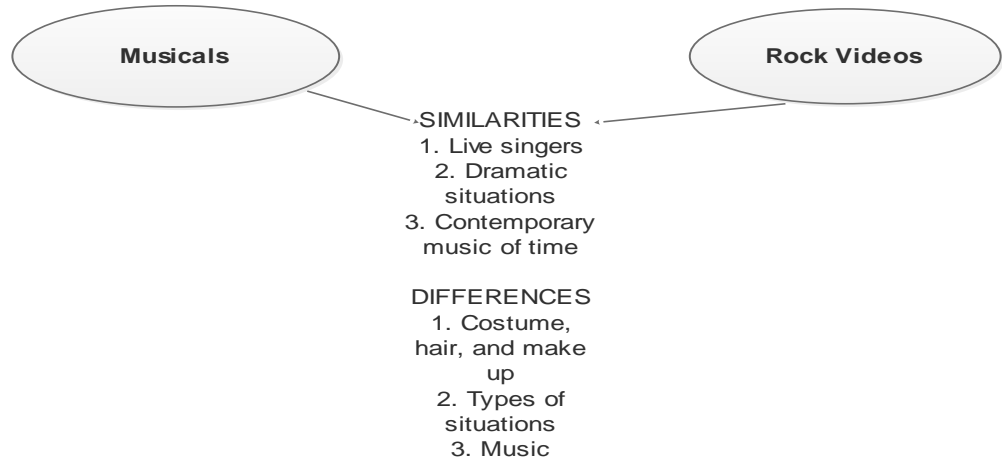
1. A concept map visually represents a body knowledge including the critical concepts, ideas, events, generalizations and/or facts using diagram or other type of visual display. Thus, the concept map can serve as a guide to the chapter's content and structure.
2. The structure of the concepts map is dictated by the different types of structure found in materials.
3. The text material represents a *hierarchy* in which the relationships between major concepts, subordinate concepts, and related details are stressed.



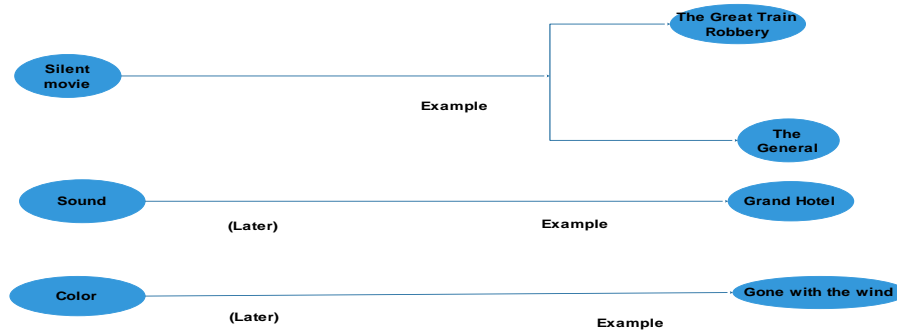
4. The text material represents a *diagram* that shows the parts of the whole.



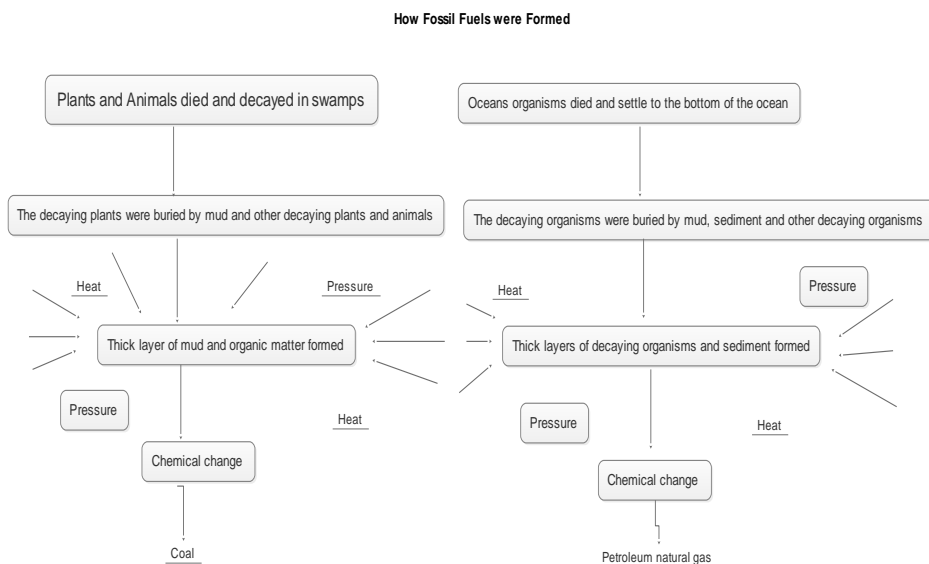
5. The text materials present *compare and contrast* chart that explains similarities and differences between two things.



6. The text material presents a *timeline* that explains a sequence of events over time.



7. The text materials present *processes or cycles* that explains how to do something or how something can be done.



Boss and Vaughn (1991: 220) state that mapping has functions to : (1) asses and activate background knowledge, (2) as a visual representation for the students' current understanding of the concepts, (3) as a blueprint for teaching, and guide the teacher and students in organizing information. In addition, mapping has functions to organize the ideas and allows the students to see which aspects of the topic might fruitful to pursue and which to drop (Raimes, 1999: 10). It means that the students can classify ideas and details about the topic in some sort of illustration (boxes, circles, connecting lines, diagram) in which the topic, ideas and details are related to each other. In other words, they can see the basic shape of the material; the main ideas about a topic, the order in which they are presented, and how they relate to each other.

Furthermore, reading as one of those language skills being the problem faced by the most students needs to be improved. To identify the problems of reading which occurred in the reading class, the researcher conducted a pre-test. Based on the pre-test that was done by the researcher himself as an English lecturer at IAT1 Faculty of Ushuluddin, Adab and Humaniora IAIN Jember, some students were able to comprehend the text well but some still had difficult time in comprehending the reading text. Then, it was found that the students of IAT-1 face some difficulties in mastering reading comprehension. There were 26 students out of 47 students who got low average score of reading comprehension (less than 60 as the minimum of passing grade) in their reading comprehension pre-test with 56.15 as the average score. It happened because they did not have any strategy to comprehend the reading text and they had limited vocabularies.

Based on those reasons, the researcher tries to offer applying mapping as a teaching technique in improving the students' reading comprehension achievement at IAT-1.

Therefore, teaching reading comprehension by using mapping technique can be prepared to teach reading comprehension at IAT-1. By doing so, students will be able to see the visual information and ideas from the text, the ideas, and details about a topic, and how they relate to each other in some sort of illustration (boxes, circles, connecting lines, and diagram).

RESEARCH METHODOLOGY

Research Design

The design of this study is classroom action research done in class IAT-1 Faculty of Ushuluudin, Adab, and Humaniora IAIN Jember. It begins with the problem faced by the students in reading ability and the questions about classroom experiences, and about how to improve students' reading comprehension achievement through mapping technique. It is reflective process which helps the researcher to explore and examine aspects of teaching and learning and to take action to change and improve.

Furthermore, this action research was conducted in cycles in which each cycle consists of four stages activities. They were planning of the action, implementing the action, the classroom observation, evaluation and the reflection of the action. Each cycle was conducted in two meetings, in which each meeting was done in 90 minutes.

Setting and the Subject of the Research

This classroom action research was carried out at IAT-1 IAIN Jember. This subject of this research is the students of the first semester students of IAT-1 in the 2017/2018 academic year. The number of the students learning English classroom are 47 students. The area of this research was determined purposively by considering three considerations as follow: (1) Mapping technique has never been used by the students in reading class. (2) The students still have problems with reading comprehension or their reading achievement is still low. (3) The Dean gives the permission to the researcher to conduct the classroom action research.

Research Procedures

In conducting this research, the researcher employed a series of stages; (1) planning, (2) implementing, (3) observing and ended with (4) reflecting. This one cycle is preceded by the result of preliminary study which forced and led to conduct some actions to apply a certain method.

Preliminary Study

The preliminary study is conducted prior to real action research in order to get the data about the students' problem in reading. In this step, the data is gained by observing the teaching of reading in the classroom. In addition, the data is also taken from the result of students' pre-test on September 5th, 2017. The result of the test indicates that students had low achievement in reading. There were 26 students out of 47 students who got low of average score of reading comprehension (less than 60 as the minimum passing standard) in their reading comprehension pre-test with 56.15 as the average score. Based on the preliminary study, it is found that there are major problems that need to be solved; it is the less of understanding in reading text. All data from the preliminary study are employed as the basic consideration in planning the action that will be applied.

Planning the Actions

Planning is the step in which a careful preparation is made before doing the action. This part consists of determining the teaching strategy, designing the lesson plan, and setting of criteria of success.

The Teaching Strategy

The applications of mapping in teaching reading deal with the procedures on how to make a map in teaching reading. There are many ways on how to make a map in teaching reading given by experts. Mapping can help students carry out the information from a reading text which is illustrated as diagram forms.

The steps to make a map are as follows: The first step is to write the subject of the material in the middle or at the top of a piece of paper. Draw a box or a circle around it so it stands out. The second step is to locate the main ideas that support and develop the subject and write them on lines attached to the subject. Finally, attach enough supporting details to each of these lines so the

whole map will make sense to the students when they study it later (Wood, 1996: 230).

In this research, the applications of mapping in teaching reading given by Wood were considered. These applications or procedures on how to make a map were used because they were simple to be understood and easy to be applied by the students. By mapping, students could visualize the ideas and details about a topic in which they are related to each other in diagram forms.

The Lesson Plan

The lesson plans are designed with the purpose of providing the researcher as the teacher with the guidelines of teaching and learning activities. The lesson plan is developed by researcher which includes the following items: (1) the standard competence, (2) the basic competence, (3) the indicators, (4) the objectives of learning, (5) the teaching method/technique, (6) the instructional procedures, (7) the sources, and (8) the evaluation/assessment.

The Criteria of Success

In classroom action research, the criteria of success used to find out how the students' improvement after implementation of the strategy. For this research, the criteria are used to see whether another cycle of the action is needed or not. In this case, the success is determined by the criterion: the average score of the students of the whole class achieve reading test is greater than or equal to 60 of the range that lies from 0-100. The consideration of the score 60 is that has been set as the minimum passing standard.

The formula used to judge the reading score is as follows:

The true item X 5

In additions, the indicators mentioned above are also applied to decide whether the cycle proceeded to the next or needed to be quitted. The students were tested by a set of reading test. It was designed in multiple choice test that consists of 20 items. Furthermore, the success is also determined by the criterion: the students should achieve at least 4 indicators out of 5 indicators from observation stated in checklist. It means that the requirement of 75% of the students' active participation in the teaching reading by using mapping technique should be fulfilled.

Implementing the Actions

Implementation is a realization of some actions that have been planned in advance. The implementation of this research was planned to be done during the school hours. The actions given were teaching reading by using mapping technique. It was given to the research subjects in every meeting in each cycle.

The procedures in applying mapping technique to improve the reading comprehension achievement of the students of IAT-1 as follow; The first step is to write the subject of the material in the middle or at the top of a piece of paper. Draw a box or a circle around it so it stands out. The second step is to locate the main ideas that support and develop the subject and write them on lines attached

to the subject. Finally, attach enough supporting details to each of these lines so the whole map will make sense to the students when they study it later.

The implementation of the action at the first cycle was done on September, 9th, 2017 as the first meeting, and on September, 10th, 2017 as the second meeting, it was continued by the reading test on September, 14th, 2017 to measure the increasing of the students' ability, and check whether it was suitable with the criteria of success.

Finding that the increasing of the students' ability on reading still did not match with the criteria of success, the study was continued into the second cycle that was done on September 16th, 2017 as the first meeting and on September 17th, 2017 as the second meeting. The reading test was done again on September 19th, 2017 to measure the increasing of students' ability in reading. Since the researcher found that the criteria of success were fulfilled, the cycle of the action was stopped.

Observing the Action

Observation checklists are used to record the progress in each stage of learning. They are employed to record the students' activities that related the participation during the teaching and learning reading activities. In this case, the researcher filled the observation checklists from the students' responses during the teaching and learning process. Further, observation checklists is also used record the teacher's activities that reflected the implementation of strategy during the teaching reading activities.

The Table of Observation Checklist

| NO | Students' Name In Initial | Meeting 1 | | | | | Active |
|----|------------------------------|-----------|----|----|----|----|--------|
| | | 1* | 2* | 3* | 4* | 5* | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |

Notes:

1*: Surveying the reading text related to the topic

2*: Making some questions related to the topic

3*: Reading the reading text carefully

4*: Making a map based on the reading text

5*: Doing the reading exercises

The above table indicates the students' active participation in teaching and learning process of reading by using mapping. They should achieve at least 4 indicators of observation stated in the checklist.

Reflecting and the Data Analysis

Reflecting became a vital activity to analyze, to synthesize, to interpret and to explain the collected information gathered from different sources of data. The other significance of this section is to compare the result of conducted assessment and the criteria of success predetermined. The conclusion of the reflection is obviously used as fundamental information to hold the following action. If the results in a cycle had achieved the criteria of success, the study was said successful and otherwise if the results did not meet the predetermined criteria of success, it would be necessary to prepare the following cycle by making important revision on the parts of planning, implementing and observing.

The results of the reading comprehension achievement in the form of scores were analyzed quantitatively. The results of the data analysis were classified qualitatively based on the classification of the score levels. The quantitative formulation for analyzing the students' reading achievement in the form of scores is as follows:

$$E = \frac{n}{N} \times 100\%$$

Note:

E : The percentage of the research subjects who reached the targeted score ≥ 75

n : The total number of the research subjects who reached the targeted score ≥ 75

N : The total number of the research subjects who took the test.

(Adopted from Ali, 1993: 186)

RESEARCH FINDINGS

Research Findings of the Actions in Cycle 1

The reading material taught in the first meeting was the text entitled "*Faith*" and the reading material taught in the second meeting was the text entitled "*The Five Pillars of Islam*". The texts were taken from the internet.

At the end of the first cycle, the reading comprehension test was administered in the third meeting (on September 14th, 2017). In the reading test, there were two texts. Both of them were taken from the internet. The title of the reading text in reading comprehension test is "*Beautiful Teaching of Prophet Mohammed*", and "*Shahada*".

The Result of Observation in Cycle 1

The class observation in the second meeting showed that 24 students or 51.06% of the students were active in the teaching learning process of reading by using mapping technique. This means that the observation results in the first cycle has not been fulfilled yet because they had not achieved the standard requirement in this research. As a result, the actions were continued to the second cycle.

The Results of the Students' Reading Comprehension Test in Cycle 1

The percentage of the students' reading comprehension achievement test score in the first cycle was 57.45% of 47 students who got score ≥ 60 . The action

of this research was considered to be successful if 75% of the total number of the students achieved the targeted score that was ≥ 60 . In fact, there were 57.45% (27 students) of the students who reached reading comprehension achievement score ≥ 60 . This means that the targeted percentage of the students gaining the core ≥ 60 had not been achieved.

From the fact above, it can be concluded that action in the first cycle was not successful yet. Therefore, it was necessary to proceed the action to the following cycle.

The Results of the Reflection in Cycle 1

The reflection was done based on the result of reading comprehension test score and the observation. Based on the results of observation, it was found that 24 students or 51.06% of the students were active in the second meeting during the teaching learning process of reading. It means that the requirements of 75% of the students active participation in the teaching learning process of reading comprehension by using mapping technique was not fulfilled.

Meanwhile, based on the product evaluation, the result of reading comprehension test score in the first cycle showed that the percentage of the students who go reading comprehension score ≥ 60 was 57.45%. Meanwhile, it was targeted that 75% of the total students could achieve the targeted score of reading comprehension at least ≥ 60 . However, there were 57.45 % (27 students) of the total students who could achieve the targeted score required. Therefore, the actions of Cycle 2 were needed to improve the students' reading comprehension achievement.

Research Findings of the Actions in Cycle 2

The actions in Cycle 2 were done because the actions in Cycle 1 had not reached the research objectives yet. The implementation of the action was based on the revised lesson plan made by the researcher. The researcher expected that after the actions in Cycle 2, the results of the students' reading test would be better than those of the Cycle 1 and as it was expected it could improve the students' reading comprehension achievement through mapping technique.

The title of the reading text in meeting 1 of the second cycle was "*Shalat*" and "*The almsgiving*" that were taken from internet. The second meeting was "*Fasting*" and "*Pilgrimage*" that were taken from internet.

At the end of the second cycle, the reading comprehension test was also administered to measure the students' reading comprehension achievement. It was done in the third meeting, on September 19th, 2017. The title of the texts used in the reading comprehension test was "*The Six Pillars of Iman*" and "*Al-Qur'an*", both were taken from the internet.

The Results of Observation in Cycle 2

In Cycle 2, the students were asked to do the activities in groups. Based on the result of observation in the second meeting in Cycle 2, it was found that most of the students (38 students or 80.85% of 47 students) were actively involved in the teaching learning process of reading by using mapping technique. It means

that the requirement of 75% of the students' active participation in the teaching reading by using mapping technique had been fulfilled.

The Results of the Students' Reading Comprehension Test in Cycle 2

The percentage of the students' reading comprehension achievement in Cycle 2 was higher than the percentage of Cycle 1 (from 57.45% to 74.47%). In this cycle, there were 74.47% or 35 students having reading comprehension score ≥ 60 . But, there were 12 students or 25.53% of 47 students who got below of the standard score in the second cycle. From those results, it can be said that in Cycle 2, the percentage of the students who reached the targeted score of 60 or higher could be achieved. It can be concluded that the action of teaching reading comprehension in Cycle 2 had achieved the criteria set before applying the action and it can improve the students' reading comprehension achievement. Consequently, the action was stopped.

The Results of the Reflection in Cycle 2

The improvement of the percentage of the students who got the score of reading comprehension test ≥ 60 happened. It was indicated by the result of the reading test score of Cycle 2, there were 35 students or 74.47% of the students had score ≥ 60 . It was higher than the results in Cycle 1 (57.45%). It means that the percentage targeted that was 75% of the students got the score at least 60 or higher in this research had been achieved. It was also followed by the improvement of the observation result. In Cycle 1, there were only 24 students or 51.06% out of 47 students who actively participated in the teaching learning process of reading. While, in Cycle 2, there were 38 students or 80.85% out of 47 students who actively participated in the lesson. Those results showed that the result of observation also fulfilled the percentage targeted in this research that was 75% of the students actively participated in the teaching learning process. It means that this research had successfully achieved the research target criteria. Therefore, the actions of this research were stopped because the research was considered successful.

DISCUSSION

Improvement of the Students' Ability from Cycle 1 to Cycle 2

Based on the results of the implementation of the actions in cycles, in general the students' reading comprehension achievement and participation can be described as follows:

In the first cycle, the students' reading comprehension achievement had not achieved the criteria successes of this research. Besides, from the observation results, the students still experienced difficulties in the teaching learning process of reading in the first time. It could be seen from the results of the observation in Cycle 1. In the first cycle, there were only 51.06% or 24 students out of 47 students who actively participated in the teaching learning process of reading because they had fulfilled at least four out of five indicators being observed. While, 48.94% or 23 students out of 47 students were not active to participate in the teaching learning process because they only fulfilled less than five of the

indicators being observed. Concerning the reasons, the researcher revised some necessary aspects that caused the failure in Cycle 1 and applied them in the second cycle.

In the second cycle, the students were given explanation and instruction about mapping technique not only in English but also in Indonesia. In this way, the students could get the idea clearer. Then, they could ask questions when the explanation and instruction were not clear in differentiating ideas, because the students were asked to work in pairs. They discussed first which idea was the main idea and which ones belonged to supporting ideas. Then, they were able to identify each idea better. Finally, the students working in pairs were able to finish the tasks; including the answered the reading exercises in shorter time than when they did it alone. There were 80.85% or 38 students out of 47 students who actively participated in the teaching learning process of reading.

After conducting the actions in the Cycle 2 by revising some necessary aspects, the percentage of the students who reached the standard score requirement of reading comprehension test at least 60 or more increased from 57.45% with 56.91 as the average score (Cycle 1) to 74.47% with 68.62 as the average score (Cycle 2).

The teacher had to believe that mapping technique gave benefits to the students in reading comprehension achievement. The finding was in line with Raimes (1999: 13) who states that mapping has functions to organize the ideas and allows the students to see which aspects of the topic might fruitful to pursue and which to drop. It means that the students can classify ideas and details about the topic in some sort of illustration (boxes, circles, connecting lines, diagram) in which the topic, ideas and details are related to each other. In other words, they can see the basic shape of the material; the main ideas about a topic, the order in which they are presented, and how they relate to each other.

The result of observation and reading comprehension achievement test in Cycle 1 and Cycle 2 indicated that mapping technique could be applied as one of the effective techniques in teaching reading comprehension. As a conclusion, the application of mapping could improve the ability of the first semester students of IAT-1 Faculty of Ushuluddin, Adab, and Humaniora IAIN Jember in reading comprehension achievement.

CONCLUSION AND SUGGESTION

Conclusion

The research results and the discussions show that using mapping technique improved the students' reading comprehension achievement. This was proved by the fact that the percentage of the students who got the score of at least 60 increased from 57.45% in Cycle 1 with 56.91 as the average score to 74.47% in Cycle 2 with 68.62 as the average score.

Besides, the use of mapping technique also improved the students' active participation in the teaching learning process of reading. This can be seen from the fact that the percentage of the students who are actively participated in classroom activities increased from 51.06% in Cycle 1 to 80.85% in Cycle 2. The results show that the use of mapping technique managed to improve the students'

reading comprehension achievement and the students' active participation during the teaching and learning process.

Suggestion

By considering the results that the use of mapping technique can improve the students' reading comprehension achievement and the students' active participation in the teaching learning process of reading, some suggestions were proposed to the English teacher and the future researchers.

It is suggested that English teacher use mapping technique as alternative technique in teaching reading to improve the students' reading comprehension achievement and the students' active participation. As mapping technique is a technique which allows the students classify ideas and details about the topic in some sort of illustration (boxes, circles, connecting lines, diagram) in which the topic, ideas and details are related to each other. Thus, the future researchers of the English teacher who are more likely to experience the similar problems are suggested to conduct further classroom action research dealing with those problems to improve the quality of the students' reading comprehension achievement and the students' active participation during the teaching learning process of reading.

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EFL LEARNERS' SPEAKING ANXIETY AND ENGLISH SPEAKING ABILITY

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Abstract: The aim of this study was to investigate the correlation between speaking anxiety and presentational English speaking ability. The subjects were the eleven graders of Senior High School in Surabaya. It consisted of 457 students whose age ranged between sixteen to seventeen years old. They came from social and science classes which were divided into seven science classes and five social classes. The result of the study revealed that there was a negative correlation between speaking anxiety and presentational English speaking ability. And there was also a negative correlation between speaking anxiety and each of speaking ability sub-skills.

Keywords: *Speaking anxiety, speaking ability, presentational English speaking ability.*

INTRODUCTION

English is an essential language in the world in global era since it is used in various situations in International relationship. There are ample interesting chances or opportunities to get a better job for someone who masters English. This reality increases the English speakers in the world. Based on the data of statistics portal in www.statista.com, 1500 million people worldwide speak English, of whom 375 million are native speakers. Based on this data, it can be seen that a number of non-native speakers are bigger than the native speakers. Mastering English, especially speaking English is not a simple process. It is not only concerned with acquiring knowledge about grammar and pronunciation systems, it is a set of skills, something we learn to do, so the students need meaningful, interactive practice in the skill in order to learn to use the language (Gower, R., et al., 2005:85). Many people experience mental block against learning foreign language, although they are good learners in other situations (Horwitz, 1986:125). Learning a foreign language sometimes put the learner in uncomfortable situations because they have to learn a language which is completely different from their native language.

Nazir, et al. (2014: 1) found that among four language skills, speaking has always been a critical skill for ESL/ EFL learner. It is the most challenging of the

four skills because it is a productive skill that involves a complex process of constructing meaning (Celce-Murcia & Olshtain, 2000) cited by Ahmed (2014). Juhana (2012: 100) found there are some psychology factors such as fear of making mistakes, shyness, anxiety, and lack of motivation that hinder students from speaking in English class. Anxiety is one of factors influence reluctance problem among speakers. Almost all of EFL learners experience it in speaking.

Suleimenova (2013: 1) defined anxiety as distress or uneasiness of the mind caused by fear of danger or misfortune. In harmony, Cui (2011: 875) said that speaking anxiety is a kind of troubled feeling in the mind. Gaibani (2014:1) said that Anxiety is a state of uncomfortable emotion where danger is perceived, and the victim has a powerless feeling with the expression of tension in anticipation of danger. Performance anxiety involved communication apprehension, test anxiety, and afraid of negative evaluation (Horwitz, 1986: 127). Anxiety is a common problem in learning second or a foreign language. Speaking anxiety is a common problem faces by EFL learners. Almost all of EFL learners get anxious in speaking performance. Based on the previous studies, it found there is a relationship between speaking anxiety and speaking achievement, it triggers the writer to do a deeper research on speaking anxiety.

In the present study, the writer specifies the study on finding the correlation between speaking anxiety and presentational English speaking ability of EFL learners among high school students. Heaton (1990: 100) classified speaking ability into three sub-skills which covers speaking accuracy, speaking fluency, and speaking comprehensibility. Speaking accuracy consists the ability to speak in English grammatically, to use and to pronounce The English words correctly speaking fluency refers to the ability to speak in English fluently, while speaking comprehensibility refers to the ability to make the spoken easily to be comprehended by the listener. Based on the above classification, there are three minor-problems which are addressed in this research. (1) Is there a correlation between speaking anxiety and speaking accuracy of EFL learners? (2) Is there a correlation between speaking anxiety and speaking fluency of EFL learners? (3) Is there a correlation between speaking anxiety and speaking comprehensibility of EFL learners?

MEHOD

The population of the study was the eleven graders of Senior High School in Surabaya. It consisted of 457 students whose age ranged between sixteen to seventeen years old. They came from social and science classes which were divided into seven science classes and five social classes. Probability sampling with simple random selection was implemented to take the sample of the study. Mueller (1992:55) said that it was the way to randomly select a group of individuals for observation who represented the population of the study. The students in each class were divided into some groups. Each group consisted of 5 students. The writer chose one group from each class. The writer took 60 samples from the population randomly. It was an appropriate number of samples in quantitative study. Gay and Diehl cited by Yaghmaei (2015) indicated that in correlation research, at least 30 participants were required to establish a relationship. All groups had to be ready to present their topic because they were called randomly based on the lottery to present a topic in front of the classroom in

a group. The topic of the presentation had been given a week before they presented it so the students had a week to prepare their presentation.

There were two kinds of quantitative data in this study. The first data were taken from the result of speaking anxiety questionnaire and presentational English speaking test. The writer administered Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire designed by Horwitz (1986) to know degree of anxiety of the subjects. The higher FLCAS score indicated the higher degree of speaking anxiety and the lower FLCAS score indicated the lower degree of anxiety. The data of speaking anxiety questioner was ordinal data.

The second data were taken from the student's Presentational English speaking score that were taken during their presentation. Scoring rubric was used to measure the student's speaking presentation performance which is based on the sub-skills of speaking ability which covered accuracy, fluency, and comprehensibility. The types of the data that were taken from presentational English speaking test were ordinal data.

The speaking test that was used in the present study was extensive speaking in the form of group presentation. It was taken in the second half semester. The students were divided in groups. One group consisted of five students. The topic had been given a week before the students presented it. The teacher prepared the topics that were about tourist resort in some counties in the World. There were ten choices of countries including Indonesia, Malaysia, Japan, France, Singapore, Thailand, Filipina, Hong Kong, Australia, and Dubai. The writer chose those countries as choices because there were many interesting tourist resorts in those countries and most of the students familiar with those counties because most of them once having a holiday there. The students were given a chance to choose one of the ten choices. They should present the tourist resort in those countries in front of the classroom.

Speaking rubric was used to gain the students' presentational performance ability. The writer used speaking rubric which was designed by Heaton (1990: 100) which consisted of three sub-skills of speaking ability that were scored. The first was accuracy which covered pronunciation, grammatical, and lexical correctness. The second was fluency which covered the ability to speak smoothly without having to stop and pause a lot. The third was comprehensibility which covered the ability to deliver intention clearly or the intention could be understood by the listener easily. There were two raters during speaking test, the writer as a researcher and the collaborator who was one of English senior teachers in Petra 1 Senior High School. The writer chose her as a collaborator due to her experience in teaching English. Both raters were collaboratively scored the student's performance. The data that were gained by the raters from speaking test were ordinal data. It covered the data of the subject Presentational English speaking ability score and it consisted of the score of the three speaking sub-skills.

The speaking presentation test was scored based on student's performance. The researcher involved one of Senior English teachers who have been teaching in Petra 1 Senior High School for about fifteen years as a collaborator to score the student's performance, so there were two raters in speaking test. Both raters took the score during the subject presented their topic in front of the classroom. The subject speaking performances were scored by using speaking rubric adapted from Heaton (1990:100). It covered the overall the subject presentational English

speaking performance score and the scoring of three sub-skills of speaking ability including accuracy, fluency, and comprehensibility. The raters used a range score from 1 to 6 for scoring each speaking sub-skills. The biggest number was for the best skills and vice versa the lowest number was for the worst skills. The scores that were gained by the raters were calculated to find the average score. The data that were gained from speaking test were ordinal data.

RESULTS

Correlation between Speaking Anxiety and Speaking Accuracy

In this study, the writer also analyzed the correlation between speaking anxiety and each of speaking ability sub-skills which covered speaking accuracy, fluency, and comprehensibility. To know degree of correlation between speaking anxiety and each of presentational English speaking ability sub-skills, the writer also used SPSS 16 in analyzing the data. The finding was presented in the following table.

Table 1: Correlation between Speaking Anxiety and Speaking Accuracy

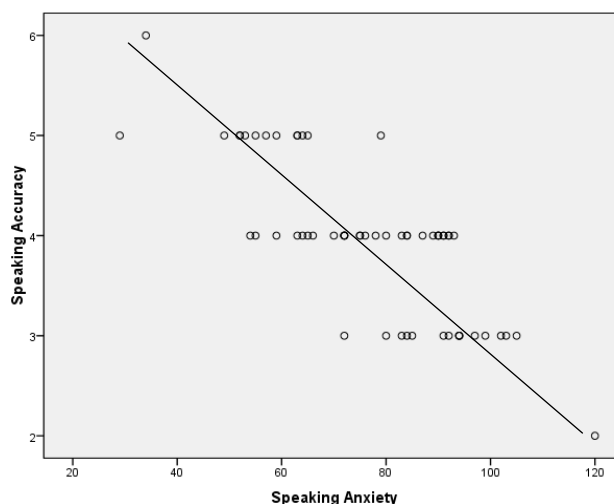
Correlations

| | | Speaking Anxiety | Speaking Accuracy |
|-------------------|---------------------|------------------|-------------------|
| Speaking Anxiety | Pearson Correlation | 1 | -.790** |
| | Sig. (2-tailed) | | .000 |
| | N | 60 | 60 |
| Speaking Accuracy | Pearson Correlation | -.790** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 60 | 60 |

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the finding presented on table 1, Pearson correlation coefficient between speaking anxiety and speaking accuracy which was one of speaking ability sub-skills was $-.790$ and $p < .01$. The negative Pearson correlation coefficient indicated there was negative correlation between speaking anxiety and speaking accuracy. The magnitude of the correlation was strong since it was in the range $\pm .70$ and 1.00 (Creswell, 2008), therefore the null hypothesis of the first minor problem was rejected and the alternative hypothesis was accepted. Correlation between Speaking Anxiety and Speaking Accuracy was drawn in scatter plot in the following figure.

Figure 1: Correlation between Speaking Anxiety and Speaking Accuracy



Based on figure 1, it could be described that the higher the subject's degree of anxiety, the lower their speaking accuracy score and the lower the subject's degree of anxiety, the higher their speaking accuracy score. Based on the above figure, it could be seen that the subject with high degree of anxiety spoke English with a low accuracy during presentation.

Correlation between Speaking Anxiety and Speaking Fluency

Correlation between speaking anxiety and speaking fluency which was the second speaking ability sub-skills was analyzed by the writer using SPSS 16. The purpose was to know the degree of correlation between speaking anxiety and speaking fluency. The result of the analyzing could be seen in the following table.

Table 2: Correlation between Speaking Anxiety and Speaking Fluency
Correlations

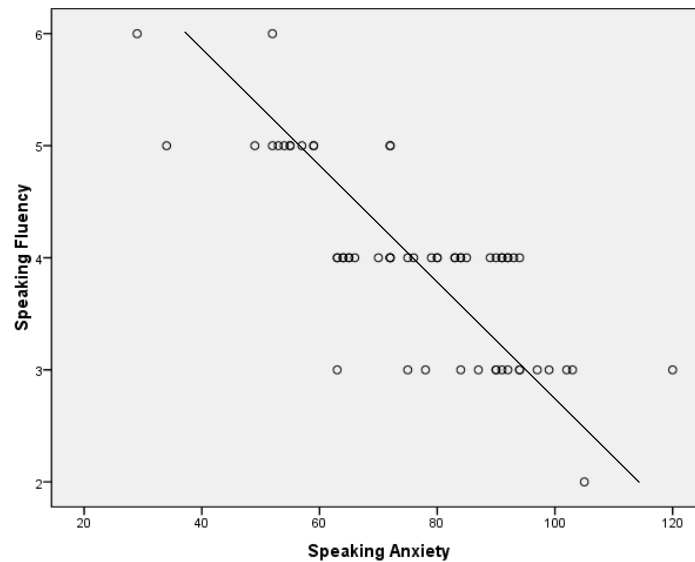
| | | Speaking Anxiety | Speaking Fluency |
|------------------|---------------------|------------------|------------------|
| Speaking Anxiety | Pearson Correlation | 1 | -.782** |
| | Sig. (2-tailed) | | .000 |
| | N | 60 | 60 |
| Speaking Fluency | Pearson Correlation | -.782** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 60 | 60 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 presented the correlation between speaking anxiety and speaking fluency. The Pearson correlation coefficient between speaking anxiety and speaking fluency was $-.782$, $p < .01$. The negative value of correlation coefficient

indicated that there was negative correlation between speaking anxiety and speaking fluency. The higher degree of speaking anxiety, the lower speaking fluency score. The magnitude of the correlation was strong since it was in the range $\pm.70$ and 1.00 (Creswell, 2008), therefore the null hypothesis of the second minor problem was rejected and the alternative hypothesis was accepted. Correlation between Speaking Anxiety and Speaking Fluency was drawn in Scatterplot in the following figure.

Figure 2: Correlation between Speaking Anxiety and Speaking Fluency



Based on figure 2 it could be described that the higher the subject's degree of anxiety, the lower their speaking fluency score and the lower the subject's degree of anxiety, the higher the subject's speaking fluency score. The subject who experienced a high degree of anxiety performed a low speaking fluency during presentational English speaking performance. On the other hand, the subject who experienced a low degree of anxiety got a better speaking fluency score because the subject could perform speaking fluently.

Correlation between Speaking Anxiety and Speaking Comprehensibility

Speaking comprehensibility was covered whether the spoken language used by the subject during presentation was comprehended by the listener or not. To know the correlation between speaking anxiety and speaking comprehensibility, the writer used Pearson Product Moment. The finding was described in the following table.

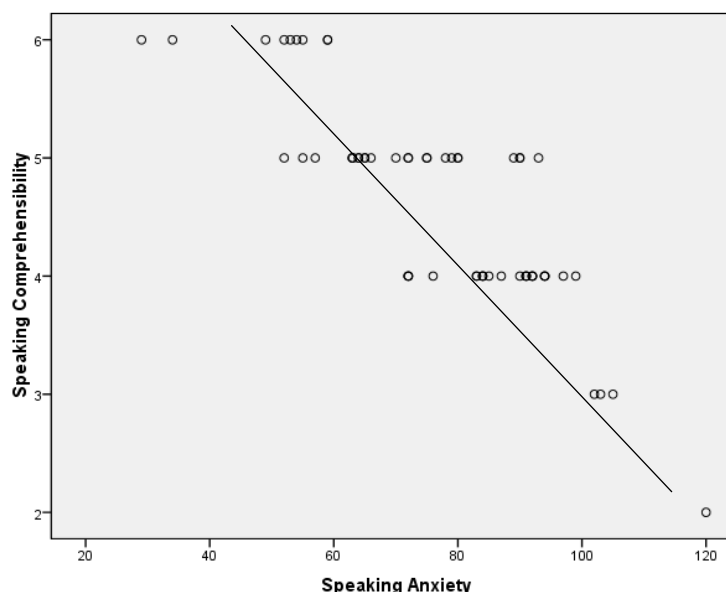
Table 3: Correlation between Speaking Anxiety and Speaking Comprehensibility
Correlations

| | | Speaking Anxiety | Speaking Comprehensibility |
|----------------------------|---------------------|------------------|----------------------------|
| Speaking Anxiety | Pearson Correlation | 1 | -.843** |
| | Sig. (2-tailed) | | .000 |
| | N | 60 | 60 |
| Speaking Comprehensibility | Pearson Correlation | -.843** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 60 | 60 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 presented the correlation between speaking anxiety and speaking comprehensibility. Based on the data presented in table 3, the Pearson correlation coefficient was $-.843$, $p < .0$. the negative value of Pearson coefficient correlation indicated that the direction of correlation between speaking anxiety and speaking comprehensibility was negative. The magnitude of the correlation was strong since it was in the range $\pm .70$ and 1.00 (Creswell, 2008), therefore the null hypothesis of the third minor problem was rejected and the alternative hypothesis was accepted. The correlation between speaking anxiety and speaking comprehensibility was described in scatter plot in the following figure.

Figure 3: Correlation between Speaking Anxiety and Speaking Comprehensibility



Based on figure 3, it could be described that the higher the subject degree of anxiety, the lower their speaking comprehensibility score and the lower the subject's degree of anxiety, the higher their speaking comprehensibility scores. The subject who experienced a high degree of anxiety shown their spoken during

presentation was difficult to be understood by the listener. It made the subject got a low speaking comprehensibility score.

DISCUSSION

Concerning to the correlation between speaking anxiety and presentational English speaking ability, the finding of this study described that there was negative correlation between speaking anxiety and Presentational English speaking ability. It described that the higher the degree of the student's speaking anxiety score, the lower their presentational English speaking performance score. Pearson coefficient correlation between speaking anxiety and Presentational English speaking performance ($r = -0.914$, $p < 0.01$). The direction of the correlation between speaking anxiety and presentational English speaking performance was negative. It was in harmony with the finding of some previous studies (Philips, 1992; Kamridah, 2015; Azizifar, et al, 2014; Awan, et al, 2010) which found the same result. The subject who experienced a high degree of speaking anxiety showed a poor oral speaking achievement. It is against the result of Lian, et al (2014) study which found that there was positive correlation between English language anxiety and oral English test achievement which meant the higher the degree of speaking anxiety, the higher the oral English achievement.

Concerning to the correlation between speaking anxiety and speaking accuracy, this study found that there was a negative correlation between speaking anxiety and speaking accuracy. The finding described that Pearson Correlation coefficient between speaking anxiety and speaking accuracy was -0.790 , $p < 0.01$. The negative value indicated the direction of the correlation between the two variables was negative. The higher the subject degree of anxiety, the lower the subject's speaking accuracy score. Gower, et al (2005: 99) underlined that accuracy was important part of speaking skills. It covered the correct use of vocabulary, grammar, and pronunciation. This study found that the students who experienced a high degree of speaking anxiety got a low speaking accuracy score because the subject made serious pronunciation errors as well as many basic grammatical and lexical errors and showing no evidence of having mastered any of the language skills and areas practiced in the course (Heaton, 1990: 100)

Concerning to the correlation between speaking anxiety and speaking fluency, this study found there was negative correlation between speaking anxiety and speaking fluency. The finding described the Pearson Correlation coefficient between speaking anxiety and speaking fluency was -0.782 , $p < 0.01$. The negative value indicated that the direction of correlation between speaking anxiety and speaking fluency was negative. The more anxious the subject, the worse their speaking fluency score. The subject who experienced a high degree of speaking anxiety performed a poor speaking fluency. Gower, et al (2005: 100) underlined that fluency was related to the ability to keep going when speaking spontaneously. The students who experienced a high degree of speaking anxiety lack of this ability. It against the finding of a study by Salem, et al (2004: 170) which found there was no correlation between speaking anxiety and oral fluency performance among female students.

Concerning to the correlation between speaking anxiety and speaking comprehensibility, this study found there was negative correlation between speaking anxiety and speaking comprehensibility. Pearson correlation coefficient

between speaking anxiety and speaking comprehensibility was -0.843 , $p < .01$. The negative value indicated the negative correlation between speaking anxiety and speaking comprehensibility. It meant that the more anxious the subject, the worse their speaking comprehensibility score. Speaking comprehensibility was related to the easiness to comprehend a spoken delivered by the subject. It was hardly anything of what the subject who experienced high degree of anxiety said could be understood. Heaton (1990:100) underlined that comprehensibility score was based whether or not the subject's spoken could be understood by the listener. The range score was based on the degree of the easiness the spoken could be understood by the listener.

CONCLUSION

Speaking anxiety is discovered to have strong negative correlation with presentational English speaking score ($r = -0.914$, $p < .01$). The higher the subject's degree of anxiety, the lower their Presentational English speaking performance score and the lower the subject degree of anxiety, the higher their presentational English speaking performance score that they achieved.

Furthermore, the correlation between speaking anxiety and speaking accuracy is strong negative correlated ($r = -0.790$, $p < .01$). The negative value indicated that the correlation between speaking anxiety and speaking accuracy is negative. It means that the higher the subject degree of anxiety, the lower their speaking accuracy score and vice versa the lower the degree of the subject's speaking anxiety, the higher their speaking fluency score. In other word the subject with high degree of anxiety have a low ability in speaking accurately.

This study also found there is strong negative correlation between speaking anxiety and speaking fluency ($r = -0.782$, $p < .01$). It indicates that the higher degree of the subject's speaking anxiety, the lower their speaking fluency score and the lower the degree of the subject speaking anxiety, the higher their speaking fluency score. The subject with high degree of anxiety is lack of the ability to keep the conversation going. While the subject with low degree of speaking anxiety has a good ability to keep the conversation going.

Concerning to the correlation between speaking anxiety and speaking comprehensibility, his study found there is strong negative correlation between speaking anxiety and speaking comprehensibility ($r = -0.843$, $p < .01$). It indicates that the higher degree of the subject's speaking anxiety, the lower their speaking comprehensibility score and the lower degree of the subject's speaking anxiety, the higher their speaking comprehensibility score. The high of speaking comprehensibility score indicates that the spoken of the subject during presentation is easy to comprehend by the listener and vice versa the lower the speaking comprehensibility score indicated that the spoken of the subject during presentation was hard to comprehend.

In short it can be concluded that there was strong correlation between speaking anxiety and presentational English speaking performance. There is also a strong correlation between speaking anxiety and each of English speaking ability sub-skills.

SUGGESTION

Based on the result of this study, it finds that there is a strong negative correlation between speaking anxiety and presentational English speaking score among EFL learners in the eleventh grade of senior high school. It means that the more anxious the subject, the worse their presentational English speaking score. This study also finds there is a strong negative correlation between speaking anxiety and each of speaking ability sub-skills (speaking accuracy, speaking fluency, speaking comprehensibility). The higher the degree of the subject's speaking anxiety, the lower each of their speaking ability sub-skills' score. Further study is necessarily recommended to discover the effect of speaking anxiety on presentational English speaking ability, speaking accuracy, speaking fluency, and speaking comprehensibility.

Furthermore, having observed the correlation between speaking anxiety and presentational English speaking performance, speaking anxiety and each of speaking ability sub-skills, the writer suspects that the tense situation in the classroom during presentation make the subject anxious. For the English teacher, the writer suggests to create more enjoyable situation in speaking class to reduce the subject speaking anxiety.

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THE EFFECTIVENES OF USING COMIC IN TEACHING READING NARRATIVE TEXT

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Abstract: This study is focused on using comic as media in teaching reading at eight grade student of Junior High School in Ngawi. The problem in this study was the students' motivation on reading especially on narrative text was low and their score in some test was average low. They still confused to understand the content of the story, it was proved by the score on their test was average low in reading questions, it was 65,7 and they could not retell the content of the story briefly. By using the comic in teaching learning, the students are helped to understand the contents of the story that they read. The method in this study used qualitative research in the term of case study. The subject of the study was eight grade students of junior high school. The number of participant was 60 students. The result of the study showed that the implementation of teaching reading by using comic as media give benefit to students, it showed from 48 of 60 students or 80% of the students agreed the use of comic as learning media. From the questionnaire result, the comic gives benefit in teaching reading to the students' reading skills improvement. It revealed that 52 of 60 students or 87% of the students positively responded after the implementation activities yet only 13% of the students showed their uncertainty of its benefits. The use of comic can also be combined by other techniques in order to develop the understanding of material and make the students enjoy, interest, and enthusiasm during teaching learning process. Moreover, the result showed that comic helped students in understanding the content of the story.

Keywords: *teaching reading, comics, narrative text*

TRODUCTION

Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable method. The idea is supported by the fact that reading now has a part of daily life. Reading cannot be separated from daily activities. Students read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading students can get a lot of information, knowledge, enjoyment and even problem solution. Reading can be seen as an interactive process between a reader and a text which leads to automatically or reading fluency (Alyousef, 2005). Nunan (2003) states that reading is an essential skill for students of English as a foreign language. For most of these students it is

the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading English is required. By strengthening English reading skill, students will make great progress and development in all other areas of learning. Reading is useful for language acquisition. Students also got more positive effect from reading. By reading they got vocabularies knowledge, on their spelling and writing.

According to Beckman & Diamond (1984) Students who are reading in the bellow grade level do not have to exhaust themselves trying to comprehend a comic text, which enable them to relax, a stance that certainly facilitates learning. Since English is a foreign language, it is understandable that most students face difficulties in understanding a piece of reading text. These difficulties sometimes make students frustrated. They lose their motivation to learn English so they do not enjoy learning English. English as foreign language is considered difficult to learn especially in reading because English is not the mother of tongue of the students.

Harmer (2008) states the aim of all committed teachers is to facilitate learning. It really needs creative efforts from the English teacher to conduct the process of teaching-learning. To be more interesting the teacher have to create many ways to explain the subject so that it can be understood well by the students.

One of things that English teacher face is the difficulties to teach English as foreign language because of limited time, limited media, limited source and how to encourage students to find their interesting and enjoy to learn English especially reading.

Fuadi (2008) explains that it is very important that teacher should choose and select reading material and media. Teacher must consider students' competence as well as curriculum, because curriculum is the standard competence in teaching learning at school. If the teachers have found right materials, they must select good media too, because good media will support teaching learning process. Setyowati (2009) states, there are three kinds of media as we know. They are audio, visual, and audio visual media. Media that we can listen is audio, and the media that we can see is visual, while, the media that we can listen and see is named audio visual. As a teacher, it is important to decide the right media when taught the students.

Comic is series of adjacent drawn images, usually arranged horizontally, that are designed to be read as a narrative or a chronological sequence (Encyclopedia Britannica). A comic can be defined as "a series of pictures inside boxes that tell a story" (Liu, 2004). According to McCloud (2008), comic is a literature of drawings. Comic are a composition or other images in purposeful sequence and they have an aim to convey information and visual response in the view. According to Mallia (as cited in Beard and Rhodes, 2002), comic is a narrative text told by way of sequences of pictures which has continue cast from one sequence to the next and the enclosure of dialogue and/or text within the pictures. The vocabulary is the whole visual symbols. Kane (2007) states that the use of comics can gain the readers' trust, begin the process of building their confidence and offer successful reading experience.

In this study, the purpose of the study was to analyze the process of teaching reading by using comics on the junior high school students' engagement these texts. In this study, the researcher tried to find out the best media which

hopefully can improve or increase students' reading comprehension especially in narrative text.

The problem underlying this study was the students' motivation in reading and their understanding on the content of the story was low, it showed from the interview with some students that they felt bore with reading passage. In the other case, the students' score was low with the average score was 65,7.

The focus of the study was on students' reading comprehension especially on understanding detailed information of the text. Based on the problems, the researcher offered comic book to solve the problems. By combined with other strategy, the researcher used comic to help the students in understanding the content of the story. The aim of this research was to know how comic can be improved students' reading ability especially on their understanding of story content and improved students' motivation on reading.

The use of suitable media is hoped can help teacher to create meaningful instructions and also motivate students to improve their reading. The media which is appropriate for the research's goal is comic. It is because many people, especially students love comics. Most of children and young even adults love comics because of their visual, attractive, humorous, and overall appeal (Hillman, 1995).

A second reason, comic is interesting media which provide pictures and dialogues. The dialogues and the pictures in Comic can make it easier for the students to find the idea about what they are going to write. Comic Strips are also good media. Using Comic can avoid students' boredom because of the attractive appearance.

METHOD

The research method is qualitative. Bodgan and Tylor (1998) defined the qualitative approach as a research procedure which produces a descriptive data such as verbal or non verbal utterances or words from the object being observed. Stake (2010) states that qualitative approach presents the information concerning the current status of phenomenon and it is directed toward determine of situation as it exist at the time of the study. Although essentially all qualitative analysis is content based, content analysis was particularly applicable for this case study, for the interviews, observations, and documents revealed patterns and themes closely connected to the research questions Merriam (1998). The analysis methodology simply involved coding the raw data and then creating appropriate categories based on the emerging ideas. Because I approached the case study with a general hypothesis in mind and ready to be tested, I limited category construction to only those themes directly connected to comic use in the classroom. Although related contexts also emerged, (i.e., use of technology and assessment types), I eliminated those areas of study as there was plenty of directly applicable data to mine.

Research Subject and Setting

The research subject is the English teacher and 60 students of grade eight. The setting of the research is in Junior High School.

Source of Data

The data source of this research is taken from the teaching learning activity in the classroom when the students got reading section in narrative text in the chapter of understanding main idea.

Data Collection Technique

The data collection of this study is using interview, observation, and questionnaires. The most basic method of data collection of this study is observation for obtaining the data sources. To support the study, the researcher also using supporting instrument to collect the data, they are form of observation sheet, interview and questionnaire. The observation sheet is used to collect data which related to the process of teaching learning in the classroom. The interview is used for a number of purposes, they are: (1) Knowing unique information that not happened in the classroom activity, (2) Collecting many information from many persons, (3) Finding about things that researcher cannot observe. The questionnaire is used to obtain the data about students' attitude on the implementation of active learning. It consists of ten number and given to the students after teaching learning process.

Data Analysis

Data analysis is a system to arrange the data and present to other. Miles and Huberman (1994) view that qualitative data analysis consists of data reduction, data display, and drawing conclusion.

Data reduction is the stage of processing the "raw" data in order to be ready to be analyzed. The process form of data analysis are selecting, simplifying, focusing, summarizing, coding, sorting, or even making cluster of the themes.

Data display is the process of demonstrating the data either in the form of narrative text, matrices, graphs, network or charts. In the context of this research, the data were displayed in the form of conversational excerpts, classroom interaction and result of interview.

Both of the steps above, starting from reducing data to displaying data, are applied each time the researcher obtained data from one topic session. Based on these activities, the researcher make conclusion of the analysis and focused the attention in the subsequent data collection. The conclusion is written based on the analysis of the observation sheet, result of the interview, and documentation in the relation to the research by calculating and summarizing the data.

FINDINGS AND DISCUSSION

The issue of using comic in the teaching learning process is how it connected to its usefulness. Pertinent to the real practice in teaching learning, the effectiveness of using comic is indicated by Ahmad Kurniadi (2012), Purwanitasari (2010) and Lutfifati (2011). They conducted their research to the same education level but different aspects and genre of the text. Ahmad Kurniadi conducted his research on reading comprehension, but Purwanitasari and Lutfifati conducted their research on writing. Ahmad Kurniadi's findings showed that the implementation of comic book could improve the students' narrative text reading

comprehension of the eight grade students of SMPN 8 Bandar Lampung. Purwanitasari's findings showed that comic strips successfully improved the ability of the eighth graders of SMPN 2 Malang in writing recount texts. Meanwhile, Lutfifati's findings supported Purwanitasari's research by giving evidence that comic strip is a good strategy to solve writing problems faced by the eighth graders of SMPN 9 Malang, particularly in writing narrative texts.

The first question I wanted to address via the case studies was: how is student engagement impacted by the supplemental use of comic in upper level classrooms? What I discovered was that student engagement was clearly the most impacted area of interest in the entire study. They were helped in understanding the content of the story. Even they did not know the meaning of the sentences, by seen the picture on the comic, they could guess what the story talking about. The level of student engagement dramatically increased in every class during the time the comic were read and discussed, and in some cases, the heightened student engagement continued throughout the unit and beyond its conclusion. The students are more enthusiasm in reading process. They focused on the teaching learning process. The students said that they were happy with the teaching learning using comic. The teachers and interns were unified and unequivocal in their belief that student engagement was positively affected by comic use, and they all elicited surprise at the obvious impact on their students. When the students first realized they were going to hear and see a comic, their initial reactions were mixed. Because of the age question (addressed earlier), some students groaned, rolled their eyes, or made statements such as, "You are seriously *not* going to read us a kids' book!" Others less concerned with self-image responded physically and verbally, displaying such behaviors such as hand clapping and child like exclamations of happiness. Most, however, were simply quiet and revealed mild curiosity through attention to the activity. But after the teacher explains the new method, they can understand and accepted it. Before using comic as media, they usually got boring when the teacher asked them to read some reading passage, but after the teacher used the comic, they began to interest.

At the teaching learning process, because the first time they are taught by comic as media, some students still enjoyed with themselves. They did not have more attention to the learning activity. The teacher then combined the media with cooperative learning strategy so the students began to interest.

There was a problem during teaching learning process. The teacher was difficult to find the suitable material which match with the curriculum. But the problem could be solved by browsing some materials on the internet.

At the result addition, teaching learning used comic media, the students felt that they are challenged by the material. The students felt curious with the story and the meaning of the sentences in each pictures, so they tried to find the meaning on the dictionary. By finding the meaning of the sentences in the dictionary, it made the students improve their vocabularies. So, their ability on understanding detail information of the text improved.

During post-case study interview, the teachers and interns expressed some concern about the comic creating a sense of fun in the classroom, but the students had no such reservations. They often said they enjoyed hearing and seeing the books, and a great deal of laughter accompanied the lessons, including from the

teachers. Another theme that arose was students' automatic suspicion of and negative reaction to perceived "work." I often noticed students delay getting started on an assignment or asking for assistance on a task before exerting initial attempts. These are aspects of work avoidance or work resistance, and they are common in high school classrooms.

Finally, I wanted to understand whether the use of comic impacted the students' mastery of the material. In other words, were the learning goals of the teachers achieved? Although not as obvious as the clear link to engagement, student learning was impacted, especially among the ELLs and those students who are less likely to be successful at reading tasks. As I evaluated the data, I noticed that learning gains clustered around skill acquisition and connecting to prior knowledge. Perhaps just as significantly, though, the comic dramatically stimulated students' verbal response, both in quantity and quality.

The conclusion, comic in teaching reading could provide language input such as vocabulary and functional expressions. It was found that 48 of 60 students or 80% of the students agreed the use of comic as learning media. The comic help the students understand the material and improve their reading skill particularly. From the questionnaire result, the comic gives benefit in teaching reading to the students' reading skills improvement. It revealed that 52 of 60 students or 87% of the students positively responded after the implementation activities yet only 13% of the students showed their uncertainty of its benefits.

Discussion of How the Teacher Implement Comics in the Teaching Reading at Eighth Grade Students of Junior High School in Ngawi.

Based on the finding of this research, it proved that the use of comic as media in teaching reading at Junior High School is one of appropriate to teach narrative text and give beneficial contribution in improving students' ability in reading. Bringing a new instructional methodology to the classroom stimulates teacher reflection about their practices which inevitably improves the classroom culture and situates the teacher alongside the students in a learning role. Sharing comic with students is no exception. The following list describes some of the awareness the teachers noticed of themselves during the case studies:

- a. A need for improved student rapport,
- b. A desire to investigate students' early reading experiences, whether positive or negative,
- c. The criticality of scaffolding learning,
- d. Motivation to try new instructional methods,
- e. Guilt and self-criticism when lessons are not effective, if even for only one student,
- f. The importance of reflective teaching,
- g. Bringing creativity to the classroom,
- h. The need to be sensitive to students' individual learning styles,
- i. The necessity of frequently using advanced organizers,
- j. The importance of direct, explicit instruction,
- k. An awareness of the complexity of the teenage experience.

This media was implemented as process of comprehending text and as constructing meaning from written text. For EFL learners, reading comprehension is primarily things. By reading, the students try to understand the meaning of

words or sentence. In this case need strategy to make the students interesting on reading. Using comic is one of strategy to make students interesting on reading. Comic help the students to decoding and visualization the information and give illustration to the students when they read. Comic helped the students understand the content of the story, even they didn't

There are so many components that support teaching learning process. Those components often used by the teacher to present an innovative teaching. Teacher must prepare the materials before they teach. The materials that must be drawn up before teaching reading are (1) lesson plan, (2) reading material, (3) instructional media, (4) Assessment form. Besides, the teacher used comic media, the teacher also combined with cooperative learning strategy. This way was taken in order the students could be arranged as the teacher's plan. The strategy was match with the comic media.

Discussion of What Kinds of Problems Arises during the Implementation at Eighth Grade Students of Junior High School in Ngawi.

Based on the finding of this research by interviewing the teacher it is proved that the use of comic media in teaching reading has some problems which arise during the implementation. The data of interview show that it takes much more time to prepare the learning stuff before the time begins. For instance, the teacher must prepare and find story or comic that match with the topic. But it could be solved by browsing the materials on the internet. The next problem is the inadequate time. The teacher has to manage the time in such a way to explain the material. But the problem could be solved by combined the material with cooperative learning strategy.

Discussion of What Students' Responses Are Toward the Implementation at Eighth Grade Students of Junior High School in Ngawi.

Based on the finding of this research by giving questionnaires to the students, it proved that the used of comics media in teaching reading has positive responses. Almost all of the students felt very enthusiastic to read the text, strongly motivated to read, and felt confident in answering the question in reading. Even though, at the first time of the implementation, they felt that they like a kids. The study revealed that weak readers' prior knowledge helped and motivated the readers if they were familiar with the stories in their mother of tongue prior to reading the stories in a second language.

CONCLUSION

After the researcher held the research, he inferred the implementation of comic in teaching reading on junior high school students at Junior High School in Ngawi. With the research findings and discussion, the researcher offers some suggestions. The suggestions are addressed to the teacher and future researchers. The teachers who have the same problems with the teacher in Junior High School in Ngawi are suggested to employ the comic as media to make the students feel enthusiastic and active in process of reading. The teachers should focus on preparing lesson plans and selected the appropriate material which suitable with

the students level. The important things that the teacher should do are that they have to combine the material with cooperative learning strategy.

Future researchers, particularly those who are interested in applying comic as media in their research are suggested that they conduct a research in the teaching of reading narrative text in different level. Moreover, it is also suggested that future researchers conduct action research in the teaching reading using different genre.

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RECIPROCAL TECHNIQUE TO IMPROVE THE NOVICE LEARNERS' SPEAKING PROFICIENCY

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Abstract: Speaking proficiency becomes a priority in leaning foreign language. However, preliminary observation done showed that speaking skill was not the objective in most English classes. It was also found that the students were passive. By applying Research and Development design of Pimsleur's reciprocal technique, this study aims to improve the novice learners' speaking proficiency. After applying design of Pimsleur's reciprocal technique, there are some results. Based on the analysis, it can be concluded that the Indonesian adaptation of Pimsleur's method is an appropriate media to teach transactional conversation to low level students. The results show that the simple real situations based audio content is suitable and useful to the students' need. The principles used also ease the students to acquire, store, recall, practice, and communicate in English, as the target language, correctly. And the participants give positive responses to the use of the Indonesian adaptation of Pimsleur's method.

Keywords: *Reciprocal Technique, Novice, Proficiency*

INTRODUCTION

Speaking proficiency becomes a priority in leaning foreign language. However, preliminary observation done showed that speaking skill was not the main objective in some English classes. It was also found that the students tended to be silent and passive. The primary goal of most language learners is to communicate the target language when they are trying to get information through technologies. (Harlow and Muyskens in Noom-ura, 2008). However, learners will not be able to communicate effectively without practicing effective listening skills (Nunan, 1997). Thus, the necessity for speaking proficiency is so demanding that teacher should provide both listening and speaking practice at the same time (Brown, 2006). Hadley (in Noom-ura, 2008) suggested that teaching listening and speaking skills helps to acquire a language naturally. Language proficiency grows from oral competence to written competence (Bromley, 2007). The vocabularies they listen and talk are the basic things they need to be able to read and write. Therefore, listening and speaking are the two receptive skills that students should master before they learn reading and writing skill. In designing speaking activities

or instructional materials for second-language or foreign-language teaching, it is necessary to recognize the different functions of speaking performs in daily communication and the different purposes which the students need. Different speaking activities such as conversations, group discussions, and speeches make different types of demands on the learners. Interaction, transaction, and performance are the core issues need to be addressed in planning speaking activities for English class. Procedures for determining needs include observations carrying out different kinds of communicative tasks. The observation for determine students' need then is used to identify teaching strategies to "teach" particular kind of talk.

However, teaching novice learners requires special environment because of their minimal language learning aptitude. Therefore, low level learners need particular classroom activities and leaning technique. Practicing materials which is based on real-life need and applies a 'here and now' context is a suitable design to teach speaking to novice students. The low level learners tend to be short term memory learners; thus they need such activities as in getting and keeping attention, recalling, imitating, and listening and pronouncing all at once. Those principles make the brain naturally stores language in long term memory. In the efforts to improve the novice learners' speaking proficiency, this current study adapted Pimsleur Language Learning System which provides listening and speaking learning activities with such principles needed by the novice learners. Beringer (2004) states that Pimsleur's language learning system is based on applied psychology to aid the foreign language acquisition and the use of memory techniques need an audio presentation. Further, Beringer maintained that Pimsleur's method consists of four main principles: first, anticipation, this tries to get and keep attention; second, graduated interval recall, this presents information at the right time and makes it easier to retrain; third, organic learning which includes vocabulary, pronunciation, and listening comprehension; fourth, reproducing by imitating the sound hear. These principles help the brain naturally stores the input in long term memory. The mechanism changes unintelligible human sound into language. This language learning system draws on applied psychology to aid the acquisition of the foreign language, and the memory techniques used require an audio-only presentation. The system does not include written material.

Where to start is a common question in learning new foreign language. Pimsleur suggested learning a few useful things rather than complex grammatical theory. He added that if the learners are difficult to concentrate, they should break up the duration of their study into twenty minutes short bursts. This concept is similar to Bromley's view (in Hidayati, 2014) that teaching fewer words is more effective than teaching many words in a superficial way. The language used in speaking and writing varies in different ways and from one context to another. 'Here and now' concepts used in Pimsleur's method refer to the idea that language varies from one situation of use to another. Most listening class focuses on non-reciprocal learning activities in which the learners have no opportunity of answering back, clarifying understanding, or checking that he or she has comprehended correctly. However, Pimsleur's method requires the listeners to take a part in the interaction. This is known as reciprocal listening. Pimsleur method which gives the learners chance to respond as they might in a

conversational exchange is an appropriate way to develop the learners' auditory comprehension. This method also facilitates language acquisition which the content or listening material is familiar and easier because it is presented in the same sequence as they occurred in the real life. Pimsleur language program provides vocabulary and syntactic structures which are reintroduced at the interval maximize retention. The length of the pause after a prompt is a very important parameter. If the pause is too short, the learners will not have any opportunity to formulate the given sentence before the answer is revealed. If the pause is too short, it will rob the learners' reinforcement and make the overall experience more stressful. On the other hand, if the pauses are too long, the learner may either lose focus or repeat the response twice, potentially cementing an incorrect response or pronunciation. The Pimsleur method involves listening and responding to audio recorded for thirty minutes a day. Most lessons culminate in a simulated dialogue between a recorded voice and the user. The "system" asks question, pauses to give the learner chance to respond, speaks the correct answer, and then pauses to give the learner time to repeat and reinforce the correct answer before continuing. When the pause is of an appropriate length, the illusion or interactive dialogue is surprisingly strong. Pimsleur's method helps people who need to speak another language quickly. The claim is typically that the material will help the language learners, will engage the learners, or will make good use of learners' time.

In Pimsleur's method, each lesson introduces five new words and revises recently-learned and older words. The new words are repeated more frequently. Then, the words were preceded by the prompts in the learner's first language is giving opportunity to the learners to recall and speak them before they are confirmed. The method also makes no attempt to teach grammar, but it is limited to vocabulary building. However, that is the most important task for ongoing language acquisition after the foundation has been laid. Pimsleur method also requires the listeners to take a part in the interaction. This is known as reciprocal listening. In other hand, listening class is often listening to a monologue, either "live" or through the media; the listening is by definition, non-reciprocal. The listener (often to his or frustration), has no opportunity of answering back, clarifying understanding, or checking that he or she has comprehended correctly. However, in listening classroom, the listener to be cast in the role of non-reciprocal and become "observer" on a conversation is common. Therefore, Pimsleur's method which gives the listeners chance to respond as they might in a conversational exchange is an appropriate way to develop the listener's comprehension. Also this method facilitates language acquisition which the content or listening material is familiar and easier because it is presented in the same sequence as they occurred in the real life. The Pimsleur language program works well, considering that no natural language understanding has taken place. The effectiveness of the program is based on the concept of optimal interval recall, in which vocabulary and syntactic structures are reintroduced at the interval maximizes retention. The length of the pause after a prompt is a very important parameter. If the pause is too short, the user will not have an opportunity to formulate the given sentence before the answer is revealed; this makes the overall experience more stressful. On the other hand, if the pauses are too long, the learner may either lose focus or repeat the response twice, potentially cementing an incorrect response or pronunciation.

Pimsleur method uses English as the instructional language to learn foreign languages. It will be very helpful for the English speaking country in learning other foreign language; however, it will be difficult for non-English speaking country learners who learn English only as their foreign language; therefore to help them to understand the learning activities, instructional language must be in their mother tongue. The necessity to change the instructional language arises even more in the case of novice learners. In corresponding to it, whereas Pimsleur 'Speak and Read' series of language lesson use English as the instructional language, this current research in which the aims are to figure out how the Indonesian adaptations of Pimsleur's method to teach speaking and how the learners' responses, used the Indonesian adaptation, instead. Prior to this current research, Elementary Portuguese II (EP II) program which adapt Pimsleur's method was designed to teach Portuguese at American University presenting the language as it is spoken by Brazilian people (Kavaliauskiene, 2009). Combining with Rosetta Stone's method, a language learning application in the form of computer aided language learning game which simulates a casual conversation in Mandarin was produced by adapting Pimsleur's method (Goldie, 2011). Both prior researches reported that the adaptation of Pimsleur' method can improve learners' language speaking proficiency.

METHOD

This study used Research and Development method (R & D) since the purpose is to develop a product as a medium to teach English. R & D is a process of used to develop and validate educational products. The steps of this process usually consists of studying and reviewing previous research findings, developing the product, field testing, revising the product until meets its defined objectives (Borg & Gall, 1983). Moreover, Borg and Gall proposed R & D cycle to develop a new educational product which includes several steps as followed: research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation.

The following is the original cycle of R & D

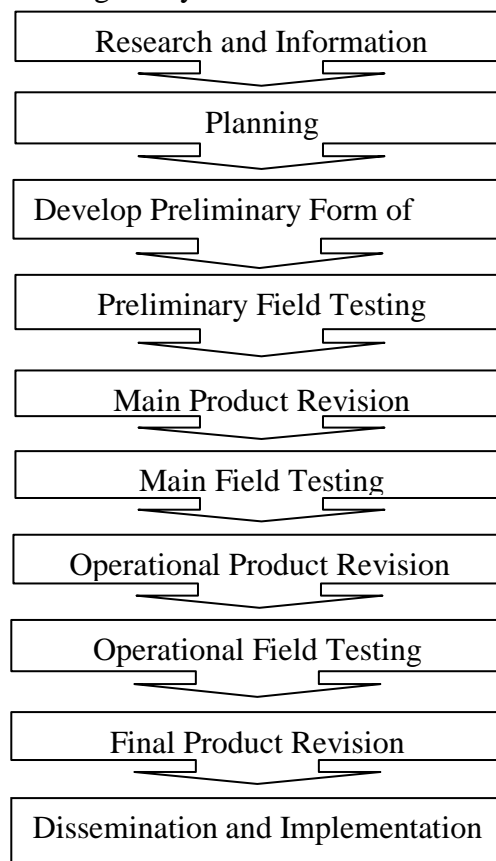


Figure 1: *Original R & D cycle (Borg and Gall: 1983)*

In this research R & D proposed by Borg & Gall (1983) was modified. This study purpose was aimed to develop a product and to investigate the students' responses toward the product without investigating its effectiveness in improving the students' speaking skill. Dissemination and implementation were not included in this current research design since both require a professional work with publisher related to the product commercial distribution. Furthermore, this study was designed to develop Indonesian adaptations of Pimsleur's method as a medium to teach skill of speaking 'giving and asking direction in an airport' to the senior high students.

Hence, the research design used by the researcher was drawn in the following figure.

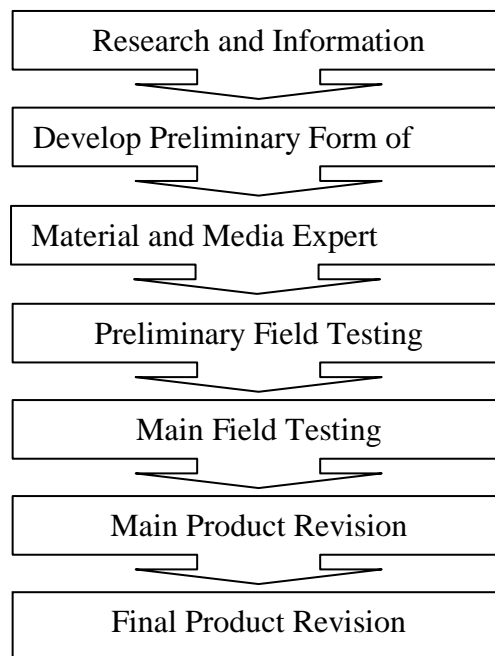


Figure 2: *Modified Research Design*

The research procedure began with prior classroom observation to provide some considerations in planning the product which showed that the students asked the teacher to speak in Indonesian language rather than English. The need of Indonesian language as instructional language during the learning process help the learners focus on the subject matter. Latter, the Indonesian adaptation of Pimsleur Language audio as a medium was planned to teach speaking skill of ‘giving and asking direction in an airport’ to the senior high students. The audio consists of listening and reading section in which the speakers guided the listeners to read the sentences written in the booklet. Through the learning material planned and validated, the students practiced transactional communication. Preliminary field testing was given to seven tenth grade students categorized as novice learners and the results provided another consideration in revising the product. The main product revision was then tested to know the responses of the students toward the audio and how that could be applied in the classroom. Seven more tenth grade novice students were added in the second field testing in which the class activities were similar to the previous field testing. The results of the second testing became the consideration for the final product revision.

The data were collected using three research instruments which include pre-test, note of field observation, questionnaires, rating scale, and interview protocol. The pre-test which was adapted from Foreign Service Institute was to figure out the students who could be the subjects for this research. It was in the form of self-appraisal or language background to determine the level of students’ speaking ability. It consisted of twenty structured questions related to the use of English in daily life. Field note is to determine the extent to which a particular behavior(s) is presented. In this study, a structured questionnaire was used since the researcher employed a fixed number of questions with a limited choice of answer. The researcher made a questionnaire to figure out the students who met

the requirements as the subjects in this research. The subjects were only students who were categorized as novice learners. The researcher made questionnaire for students in the form of self-appraisal or language background to determine the level of students' speaking ability. The questionnaire was adapted from Foreign Service Institute questionnaire which asked the students answer by choosing 'yes' or 'no'. In this study, the researcher made three scales, one for students, one for material expert, and another one for media expert. All three scales had four options in the form of rating based on Likert scale. The four answers strongly disagree, disagree, agree, and strongly agree. A set of interview protocols were also designed to measure students' attitudes and English teachers' opinions on materials and media. Two interview protocols in which each consists of ten questions related to the materials and media were designed to the English teachers to validating the product, especially the content or the materials and the quality of the audio. The other interview protocols on students' attitude which aimed to see the students' response toward the Indonesian adaptations of Pimsleur's method consists of eight statements. It was given to the students after the preliminary and main field testing. Seven students were involved in the preliminary testing and fourteen were in the main testing. All the data were analyzed by applying descriptive interpretative technique.

FINDINGS AND DISCUSSION

The validation results on the preliminary form of product showed that the materials meet the students' need for some reasons: first, the use of mother tongue played a big role to motivate the students. Second, the complexity level of the grammar was quite low. Third, the vocabularies were also simple and easy to understand but meaningful. The method of repeating and recalling helped the students to store the input in long-term memory. The audio was a good model since it used the voices of English native speakers.

Following the validation on the preliminary form of product was the preliminary field testing in which the results can be seen in the following table.

| Listening Element | Strongly Disagree (%) | Disagree (%) | Agree (%) | Strongly Agree (%) |
|------------------------------|-----------------------|--------------|-----------|--------------------|
| Attractive Material (Q1, Q2) | 0 | 21.4 | 40.2 | 38.4 |
| Content Material (Q3) | 0 | 18.6 | 60.5 | 20.9 |
| Clearance of Voice (Q4) | 0 | 47.2 | 46.2 | 6.6 |
| English Stimulate (Q5, Q7) | 0 | 17.3 | 39.8 | 42.9 |
| The task Casualness (Q6) | 0 | 75.6 | 20.6 | 3.8 |
| Students' | 0 | 0 | 19.5 | 80.5 |

| | | | | |
|--------------------|--|--|--|--|
| Participation (Q8) | | | | |
|--------------------|--|--|--|--|

Table 1: The Results of Preliminary Field Testing

And the interview results, done after preliminary field testing, show positive responses on the audio. The audio was interesting, helped them to focus more on listening and speaking, and ease them to memorize and recall the vocabularies. The materials were simple but meaningful and useful for their daily life communication. The silent period on the audio provided the students' enough time to practice the language. However, a little obstacle to some students was while they had to answer or reply the questions in long full sentences and the native speakers' accent and speed of speech were a particular language challenge.

The main product revision was done based on the result of the observation during the development process and the interview results on students' attitude and the English teachers' validation on material and media. The material validation suggested that some points of the materials should be revised such as adding few more seconds for the silent period and reducing the time for repeating in some parts. Furthermore, the media validation indicated that adding some music instruments in the beginning and ending of each section would make the students relax and reduce their boredom level and providing more explanation about the reading booklet. Revising booklet which was done by giving more explanation would help the students to understand the reading session. Corresponding to the media validation, the results of the interview done after the preliminary field testing also showed that silent period of several parts did not give the students enough time to think and speak. The adding of few more seconds to the silent period was aimed to give the students more time to recall the vocabularies. A sufficient time maximized them to speak the language. Furthermore, the results indicated that the use of mother tongue lowered the students' anxiety and stress. The mother tongue was a valuable tool to foster a positive environment and motivation to the students. Main field testing was conducted after the main product revision. The results can be seen in the following table.

| Listening Element | Strongly Disagree (%) | Disagree (%) | Agree (%) | Strongly Agree (%) |
|------------------------------|-----------------------|--------------|-----------|--------------------|
| Attractive Material (Q1, Q2) | 0 | 0 | 60.2 | 39.8 |
| Content Material (Q3) | 0 | 6.2 | 58.4 | 35.4 |
| Clearance of Voice (Q4) | 0 | 20.6 | 52.4 | 27 |
| English Stimulate (Q5, Q7) | 0 | 7.3 | 50.1 | 42.6 |
| The task Casualness | 0 | 35.7 | 38.4 | 25.9 |

| | | | | |
|------------------------------|---|---|------|------|
| (Q6) | | | | |
| Students' Participation (Q8) | 0 | 0 | 62.8 | 37.2 |

Table 2: The Results of Main Field Testing

The interview and observation results done after main field testing indicated the students' positive responses toward the audio; however, little difficulty in understanding the native speakers' accent and speed of speech were caused by their lack of communication experience with English native speakers. Sentence building was quite difficult to the students since they tended to not speak in English during the class. They needed more time to adjust to the new class atmosphere which required them to speak the language. In the efforts to reduce the students' stress and boredom level and provide a signal of different segment of the materials, the second media revision was made by using different music instruments in the transition part between the core part and reading session. The final product revision was based on the interview and observation results done after main field testing. In the final product of Indonesian adaptations of Pimsleur language audio, several aspects were revised and added in which the concerns include the silent period, different music instruments, and booklet.

The listening materials work on the principle of 'here and now' and meet the students' needs, for instance, specific and simple materials with an easy grammatical theory. This idea is leaving the explanation of language formal features and focusing on the language in the real life. Furthermore, the music used in the audio lowered the students' anxiety and stress. Hadley (in Noom-ura, 2008) explained that the teachers should provide a setting where students can enjoy learning with low anxiety, practicing simple and meaningful materials needed in their real life. Moreover, the Pimsleurs' method applies the listening principle of listeners' role as an active participant in the interaction. The audio gives the students chances to respond, understand, or check whether their comprehensions are correct and also facilitates second language acquisition as it focuses on the consciousness role in language learning, and in particular to the role of 'noticing' in learning. Schmidt (in Brown, 2006) stated that the learning process focuses on the input which the learner noticed at. The section that the learner notices is an intake that they later use in spoken production by incorporating the new linguistic things they noticed.

The use of Indonesian language in this method also has an important role as it can lower the students' stress and enhance students' self confidence. The idea of not using the native tongue is because it creates stress to the learners who need a sense of security during foreign language learning (Kavaliauskiene, 2009). The stress caused by the translation process which requires three qualities: accuracy, clarity, and flexibility. It also promotes communication and understanding between strangers (Ross in Mart, 2013). Thus, the use of Indonesian language and translation could help the students to improving their language skills. However, this method does not always result in students' active participation. The observation results indicated that during the experiment some of the respondents found difficulties in recalling the words they listened and noticed. The native

speakers' accent, speed of speech and the task of answering the narrator's questions were the language challenge for some of the respondents. Novice learners should not be expected to have the same successive level as non-novice learners (Noom-Ura, 2008).

However, this audio does not always result in active participation from the students. It can be seen that there were several students who disagree that the task on the audio was easy. They still find difficulties in recalling the words they listened and noticed. During the experiment, they said that the voices of two native speakers were not clear enough. Then, the task of answering the narrator's questions made them think it became a worse situation. This case was supporting the recommendation from Noom-Ura (2008) that low level learners should not be expected to reach the same successive level as good language learners. In this case, teaching speaking skill to the novice learners needs special treatment, because of that the teachers need to make more efforts in teaching those low level learners. In class they are apparently less motivated to learn because they know their English ability is low. When they are less motivated, their ability can never improve. One of the results from the study of Humbpreys and Hamp-Lyons (in Noom-Ura, 2008) showed that unsuccessful language learners believes that teachers paid interest only to successful language learners and did not give them enough help. They felt they were forgotten. Thus, the essential factor to encourage the students to communicate in the target language is how a teacher provides classroom setting and motivation to the students. It is teachers' responsibility to create a class setting which lower students' anxiety and increase their confidence.

Teaching speaking skill to the novice students who are apparently less motivated needs special treatment. Thus, teachers' role in developing better motivation and classroom design is an essential factor to courage the novice students' willingness to communicate for a successful teaching learning. Creating an affectionate class design which lowers their anxiety as well as increase their confidence is a better solution for the novice students to succeed in learning English. Simply, the Indonesian adaptations of Pimsleur's method are an appropriate media to teach speaking of transactional conversation to the novice students. The audio which provides materials needed in meaningful and concrete communication and chances to practice the language and eases the students to acquire the language by storing the target language in their long term memory.

CONCLUSION

Based on the analysis above, it can be concluded that the Indonesian adaptation of Pimsleur's method is an appropriate media to teach transactional conversation to low level students. The results show three things: first, the audio content provides simple real situation which are needed by the students; second, the students are eased to acquire, store, recall, practice, and communicate in English, as the target language; third, the use of the Indonesian adaptation of Pimsleur's method got positive response from the students.

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TEACHERS' PERCEPTION OF LITERACY PROGRAM: IT'S IMPLICATION TO THEIR ATTITUDES AND ACTIONS

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Abstract: Teachers as the tip of lance play important roles in the success of the implementation of school literacy program such as possessing positive perception of literacy practices. Recognizing the important roles of teachers in the implementation of literacy program in the schools, this study aims to investigate the teachers' perception toward the implementation of literacy program at a Junior High School in Surabaya. This study is designed as an interpretative qualitative approach. Primary data were obtained through open interviews and observations and supplementary data source included student journal. The data findings showed that teachers have positive perceptions on literacy program. They argue that school literacy program potentially enables to build up the students' good habits. Through the habituation of a thirty-minute reading before the class, it can raise the students' awareness on literacy - reading and writing. Moreover, the school literacy program benefits the students' competency in understanding long texts and can help them to be more critical and creative. In addition, instead of students who take advantageous from the literacy program, teachers are also equally benefited from exposure to daily literacy practices within the school. The teachers tend to follow the rhymes of the literacy practices which are marked by reading and writing activities. In this sense, literacy practices facilitate teachers to develop their practical writing abilities and increase their awareness to be the role model in the classrooms particularly in the literacy practices. This study emphasizes that literacy practices can be double blades, on one side it is beneficial for the students and on another side it is advantageous for the teachers.

Keywords: *teachers' perception, literacy program, literacy awareness, reading culture*

INTRODUCTION

Teachers given institutionalized authorization in the school (Lundgren *et al.*, 2015) become crucial for the implementation of the literacy program. The aim of this study is to understand and narrate the teachers' perception of literacy

program and how their attitudes and actions in carrying out the program. Literacy program in Surabaya becomes strategic policy from local government in which the government has declared Surabaya as literacy city. The success of literacy program cannot be separated from how important teachers in leading and guiding the students to participate actively.

The implementation of literacy program in Junior High School in Surabaya becomes the concern of local government of Surabaya to develop the students' reading awareness. As we know that the reading awareness for the school students in Indonesia becomes a big problem since Indonesian students' performance in reading and writing is categorized as low performance. This fact can be seen from a survey done by Programme for International Students Assessment (PISA) in 2015. The result of the survey conducted by PISA for Indonesian students' performance in reading was categorized as low performance. Indonesian students' rank was in 61 of 69 countries evaluated by PISA. Seeing this indicator of reading awareness of Indonesian students is extremely worried about. What Taufik Ismail criticized the situation as "a tragedy of zero books" (see, Susanto and Rifai, 2017) is the worst tragedy for education in Indonesia because the students only read one book for a year. This tragedy may not continuously occur and this situation makes the next generations left behind from other countries.

Teachers who take the important roles in education have big contribution to the literacy program and in increasing the students' literacy awareness either at school or at home. Reading as social practices (Papen, 2016) must be applied comprehensively in order that reading and writing becomes activities not only for habituating the students in reading and writing but also for improving the students' skills. Literacy practices done by students for their activities in the school need sufficient awareness that reading is a habit. Reading habits cannot be formed as people turn back their hands but habits have to do with actions done continuously. Reading habits can be formed through the students' awareness and awareness can be created through a habituation of their lives and activities.

How important the literacy program for education needs to be taken consideration because through this program there must be essential impact for the students. In this sense, Chiu (2015) asserts "reading and writing are the foundation skills for education and language development" and Paxton and Frith (2014) cited by Chiu (2015) argue that the central process of learning is reading and writing. Although the program gives some benefits for education, teachers and good environment cannot be taken aside from the literacy program at school. It is also asserted by Lundgren, Scheckle and Zinn (2015) that teachers are ones who are given institutionalized authorization in school to support the dominant literacy in school, which has institutional values and norms.

According to Janks (2010), there are four concepts in order that a literacy program can be implemented by teachers in the school, namely *access*, *deconstruction*, *reconstruction* and *domination*. *Access* is related to who is given and to the literacy usage and variation and how this can occur. *Deconstruction* is about the analysis of text types the students identify based on the linguistic characteristics and structures. If the students have this awareness, they will have the possibility to *reconstruct* their own text. *Domination* is closely related to who is allowed to write

Street and Lefstein (2007) state that literacy is important for the cognitive development, communication ability, identity and wider than those are mentioned, it can be used for the strategic tool of nation to increase the economic level. For example, the relationship between social condition, economy and culture towards literacy can be seen from OECD in 2009 in which the average of Europe countries that their social economy are low also showed that their literacy is low. Bulgaria, Romania, and Austria occupied the highest rank for the lowness of test results of PISA (PISA 2009).

A research showed that teachers' perception, knowledge and attitude have a big influence towards the teaching success including the success of teaching literacy. Worthy and Patterson (2001) reported that teachers' positive beliefs to their own abilities and students' abilities really motivate the achievement of learning objective. This argument is similar to Mesmer (2006) in which he said that teachers' perceptions and beliefs indeed influence the success of practices in the class including the practices of teaching literacy. While Hathway and Risko (2013) argued that knowing and believing is so crucial towards the teachers' development either in terms of teaching or implementing the teaching program.

Wang and Kirkpatrick (2015) point out that the institution that gives significant influences to the students' habits is a school. In this sense, school is a place that influences the students doing some activities in relation to reading and writing, in other words, it is literacy practices that form the students having awareness in reading and writing as well as in improving their competences in their study. School is an institution that is designed to employ learning process carried out by the students and these activities certainly will never be separated from reading. That's why school is ideal institution to develop reading culture.

METHOD

To get a deeper understanding of this study, how the teachers' perception of school literacy program implemented in Junior High School in Surabaya, an interpretive qualitative method was used. The researchers try to illustrate some instances of events in order that the researcher and the readers are familiar with the situation. This study is a case study in which according to de Silva Joyce and Feez (2016: 242), "the information and the data collections are based on the particular participant or a small group". The data were taken in one favorite school in Surabaya in which the school has conducted the literacy program since the Surabaya government declared Surabaya as "Literacy City". Through this school, this study captured how the teachers and students do literacy practices comprehensively especially in relation to capturing the teachers' voices of literacy program that has been conducting for years.

The respondents participating in this research were teachers who have to do directly on literacy program in the school. Three teachers and one student involve in face to face interviews. Besides conducting interview, the researchers also collected secondary data through class observations and artifacts.

The primary data of this study are transcriptions of teachers' interviews and also the student's interview conducted in narrative method. The researcher used open-ended questions in the data collections. Based on the data transcription, the data was analyzed based on the themes emerged from the interviews and secondary data supporting to implementation of the literacy program.

FINDINGS AND DISCUSSION

Based on the data found in this study, we can explain that there are four focuses of discussion in terms of the teachers' perception seeing the literacy program conducted in the school. The success of literacy program in the school is always connected with the teachers conducting the program because teachers are the tip of lance in education and they have done great works to the improvements of the students' competencies and behaviors. We have seen that teachers have positive perception seeing to the implementation of literacy program conducting in Junior High School in Surabaya.

To know their positive perception in the implementation of literacy program in school, it can be illustrated through these discussions. The first, the discussion will be presenting the benefits of literacy program towards students' reading culture and awareness. The second will be presenting the influence the literacy program to the improvement of students' reading competency. The third is about the students' achievement. The last section is about teachers' creativities in implementing the literacy program.

Forming the Students' Reading Culture and Awareness

It is not easy to change the students' behaviors especially to change their habits to read and write. By the implementation of school literacy program, teachers have beliefs that school literacy program can change the students' habits in reading and writing. These positive expectations are teachers' belief towards school literacy program conducted in the school to give positive impacts to the students.

Based on the data found, a teacher argues that reading culture and awareness can be created through this program, that is, the literacy practices for a thirty-minute reading implemented before the lesson begins. The target for the first step the teacher expects is to civilize the students to read.

“That is only reading culture, what we are going to target is, become a culture, like to read, that becomes a culture, not only read but also become to write, that's it, what we are going to make, but once again it needs strong efforts”

The key point from this extract is that reading activity for students is something difficult to do and it needs strong efforts to change their habits. A thirty-minute reading every morning before the lesson starts is an effort to civilize the students like to read. Making the students accustomed to read must be boosted in order that the students gradually have reading awareness. As everyone knows that the reading awareness for students is low performance. Consequently, literacy practices, reading and writing in the school, are something difficult to find in the school activities. Teachers must accompany and incite the students to read in literacy hours.

Habituation of reading for thirty minutes before the lesson starts in the morning will increase the students' awareness, besides they also increase their literacy skills. What is underlined case from the data extracted from the interview is that the problem faced by the teachers is about how the students become more

enthusiastic to read, and reading becomes their needs so that teachers who lead them in the class do not need to force them to read. See the following extract:

“Because they are still children, if (they are) not monitored in the way a little bit force to the situation, the children tend (not to read), maybe their habits at home. Later is different. At the beginning it hasn’t become habituation. Later, our target is that it becomes habituation”

In relation to literacy practices conducting in the school, teachers regard that this program sufficiently help students become more aware and that reading is so important. Teachers regard that cultivating deep reading habits among the students will not happen if there is no habituation for students to read. The students’ habit cannot be changed like we turn back our palm of hands. This case can be described from the extract presented below:

“The problem is if the teachers make less effort to lead the student, the students tend not to have reading culture. The reading culture is still not owned by the whole students. Our target is the whole students, but it is a half of students who have good reading culture, I said, but a half of students strongly need incitement from the teachers. It is a challenge for us to create literacy culture and it is a process to be achieved.”

In this situation, it can be described that teachers who involved in this program showed that they tried hard to create a situation in order that literacy culture or habituation for students to read can be achieved. If the teachers have no positive perception or they do not support to this literacy program in their school, they will not do anything. Literacy practices are positive activities in that this program can help the students become more interested in reading. The teachers also told that there are significant developments of reading performance because of these practices. The habituation seems to run what teachers expect. There are a lot of influences towards the students’ behaviors either in academic activities or non academic activities the students perform.

Improving the Students’ Competency in Understanding Text

Reading and how to understand text is a unity that cannot be separated from reading activities. The students’ competency in understanding text needs trainings so that they have ability to understand text comprehensively. Teachers regard that through this program, a thirty-minute reading policy before the class begins can give positive impact to the students. The school students must be led to have strong habit in reading. This view is in accordance with what Staudinger (2017: 2) says “students need powerful reading habits so they are not struggling alone in their dorm rooms or at their kitchen tables”.

The students’ reading competency must be sharpened because it is the ground and the general skill in order to comprehend kinds of field. If the students do not immediately have reading competency in their early age, the students will have difficulties to learn the lessons in the class (Lerner, 1988). Luckily, the literacy practices have given a significant influence for students, that is, in understanding text. The teachers argued that literacy program convincingly help

school students increase not only their ability to read but also their competency to understand longer text. It can be illustrated from the following extract:

“Instead teachers support, even Indonesian language teachers. I am an Indonesian language teacher. I love it, because the students’ reading competency. Reading interest is still low in Indonesia, so that it has impact to Bahasa Indonesia lesson, because the texts in Bahasa Indonesia lesson are long. So is UNAS, so that with the implementation of literacy program, the students begin to love reading. So when they have a question in long texts, they are not awkward anymore. The students are usually like that. It is different from Math. The question is to the point and only one line, counted then found. Bahasa Indonesia isn’t (like Math). (The long texts) must be read many times and must truly understand the texts. By means of the literacy program, then, this program really gives the students benefits and helps them in their lessons, anything.”

What has been told in this extract is explicitly stated that literacy program has given big and positive impacts for the school students of junior high school. The literacy program has gradually raised not only their awareness to be fond of reading and but also their comprehension to understand long texts. In this situation, we can say that literacy program has changed the way the school students think and also it has indirectly formed the students’ habits to understand longer texts.

Based on this data, it can be explained that through literacy practices have significant impacts to the competency and performance of students in achieving their study to finish. Bertram (2006) clearly states that the students who have low reading and writing competence in state schools in South Africa tend to have negative impact to students’ ability to succeed in their academic studies.

Improving the Students’ Performance

The implementation of school literacy program is aimed at civilizing reading and writing for students at all school levels. It can be said that reading and writing culture of the students at all level can be a standard measure of developed education of a country. In the developed countries, reading and writing is common activities for students. But in Indonesia, reading and writing has not been common activities for students. We need process to change this situation. Therefore, these literacy practices must be employed in the school at all levels. In fact, these literacy practices have given some benefits and changes for students’ skills not only the habituation as the target but also creativity and achievement.

As explained before that the target of literacy program in the school is the habituation. The target is simple but it is the ground of literacy practice and we need long process to make the students be fond of reading. The habituation becomes the first step taken by teachers in order that the students have awareness about reading, so that reading activities not only happen at school but also happen at home. As Pahl and Rowsell (2005) state that the collaboration amongst teachers and parents has been positive acts in order to achieve a good achievement for students’ awareness. When reading is not a compulsion for students, students will

have joyful activities. Consequently, the students' creativity will emerge with their skills.

What activities do students make? In the beginning of this program, it was told that the habituation is the first target. But then, it gradually links to other things. The literacy program has changed the students in the way they think creative. The literacy practices, reading and writing, turn into activities that the students experience as Pahl and Rowsell (2005) say, "particular practices associated with different domains, that is, spaces in life".

Particular practices, the students performed during the school literacy practices, become the interesting activities for students. Some activities have been carried out in relation to literacy practices. The students become more active and the activities give positive effect toward their cognitive development and also their lives. One of activities of literacy practice, the teacher said, is routinely carried out by students every Wednesday once in two week.

"So, after finishing one book, the students make a resume and the resume is put in the class reading corner. Not only do the students read and write but they also tell a tale. So, what has been read is made the resume, and then conveyed. And the telling a tale not only use Indonesian but also Javanese, Korean and English"

This activity has told us that literacy practices are not only reading and writing but the practices can be different forms and positively give the students new experience done in their lives. The activity is performed thirty minutes in one place that has been prepared called "Creative Corner" in which the students can perform their shows in front of their friends. This practice made the students enjoy the performance and this performance could be a pleasurable activity. The multilingual skills also become the interesting topic for this practice because it can be the arena for students showing their language skills especially in mastery of languages. In addition, the skill of speaking is one activity that can be sharpened through this practice.

The literacy practices can be in different ways, that is, "the diversity of literacy practices – things people do with literacy" (Papen, 2016: 2). There are many things that the students can do with literacy. From the interview we found that some activities have been done in relation to literacy practices.

"Every Saturday, before not in Saturday, but in the lesson hours, that is, we took the students for book tour. So, every class was sent to Balai Pemuda (Balpem). They were taught how to read fast and well, how to make a book. Then, we extend to the Saturday. In Saturday, there is cheerful literacy. We also sent every class"

From this data fragment, it can be enlightened that literacy practices can give the students some activities that are different from what they have got in their school and this activities are not separated from the struggle of the teachers in succeeding the implementation of literacy program. The teachers try to give a different situation so that the students feel happy to learn.

From this discussion, we can see that the students get some experiences in relation to the literacy practices that are important for their lives. According to Janks (2010), the teachers give the students access to literacy practices to get knowledge and experiences not only the school but also outside the school. He added that how important the teachers are as the facilitators of the students in their participation of literacy practices.

Moreover, the research finding also demonstrates that the students have developed their skill so that they can get a good achievement in term of literacy program. They become autonomous learners from the literacy practices. The students become more independent in doing some activities such as initiating, developing and creating the ways to carry out the literacy practices (Fajar and Irfan, 2017). The students' skills and competence certainly give some benefits to the students themselves. Through this program, a student was told that she has got the champion number 2 in a certain competition in terms of literacy she discussed. The students took the theme in relation to library, in which according to her teachers she like to be in the library every school day.

Boosting the Teachers to be More Creative

Teachers are elements that hold the important role for the success of implementing the literacy program in the school. Teachers have institutionalized authorization (Lundgren, *et.al*, 2015) that is useful for the implementation of literacy program in the school. The success of this program is not separated from teachers' struggle and perseverance in implementing the program. The teachers have concrete acts in realizing the program well-running. How to succeed the program is not an easy work because teachers have some duties to be done, such as teaching, educating students and doing their administration. In addition, there are many things they have to sacrifice in these activities such as time and energy. They also work in team in order that the work in relation to literacy program can be done well. Time and extra energy given between their other activities have to be appreciated as the forms of their beliefs and positive perception that the literacy program can give positive impacts to the students for their behaviors and habits.

What makes the teachers important in this literacy practices at school is that how the teachers lead and guide the students to do literacy practices on the literacy hours given to the students for thirty minutes before the class begins. Their guidance and supervision for reading and writing in the class are really needed so that the students really do reading and give their summary as the results of reading activities. The students cannot be left in such bad condition in the class in which they do not make something at all. In other words, the students must do reading and writing instead they learn something in relation to their lesson. Literacy hours are for reading not for studying. The teachers' roles can be described in the following extract:

“So, if the teachers do not directly supervise, settle, and place in the right condition, for instance, right now, it is literacy hour, so it must be used to read, must not be used to study. The children still tend to use literacy hour for studying, because they, in this school, are different from other schools and they like to compete. So among them like to.. I have to be successful.”

My test score must be good'. So they stole the time for studying. In a certain time, then the supervision and guidance are needed, and cannot be left as such. Literacy hour is used to read story books given, because it is not time for studying, it is time for reading. This is the habituation that we applied here. So, it is adjusted to the right time because there will be outcome later. There will be outcome from the students' reading activities. If the students used to study in the literacy hours, it means that when they will read, because we still habituate them be fond of reading.

The points of this extract are the first, the teacher creativity in the class in implementing the literacy practices is needed such as how to organize the class, how to choose students the right story books or how to organize and settle the class in order that the students truly do what they have to do in the literacy hours. The second is about the teachers' attitudes and actions when they supervise and guide the students in literacy practices. The teachers really do the job as the form of their positive perception toward this program. Although they do not financially get more from this program, they do well between their crowded activities as a teacher.

To make the students more interested in reading, teachers have to be more creative in order that the implementation of literacy program is not only about reading and writing. It is found that the teachers held some contests and gave rewards to students.

"If (we) let them read, only read, they read only. Then there is no flashback after reading, maybe forget. But if it has been embodied by rewriting in the form of a resume, and even there are also contests of writing story. That is the representation of what they read. The rewards can be a book. That is the reward. We announced the winner of reading corner, for instance. That is the reading corner, the setup how they classify the books, book references until how they list them into the inventory, some items that are scored. After (we) announced the winner of reading corner for this period, it has been a reward. The students would compete, but before taking the score, we announced the evaluation period, maybe from 10 August to 17 August. They prepared their reading corner first. The students usually ask to work together to prepare their reading corners each. We announced after scored. Later, there will be delivery of prize. The prize is a reading book"

From the extract, it can be concluded that to motivate the students and to make them more interested in reading, the teachers have to carry out professionally, give incitement to the students by various and creative ways.

The significant impacts of literacy program at Junior High School in Surabaya are not only the students habituated to read and write but the teachers also get the positive impact from this program. Teachers in this school become more active to read and write because the teachers also become good models for the students. Teachers not only ask students to read and write but they also read and write. This situation has formed a delightful education place for the students and teachers to always read and write. This circumstance is an ideal education that

the government expects. The following data describe how the teachers in this school implementing the literacy practices for students but teachers also implement the literacy practices.

“This is one form of teachers’ participations. There are 4 teachers with their work in literacy practices. It is the Head Master’s work. This Mam also made. These are essays and the teachers get more impacts from this literacy program. Teachers become writing. So, not only do the students write and join competition, but the teachers are also the same, they write and join journalistic competition, made an article, then academic paper. This is the Head Master’s work. There are teachers writing short stories. It become active to write, tell a tale. Willy-nilly, the teachers have to follow the students’ rhythm. It is inconceivable that the students do that but the teachers do not. So, the teachers follow to make essays and articles, sir. So, when we told students, request students to write, it is not only a request, but we also do.”

The positive attitudes have been showed by the teachers that literacy program carrying out in their school have given meanings for their creativities. They not only lead guide the students with literacy practices but they also make the literacy practices in their school colorful. Reading and writing, then, become their activity besides their duty to teach. For 21st century, teachers must be creative and productive, not only teaching the students but also doing some writing activities. In 21st century education, teachers must be able to become the role models for students.

What has been showed by teacher in literacy practices, as the form of their responsibility to the literacy program, is part of their participation in succeeding the school literacy program that is mandated to every teacher. Besides reading and writing activities, teachers also make something different for the literacy practice. Narrating is one of activities of literacy practice in the school. This is different form of literacy practice carried out at the school.

“Sometimes, in order not to be monotone, we do variation, the Head Mistress told a tale, teachers, and even students’ parents, especially the use of Javanese language in which although the language is used a lot in Java, but the children are difficult to understand especially Kromo Inggil (Javanese Variety)”

This finding showed that literacy practices have given different experiences not only for the students but also for the teachers to do something different. This activity is positive for the teachers and students to maintain the cultural awareness that they have. Telling a tale is one of national cultures that must be preserved and this becomes one activity in the literacy practices. The literacy skills showed in this literacy practice of the school becomes the social and cultural skills acquired. The diversity of literacy practices (Papen, 2016), not only reading and writing, are engaged in by the students and teachers in the school.

CONCLUSION

The study indicates that teachers' perception of the literacy practices is essential and beneficial for both the students and teachers for their pedagogical practices. From the discussion presented, it can be illustrated that teachers' positive perception toward the literacy program has brought the activities of the school valuable to develop the students and teachers' skills and competencies. The research findings have indicated that the students have benefited from literacy program for their cognitive and affective development, while teachers with their immense activities can also play pivotal role in managing and implementing literacy program while also obtaining advantages from the program. It can be concluded that the positive perception of literacy program can possibly lead to the positive attitudes and actions in which it can be seen from teachers' commitments and creativities in implementing the literacy program. This study contributes to educational practices in Indonesian' schools in which the positive perceptions of the school personnel significantly facilitate to achieve the school goals and government policy, in this sense to support the success of the literacy program in Indonesia.

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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.
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