


e-ISSN 2614-4050
p-ISSN 2502-2121

Volume 03, Number 02, October 2018



Journal of English Teaching

 Journal of English Teaching	Vol. 03	No. 02	Pages 100-211	Surabaya October 2018	e-ISSN 2614-4050 p-ISSN 2502-2121
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Published by:
English Education Department
Faculty of Teacher Training and Education
University of PGRI Adi Buana Surabaya



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Journal of English Teaching Adi Buana (JET Adi Buana) is firstly published on April 2016 and published twice a year on April and October. The aim of this journal is to accommodate the professional researchers of English teaching who attend to publish their works. It offers articles of current research on English teaching and also contributes to the professional development of its readers around the world by offering articles that reflect theory and practice in English language teaching.

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JET Adi Buana is published by English Education Department, Faculty of Teacher Training and Education, University of Adi Buana Surabaya.

Cover Edition: Batik Solo (image from <https://satujam.com/motif-batik-indonesia/>)



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“MONOLINGUAL OR BILINGUAL APPROACH?” THE BEST APPROACH TO TEACH SPEAKING FOR BEGINNER LEVEL

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Abstract: Some English teachers argue that the use of monolingual approach or “English Only” gives a lot of exposures to students and some others report it just makes the students reluctant to speak as they understand nothing about the topics being discussed. Considering the important roles of teaching approaches on students’ success to use English, it is very crucial to conduct a research on this topic. This article is an attempt to report which approach students like the most either “English Only” or bilingual approach in learning speaking. Besides, it also reveals the reasons why the students choose one of the teaching approaches. As the researcher teaches speaking for beginner level, he uses his students as the subject to facilitate him to collect the data. He uses qualitative research method by using interview, questionnaire, and classroom observation to collect the data. The result of this research showed that students’ negative perception on the use of English only and positive perception on the use of code switching supported by the result of questionnaire 95.65% participants chose strongly agree for code switching as their preferable teaching approach with the most common reasons on the material comprehension (86.86% strongly agree) and building self- confidence (78.26% strongly agree).

Keywords: *monolingual approach, bilingual approach, classroom interaction*

INTRODUCTION

The needs of English as a means of communication are very essential for some reasons. The first is for one’s brighter career. According to Rivers the objectives of learning spoken language are related to the need in the contemporary world for oral communication and to the career plans of the students (1983:38). People who can speak English well may have a greater chance of further education, or finding employment and gaining promotion. More and more educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English in order to communicate within the international marketplace. In addition, the beginning of Asian economy society forces people to compete with other

countries using English as a global lingua franca. It is a contact language “between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Firth in McKay and Rubdy, 2009: 15). The other reason of mastering speaking skill is to access up to date information in fields including science, technology and health. Good English speakers will be in a strong position to help their country’s economic, social and political development. So, by learning to speak English well, students gain a valuable skill which can be useful in their lives and contribute to their community and country (Baker and Westrub, 135:2003).

There are two types of spoken language in oral communication, transactional and interpersonal. Gebhard (1996:169) describes that in transactional language related to speaking; the focus is on the meaning of the message. While Brown (2001:273) describes that aim of transactional language is to carry out the purpose of conveying or exchanging specific information. In other words students only interact with others in the extent of question and answer activity and the purpose of interpersonal according to Gebhard (1996 169) the focus is on the maintaining social relation. Brown (2001:273) also describes that the aim of interpersonal language is to carry out more for the purpose of maintaining social relationship that for the transmission of facts and information. In other words, students have to develop their interaction with other in the extent of social relationship. In the process of teaching learning, English teachers may not teach only one type of oral communication either transactional or interpersonal. Both types of oral communication should be taught to the students although they are still in the beginner level. By doing so, students, particularly those who are at the beginner level, will be able to convey both exchanging specific information and maintaining the social relationship for transmission of facts and information.

Teaching speaking to the students at the beginner level is not that easy. English teachers need to know who they are and what characteristics they possess so that the teaching goals can be achieved. The students at the beginner level have their own characteristics. According to Boyle (2014) there are several characteristics that beginner level students possess. First, in general, in the process of conveying their ideas, these students usually use basic words, phrases and expressions. The second one, students at this level memorize simple phrases and sentences in the process of learning. Third, they rely on non-verbal communication. Fourth, they understand phrases and short sentences; they begin to follow instructions and class discussion. Fifth, if they are reading a certain text, they will be able to understand the reading texts with support (jboyle@benchmarkeducation.com). In addition, Horwitz (2009) explained that there are three characteristics of learners at beginner level. The first is motivation. It involves both the reasons that the learners have for learning a language as well as the intensity of their feeling. For instance, some learners only study the language because of language requirements, while others expect to use the language in their future career. Those who hope to use the language for career purposes probably have a stronger motivation than those people who simply hope to pass a language requirement. Another is anxiety. It includes uncomfortable feelings when learning or using the new language. The other is learners’ beliefs. Beliefs about language learning are important because they influence how

students approach language learning strategies that they choose to use. Many language learners, for example, think that they are too old to learn a foreign language well. In fact, while learning speaking, students at the beginner level tend to encounter several barriers.

According to Baker and Westrub (144:2003), there are several hindrances for in learning speaking. The first hindrance is dealing with cultural differences. The social roles and rules for speaking can be different in each culture. These social rules have a strong effect on a learner's interest and ability to learn to speak in a foreign or second language. For example, in some cultures, students are not expected to speak until they are asked to do so by the teacher. This makes it more difficult for students to practice conversation. The second one is personal differences. The ability to learn a new language and succeed in language learning depends on what type of learner we are. Some people are naturally happy to try anything new and are not afraid to make mistakes, while others are afraid of new situations. The third is dealing with lack of confidence. Their request or question may be misunderstood. This may result in a friendly joke but it could also end in a situation where students become embarrassed and are not sure how to continue. Then, they suddenly lose their confidence. The fourth is dealing with a big challenge. When students start learning a new language, they may probably find that there is too much to remember and too much to understand. It can seem like a big challenge to reach the stage at which communication becomes easier and more useful. The fifth is dealing preparation for speaking. Many students find it difficult to respond if the teacher asks them to say something in a foreign language. They may have little idea about what to say, they may not know the words to use, or they may not be sure how to use the grammar. Last but not least is dealing with the interest of the topics. Students find it difficult to have a conversation on a topic that they know little about.

By knowing the barriers which will be encountered by students to learn speaking, English teachers should be very carefully to choose a certain teaching approach for teaching speaking. It is a fact that teachers' teaching approach will give a great impact on the students' success in learning a certain subject, including speaking. There are at least two approaches for English teachers in teaching and learning process particularly in speaking class, namely monolingual approach or "English only" and code switching.

In speaking class, some teachers believe that teaching English should use monolingual approach in which teachers should explain, instruct, and comment the students in English. In other words, they implement "English Only" in their classroom and no other languages but English. The teachers who have relied on the principle of "English Only" in the classroom setting vehemently denying and disallowing the use of the English learners' first language (L1) for any purposes (Keller,2016:2). They even make classroom rules for the students who speak other languages of English will receive a certain punishment which have been agreed by both teachers and students. They followed what Krashen (1985) stated "The students' L1 should not be used in the classroom so as to maximize the exposure of the target language". Some studies have shown that monolingual "English Only" approach has by no means always been the norm in the teaching of English to speakers of other languages, with regard to both overseas teaching of English as a foreign language as well as the teaching of English as a second language as

practiced within the United States (Baron, 1990; Crawford, 1991). Keller in his research also showed that in 2010 the American Council on the Teaching of Foreign Languages (ACTFL) recommended that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom (2016:15). Strengthening Keller, Vivian Cook (2001) outlined the predominant “monolingual principle” of 20th century L2 instruction, namely the “L2 Only” classroom, and countered that the prevailing motivations offered in support of a virtual L2 environment still did not preclude a role for the L1 in the classroom (Cook, 2001, p. 404; Macaro, 2001).

In addition, Elis (2015) stated “It remains indisputable that the more students can receive and incorporate L2 exposure, the faster the students may learn the L2”. Another argument on the use of monolingual approach is that if the teacher explains English by combining students’ L1 and the target language (code switching), it can distract students’ complete comprehension on the information delivered in target language. In other words code switching potentially hinders L2 acquisition so that the goal of teaching learning process will not be reached. To strengthen this statement, a study by Tsukamoto (2012) in Japan found that students had a negative perception of teachers’ code switching with the potential to hinder L2 acquisition. Code switching by the teacher affected the students’ perceived fluency of lecture and broke the momentum which was required for more complete L2 understanding on the part of the students. The other argument on the use of monolingual approach is an effort of maximizing English exposure in teaching learning process. In this case Krashen (1985) had insisted that the students’ L1 should not be used in the classroom so as to maximize the exposure of the target language.

While on the other situations, some English teachers disagree with the use of monolingual approach. They prefer using the combination between students’ L1 and the target language in teaching English which is called as code switching in which the teacher uses systematic alternating use of two languages or language varieties within a single conversation or utterance (Lightbown, 2001:598). These teachers believe that with the continued expansion of English use as a foreign or second language, code switching has become an ever-increasing norm within English language societies and throughout the increasingly globalized world of speakers using English as part of a multiple language repertoire (Greggio & Gil, 2007). In addition, L1 code switching allows learners to retain focus on the broader goals of a learning task while concomitantly working out ways to address a specific learning issue. In a relaxed, yet fully focused manner, learners may more readily participate in classroom practice and activities with greater resultant advancement in learning the English language (Modupeola, 2013).

Besides, through code switching, learners require the ability to draw from a range of relevant languages, including but not limited to English, as support for the learner’s communicative purposes. In further detail arguments they stated code switching is a normal practice among bilingual and multilingual speakers in relation to situational factors, such as setting and social relations, as well as speaker motivations (Wolfram & Schilling, 2015). Research indicates that benefits attributable to proper employment of L1 code switching with EFL learners include a head start of successful learning achievement so as to encourage

the gradual yet continuous increase in English proficiency, strategy development with the student in order to make difficult learning tasks more practicably manageable, and thus attainment and maintenance of student interest in further language learning tasks (Storch & Wigglesworth, 2003; Swain & Lapkin, 2000; Anton and DiCamilla, 1998). Supporting the previous statements Jacobson had recognized in the broadest of terms in 1976, code switching provided individual bilingual speakers with the potential to cope with the whole universe of experience through the two language media: “Therefore, it is no small wonder that they not only switch from one language to another as they move between situations but at times they also do so within the same situation and even within the same sentence” (p. 3).

Both “English Only” and code switching have strengths and weaknesses. The following is a table showing the benefit and disadvantages of both approaches.

Table 1: Benefits and disadvantages

No	Types of Approach	Benefits	Disadvantages
1	Monolingual Approach (English Only)	<ul style="list-style-type: none"> ▪ Maximizing the exposures of the target language. ▪ The more students receive L2, the faster they learn it. 	<ul style="list-style-type: none"> ▪ The students may be tense in the learning process as they do not have adequate vocabulary for the given topic. ▪ The students may not be able to draw conclusion from the given topics due to the lack of vocabulary in target language. ▪ The students may find it difficult to answer the task as they do not understand the topics discussed. ▪ It potentially reduces the students’ interest in learning target language
2	Bilingual Approach (Code switching)	<ul style="list-style-type: none"> ▪ Allowing learners to retain focus on the broader goals of a learning task while 	<ul style="list-style-type: none"> ▪ It can distract students’ complete comprehension on the information

		<p>concomitantly working out ways to address a specific learning issue.</p> <ul style="list-style-type: none"> ▪ Helping learners to draw from a range of relevant languages to gain communicative purpose. ▪ Learners may more readily participate in classroom practice and activities with greater resultant advancement in learning the English language. ▪ Making difficult learning tasks more practicably manageable. 	<p>delivered in target language.</p> <ul style="list-style-type: none"> ▪ It potentially hinders L2 acquisition so that the goal of teaching learning process will not be reached. ▪ It affects the students’ perceived fluency of lecture and broke the momentum which was required for more complete L2 understanding on the part of the students.
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Helping students to cope with their learning problems is teachers’ main duty. Once they choose the inappropriate teaching approach, students’ learning achievement will be on the risk. We teachers absolutely want our students to be successful to use their English as what we have set out the goals in the lesson plan. Students’ success is the teachers’ pride and no other things. On the contrary, students’ failure will be teachers’ burden and this is our challenge to help the students to get rid of the learning failure. Thus, the research on teachers’ teaching approach should be conducted because the success or the failure of our students depends on us teachers. Based on the illustration mentioned above, the researcher decided to conduct a research with the research title “Monolingual or Bilingual Approach?” the Best Approach to Teach Speaking for Beginner Level.

METHOD

In this research, the researcher would reexamine which of the best approach could be used for teaching approach based on the students’ preference. He would analyze and describe all the data in form of words and sentences. Therefore, he chose qualitative as his research method. According to Creswell (2012:16) one of the characteristics of qualitative research is analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings. In more detail, this research belongs to case study as the

researcher wanted to describe the best teaching approach in the classroom where he taught. Yin in McMillan (2008:288) described that case study research as a flexible form of inquiry best suited for studying a particular phenomenon within its natural context. The participants of the research were the students in the first semester taking speaking for beginner level course. One of the considerations of choosing these students as the research participants was to facilitate the data research collection as he was the one teaching speaking subject in this class. In addition, to collect and analyze the data, the researcher followed some procedures as his research design. This research design is suggested by Arikunto (2010:13). The following is the research design.

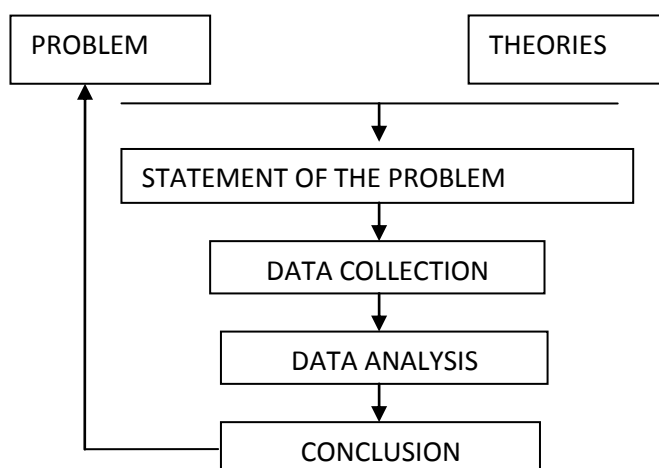


Figure 1:A suggested Research design by Arikunto

The problem which appears and needs to be solved in this research is English teachers should not let the students' success of learning speaking on the risk. Therefore, they should decide the best approach of teaching speaking for beginner level. It is a fact that teachers' teaching approach will give a great impact on the students' success in learning a certain subject, including speaking. There are at least two approaches for English teachers in teaching and learning process particularly in speaking class, namely monolingual approach or "English only" and code switching.

Statements of the problems

From the background explained in the previous paragraph, the researcher formulates the statement of the problems. The formulated statements of the problem are:

1. How is the perception of students on the approaches used by the teacher in teaching speaking for beginner level?
2. What approach do students prefer in learning speaking for beginner level?

From those two statements of the problem, the objectives of the research are to describe the students' perception on a certain approach used by the teacher

changed to be more active and braver to express their ideas in a discussion. After all, the data were analyzed.

Data Analysis

The data were analyzed using the following from four related steps.

1. Preparing the data.

In this stage, the researcher checked the data resulted from the instruments. The main purpose of the preparation stage is in order that data obtained are easily processed and analyzed.

2. Data analysis

The data obtained through interview and observations were analyzed by using descriptive qualitative manner. The data from interview will be used to answer the first statement of the problem that is “How is the perception of students on the approaches used by the teacher in teaching speaking for beginner level?”. The researcher recorded all information dealing with the given questions from research participant. Then, he transcribed the result of interview from participant to make sure that all data would be well analyzed and there would be nothing missing. The analyzed data from interview would be supported by the result of classroom observation in order to really describe the real situation existing in teaching and learning process, particularly on the participants’ perception during being taught using a certain type of approach by the English teacher.

The data which had been collected from questionnaire were analyzed to answer the second statement of the problem that is “What approach do students prefer in learning speaking for beginner level?”. After collecting the participants’ response through questionnaire, the researcher calculated each choice based on Tri Regression Measurement, which contains five levels; strongly agree-agree-uncertain or unsure-disagree-strongly disagree. Then, he presented the result of participants’ responses in form of diagram.

3. After analyzing the data, the researcher described the data by classifying into parts based on the problems of the study. In this step, the researchers focused on the formulated statements of the problem to get rid of the research threat.

4. The researcher drew conclusion.

The conclusions were drawn after knowing the result and discussion of the research. In this part, the researchers were also gave recommendation as the follow up of the findings.

RESULTS AND DISCUSSION

To describe the students’ perceptions, the researcher interviewed the students. The result of interview revealed that most of the students felt anxious when the lecturer asked question in English. They expressed their thought with different expressions but the point refers to anxiety. Some students said with the combination of L1 and the target language “nervous, pak” (I am nervous, sir) but many used Indonesian expressions such as “keringat dingin, pak” (They felt very nervous). Since the researcher used Bahasa Indonesia, the students were free to answer either in Bahasa or English. They answered without any pressure. When the students felt nervous, they may experience one of barriers as what Baker and Westrub (144:2003) called “Preparation for speaking”. Many students find it

difficult to respond if the teacher asks them to say something in a foreign language. They may have little idea about what to say, they may not know the words to use, or they may not be sure how to use the grammar. Some others answered “Biasa-biasa saja, tapi bingung” (It is just so so but I am actually confused). They do not understand completely on the materials explained by the lecturer if conveyed in English. They confessed that because of lack of vocabulary they cannot comprehend the materials taught by the lecturer. Therefore, the teacher should use code switching to repeat the instruction so that they can understand what the teacher is asking as it is stated by Greggio and Gil, 2007; Cipriani, 2001 that code switching should be used by the teacher as a *repetitive function* wherein the L1 is used as a resource for L2 learning including the facilitation of task management.

It was also found out that the students actually wanted to say that they enjoy listening while the lecturer is explaining in English but vocabulary hinders them to catch up what the lecturer means if all the sentences are expressed in English fully. To accommodate what the students’ wishes and to achieve the learning goals, Eldridge (1996:306) stressed the use of code switching in this the situation in which “messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood”. Strengthening this fact, some researches indicate that benefits attributable to proper employment of L1 code switching with EFL learners include a head start of successful learning achievement so as to encourage the gradual yet continuous increase in English proficiency, strategy development with the student in order to make difficult learning tasks more practicably manageable, and thus attainment and maintenance of student interest in further language learning tasks (Storch & Wigglesworth, 2003; Swain & Lapkin, 2000; Anton & DiCamilla, 1998). The following pictures showed the situation in teaching and learning process.

Picture 1: The atmosphere of teaching learning process (Preparing and delivering arguments)



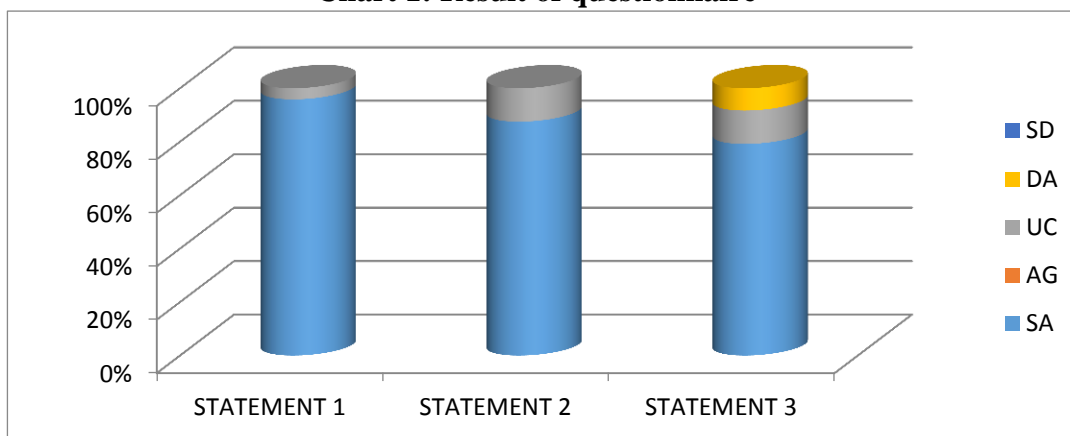
Picture 2: The process of Interview



In addition, the students actually wanted to say that they enjoy listening while the lecturer is explaining in English but vocabulary hinders them to catch up what the lecturer means. It implicitly answers the questions on “What is the best approach to teach speaking for beginner level?” We can actually accommodate what their wishes without making them frustrated. “English Only” is not appropriate in this classroom as many students do not understand the materials due to lack of vocabulary. This is the biggest obstacle for them. In this situation, lecturers should explain the materials by combining the target language and students’ L1 (Code switching) as repetition strategy to give students’ complete comprehension on lecturer’s explanation. In line with this statement, Baker (2001) also suggested that “Teachers in the classroom explain a concept in one language, and then explain it again in another language, believing that repetition (in both languages) adds reinforcement and completeness of understanding” (Baker, 2001: 5, as cited in Wang, 2006).

If students understand the materials, they will feel enjoyable without feeling intimidated in learning English. Then they will have a comfortable learning environment. It is very necessary for students to have a comfortable learning atmosphere as once students are comfortable with the environment, without any unnecessary anxiety due to initial emotional support, learners will be able to more readily and fully focus and participate in classroom practice and activities with greater success in a more relaxed and comfortable manner learning the English language (Modupeola, 2013). The result of interview on the students’ preference of teaching approach is also supported by the result of questionnaire. Based on the result of distributed questionnaire, it was found out that 95.65% participants chose code switching as their preferable teaching approach; twenty (23) participants chose “strongly agree” and (1) participants chose “uncertain”. The chart is shown as below.

Chart 1: Result of questionnaire



Notes:

SA : Strongly Agree

AG : Agree

UC : Uncertain

DA : Disagree

SD : Strongly Disagree

STATEMENT 1: I like having a lecturer explaining the material through code switching approach.

STATEMENT 2: When using code switching, I can understand more on the material.

STATEMENT 3: I can build my confidence to use English when my lecturer uses a code switching technique.

There are some responses given by students why they chose code switching as their favorite teaching approach instead of English Only. The first and the most common response are on the students' comprehension. The result of questionnaire revealed 86.86% participants chose "strongly agree" on the statement "When the lecturers use code switching approach, the students can understand more on the materials"; twenty one (21) participants chose strongly agree and three (3) participants chose "uncertain". It is strengthened by the result of interview; the students argue that if the lecturer uses English only, they will not understand the materials completely. In addition, teachers who have relied on the principle of English Only in the classroom setting vehemently denying and disallowing the use of the English learners' first language (L1) for any purposes (Keller, 2016:2). It will make the students more stressful. In the interview, it was also found out one of the most surprising facts that if the students cannot answer the lecturer's questions conveyed through English Only approach, they will be demotivated and have no interest in learning English. We lecturers should avoid such condition. Avoiding this circumstance, Atkinson (1993) suggested in simplest terms: "Teachers should use English where possible and L1 where necessary" so that students will be able to answer lecturers' questions, at last they will get motivated as they are successful to use their English. Hence, their self-confidence will be continuously built.

Building self-confidence becomes the second response on the preference of code switching approach. 78.26% participants chose “strongly agree” on the statement “I can build my confidence to use English when lecturer uses a code switching approach; nineteen (19) participants chose strongly agree; three (3) participants chose “uncertain” and two (2) participants chose “disagree”. From the interview, it was found out that students in the first semester should be allowed to use the combination between English and students’ L1 inasmuch as they will be more confident if they can speak English although by using language combination. It is therefore, for beginners and low-proficiency learners, again by way of introductory example, code switching is now increasingly considered an effective strategy to learn, but for intermediate level students more target language input is required and therefore code switching is not approved or liked by lecturers and students (Ling et al., 2014; Jingxia, 2010; Yao, 2011; Horasan, 2014). As self-confidence is so much important in speaking skill, lecturer should use code switching approach instead of monolingual approach in teaching speaking for beginner level.

CONCLUSION AND ACKNOWLEDGEMENT

Conclusion

Realizing the importance of teaching approach on students’ achievement in learning English, lecturers should wisely decide one of the most appropriate teaching approaches either Monolingual Approach (English Only) or Bilingual Approach (Code switching). Based on the data described above, it can be concluded that code switching should be used to teach students at the beginner level because they still lack of vocabulary. This hindrance makes the students finally cannot comprehend the English materials if it is conveyed through English Only. If the lecturer insists on using English Only approach, she/he should remember that because of using the wrong approach, students will get demotivated to learn English. This is one of the most dangerous impacts on the use of inappropriate approach. They will not be interested in producing many English words in the speech and they will just keep on sitting and listening without getting involved in the teaching learning of speaking. English teachers should not let this situation happen in the classroom otherwise the speaking teaching goals will not be achieved.

Acknowledgement

This research will not be able to be well accomplished without any supports from many sides. Therefore, the researcher would like to express his deepest gratitude to the chairman of STKIP PGRI Sidoarjo who has given a great chance to the researcher to conduct his research in the institution he leads. Second of all, he would also deliver his gratitude to all colleagues who have given such constructive insights for this research during scientific discussion and debate to find out the maximum result of the research. Last but not least, he would also convey his gratitude to all students who have been willing to help him in the process of data collection.

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HYBRID LITERACY AND ITS IMPLEMENTATION: CHALLENGES AND OPPORTUNITIES

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Abstract: This study aims to illustrate the challenges and opportunities of implementing hybrid literacy at Junior High School level in Surabaya. Drawing from amalgamation of interviews with ten teachers who are responsible and concerned with the literacy programme in their schools, classroom observations and documents analysis, the findings indicate that the potential implementation of hybrid literacy within the schools in Surabaya tend to be disrupted by several aspects, all of which are surrounding social and cultural aspect. Social aspect such as students' social condition and school facilities are being the principal challenges in implementing hybrid literacy, whilst cultural aspect such as the school orientation to a particular type of literacy is also prominent to inhibit the implementation of hybrid literacy practices. This study, to some extent, is able to portray the dynamic challenges of hybrid literacy application in the school literacy programmes within the city as well as the potential sources which positively help facilitate the implementation of the future literacy programme, hybrid literacy. Although this study can be used as a reflection of the actor's lens involved in the literacy programme in Surabaya, the data is limited to three schools. The future study, therefore, should anticipate involving more schools and participants (teachers and students) to get richer data findings in regard with the challenges and opportunities of the implementation of the programme.

Keywords: *Hybrid Literacy, implementation, challenges, opportunity*

INTRODUCTION

The concept of hybrid literacy in this paper is derived from the term 'hybrid' which denotes 'the integration of technology into traditional aspect of literacy instruction' (Taffe and Gwin, 2007) to form a more effective and efficient performance of the students to engage in technological literacy. In regard with the concept of hybrid literacy, the term hybrid is perceived to be the integration of ways in implementing the literacy programme in Indonesia. As it has been indicated that the literacy programme is being one of the targeted programmes implemented by the Government, which is oriented at nurturing the reading skill among the students at all level including Junior and Senior high school (Susanto and Rifai, 2017)

Hybrid literacy as a school literacy model which is able to give an important contribution in relation to literacy-technology integration as conveyed by Taffe and Gwin (2007), that is, the use of technology in the implementation of school literacy effectively to enhance the learning skills and make up strong reading habits. This quite makes sense since the concept does not putting aside the conventional aspect of literacy practices. Tutty and Alfieri (2008), for example, argue that hybrid literacy is the integration of technology with traditional literacy (traditional paper-pencil and book-based literacy skills) in which the students are quite familiar with these conventional ways such as by using books, papers and pencil. Hybrid literacy, therefore, is perceived to be a means of bridging the students to fully use of technology in the future.

Moreover, the integration of technology in school literacy implementation, according to Fawcett and Snyder (1998) in Taffe and Gwin, (2007), must focus on the capacity that has to continuously develop students' ability to be more productive skills in writing and to integrate information presented in online media becomes "capacity building". In other words, the capacity building, built up from this technology competencies and literacy competencies, has become integral parts required by the students in their personal and professional lives.

However, the school literacy practices conducted at junior high schools in Surabaya tends to be conventional as Susanto and Irfan (2018) reported in their investigation that literacy activities (reading and writing activities) were carried out conventionally and the focus of literacy programme was to improve the students' reading skill and awareness. Taffe and Gwin (2007) assert that the new literacy activities should not collect books or photocopied articles but the students should learn the additional competencies of using internet or search engines, reading web pages, and emerging along with technological advances.

When literacy practices are still around the use of books for reading and writing, these practices can be said as 'the mastery of traditional reading and writing skills (Samir and Korat, 2013). There should be ways to help share the students' work digitally, as by doing this way it can help improve their competencies in a new literacy in their lives. Within this regard, students have awareness in reading and writing as well as possess digital awareness and attitudes, that is, the ability to appropriately use digital tools and facilities (Son et al, 2017).

In addition, the ability to read and write in the 21st century education should be improved through the technology integration in every literacy activities. According to Warschauer (2007) in Chiu (2015), today literacy activities are not only activities of reading and writing on paper or in print paper, but these activities must involve other aspects of text-related interaction such as (a) computer literacy: these activities are related to the ability to use the hardware and software, (b) information literacy: these activities are related to the ability to find, to analyze and criticize information in online media, (c) multimedia literacy: these activities are related to the ability to interpret and to produce documents or texts or other things using various tools integrated between technology and literacy activities, and (d) computer-mediated communication literacy: these activities are related to the ability to comprehend the synchronous and asynchronous computer-mediated communication.

What suggested by Warschauer (2007) in Chiu (2015) is that the practices are the expansions of literacy practices and the efforts to follow the very rapid development of education and information are necessarily increased. There should be changes in school literacy practices done in Indonesia after considering what has suggested by Warschauer that literacy practices should integrate to the other aspects of technology (internet and ICT). Therefore, new literacy practices demand that the teachers as the tip of lance in the literacy practices should become proficient at operating technology. The use of multimedia, according to Tan and Guo (2009), (also see, Leu, Kinzer, Coiro, and Cammack, 2004), is necessarily needed in order that the students can “adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in their world and influence all areas of their personal and professional lives”

The use of multimedia in the context of hybrid literacy aims to facilitate the students to have access to various kinds of digital media that can be learnt gradually and integrate the technological competences in new literacy practices. Traditional literacy skills have undergone many kinds of shifts because the development of technology has also influenced the world of education especially for literacy practices in the 21st century. As van Daal and Sandvik (2013) say, “Literacy has undergone transformation from the ability to read and write to the ability to communicate through various means, including technology”. The role of multimedia in the integration of technology and literacy is how the students are not only able to use “media” including traditional forms such as books or magazines, but how they are able to apply and function “multimedia” or digital or electronic media.

The importance of technology in literacy practices is asserted by Miller (2011: 453) that “the use of technology is one of leading mandated innovations of the past decade in policy and curriculum and pedagogy”. But the problem as Taffe and Gwin (2007) convey according to National Center for Educational Statistic (2000), is the teacher preparation for technology integration is minimal. From this report, it can be perceived that there are teachers found without any well prepared to use computers and internet for instruction. Given the real condition, the literacy practices may meet challenges when hybrid literacy is implemented in the school. Teachers and students must collaborate professionally to engage in the literacy-technology integration. However, teachers take an important role in hybrid literacy because teachers will provide quality literacy technology integration experiences for their students.

How important hybrid literacy is can be showed form a research of literacy in Australia conducted by Eisenclas et al (2016) that has proved that in order to solve the limitedness of literacy materials and the ability of teachers in managing the literacy for school hours, the use of technology is efficiently effective in the language mastery. It is such an important role of technology that literacy-technology integration can give the success of school literacy practices in Indonesia. Therefore, the literacy programme in Indonesia should adopt the use of technology in all literacy activities.

Research on literacy has, in fact, been concerned with how the social, cultural, and educational aspect play significant role on building up better understanding of the effective ways of the programme (Taffe and Gwin, 2007). Whilst many research has focused on seeking the way to search for more

appropriate literacy programme, little research is emphasized on how the integration of technology which is called hybrid in this sense, is understood from the school' social and cultural context and how these contexts provide information about the challenges and opportunities in implementing hybrid literacy in secondary schools in Surabaya. This study, therefore, aims to explore how social and cultural aspects can be a challenge as well as an opportunity to help realise the hybrid literacy programme within the city.

METHOD

This study is under the qualitative paradigm in which the methods utilized during data collections are in conjunction with qualitative characteristics. The amalgamation of methods used in the study is centered over individual interviews, classroom observations, and document analysis, all of which are within the qualitative paradigm (Taylor, Bogdan, and DeVault, 2016).

We interviewed ten teachers from three different schools in Surabaya. The teachers are the focal persons in regard with the literacy programme within the city. We interviewed them at different places within the schools. Some of them were interviewed in their office room and some of them were interviewed at the library. We conducted interviews lasted for about forty-five minutes each and recorded in a Sony recorder. Moreover, we also did observation in the classrooms, corridors and in the school library. During our observation in the library, we also collected documents related to literacy practices within the school.

We conducted field research at three state schools within the city. To keep confidentiality of the schools, as research ethic, we anonymized the name of the schools. The schools' profile is illustrated in the following:

1. Junior High School (SMP) A. This state school is one of very reputable (favorite) schools within the city. In term of the social economic condition of the students, the majority of them coming from higher economic class family. The students accepted at the school is selected through the tight competition, mostly the consideration is from the academic achievement.
2. Junior High School B. This school is in southern of the city of Surabaya. The school in term of academic, socio economic background and students' achievement is far much lower if compared to SMP A. Although the students' achievement tends to be lower, they seem enthusiastic to follow the literacy programme.
3. Junior High School C. This state school is located in eastern part of the city. This school tends to be in the middle between SMP A and SMP B. The students' economic background is diverse, but the students' achievement inclines to be homogeneous. Mostly the accepted students are possessing good grades.

Data analysis

Having recorded, participants' responses were analysed manually, but the process of analysis was conducted quite carefully, careful reading, coding, sorting and coding into topical groups. The data findings then presented in accordance with the research questions.

FINDINGS AND DISCUSSION

The findings of the current study are presented in cross case analysis, in that, the findings from school A are compared to the findings of the school B and school C. The idea underlying this intention is that achieving more systematic presentation. The first finding is the challenges of implementing hybrid literacy viewed from the social and followed by considering cultural aspect and the second finding deals with the opportunity to project the application of hybrid literacy.

The Challenges of implementing hybrid literacy

There are two aspects which are being prominent findings in connection with the challenges of hybrid literacy implementation, social and cultural aspects.

Social aspect

The data sets indicate that the social condition of the school has significantly informed the ways the school prioritise the form of literacy practices. In this sense, the diverse social condition of the school, the students economic background, the students' achievement, and the school's area shape the way the school select the more appropriate form of literacy for the school. Junior high School A, for example, as its students coming from higher economic family, the literacy practices are directed to the utility of technology or to expose students with technology use on day-to-day life. Junior high school B, on the other hand, perceives that literacy practices which concerned with more moral aspect is more important than that of literacy practices emphasising on nurturing reading and writing skills. The primary reason of focusing on moral building is that moral is the basic education for students and where students do not quite possess intellectual capacity, the focus of literacy practices should also be changed. One of the teachers of SMP B illustrated the condition in the following extract:

What is (literacy) for, if the students don't have good attitudes and behaviour, respect to teachers...moral is more important than just training reading and writing. The social problems in Indonesia are due to moral, people don't have good moral, that they corrupt, kill one another etc...in fact, the students here can't be compared to students at SMP (inner city). (T2)

In conjunction with the SMP B, SMP C tends to have different literacy practices than that of the two schools. This school put on emphasise on building the students skills in reading and writing to achieve better performance on the final examination. The underlying reason of picking up this sort of literacy practices is about the connections between the literacy programme and the school's goals, in that how the literacy practices can support the students' outcome, achieving better scores in the exams. The teacher of SMP C asserts that

I am planning to apply literacy programme next month focusing on the reading speed and understanding...this is because although students read and write every day, their speed reading and understanding is still low. You know (Pak), exams often measure students speed reading and understanding. I believe the programme will be successful, as the students and parents are quite supportive (T6)

From the extract above, it becomes clear that different literacy practices across schools are due to the school goals and the social condition of the students. The findings of this study corroborate the study conducted by Little (2017) about the social and cultural aspects which play crucial role on building up the children understanding of family literacy practice and as being an inspiration for the family members to implement particular family literacy. Other than social aspect, the cultural aspect of the school also plays significant role on the selection of the literacy programme.

Cultural aspect

The findings of the current study show that cultural aspect of the school inclines to prevent the application of the hybrid literacy. The cultural aspect of SMP B, for example, has long been shaped the way the school adopt the school literacy programme, in that when the school tradition is more on religious activities, the literacy practices should be adjusted to the tradition of the school. The school literacy programme, in this sense, should be about reading and getting better understanding of holy books such as Al-Quran and or Bible.

This school has a long history of providing students with moral character...they are get used to reading holy books such as Al-Qur'an and or bible in the school. So, when the Government (Surabaya) asks us to implement literacy programme, we just choose literacy of reading holy books (T8).

The similar phenomenon is also found at SMP A where the school tradition is more on reading, writing and oral communication. The reason of emphasising on three skills is that the school future orientation, equipping students with the latest skills. The school has been aware that the required future skills should be possessed by the students mostly deal with the oral communication in different contexts and across the globe. Therefore, students are expected to have better oral skill through the literacy practice of oral performance. This finding corroborates the previous study which show that acquiring foreign languages is a way to get involved in global interaction (Susanto and Rifai, 2017). The familiarity of technology is also being a primary concern of the school to be introduced to the students that they will be more open living in the global world. Therefore, as our observation and document analysis indicate, the students are quite familiar with the technology use to disseminate information of their literacy practices on online platform such as twitter and blogs.

The significant role of cultural aspect in picking up a particular literacy practices is also apparent at SMP C where the literacy practices are targeted to be a means of accelerating students' academic performance particularly when they have national examination. The basic idea of implementing this kind of literacy practices is about the history of the school. Previously, the school was an 'outskirt' school which quite struggled to improve the quality of its outcome, but when the new system (*rayonisasi*) implemented by the local government, the school tend to have better inputs. To this end, the literacy practices are now being carried out by focusing on bridging the students' skills and the national examination performance.

We used to accept students who live near here (the school) and mostly they are from lower economic status. Mostly they didn't perform quite well in academic related activities. But now, we accept more diverse students (T10).

Although, implicitly, the teacher did not say that lower economic status is associated with the lower academic performance, she wants to remind that different culture between lower versus higher economic status is apparent. In addition, without making a judgement, she also wants to assert that the family culture such as reading habits within the family shape the way the students think about the importance of the school literacy programme. This finding is in conjunction with the previous study conducted in the Nordic countries about the significance of cultural aspect on the students' scientific literacy performance (Turmo, 2004). This study is also in similar vein with the literature review study conducted by Van Enk et al., (2008) about the crucial cultural aspect in the implementation of the literacy programme. In this sense, cultural aspect mostly deals with what the students do and what they have not. Without addressing this aspect when implementing the programme, the literacy programme is likely to be meaningless.

Having presented the aspect to which prevents the potential use of hybrid literacy at the secondary school level, the following section illustrating the opportunity of hybrid literacy application.

The Opportunities of Implementing Hybrid Literacy

Although the three schools differ in the term of the form of literacy practices and the skills being emphasized on their targeted goals of literacy programme, these three schools share similarities in that they are quite open to consider the use of technology on their literacy practices. The school A, for example, as it has been nurtured to technology utility on their literacy practices, the students are quite familiar with hybrid literacy. The similar case of SMP B which has orientation to have skills in reading Al-Quran and other holy books, they are interested in empowering the online applications and the use of technology to enhance their learning and the construction of the moral and character building. In this sense, the school personnel are quite aware of the importance of technology in all aspect of life including in the school literacy programme. When we asked teachers about the future literacy practices, mostly the teachers agree to consider of using technology on their day-to-day literacy practices. The finding of this current study reiterates the previous study which shows the benefits of utilising digital technology in the students' literacy in that it can improve students' score on alphabetical measures (D'Agostinos et al., 2016).

The teachers' awareness about the significance use of technology to accelerate students' performance can be used to indicate that they are quite open with the current issue in education such as the issue of industrial revolution 4.1.

We realise that our era is different from our students'. We need to educate students with what they are familiar with, we need to educate them as the way they live in. So, I agree the use of technology in literacy programme.

But the problem is that, we sometimes far behind of our students, they are more knowledgeable in technology than us (T5).

In this extract, we can recognise that the teachers have a more positive aspect to integrate their literacy practices into more hybrid.

Although the school personnel are quite open with the concept hybrid literacy, their limitation skills in using and accessing technology in the implementation of hybrid literacy is still probably being an important issue. Intensive trainings and workshops in regard with improving teachers' skills in using technology can be very effective to help reduce the gap between the skills required and the success of the hybrid literacy application.

CONCLUSION

The findings of the current study illustrate that the two aspects (social and cultural) are the primary factors which contribute to inhibition of the implementation of hybrid literacy at junior high schools in Surabaya. However, despite its two interrelated factors which viewed to hinder the hybrid literacy practices, there also some unrecognized practices which potentially can be explored to mediate the application of hybrid literacy that is the teachers' awareness of the significance role of technology use in literacy practices and the positive attitude of the teachers to consider the integration of technology in literacy in the school activities including school literacy programme. This study is expected to contribute to the variety of literacy practices in Indonesia schools and potentially is expected to fill in the gap about the growing study of literacy in Indonesia and the real practices of literacy programme within Indonesian schools.

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COLLABORATIVE STRATEGIC READING (CSR) IN IMPROVING THE ENGLISH DEPARTMENT STUDENTS' READING COMPREHENSION ACHIEVEMENT

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Abstract: Reading as a receptive skill is very important skill for all students of English because it is a skill that everyone needs in studying or conveying the language. However, it is very difficult for the students to catch the message from the reading text as they have limited words and reading strategies. The aim of this research is to prove whether the implementation of Collaborative Strategic Reading (CSR) is effective to improve students' reading comprehension. 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. CSR is implemented to teach students reading comprehension in cooperative learning groups. CSR consists of four strategies that are implemented in pre-reading, whilst reading, and post-reading. CSR strategies consist of: (1) preview the text, (2) click and clunk, (3) get the gist, and (4) wrap up. The result of the research revealed that Collaborative Strategic Reading (CSR) improved the students' reading comprehension achievement on the fourth semester of English department at IAIN Jember.

Keywords: *collaborative strategic reading, reading comprehension achievement, classroom action research*

INTRODUCTION

Learning English is important for people all over the world. As a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationships among countries, international business relationship, global trading, and others. In this kind of international interactions, English mainly acts as a global lingua franca. Lingua franca is a language that is used to communicate among different people from different countries (Sneddon, 2003). Speaking English will increase the students' chances of getting a good job and finding work abroad. 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.

Based on the statement above, reading and listening are considered as receptive skills, while speaking and writing are considered as productive skills. Reading comprehension is an important skill needed for all areas of school. Subjects, others than reading or literature, where comprehension skills are

significantly important include science, social studies, and Math (Best, Rowe, Ozura, and McNamara, 2005). There are a lot of teaching activities can be carried out by using reading passages. English teacher can teach students structure, vocabulary, pronunciation, writing, speaking, and listening, besides reading itself.

Reading is a receptive language process, where meaning decodes from the author's thinking. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and end with meaning, which the reader constructs. Thus, there is an essential interaction between language and thought while someone is reading a text. The writer encodes thought as language and the reader decodes language into thought (Carrell, 1983:13). In short, the students are expected to do more than just read the text. They must recognize the printed materials and gain the meaning. They at last can identify the message of the author expressed in the written text.

According to Boss and Vaughn (1991: 92-95), reading is meaning based, entails the active construction of meaning, and requires the reader to be strategic and to interact with the text. Then, Boss and Vaughn state the following five concepts of reading. (1) Reading is an active search for meaning. It means that since reading entails-constructing meaning, it requires the reasoning and thinking process, sometimes called comprehension. (2) Reading is the process of constructing meaning from the text. It means that when reading the text, the writer does not simply convey ideas to the reader but stimulates the reader to construct meaning. (3) Reading is strategic process. It means that reading requires the reader to use a variety of thinking strategies to derive meaning from the text. (4) Reading is the interactive process. It means that when the reader reads the text, he or she also interacts with ideas presented by the writer. The reader uses his or her knowledge about oral and written language to guide the reading process. (5) Reading is a language learning activity socially mediated. When children and the teacher talk about what they are reading, they share what they already know related to the topic and integrate their knowledge that s relevant to them.

Hennings (1997) states that 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 (1996) 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 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) 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) 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 in general 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 strategy in teaching reading in the class that is providing activities to help students understand the information from the textbook. The strategy 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.

Based on the identified problems that the students of the reading class being studied, it is very important to find the solution to solve the student's problem in order to improve their comprehension in reading the text. For solving the problem, the researcher propose the use of Collaborative Strategic Reading (CSR), especially to improve the students' reading comprehension.

Klingner and Vaughn (2000: 75) stated that CSR is a classroom strategy developed to take advantage of the potentials of collaboration for language development in the classrooms that students of various reading and achievement levels work in small cooperative group to assist one another in applying the four reading strategies, that are Preview, Click& Clunk, Get the Gist and Wrap Up to facilitate their comprehension of reading content-area text.

By doing so, the students are asked to applied the four reading strategies, namely preview, click and clunk, get the gist and wrap up strategy collaboratively. By the use of the four reading strategies in Collaborative Strategic Reading (CSR) can solve the identified problems related to students' reading comprehension.

CSR was developed by Klingner and Vaughn in 1998. CSR is a reading comprehension technique that combines two instructional elements: (1) modified reciprocal teaching (Palincsar and Brown, 1984) and (2) cooperative learning or students pairing (Johnson and Johnson, 1987). In reciprocal teaching, teacher and students take turns leading a dialogue concerning key feature of the text through summarizing, questioning, clarifying and predicting, and in cooperative learning, the students brainstorming, predict, clarify words and phrases, highlight the main idea, summarize the main idea(s) and important detail and ask and answer questions.

Concerning CSR used by students who learn English, Klingner and Vaughn (1998) in her study suggest the four strategies in teaching reading comprehension: preview (brainstorming or prior knowledge), click and clunk (identify the difficulty and understanding material), get the gist (find out or identify the main idea(s) and information(s) and wrap up (ask and answer questions) the story from the English text books that they read (Klingner and Vaughn, 1998).

Moreover, 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 English department Faculty of Tarbiyah IAIN Jember, some students were able to comprehend the text well but some still had difficult time in comprehending the reading text. The data was taken from the result of students' pre-test on February 26th, 2018, and it was found that the students of TBI-2 on the fourth semester faced some difficulties in mastering reading comprehension. There were 20 students out of 38 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 51.84 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 Collaborative Strategic Reading (CSR) as a teaching strategy in improving the students' reading comprehension achievement at TBI-2.

Therefore, teaching reading comprehension by using Collaborative Strategic Reading (CSR) can be prepared to teach reading comprehension at TBI-2 Faculty of Tarbiyah because by applying this teaching technique, the students are able to discuss and comprehend the text collaboratively.

METHOD

Research Design

The design of this study is classroom action research done in class TBI-2 Faculty of Tarbiyah 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 Collaborative Strategic Reading (CSR). 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 the action, implementing the action, observing the classroom, evaluating and reflecting 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 TBI-2 Faculty Tarbiyah at IAIN Jember. This subject of this research is the students of the fourth semester students of TBI-2 in the 2017/2018 academic year. The number of the students learning English classroom are 38 students. The area of this research was determined purposively by considering two considerations as follow: (1) Collaborative Strategic Reading (CSR) 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.

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.

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 Collaborative Strategic Reading in teaching reading deal with the procedures in reading class. CSR can be implemented in two phases: (a) teaching the strategies, and (b) cooperative learning group activity or student pairing. The implementation steps described below were developed through a series of research studies (Klingner et al., 1998).

Phase 1: Teaching the Strategies

In CSR, students learn four techniques: preview, click and clunk, get the gist, and wrap up. The appropriate procedures of CSR in teaching reading are as follows:

Firstly, a teacher introduces previewing to students by brainstorming the text by looking at the pictures and the title, discussing and sharing ideas to determine the best topic, predicting the topic that will be learnt, and sharing to find the best prediction.

Secondly, the teacher describes a click and a clunk to the students and ask them identifying the difficult or unknown words, guiding the students to use context clues strategy to overcome their clunks, and sharing in group to determine the best meaning of the words

Thirdly, the teacher describes how to get the gist to the students by identifying the text and guiding them to find the main idea of each paragraph, and sharing in group to find the best main idea of each paragraph

Finally, a teacher teaches students to wrap up by guiding the students to review the whole text by summarizing the important ideas of the text, sharing to find the best review, and answering the questions in group related to the text to check the text comprehension.

Phase 2: Cooperative Learning Group or Student Pairing

As students have learned the four strategies (preview, click and clunk, get the gist, and wrap up), they are ready to apply CSR in their cooperative learning groups. Some teachers find it easier to have students work collaboratively, and that has also proven to be a successful practice. The Procedures for implementing these strategies with groups are: First, the teacher assigns students to groups. Each group consists of 3-5 students of varying ability. Secondly, the teacher assigns roles to them. Roles should rotate on a regular basis so that students can experience a variety of roles. Possible roles include as: (1) Leader, he/she tells the group what to read next and what strategy to use next. (2) Clunk Expert, he/she

uses clunk cards to remind the group when trying to figure out the meaning of their clunk(s). (3) Gist Expert, he/she guides the group for getting the gist and determines that the gist contains the most important idea(s) but no unnecessary details. (4) Announcer, he/she calls on group members to read a passage or share an idea.

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; it is the aim of the learning process in general, (2) the basic competence; it is about to explain the standard competence in a very clear way with details, (3) the indicators; it refers to the learning objectives, (4) the objectives of learning; it describes what the students will be able to do when instruction has been completed, (5) the teaching method/technique; it refers to Collaborative Strategic Reading (CSR) as a technique in teaching reading, (6) the instructional procedures; it is useful to indicate an approximate amount of time each activity within introductory, development, and closing activities, (7) the sources; it includes the sources of materials during instruction of the lesson. It is textbooks from the TOEFL books, and (8) the evaluation/assessment; it is to evaluate whether the students have achieved the objective of teaching learning process in reading by implementing Collaborative Strategic Reading (CSR).

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 a 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. The students' active participation in teaching and learning process of reading by using Collaborative Strategic Reading (CSR) include surveying the reading text, making some questions related to the topic, reading the text, participating in group, and answering the reading exercises. It means that the requirement of 75% of the students' active participation in the teaching reading by using Collaborative Strategic Reading (CSR) 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 class hours. The actions given were teaching reading by Collaborative Strategic Reading (CSR). It was given to the research subjects in every meeting in each cycle.

The implementation of the action at the first cycle was done on March 5th, 2018 as the first meeting, and on March 12th, 2018 as the second meeting, it was continued by the reading test on March 19th, 2018 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 April 2nd, 2018 as the first meeting and on April 9th, 2018 as the second meeting. The reading test was done again on April 16th, 2018 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.

Table 1: 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 text carefully
- 4*: Participating in group
- 5*: Answering the reading exercises

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

Collaborative Strategic Reading (CSR) include surveying the reading text, making some questions related to the topic, reading the text, participating in group, and answering the reading exercises.

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 ≥ 60

n: The total number of the research subjects who reached the targeted score ≥ 60

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

(Adopted from Ali, 1993:186)

FINDINGS

Research Findings of the Actions in Cycle 1

The reading materials taught in the first meeting and in the second meeting were taken from Longman Introductory Course for the TOEFL Test by implementing Collaborative Strategic Reading (CSR) in teaching reading. At the end of the first cycle, the reading comprehension test was administered in the third meeting (on March 19th, 2018). In the reading test, there were five texts. They were taken from Longman Introductory Course for the TOEFL test.

The Result of Observation in Cycle 1

The class observation in the second meeting showed that 22 students or 57.89% of the students were active in the teaching learning process of reading by using Collaborative Strategic Reading (CSR). 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 50.00% of 38 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 50.00% (19 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 22 students or 57.89% 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 Collaborative Strategic Reading (CSR) 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 50.00%. Meanwhile, it was targeted that 75% of the total students could achieve the targeted score of reading comprehension at least ≥ 60 . However, there were 50.00% (19 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.

Based on the result of the observation and the students' reading comprehension test in cycle 1, the researcher revised some aspects in cycle 2. Firstly, the teacher gave more explanation and procedures in implementing Collaborative Strategic Reading (CSR) not only in English but also in Indonesian, so that the students could apply this technique well. Secondly, the teacher instructed the students to work collaboratively in order they have equal participation in discussing and comprehending the texts. Furthermore, the teacher reminded them that they are a team to achieve the goal as their roles in group. Thirdly, the teacher assigned different roles to them in cycle 2, so that students could experience a variety of roles. The leader in cycle 1 became the clunk expert in cycle 2 and vice versa, and the gist expert in cycle 1 became the announcer in cycle 2 and vice versa.

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 Collaborative Strategic Reading (CSR). The reading materials taught in the first meeting and in the

second meeting were taken from Longman Complete Course for the TOEFL Test by implementing Collaborative Strategic Reading (CSR) in teaching reading.

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 April 16th, 2018. The material used in the reading comprehension test was TOEFL posttest that was taken from Longman Complete Course for the TOEFL Test.

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 (36 students or 94.74% of 38 students) were actively involved in the teaching learning process of reading by using Collaborative Strategic Reading (CSR). It means that the requirement of 75% of the students' active participation in the teaching reading by using Collaborative Strategic Reading (CSR) 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 50.00% to 89.47%). In this cycle, there were 89.47% or 34 students having reading comprehension score ≥ 60 . But, there were 4 students or 10.53% of 38 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 target criteria 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 34 students or 89.47% of the students had score ≥ 60 . It was higher than the results in Cycle 1 (50.00%). 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 22 students or 57.89% out of 38 students who actively participated in the teaching learning process of reading. While, in Cycle 2, there were 36 students or 94.74% out of 38 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.

DISCUSSIONS

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. The students' difficulties appeared in participating in group. Some students dominated the group and some students did not have opportunities equally, so the students who got low ability could not comprehend the texts well. It could be seen from the results of the observation in Cycle 1. In the first cycle, there were only 57.89% or 22 students out of 38 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, 42.11% or 16 students out of 38 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 revises 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 more explanation and procedures in Collaborative Strategic Reading (CSR) not only in English but also in Indonesian, so that the students could apply this technique well. Furthermore, the teacher instructed the students to work collaboratively in order they have equal participation in discussing and comprehending the texts. Moreover, the teacher reminded them that they are a team to achieve the goal as their roles in group. By doing so, the students could get the idea clearer and could comprehend the text well. There were 94.74% or 36 students out of 38 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 50.00% with 57.89 as the average score (Cycle 1) to 89.47% with 71.18 as the average score (Cycle 2).

The teacher had to believe that Collaborative Strategic Reading gave benefits to the students in reading comprehension achievement. The finding was in line with Klingner, Alison, & Sharon in Young, Michael, & Citro (2018) who stated that Collaborative Strategic Reading was designed to capitalize the effective practices to enhance the understanding of and learning from text. In other words, the students are able to comprehend the text easier by learning collaboratively.

The result of observation and reading comprehension achievement test in Cycle 1 and Cycle 2 indicated that Collaborative Strategic Reading (CSR) could be applied as one of the effective strategy in teaching reading comprehension. As a conclusion, Collaborative Strategic Reading (CSR) could improve the ability of the forth semester students of TBI-2 Faculty of Tarbiyah at IAIN Jember in reading comprehension achievement.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The research results and the discussions show that using Collaborative Strategic Reading (CSR) 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 50.00% in Cycle 1 with 57.89 as the average score to 89.47% in Cycle 2 with 71.18 as the average score. Besides, the use of Collaborative Strategic Reading (CSR) 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 57.89% in Cycle 1 to 94.74% in Cycle 2. The results show that the use of Collaborative Strategic Reading (CSR) managed to improve the students' reading comprehension achievement and the students' active participation during the teaching and learning process.

Suggestions

By considering the results that the use of Collaborative Strategic Reading (CSR) 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 Collaborative Strategic Reading (CSR) as alternative strategy in teaching reading to improve the students' reading comprehension achievement and the students' active participation. 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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HOW FOREIGN STUDENTS LEARNT 'BAHASA INDONESIA' AS SECOND LANGUAGE

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Abstract: Foreigners who learn 'Bahasa Indonesia' in Indonesia actually learn Indonesian as a Second Language in the real-world settings. They practice Indonesian in Indonesian-speaking culture so that they expect to improve their Indonesian proficiency in a conducive language environment. In this paper, the writer would like to investigate why and how the foreign students learn it at Ubaya Language Center in Surabaya, Indonesia for about one semester. As a matter of fact, a language is also a part of culture, therefore, when they learn the Indonesian cultural activities, they might also learn the Indonesian language through cultural exposure. Based on his overall survey findings, the participants or the foreign students learning Indonesian at ULC had some reasons, such as chance for working career, for travelling, and for improving the language competence. They also used the Indonesian skills in their daily lives. This conducive language environment, their motivation and strategies in learning Indonesian in Indonesia would also enhance the success of their language learning.

Keywords: communicative competence, foster, how to learn, linguistic environment

INTRODUCTION

It is interesting to know why and how foreign students learnt *Bahasa Indonesia* (Indonesian) as a Second Language at Ubaya Language Center (ULC) Surabaya. Before they decided to learn Indonesian in Indonesia, they might learn Indonesian as a foreign language in their country where Indonesian is not their dominant language so the students had limited exposure to Indonesian - speaking culture (OUP, 2011). Foreign students that wanted to learn Indonesian at ULC Surabaya, Indonesia had more practical and pressing needs. They needed a lot of cultural context and guidance as well as the actual language instruction so they would be able to use the Indonesian language skills in real-world settings (Lake, 2013). At ULC Surabaya, the foreign students that learnt Indonesian might join in Indonesian for speakers of other languages (ISOL). In this paper, the writer would like to investigate why some foreign students wanted to learn Indonesian in Indonesia and how they learnt it to improve their Indonesian. For that reason, a survey was conducted to look for some findings on their learning process of ISOL.

Indonesian for Speakers of Other Languages (ISOL)

ISOL is a program for learning Indonesian to speakers of other languages in Indonesia. ISOL programs are generally based on particular Indonesian

learning methods and language skills (listening, speaking, reading, and writing). Foreign students that learn Indonesian in Indonesia commonly want to foster their Indonesian proficiency in conducive linguistic environment. They widely use Indonesian in their everyday communication. They not only use Indonesian as the language of instruction at the campus but also might communicate with people outside their classroom or campus. Indonesian is the dominant language around them and learning Indonesian is a matter of daily survival. They may not worry about grammar right away but need to learn basic survival skills in real - Indonesian settings. As a matter of fact, a language is a part of culture, therefore, when they learn the Indonesian cultural activities, such as Indonesian songs/dances/arts, they might also learn the Indonesian language. They need a lot of cultural context and guidance so they will be able to use the Indonesian language skills in real-world settings (Lake, 2013). That's why ISOL students not only learn Indonesian in classroom but also do some Indonesian cultural activities to foster their Indonesian learning.

Moreover, ISOL students that took the Indonesian course at Ubaya Language Center, Surabaya were those that got a Darmasiswa scholarship program, conducted student exchange at the University of Surabaya and also other foreigners who worked and studied in Indonesia. Darmasiswa Indonesian scholarship program was a scholarship program offered by the Indonesian government to foreign students from countries which had diplomatic relationship with Indonesia to study 'Bahasa Indonesia' and Indonesian culture for one year scheme or six months scheme. Participants of Darmasiswa Indonesian scholarship program could choose one of 45 different universities located in different cities in Indonesia. One of them was the University of Surabaya (Ubaya) in which the writer would like to share their learning process as ISOL.

Successful Factors in ISOL

Some students are easy to succeed at language learning but others are not. There are some factors that predict success in language learning. Learning a foreign or second language like *Bahasa Indonesia* also has some factors that predict success in Indonesia language learning. Sadtono in Limantoro (2016) states that some factors in predicting success in Indonesian Language Learning for speakers of other languages are intelligence (=being quick to grasp knowledge due to the degree to which a message can be understood), language aptitude (=the natural ability to learn a language), motivation, perseverance (=the learner's willingness to spend time in learning), and other factors, such as interest, learning strategies, learning style. However, intelligence only accounts for 20% of variance in predicting success in ISOL; whereas language aptitude 33%, perseverance and motivation 33%, and other factors 14% (Sadtono in Limantoro, 2016). As a matter of fact, some factors like intelligence and language aptitude are innate while some other factors like motivation, perseverance, and others basically depend on the learners, the teachers/instructors, and learning instruments/aids and linguistic environment.

Motivation in learning ISOL

Motivation is one of important factors in learning ISOL that determines a person's desire to learn a foreign language like *Bahasa Indonesia*. There are two

types of motivation: instrumental motivation and integrative motivation. Foreign students who have instrumental motivation want to learn *Bahasa Indonesia* for certain instrumental goals, such as getting a job, passing an examination, reading foreign newspapers/books, better position/status. Furthermore, foreign students who have integrative motivation want to learn *Bahasa Indonesia* in order to communicate with Indonesian people who speak it. In other words, they are attracted by the culture of the Indonesian Community. Susanto (2018) also finds out that motivation is a very important and effective factor in language learning.

Previous Studies

There are also other researches relating to learn a foreign language in different matters. Suyitno et al (2017) find out that BIPA (*Bahasa Indonesia bagi Penutur Asing* = Indonesian for foreign speakers) students have used various learning strategies depending on the types of the learning tasks, individual factors, and the learning environment. Suparsa et al (2017) also highlight the importance of effective learning methods to teach Indonesian as a foreign language. Watson (2013) explains how to assess gains in language proficiency, cross-cultural competence, and regional awareness when studying abroad. Defina and Sundari (2016) also find out that Korean learners study Indonesian mostly because of the demands of the job in Indonesia. It can be categorized as instrumental orientation. Moreover, Aksenova et al (2015) also mention that there are many ways to motivate students to learn a foreign language in tertiary level of education, such as authentic materials, games, and creativity.

Reasons for learning foreign languages

There are many different reasons for learning languages. such as for academic purpose, for professional purpose/ job demands, for cultural studies, for survival and living purpose, for travelling, for fun, and so on. In this part of findings, the writer would like to explain the respondents'/ foreign students' reasons for learning *Bahasa Indonesia* in Indonesia (particularly when they study at Ubaya Language Center, Surabaya).

METHOD

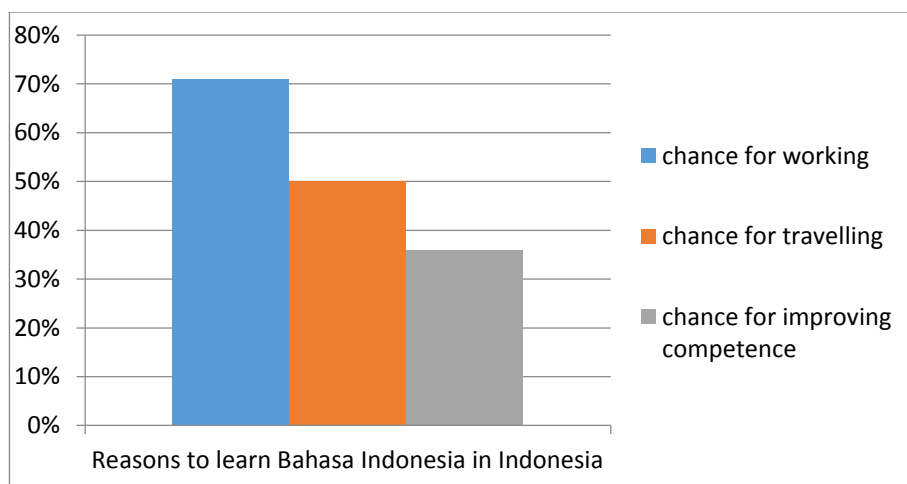
In this paper, there were fourteen participants of this survey. There were twelve participants who got Darmasiswa Indonesian scholarship program for a six-month scheme and there were two others who took exchange student program. all the fourteen participants learnt *Bahasa Indonesia* at Ubaya Language Center Surabaya. And their ages were at the range of twenty to thirty-four. They were ten female students (71%) and only four male students (29%). They were also from different nationalities - Chinese (5 students), Korean (2 students), Slovakian (2 students), Japanese (1 student), Cambodian (1 student), German (1 student), Hungarian (1 student), Malagasy (1 student). All respondents used more than one language that is from three languages to seven languages. They could speak three languages (6 persons/ 42%), four languages (2 persons/ 14%), five languages (4 persons/ 28%), six languages (one person/ 7%), and seven languages (one person/ 7%). All of them learnt *Bahasa Indonesia* as their foreign language. Half of the total respondents had learnt *Bahasa Indonesia* in Indonesia for 3 months while the others had learnt it for four to eight months.

In this survey, the writer used questionnaires with some short time of interview within the participants. First, he explained the survey objectives to the participants and then also asked them to fill out the questionnaires. There were two main questions of the survey: why they learnt Indonesian in Indonesia and how they learnt it. Second, the writer collected and analyzed the data of the survey. He also interviewed some participants that gave certain unclear responses for clarification by meeting them via appointments or by talking on the phone. And the writer would like to explain the results of the survey by using percentage to know the tendency. In addition, he also presented some participants' translation from English to Indonesian to know their competence in Indonesian as well as their significance to learn *Bahasa Indonesia* in Indonesia.

FINDINGS AND DISCUSSION

In this part, the writer would like to discuss some important findings to respond two major questions: why and how foreign students would learn *Bahasa Indonesia* in Indonesia (particularly at Ubaya Language Center Surabaya). Based on the results of the questionnaires, the writer got some findings on why the participants would learn *Bahasa Indonesia* in Indonesia in the following bar chart:

Figure 1: Why did foreign students learn Bahasa Indonesia in Indonesia?



The participants' reasons to learn *Bahasa Indonesia* in Indonesia were as a chance for working/ career (71%), for travelling to Indonesia (50%), and for improving their communicative competence on *Bahasa Indonesia* (36%). Based on these findings, the majority of the participants (71%) learnt *Bahasa Indonesia* as their instrumental motivation to have the chance for working or for their business career. Half of the participants (50%) were also attracted to Indonesian culture and used it for travelling to Indonesia. Therefore, they needed to learn *Bahasa Indonesia* in Indonesia in order to use / practice it in Indonesia as their tourist destination. And only less than half of them (36%) learnt *Bahasa Indonesia* in Indonesia because they had integrative motivation on learning it. They wanted to improve their skills in *Bahasa Indonesia* by learning and using *Bahasa Indonesia* as a Second Language in their daily life exposure.

Moreover, some participants would also explain their significance to learn *Bahasa Indonesia* in Indonesia by using their own English and Indonesian statements in the following table:

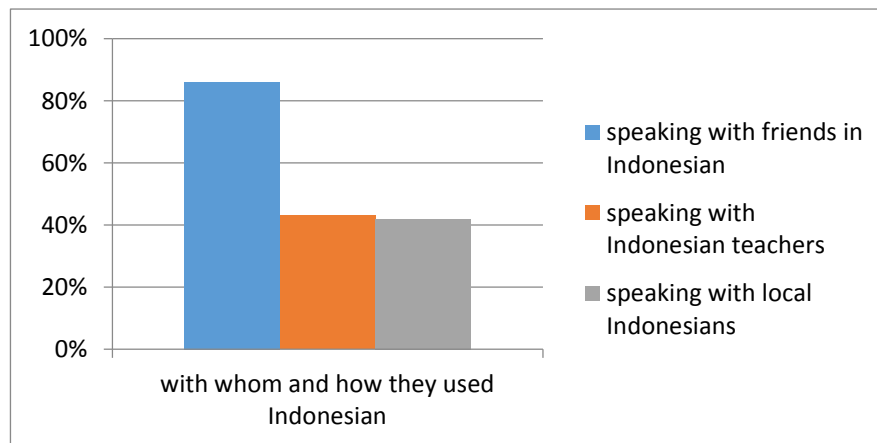
Table 1: Their significance to learn *Bahasa Indonesia* in Indonesia

Original countries of the participants	Significance to learn <i>Bahasa Indonesia</i> written in English	Significance to learn <i>Bahasa Indonesia</i> written in Indonesian
A participant from Malagasy	"On the one hand, learning Indonesian to me it's very interesting and useful for everybody, if I may be want to live in here for my study or for my work and not only with that, but also like I said before when I want to visiting another Island, Indonesia to have many place so It's important to master it and I can have an opportunity to speak quickly."	" <i>Pertama, belajar Indonesia untuk saya, baik sekali dan menarik, lalu dipekerjakan untuk semuanya. Jika saya mungkin ingin tinggal di sini buat belajar atau bekerja mau mengunjungi pulau lain, di Indonesia juga adalah banyak tempat jadi, sangat baik orang yang mempunyai kekuasaan pada itu.</i> "
A participant from China	"Because the world is becoming more and more connected dan people from all around the world will cooperate with each other in everything."	" <i>Orang-orang sudah menghubungi dengan yang lain sekarang. Dan banyak orang datang ke Indonesia untuk berwisata, belajar, dan lain-lain jadi kalau berkomunikasi dengan baik harus belajar Bahasa Indonesia.</i> "
A participant from Slovakia	"I like learning Indonesian but as I started only 3 months ago, I'm still learning and can speak a little. However, I am able to use it while travelling, e.g. in shop, streets, airports, even have small talk with Indonesian about family, their work, etc."	" <i>Saya suka belajar Bahasa Indonesia. Saya mulai tiga bulan lalu karena berbicara sedikit saya pakai bahasa di toko, bandara, jalan, dan berbicara dengan orang Indonesia.</i> "
A participant from Japan	"After graduation, I have joined a construction volunteer team. I want to engage in relief efforts and subsequent reconstruction in this country, with many natural disasters such as an	" <i>Sesudah kuliah, saya ikut bangunan volunteer. Saya mau bantuan orang Indonesia yang menghadapi bencana karena Indonesia sering ada gempa bumi dan</i>

	earthquake or tsunami in the same way as Japan. In order to carry out those activities. I'd like to learn Indonesian's language as a means of communication with the local people."	<i>tsunami seperti Jepang. Kalau mau membantu orang Indonesia saya harus berbicara bahasa Indonesia untuk kominikasi."</i>
A participant from Cambodia	"I want to use it for any job"	<i>"Aku mau pakai bahasa Indonesia untuk kerjaku."</i>

Further, the writer got some findings on how the participants would learn *Bahasa Indonesia* in Indonesia in the following bar chart:

Figure 2: How did foreign students learn *Bahasa Indonesia* in Indonesia?



First, most participants (86%) practiced to use *Bahasa Indonesia* during their study in Indonesia especially with their friends at the campus. They could also communicate in English if they did not know the Indonesian words they wanted to express. They were also asked to use *Bahasa Indonesia* as much as possible. They also joined some cultural activities, such as batik-making, Indonesian traditional musical instruments like *kolintang* and *angklung*, some traditional dances, and others with local Indonesians. It meant they had to communicate with local people in *Bahasa Indonesia*. It was known that they learnt the Indonesian language by doing some Indonesian cultural activities. As a matter of fact, the language is the core part of the culture, therefore, they could improve their *Bahasa Indonesia* by using it in their daily exposure in order to acquire their *Bahasa Indonesia* as a second language learning. And their linguistic environments of their language learning might be inside the campus/ the class where they learnt and did some activities or outside the campus where they socialized with others and local people.

Second, many participants (43%) also learnt *Bahasa Indonesia* from their Indonesian lecturers/ teachers in the classroom setting or outside the class. In class,

most of them (79%) had to repeat the Indonesian expressions given by their Indonesian teachers as their learning strategy. And the Indonesian teachers could become their model in learning *Bahasa Indonesia*. In classroom settings, they learnt *Bahasa Indonesia* through Indonesian modules for learning Indonesian to speakers of other languages in Indonesia and many other ways, such as Indonesian language games, films, songs, newspapers, story books, and other learning materials.

Third, many others (42%) also used *Bahasa Indonesia* when they had to communicate with local Indonesians for some purposes, such as when buying some meals at the canteens/ restaurants/ food stalls, when talking with taxi drivers, when talking with some people in the boarding house/ apartments, and others.

In addition to the survey results, less than half of the participants (43%) used *Bahasa Indonesia* in Indonesia at least 5 hours a day but more than half of the participants (57%) used *Bahasa Indonesia* in Indonesia less than 5 hours a day. Further, most of them (93%) did not feel nervous to speak Indonesian. Furthermore, most of them (71%) enjoyed learning *Bahasa Indonesia* because of their teachers and friends. They also thought that learning *Bahasa Indonesia* was easy (36%) and very easy (14%) but the half of them thought learning *Bahasa Indonesia* was quite difficult (50%). And most of them (71%) mentioned that listening skill in *Bahasa Indonesia* was the most difficult one out of the language skills.

Moreover, the participants/ these foreign students usually used their mother tongue when communicating with their friends from the same country, and English when talking with their friends from different countries. And they usually used *Bahasa Indonesia* when talking with their Indonesian students and teachers/lecturers. The writer also saw some participants/ foreign students talking with their Indonesian teacher in an informal way. It showed that they were not afraid of using their daily Indonesian as a means of communication in Indonesia.

CONCLUSION

Foreign students who learnt *Bahasa Indonesia* in Indonesia had some reasons, such as chance for advancement in their professional lives (chance for working), having attracted to Indonesian culture for travelling/for fun, and using Indonesian for their study, and so on. As a matter of fact, they had an opportunity to visit and study in Indonesia, for example at the university of Surabaya because of the exchange student programs or *Darmasiswa* Indonesian scholarship program. The foreign students who decided to learn *Bahasa Indonesia* in Indonesia had either instrumental motivation or integrative motivation. And motivation, perseverance and other factors (like learning strategy) account for 47% of variance in predicting success in learning Indonesian for speakers of other languages (ISOL). This survey results could be used as the preliminary feedbacks/ inputs for the stakeholders of the exchange student programs or *Darmasiswa* Indonesian scholarship program, such as the learners of ISOL, the universities and the Department of Education of Republic of Indonesia that had the exchange student programs or *Darmasiswa* Indonesian scholarship program, and other researchers who would like to investigate the further in-depth case study.

Next, there were 14 foreign students as participants from 8 different nationalities that learnt *Bahasa Indonesia* as a second language at Ubaya

Language Center Surabaya, Indonesia. They were 12 respondents who got *Darmasiswa* Indonesian scholarship program in a six-month scheme and 2 respondents who took exchange student program. In this survey, the writer used questionnaires to ask two main questions - Why and how they learnt *Bahasa Indonesia* in Indonesia. When asked about why they learnt *Bahasa Indonesia*, the participants replied that majority of them (71%) needed it for their career/work, half of them (50%) needed it for their fun/hobby/travelling, and some of them (36%) wanted to improve their communicative competence on *Bahasa Indonesia*. When asked about how they learnt *Bahasa Indonesia* in Indonesia, most participants (86%) practiced to use *Bahasa Indonesia* during their study in Indonesia especially with their friends at the campus. Many participants (43%) also learnt *Bahasa Indonesia* from their Indonesian lecturers/ teachers in the classroom setting or outside the class. In class, most of them (79%) had to repeat the Indonesian expressions given by their Indonesian teachers as their learning strategy. And many others (42%) also used *Bahasa Indonesia* when they had to communicate with local Indonesians for certain purposes.

Moreover, when foreign students learn *Bahasa Indonesia* in Indonesia, they actually communicate *Bahasa Indonesia* as a second language so they have extensive daily exposure to Indonesian speaking culture. *Bahasa Indonesia* is the dominant language around them. They will be able to use the language skills in real-world settings. They live in linguistic environment and use *Bahasa Indonesia* in their daily lives. They speak the primary language of the country (*Bahasa Indonesia*) and are able to take care of the necessities of their daily lives. Their strong motivation and right strategies in learning Indonesian in Indonesia would also enhance the success of their language learning.

Educational Implication

Based on the findings above, the writer would like to share some educational implication in order to foster the *Bahasa Indonesia* communicative competence of the foreign students who study it in Indonesia. First, they really need motivation (instrumental + integrative), perseverance (sufficient practice), and learning strategies, and other successful learning factors to enhance their communicative competence. Second, their linguistic environment would be conducive and effective when they try to live in total Indonesian immersion. It means that they have to speak Indonesian totally or at least most of the time, do some Indonesian cultural activities, such as singing some Indonesian songs, going shopping or going to the supermarkets, and other activities that improve their four Indonesian skills, structure, and vocabularies. Therefore, fun or cultural activities that enhance their Indonesian communicative exposure on the Indonesian culinary, art, dance, songs, and travelling would be important to do in Indonesia. Third, their Indonesian teachers are actually not only their Indonesian teachers/lecturers that facilitate learning in class but also their Indonesian friends or people who speak Indonesian with them every day. They need to practice speaking with those who support their Indonesian learning. It is ideal if they have good Indonesian counterparts (bodies) that help support their daily Indonesian learning practice. They really need to have Indonesian friends and communicate with them in Indonesian as their dominant language so that Indonesian becomes their daily means of communication and dominant language for living in Indonesia.

Therefore, learning Indonesian as a Second language for foreign students is a long process that needs daily exposure of using Indonesian in various cultural activities to gain Indonesian communicative competence.

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FAMILIARISATION AND CONFIDENCE: FACTORS AFFECTING YOUNG LEARNERS' SPEAKING TEST PERFORMANCE

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Abstract: Acquiring second language for young learners is a challenging task for them especially when it comes to speaking competence. Speaking may be the hardest competence that young learners have to master as it involves many aspects of language skills such as grammar, vocabulary, pronunciation, fluency at the same time. Young learners find difficulty in expressing their thought and idea in spoken language as they have to combine what is in their mind with the target language and then express it orally. These young learners finds difficulties in expressing their ideas in the target language because they have limited knowledge in vocabulary and grammar while speaking is the key skill in primary school foreign language curricula as the learners develop their social-awareness and become competent speakers of the target language (Toledo & Hoit, 2016). For this reason, some school holds English Proficiency test which include speaking as one of the test. Young learners or primary school students need to practice speaking more as it is the medium through which language is encountered, understood, practiced and learnt, (Cameron, 2001). This study aims to find out what are the factors affecting young learners' performance in speaking test and to find out what problems encountered by young learners in speaking test. This study was done in a private school in West Surabaya, Indonesia and the subjects were 87 students from second grade to sixth grade. The research instruments are questionnaire and interview. This study was expected to help students with their difficulties and improve their speaking skill.

Keywords: *speaking test, speaking skill, young learners, difficulties*

INTRODUCTION

The goal of learning foreign language is being able to speak the language (Pishgadam and Shams, 2013). For some reasons speaking the foreign language is not an easy thing to deal with especially for young learners with their limited vocabulary, grammar and other linguistic elements. Speaking competence, in fact is the most difficult aspect of language learning (Brown and Yule, 1983) as the learners have to combine their ideas with the topical knowledge together with the linguistic elements of the foreign language. Compared to other skills such as listening, reading and writing, speaking is the most important skill because someone is considered master a foreign language when he/she speaks the language. (Ur, 1996).

For young learners being able to speak fluently with specific topics given can be very challenging. Their limited vocabulary and grammar is the main constrain for them to express their ideas in oral language. Furthermore, the fluency and accuracy in using the target language may not precisely correct.

Young learners' linguistics knowledge may contribute the biggest role developing their speaking skill, however, there are non-linguistics aspect which also contribute their speaking skill, they are cognitive, social and physical characteristics. They are also moving from self-awareness to social awareness (McKay, 2006). From those non-linguistic factors, cognitive, specifically intelligence plays a great role in developing the speaking skill. Different types of intelligence, verbal and narratives intelligence are related to speaking skill and one's intelligence and linguistic knowledge will lead to better speaking performance. (Fahim and Pishghadam, 2007).

To build a good speaking performance, young learners should be provided with plenty of opportunities in using the target language in different context, not only in vocabulary and grammar. This will help their fluency and communicative competence as the communicative language teaching aims to achieve communicative competence rather than linguistic accuracy. (Harmer, 2001).

Young learners are expected to respond, interact and speak their ideas or opinion in the speaking test. They are asked to use their linguistic knowledge and non-linguistic aspect at the same time to communicate their ideas. The use of visual media such as pictures, maps, diagrams, and other types of visual materials can be used in the speaking test and they can help the young learners to comprehend the topics (Ugiljon, Anakhon and Gulnoza, 2018) which can also help them to interact, respond the questions and construct their sentences easily.

Language activities which involve reception, production and interaction will help the young learners to develop their communicative competence (Toledo & Hoit, 2016). Interaction happens when two individuals participate in speaking and exchange production and reception on specific context situated in social practice and being purposeful and goal oriented (CEFR, 2009).

This study was done in a private school in West Surabaya, Indonesia and involve 87 students aged 7-12 years old (2nd graders to 6th graders). The school has been conducting this Young Learners English Test since 2014 and the result for speaking test has been good, however some students stated that the speaking test has made them nervous and because of that they could not perform their best in the speaking test. Therefore, this study is done to find out:

1. What factors affecting young learners's performance in speaking test?
2. What problems encountered by young learners in speaking test?

The result of this research is expected to help the young learners to prepare well for the speaking test and to minimise the problem that they may encounter while having the speaking test.

REVIEW OF RELATED LITERATURE

Speaking Skill

Speaking is the process of developing and sharing meaning through the use of verbal and non verbal language in different contexts (Chaney, 1993). Speaking is the most important, yet the most difficult skill to acquire compared to other skills as speaking skill involve many linguistic aspect such grammar and

vocabulary. Many young learners have difficulties in expressing their ideas in the target language because they have limited knowledge in vocabulary and grammar while speaking is the key skill in primary school foreign language curricula as the learners develop their social-awareness and become competent speakers of the target language (Toledo & Hoit, 2016).

So far, speaking skill taught in school has been undervalued by the teacher who teach speaking skill just as repetition of drills or memorisation of conversation or dialogues. Students are not taught how to express their ideas or opinion in English, they just asked to memorise the dialogue and asked them to repeat the sentences. Teaching speaking is more than than repeton and memorisation. Speaking is the productive oral skill which involve the process of listening and giving respond (Nunan, 2003). By speaking, someone can deliver the message about the certain topic to other speaker.

For young learners, speaking is the medium through which language is encountered, understood, practised and learnt, (Cameron, 2001) therefore oral language learning involves words and interaction which means when the learners say the words in sentences, they also make an interaction with other speaker in the target language. The language they use has also to be communicative, meaning that its follows the social and cultural rules in that way the other speaker will understand the message he/she delivered

Communicative Competence

To be able to speak the target language learned, language learners need linguistic competence such as vocabulary and syntax but it is not only that, language learners also need communicative competence such as sociolinguistic and conversational skill (Nunan, 1999). With communicative competence, language learners have plenty opportunities to use the language in different context rather than just grammar and vocabulary. Furthermore, the language learners need communicative competence which help them know how to say, what to whom and when say the sentences because communicative competence includes sociolinguistic and conversational skill. Language learners need communicative competence to participate in and learn from their classroom experience (Johnson, 1995).

There are four elements in communicative competence; grammatical, sociolinguistic, discourse and strategic competence. Grammatical competence includes language rules such as vocabulary, formation of words or sentences, and pronunciation. Sociolinguistic competence addresses the appropriateness in terms of both the meaning and form, which can vary with the status of participants, objectives of the communication and norms of the communication. Discourse competence includes an understanding of how spoken texts are organized and is related to the cohesion and coherence of utterances. Strategic Competence is compensatory in nature, drawn on when the developing language system of the second/foreign language learner is deficient in some regard. It refers to mastery of both verbal and nonverbal communication strategies (Canale & Swain, 1980).

Speaking Test for Young Learners

The speaking test used in the school where the data collected is the Cambridge ESOL Young Learners English test. The test has four skills to be

assessed; reading, listening, writing and speaking. This research only focuses on the speaking test which only takes 5 to 10 minutes of duration. Cambridge ESOL tests reflected a view of speaking ability which involve multiple competencies such as lexico-grammatical knowledge, phonological control and pragmatic awareness, to which has been added a more cognitive component which sees speaking ability as involving both a knowledge and a processing factor (Taylor, 2003). In addition, spoken language production is seen as situated social practice which involves reciprocal interaction with others, as being purposeful and goal-oriented within specific context.

The level of Cambridge ESOL YLE test has three grades; starter, mover and flyers. Starter level is for the 1st and 2nd grader, but in this private school starter level is for 2nd graders because the 1st graders are considered not having enough knowledge to be assessed. Mover level is for 3rd and 4th graders, while flyer level is for 5th and 6th graders.

Each level has five different speaking tests which are adjusted to their competencies. For starter level there are five parts of speaking test; 1) The examiner asks the child to point to objects on the scene picture, 2) The examiner asks the candidate to point to three object cards and gives instructions to place them in different locations on the scene.

Picture, 3) The examiner asks the candidate some questions about the scene picture, 4) The examiner asks the candidate questions about three of the object cards, 5) The examiner asks the candidate some personal questions on topics such as age, family, school and friends.

For the mover level, there are four parts of speaking test; 1) The examiner starts the test by demonstrating what is required and by showing the candidate two pictures which look similar, but have some differences. The examiner then asks the candidate to describe four differences, 2) The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. He/she then asks the candidate to describe the other three pictures, 3) The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd one out'. The candidate has to identify which picture is the odd one out in the remaining three sets and say why, 4) The examiner asks the candidate some personal questions on topics such as school, weekends, friends and hobbies.

There are 4 parts of speaking test for flyer, they are 1) The examiner starts the test by demonstrating what is required and showing the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different, 2) The examiner asks the candidate questions about a person, place or object, based on a set of question cues. The candidate responds, using a set of information cues. The candidate then asks the examiner questions based on a set of different question cues, 3) The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story. He/she then asks the candidate to describe the other four pictures, 4) The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies.

Assessing Young Learners

Effective language assessment is the one that is able to provide chances to young learners to use their language abilities to demonstrate what they can do in appropriate level and also adjusted with curriculum goals, childrens' cognitive developmental, emotional and psychological stages (Cameron, 2001). To suit young learners' reality best, assessment should concentrate on the development of language use so that children can have the opportunity to use the language for real purposes and in real or realistic situations (McKay, 2006).

Assessment is needed to help teachers making decision to measure students' linguistic abilities and their achievement (Shaaban, 2014). However, some assessment sometimes cannot represent students' linguistic abilities due to the stress or anxiety that the young learners face while having the assessment (Smith, 1996). Others may see that young learners are poor test taker for the more errors they made in the test and it may also have the greater risk of assigning false labels to them (Katz, 1997). Therefore, young learners need to be evaluated in an anxiety-reduced and stress-free environment to get best result of assessment.

Factors Affecting YLs' Speaking Performance

There are some factors affecting young learners speaking performance. The first factor is performance condition, which involve time pressure, planning, the quality of performance and the amount of support (Nation and Newton, 2009). The second factor is affective variables which connected to motivation, self-confidence and anxiety (Krashen, 1982). The third factor is listening ability as one cannot improve his/her speaking ability if he/she cannot improve the listening ability (Doff, 1998). It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening (Leong and Ahmadi, 2017). The fourth factor is topical knowledge. It is defined as the knowledge structures in longterm memory. That is, topical knowledge is the speakers' knowledge of related topical information (Bachman and Palmer, 1996). The fifth factor is feedback during speaking activities. Teacher should not directly correct the students' mistake, they can give them clue or prompt that can lead to better answer. If the teacher directly give the correct answer, it will spoil the flow of the dialogue and the aim of speaking task (Harmer, 1991).

Problems Encountered in Speaking Test

The first problem that young learners may encounter during the speaking test is the gap between learners' knowledge and the required performance on the exam (Pishgadam and Shams, 2013). The speaking test has some required performance that the students need to fulfill and if they cannot reach the certain target then they may not get the highest mark. Sometimes in the speaking test there are some difficulties experienced by the students regarding to the examiner, it can be the examiner's utterances are too fast or the examiner's accent is too difficult to understand which influence the students' speaking performance. The language that students produce during the speaking test may not grammatically correct, but communicatively acceptable. In this situation, the students still cannot reach the highest mark because of this grammar mistakes. This is quite contrary to the fact that language is best learned when the learners' attention is focused on

understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu, 2003). The gap between the examiner and the students during the test also influence students' speaking performance. This means, the examiner cannot build a motivating environment for the students considering the students are the young learners who are easily affected by the stranger who test them. In this situation, the examiner should give encouragement in the form of body language, gesture or even saying motivating words like 'good', 'very good', 'excellent' and so on to build students' confidence. This encouragement will build students confidence and they are triggered to speak more during the test, furthermore this encouragement will help the students to communicate well (Brown, 2001).

The second problem is inhibition. Young learners are afraid of making mistakes and fearful of criticism (Leong and Ahmadi, 2017) especially during the test. They are afraid of not getting a highest mark or simply they are afraid that the sentences they produced are all wrong and then they choose to be silent. The fear of making mistake makes these students become less competent in speaking (Koichi Sato, 2003) because they will choose to say few words and tend not to make good sentences.

The third problem is that young learners do not know what to say probably because their person who test them had selected a topic that is not appropriate for them or they do have enough information about it and they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately (Baker & Westrup, 2003). There are some factors that cause difficulties in speaking test, and some are found in the students themselves. They cannot keep the conversation going because they may lack of vocabulary to get their meaning across, inadequate strategic competence and communicative competence (Rababa'h, 2005)

Previous Studies

Some previous studies have been reviewed and inspired this research. Nguyen and Tran (2015) carried out a study about factors affecting students' speaking performance in Vietnam and the result indicated that students in Vietnam face many problem when having speaking test and there many factors that affecting speaking performance. Leong and Ahmadi (2017) investigated an analysis of factors influencing learners' English speaking skill and the result indicated that learners with a low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. The paper showed that students who have higher motivation and lower anxiety can speak easily and effectively

METHOD

Participants of Study

Participant of study are 87 students of Bright Kiddie Primary School students with the composition 16 students of 2nd grade, 23 students of 3rd grade, 18 students of 4th grade, 17 students of 5th grade and 13 students of 6th grade.

Research Instrument

The research instrument used in this study is questionnaire and interview. Researcher also use interview besides questionnaire because 2nd grade students and some 3rd grade students had difficulties in filling the questionnaires. Besides that by having interview, students of all grades were easier and more comfortable in answering the questions. The researcher cannot use observation as research instrument because during the speaking test, unauthorized person cannot enter the speaking test room and it is forbidden to record the conversation during speaking test.

Data Collecting Procedure

The questionnaire was made in Bahasa Indonesia to help the participant (students) answering the questions. All the participants were given questionnaire but for the 2nd grade and 3rd grade students, the researcher accompanied them in answering the questions because some students did not understand with the questions. The data collecting took four days to complete.

Data Analysis Procedure

The quantitative data derived from questionnaire were analysed using Excel program and the qualitative data were derived from interview.

DISCUSSION AND RESULT

Factors affecting YLs's performance in speaking test

The data obtained from the questionnaire shows that time for preparation affects the students performance the most with percentage 72.4%, followed by topical knowledge with 59.8% and confidence 57.5%, and then followed by pressure to perform well (31%), listening ability (23%), anxiety (19.5%) and motivation to speak (17.2%).

The most affecting factor is preparation in taking the Cambridge ESOL YLE test. From the interview, it was found that the students had prepared well by taking extra class which materials were about the Cambridge ESOL YLE test. The students also stated that the school provided tryouts for the tests which include reading, listening, writing and speaking test. The school provides extra classes and tryout because it believes that speaking is the medium through which language is encountered, understood, practiced and learnt (Cameron, 2001). So, the more the students get practiced, the more they will be fluent because speaking is more than repetition and memorization. Speaking is the productive oral skill which involve the process of listening and giving respond (Nunan, 2003). Giving the students practice which similar to the test format also brings the students' confidence out as they are being more prepared and they can predict what will they have in the test. This familiarization with the test format of Cambridge ESOL YLE test has surely given a lot of benefit for the students.

The topical knowledge has the second position in factors affecting young learners' performance in speaking test. Topical knowledge is the speakers' knowledge of related topical information (Bachman and Palmer, 1996). If the topic of speaking test is the topic that the students are not familiar to, it brings a problem for the students, but the speaking topic is regarding the curriculum that

has been in the syllabus learnt. The result of questionnaire and interview showed that it affected the students performance but it did not become problem for them because the students have practiced the materials in the preparation class and the topic they learnt in the preparation class is similar with the ones they had in the speaking test.

Confidence also becomes important factors in students' speaking performance as motivation is the courage that moves the students ability to perform well in speaking. Motivation is the inner drive, impulse, emotion or desire that moves people to a particular action (Brown, 1994). The confidence of young learners to perform well in the speaking test does not come by itself but it can be built with more practice and the familiarization of the test format. Once the young learners feel they can cope with the difficulties they face, it brings to their confidence and it motivates them to perform better as motivation can be a compelling stimulation in a person that initiates and evaluates the processes of the cognitive and motor mechanisms whereby chosen desires are implemented and acted out (Dorney, 1990). The data obtained from questionnaire and interview showed that confidence is the result of students' well preparation in facing the test and the familiarization of the topic they have learnt in the preparation class.

Problems encountered by YLs in speaking test

Although the test results indicates that the students have no serious problem with speaking skill, but there are still some problems encountered during the speaking test. The speed of interlocutor's speech in the test become the main problem for the young learners (46%), followed by afraid of making mistake (23%), and the gap between knowledge and performance (20%), and then limited vocabulary (10%) and shyness (10%), and the last is the students do not understand the topic in the listening test (7%).

The data obtained from interview showed that sometimes the interlocutor speaks a bit faster and the students could not understand what the interlocutor said. But when the interlocutor repeat the questions twice with slower speed, they understood the sentences. But this only experienced by few students.

Students' afraid of making mistake becomes the second problem that they encountered in the speaking test. Usually the students are afraid in making mistake in grammar and word choosing or vocabulary. Young learners are afraid of making mistakes and fearful of criticism (Leong and Ahmadi, 2017) especially during the test. They are afraid of not getting a highest mark or simply they are afraid that the sentences they produced are all wrong and then they choose to be silent. The fear of making mistake makes these students become less competent in speaking (Koichi Sato, 2003) because they will choose to say few words and tend not to make good sentences.

The gap between students' knowledge and performance also becomes important problem that faced by the students in the speaking test. Sometimes in the test, students do not know what to say because they have limited knowledge about the topic being asked. With some prompts given by the interlocutor, the students could produce few sentences.

Limited vocabulary and shyness also become problems for the young learners. Young learners do not know what to say probably because the person who tests them had selected a topic that is not appropriate for them or they do

have enough information about it and they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately (Baker & Westrup, 2003). There are some factors that cause difficulties in speaking test, and some are found in the students themselves. They cannot keep the conversation going because they may lack of vocabulary to get their meaning across, inadequate strategic competence and communicative competence (Rababa'h, 2005). Limited vocabulary problem usually faced by the low grader such as 2nd and 3rd graders. While shyness becomes everyone's problem when they have to speak with strangers, but with good confidence, this problem is overcome.

When being interviewed, some students said that they did not understand the topic, but when they are shown the picture (some test are using pictures), they knew and able to produce the sentences.

CONCLUSION

Young learners' performance in speaking test is affected by several factors such as preparation in facing the test (72.4%), followed by topical knowledge (59.8%) and confidence (57.5%), and then followed by pressure to perform well (31%), listening ability (23%), anxiety (19.5%) and motivation to speak (17.2%). Some factors above can improve young learners' performance in speaking test if they are prepared well such as preparation, topical knowledge, confidence and motivation to speak. However, anxiety always comes up but it can be minimized by improving young learners confidence.

Problems encountered by young learners when they have speaking test are the speed of interlocutor's speech in the test become the main problem for the young learners (46%), followed by afraid of making mistake (23%), and the gap between knowledge and performance (20%), and then limited vocabulary (10%) and shyness (10%), and the last is they do not understand the topic (7%). The problem can be minimized with a lot of practice and familiarization to the speaking test. It is proved that students who are familiar with the Cambridge ESOL YLE speaking test format, they can minimize the problems.

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THE USE OF VOCABULARY LEARNING STRATEGIES BY MUSIC AND DANCE LEARNERS OF THE STATE UNIVERSITY OF SURABAYA

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Abstract: This study was conducted to examine the use of vocabulary learning strategies (VLSs) by Music and Dance students as well as the impact of gender and grade levels on the use of learning strategies. A five Likert scale questionnaire, consisting of 36 items was classified under four strategy categories was administrated to 466 participants from the State University of Surabaya. There are male and female. The Statistical Package of Social Science (SPSS, version 20) was used to analyze the obtained data. The results of the descriptive statistics showed that The State university of Surabaya students were medium strategy users. The study also found that the cognitive strategies were the most popular strategies among the learners. Social strategies were found to be the least preferred strategies. The results of the t-test showed that in general, the scores of female learners regarding the use of VLSs were slightly higher than male learners. Moreover, Music learners were found to be more strategy users than Dance learners. The results of ANOVA revealed significant differences regarding the use of VLSs and grade levels.

Keywords: *Vocabulary learning strategies, Music/Dance learners*

INTRODUCTION

Vocabulary knowledge plays an important role in learning English as a Second Language (ESL). Vocabulary learner strategies have come to the fore as an important area of research into vocabulary. It can be learned through incidental learning or direct intentional learning. Nation (2001) suggested that incidental learning is more likely to occur when students have a high-proficiency level and might read for pleasure. Accordingly, VLSs are teachable, that language learners can be taught various kinds of VLSs and how to practice them effectively. Read (2000: 1) stated that “words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole text are formed”. The previous statement shows the importance of vocabulary in expressing thoughts and conveying meanings and it can also be an indicator that communication will poorly be understood without a large number of words. Students have rarely been taught that they should gain efficient knowledge of vocabulary in order to produce meaningful sentences. Language learners should

be taught VLSs in order to be able to determine the meaning of new words and memorize them. Thornbury (2005) declared that the good language learners are those students who are able to develop their own VLSs so that they do not need to be taught how to learn. Learners spend much time on memorizing words but unfortunately, they face problems and cannot communicate well when they need them. The good language learners are those who use efficient VLSs and control their vocabulary learning. This means selecting the most suitable strategy from a variety of known strategies and determining how to follow the strategy and when to change to another one. It seems that the language teachers' main purpose is to lead students to reach a level of autonomy and make them independent from teachers in learning vocabulary.

On the other hand, the present situation of learning vocabulary with Music and Dance learners can be outlined as follows: 1) Lack of different strategies in learning vocabulary. For a long time, there has not been adequate change in vocabulary teaching methodology. Most teachers do not pay attention to VLSs. 2) Inefficient ways of learning vocabulary. Generally, learners mechanically memorize vocabulary without being aware of other effective learning strategies. It is important to find effective strategies of learning vocabulary. Based on the problems mentioned above, this study might help teachers and learners to become aware of the importance of vocabulary and solve those problems to enhance the development of the language learning process. If the findings reveal that the learners are not familiar with a wide range of VLSs; this research might help language teachers become aware of different VLSs. Besides, a study of this type will aid students to choose the strategies that are appropriate to their learning styles.

LITERATURE REVIEW

Vocabulary Learner Strategies

Learning vocabulary is considered as essential part when communication in second or foreign language (Read, 2000; Meara, 2002; Al-Khasawneh, 2012). Learning strategies are "special thoughts or behaviors that individuals use to comprehend, learn or retain new information" (O'Malley and Chamot, 1990: 1). VLS means any devices, tools or techniques used by the language learners to retain their vocabulary easily. Nation (1990) asserts that most of language learners' problems in both receptive and productive usage of vocabulary emerge from their insufficient learning of lexical knowledge. VLSs must contain strategies for learning a word, in addition to using a word. Hedge (2000) proposes that in addition to the teachers' explanation of the new words to learners, one of their main crucial roles is to improve independence among learners by teaching them effective strategies. Accordingly, VLSs are teachable, that language learners can be taught various kinds of VLSs and how to practice them effectively. Therefore, language learners need to be familiar with a variety of VLSs and acknowledged with a selection of VLS and are taught how to employ them in order to build up their vocabulary or to resolve the problems they face in learning vocabulary effectively.

In the language classroom, VLSs taught probably build learners' self-confidence to learn vocabulary autonomously. In order to deal with a new word when it occurs and be successful and independent language learners, Harmer

(1991) stated that language learners should be familiarized with extensive kinds of strategies, which is very beneficial since they become able to select the type of strategies that are appropriate to their individual learning styles. LLSs create a better self-direction for language learners. Oxford (1990) pointed that independent language learners are self-directed learners, who have the responsibility for their own learning strategies and progressively obtain confidence and proficiency. Schmitt (1997) declared that learners are widely inclined to employ basic VLSs. This in turn makes VLS instruction an important part of foreign or SLL. Language teachers need a good knowledge of VLS that could be useful to plan their teaching more successfully and guide learners in adopting effective strategies. Therefore, training in the VLSs is necessary for language learners.

Classification of Vocabulary Learning Strategies

According to Schmitt (1997) that investigated many learning strategies altogether in his own classification of VLS. He distinguished between the strategies that learners use to determine the meaning of unknown words when they first encounter them from the ones learners use to consolidate meanings when they encounter the words again. Schmitt classified the strategies in his taxonomy as discovery strategies (social and determination strategies) and consolidation strategies (cognitive, memory, metacognitive, and social strategies for learning vocabulary). Social strategies are included in two groups of strategies because they can be used for both purposes. Lessard-Clouston (2008) stated that this categorization has been developed based on language learning strategies' classification organized by Oxford's (1990).

In discovery strategies, determination strategies are used for the discovery of a new word's meaning without attaining somebody's knowledge. According to Schmitt (1997) Schmitt defined cognitive strategies as "manipulation or transformation of the target language by the learner". Cognitive strategies refer to the repetition and employing some mechanical means for learning vocabulary. Memory strategies involve those approaches to relate the word with some existing learned knowledge. Meta-cognitive strategies are defined as a conscious overview of the learning process and they assist students to control, plan, monitor and evaluate the best ways to study. Lastly, Schmitt noted that learners try to determine the meaning of a new word by guessing it with the help of context, dictionary or through using social strategies to ask someone (e.g. teachers, their classmates) for help with unfamiliar words. Group learning work through which learners study and practice the meaning of new words is an example of social strategies for consolidating a word.

METHOD

This study collected data using a survey design. According to Kraemer (1991: 13), Survey design identified three distinguishing characteristics of survey research. First, survey design is used to quantitatively describe specific aspects of a given population. These aspects often involve examining the relationships among variables. Second, the data required for survey research are collected from people and are, therefore, subjective. Finally, survey design uses selected portion of the population from which the finding can later be generalized back to the population.

Participants

Table 1 shows the distribution of students according to gender and field of study.

Table 1: Distribution of students according to their gender and field of study

Field of study			
MUSIC		DANCE	
Male	Female	Male	Female
100	123	99	144
223 (47.9%)		243(52.1%)	
466 (100%)			

The subject includes 466 students at Universitas Negeri Surabaya. The data were collected from the Faculty of language and arts. The study included 223 of the participants were MUSIC students and 243 were DANCE students.

Instrument

In this process, a written VLS questionnaire was used as a main instrument in order to identify patterns and preferences of the participants' use of VLSs. The questionnaire used in this study is the one developed by Tek (2006) who relied mainly on the study conducted by Schmitt (1997). This questionnaire was chosen because the researcher believed that they are close to the samples in his study. The questionnaire consists of two parts. In the first part, questions are designed to gain demographic information about participants. Questions in this section include the respondents' gender and grade level. The second part includes the questions related to the VLSs. The questionnaire contains 36 items. The items are divided into four categories, social, memory, cognitive and metacognitive. Each category consists of nine items. To find the frequency of use for each strategy, a five point Likert scale was used with the options, (1)“never”, (2)“sometimes”, (3)“often”, (4)“usually”, and (5)“always”.

Data Collection, Procedure and Analysis

All the data were collected during the second semester of academic year 2017. During a 60 minutes lesson, the students were asked to answer a set of questionnaires. The researcher reminded them to answer questionnaires individually. They were required to reflect on the strategies, they were not allowed to discuss their choice of language learning strategies with others. This was to ensure that each of the student's answer was not influenced by their peers. The data was then analyzed using the computer program called Statistical Package for the Social Science. The descriptive statistic was used to see the frequency, the percentage and the vocabulary learning strategies employed by the learners.

RESULTS AND DISCUSSIONS

The Frequency of Usage of VLS Categories

To locate the most and least frequently used VLS categories, descriptive statistics, including means and standard deviations of the four categories were calculated. Table 2 shows the frequency of strategy use of the four categories.

Table 2: The mean score and standard deviation of the four categories of VLSs

Strategy main category	Number	Mean	S.D.	Strategy level
Cognitive	466	3.32	1.10	Medium
Memory	466	3.10	1.08	Medium
Metacognitive	466	2.92	1.16	Medium
Social	466	2.71	1.14	Medium

The results in table 3 show that the Music and Dance learners used all four categories of VLSs moderately. Therefore, the students reported only average-level use of VLSs of any category (M= 2.98). Cognitive strategies (M=3.32; SD= 1.10) were reported as the most frequently used strategies by the respondents, followed by memory strategies (M=3.10; SD=1.08) and metacognitive strategies (M=2.92; SD=1.16). Social strategies (M=2.71; SD=1.14) were found to be the least frequently used strategies compared to other strategies.

Cognitive strategies were found to be the most frequently used strategies. These strategies were used at the medium level of strategy use with the mean score of 3.29, but compared to the strategies of the other three categories, they were more frequently used. This result goes in line with many previous research findings (e.g., Pourshahian et al., 2012; Bengar & Kasmani, 2013; Karami & Barekat, 2012; Kudo, 1999; Tek, 2006). The frequent use of cognitive strategies might result from students' high English proficiency level.

The Five Most Used Strategies

Table 3: The five most preferred strategies by the students

Strategy items	Mean	SD	Rank
Use English language internet	3.80	1.17	1
Take notes in class.	3.77	1.03	2
Use a bilingual dictionary	3.69	1.05	3
Image word's meaning.	3.53	1.11	4
Use a monolingual dictionary	3.51	1.11	5

The table 3 shows the five most frequent used VLSs by the students of this study. The results revealed that “Using internet” is the most frequent strategy among learners of this study. This means the students see the internet as a main source to find out information to learn a new word. Several years ago, the commercial internet service providers began to emerge in UNESA. Commercial internet services widespread quickly. Therefore, people in general and students in particular found the internet to be a source of new extracurricular language learning activities for them. It can be said, this new advanced technology, to some extent, motivated the students to discover new VLSs. Moreover, because of its novelty and extraordinary character, students probably started to spend much time

working on the internet, and thus they tended to frequently come across various unknown words and thus enrich their vocabulary. Finding this strategy as the highest used strategy might also have a connection with the students' very frequent use of various forums or online exercises on the Web. On the other hand, the high frequency of using internet to learn vocabulary might be related to its accessibility.

The second most frequently used strategy is "Taking notes in class". It seems that language lectures have advised the students to memorize and take notes in class as a preparation for examination. This result was similar with the findings of some previous study.

The third popular strategy was the use of a "bilingual dictionary". The results of this study showed that the students preferred using bilingual dictionaries more than using monolingual dictionaries. This means that the learners tended more to think the meaning of the unknown word in their L1 translation. However, finding the popularity use of bilingual dictionary among the students of this study does not mean that it is a useful source for learning a word, as in the VLS literature review, Brown (2000: 377) stated, "It is unfortunate that such practices rarely help students internalize the word for later recall". Moreover, the use of a "bilingual dictionary" was criticized for several reasons, for example to encourage using the translation, provides little knowledge on how the words are used (Nation, 2001)

The Five Least Used Strategies

Table 4: The five least used strategies by the students

Strategy items	Mean	SD	Rank
Test with your parents, if they know English	1.90	1.11	1
Ask your school lecture for translation	2.03	1.10	2
Ask your lecture to check your word lists for accuracy	2.32	1.03	3
Listen to English- radio program	2.45	1.24	4
Read an English language newspaper	2.49	1.16	5

As can be seen the table 4 that the least frequently used strategy among 36 VLSs by the students of this study was from metacognitive strategies, which was "Testing with your parent, if they know English". This finding indicates that the parents did not understand the English language therefore; the students almost never tested the meaning of the new word with them. The second and the third infrequently used strategies are from social strategies which are, "Ask your lecture for translation" and "Ask your lecture to check your word lists for accuracy". It seems that inside the language classes, interaction activities very rarely happen. The most sensible explanations for the least use of social strategies, particularly asking lectures for the L1 translation or other information to determine the meaning of a new word, is that learning vocabulary items seems to be regarded as an individual process rather than seeking help from others. These findings are also similar to that of Bengar and Kasmani's study about that the reason of the infrequent use of social strategies could be that learning English vocabulary is inclined to be seen as an individual task, therefore, when learners think to discover the meaning of the new word, they prefer not to ask help from others.

Another reason for the rare use of asking lectures' help in learning a new word might be found in the peculiarities of the educational system. In language classrooms, lectures seem to be the centre of language learning. This means that language lectures tend to provide information and materials.

Significant Differences of VLS Use Based on Gender

The results in table 5 show the significant differences only in four individual strategies found between gender and strategy use.

Table 5: Significant differences of VLS use based on gender

Strategy Items	Gender	N	Mean	SD	T	d.f	Sig
Take notes in class	male	199	3.60	1.10	-3.50	464	.001
	female	267	3.90	3.92			
Test with your parents, if they know English.	Male	199	1.70	1.72	-3.00	464	.003
	female	267	2.00	2.03			
Learn by pair work in class	male	199	2.90	2.90	-3.30	464	.001
	female	267	3.20	3.22			
Learn by group work in class	male	199	3.00	3.00	-3.05	464	.002
	female	267	3.30	3.32			

In this study, the significant differences were found only in using four strategies. Female learners were more frequent strategy users in those four strategies than male learners. The results in table 5 indicate that the female learners (M=3.90) seem to take more notes in the class than the males (M=3.60). This finding suggests that inside the classroom, female learners are more active and follow the lecture's instructions more than male learners. The results also show that female learners (M=2.00) tend to test the meaning of the new word with their parents more than male learners (M=1.70).

In literature review, research studies have investigated that females talk to parents more than males, such as Noller and Callan (1991) stated, "females talk more to parents and disclose more in conversation regarding issues such as interests, family sex roles and relationships". Consequently, females are more verbally interactive with parents and receive affection from parents in general than males. Therefore, this might be a main reason that female learners used to test the meaning of the new words with their parents more than male learners. In the Kurdish background culture, females spend most of their times staying at home compared to males. Therefore, the fact that females spend more time staying at home might be another reason why they are more inclined to test the meaning of the new words with parents than males. The female learners (M=3.20) showed that they preferred more to work in pairs than males (M= 2.90). Interestingly, the same with the frequency of use of strategy "Learn by group work in class", that females (M=3.30) were using it more frequently than the males (M=3.00).

These findings suggest that females tend to build social interaction and learn the meaning of the new word through pair or group work more than males, such as Timmers and Fischer (1998) stated that "females' communication patterns focus on relationships and females' focus on power". The most plausible explanation for the frequent use of social strategies by females could be that

females in general are more inclined to interact and build social relationships than men. Several research studies explained that females seek for help more than males, females are more eager to keep on the need for social support and approval (Ehrman & Oxford, 1989). Hall (2011) stated that if the idea of believing that female learners are better L2 learners than male learners is right, then probably it is resulted from their effective social interactions. These findings support the idea that the females tend to use more social strategies than males.

6. Significant Differences of VLS Use Based on Field of Study

Table 6: illustrates the significant differences in two major fields of study and strategy use.

Strategy Items	Major Field	Gender	N	Mean	SD	T	d.f	Sig.
Connect the word to its synonym and antonym	Music	Male (100)	223	3.30	1.06	3.60	464	.000
		Female (123)						
	Dance	Male (99)	243	2.90	1.10			
		Female (144)						
Use new word in sentences	Music	Male (100)	223	3.40	1.11	1.30	464	.000
		Female (123)						
	Dance	Male (99)	243	3.90	1.06			
		Female (144)						
Ask your teacher to check your word lists for accuracy	Music	Male (100)	223	2.50	1.10	3.20	464	.002
		Female(123)						
	Dance	Male (99)	243	2.20	.96			
		Female (144)						
Ask your teacher for sentence including the new word	Music	Male (100)	223	2.60	.78	5.20	464	.000
		Female (123)						
	Dance	Male (99)	243	2.30	1.15			
		Female (144)						
Memorize parts of speech	Music	Male (100)	223	3.50	.99	5.20	464	.000
		Female (123)						
	Dance	Male (99)	243	3.00	1.04			
		Female (144)						
Use English language internet	Music	Male (100)	223	3.70	1.24	-2.80	464	.005
		Female (123)						
	Dance	Male (100)	243	4.00	1.12			
		Female (144)						

The findings revealed that the MUSIC and DANCE learners studying at the State University of Surabaya were more alike than different in VLS use. As can be seen from the table 6, the MUSIC learners were frequent users of the “Connect the words with its synonyms and antonyms” strategy than DANCE learners. This could be because the MUSIC lectures during their lessons focused more on connecting the word to its synonyms and antonyms. The MUSIC students preferred to use new words in sentences, ask lectures for sentence including the new word and ask lectures to check their word lists for accuracy

more frequently than DANCE students. A close look at the high frequency of use of these strategies by the MUSIC learners shows that these strategies have more relationship with the MUSIC learners than the DANCE learners. This could be because MUSIC learners deal with the structure of sentences and grammar rules more frequently than DANCE learners. Therefore, this might have led the MUSIC students to use the new word in sentences. MUSIC students preferred to use “Memorize parts of speech” strategy to learn the meaning of a new a word more frequently than DANCE students.

The MUSIC learners might have more experience in parts of speech than DANCE learners, who rarely deal with parts of speech. The results show that the DANCE learners were more eager to use internet to find the meaning of a new word than MUSIC learners. The reason could be that when the DANCE students deal with literature, especially medieval literature, they probably face many difficult words that might not be found in modern dictionaries. Therefore, these difficult words might have affected the students to use internet to find the meaning of the new words. To summarize, it was concluded that there were minor differences between the MUSIC and DANCE learners in strategy use. In general, the MUSIC students were statistically more strategy users than the DANCE students.

CONCLUSION

Based on the results of this study, it was concluded that the students were familiar with limited VLSs. The medium level of VLS use indicated that the students were not quite aware of different VLSs. Therefore, several implications can be made based on the findings of this study:

In The State University of Surabaya music and dance classes, vocabulary was not taught explicitly, since only several VLSs among 36 strategies were popular among the students. This indicates that even language teachers might not know enough about VLSs. Therefore, this study can assist the teachers and the students to have more knowledge on VLSs. Training learners by using various strategies would probably lead to better independent learners in the language learning process. To do this, teachers need to be familiar with different kinds of VLSs at first. Then, they are required to train their learners with different learning strategies.

The least frequency of use of social strategies indicates the poor social interaction in language classes. Language teachers are required to design more cooperative learning discussions and communicative competence activities in classroom. To do this, the university first must provide a curriculum, which is more directed towards collaborative and interaction activities to enhance learning process in classes. Then, language teachers are also required to arrange suitable group activities in order to encourage learners to share ideas when learning new vocabulary. Therefore, language teachers need to be aware of the importance of incorporating strategies inside language classrooms. Moreover, language teachers should be aware of differences in VLSs preferences between male and female learners and provide different opportunities for vocabulary learning.

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THE ENGLISH TEACHERS' INSTRUCTIONAL STRATEGIES TO ASSIST STUDENTS TO MEET THE MINIMUM CRITERION OF MASTERY LEARNING

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Abstract: This article uncovered the instructional strategies used by Junior High English teacher to assist students to achieve the determined Minimum Criterion of Mastery Learning (MCML) or KKM (Kriteria Kompetensi Minimal). The subjects of the study were 4 English Teachers of Junior High Schools and Senior High Schools in Surabaya. They were assumed to have had enough experiences in teaching EFL to the students. The main instrument of the study was a semi structured questionnaire. There were ten strategies used by English Teachers of Junior High Schools and Senior High Schools to assist their students to meet the Minimum Criterion of Mastery Learning. They are (1) Conducting short review, (2) Teaching step-by-step, (3) Giving a large number of questions, (4) Giving a large number of questions, (5) Guiding the students' practices, (6) Checking the students' understanding, (7) Obtaining high success rate. (8) Providing scaffolds for difficult tasks, (9) Assessing independent practices, and (10) Conducting weekly and monthly review

Keywords: *Minimum Criterion of Mastery Learning (MCML), strategies*

INTRODUCTION

English in Indonesia has been decided as the first foreign language taught in Junior and Senior High Schools. The primary objective of teaching English is Junior and senior high school is the help students to learn science and technology. Reading is therefore the emphasis skill that students have to master. In addition to reading ability, students are recently expected to be competent in speaking, listening and writing. Linguistic components of English, such as vocabulary, structure and spelling system are expected to be acquired

Since English language teaching in Indonesia has undergone several revision of its curriculum, its objectives also change Competency based curriculum, the one used in 2004. Two years after the implementation of the 2004 curriculum, a new curriculum was introduced, the 2006 KTSP curriculum. And now we have K-13, or 2013 curriculum. Thus, the KTSP curriculum was revised by the 2013 curriculum. Two years later, in 2015, the Ministry of Education announced that the 2013 curriculum should be reevaluated. To deal with that, some schools implemented the KTSP curriculum, and others carry out the 2013

curriculum. This changing of the curriculum over a short period of time surely causes some controversy and of cause problem in its implementation. Teachers also need to be able to transform the concept of the new curriculum into its classroom practice.

K-13 emphasizes the implementation of scientific approaches with the problem-based learning, discovery-based learning and project-based learning. In general, the learning materials in English are focusing on language competency as a tool of communication in conveying ideas and knowledge. In addition, students are expected to understand, summarize and present the texts in their own language. They are guided to be familiar in organizing systematic, logical and effective texts through exercises of texts building and they are introduced to the rules of the suitable texts in order to avoid ambiguity in the process in making the texts (based on certain situation and condition).

The education system in Indonesia is managed by the Ministry of Education and Culture and the Ministry of Religious Affairs. All citizens are obliged to take twelve years study which consists of six years of elementary school, three years of junior high school and three years of senior high school. Education is constructed to establish a study environment and teaching learning process so that the students could improve and develop their hard skills and soft skills as well as their religious and spiritual level, consciousness, personality, intelligence, behavior, and creativity.

As stated in the teachers and lectures regulation issued in 2005 (Undang-undang guru dan dosen 2005), teachers are professional educators, whose main tasks are educating teasing, guiding, training and assessing. Teachers therefore have to adjust their teaching styles, methods, techniques, activities, and strategies based on the objectives stated in the curriculum used. Furthermore, the policies published by the Ministry of Education and Culture state about the Education National Standard which includes the basic standard, the passing standard competency, the standard of educational personnel, the equipment and facility standard, the administration and financial standard, and the educational scoring standard. In the Regulations of the Minister of National Education Indonesia, number 20, 2007, it's mentioned that one of the scoring principles in the curriculum is according to the criterion. Therefore, the first step of conducting assessment and evaluation for the teaching learning outcomes is the fulfillment of the Minimum Criterion of Mastery Learning (MCML).

Minimum Criterion of Mastery Learning or MCML is a criterion of the mastery learning which is determined by Education Level (the School Principal, Vice Principals, and other Educational Personnel) according to the standard competency; the students' characteristics; the subjects' characteristics and complexity; and the condition of the Education Level or the school. According to Directorate of Junior Secondary School Training, in determining the MCML, the School Principal, Vice Principals, and other Educational Personnel should consider several important things; those are counting the numbers of the subject's basic competency in each level in 1 year, deciding the characters value of the students, the materials' complexity and competencies and the equipment and facilities supporting the students in learning at school. The MCML of a subject in a school usually will be the same even if the school applies two different

curriculums for the teaching learning process of the subject (*KTSP and/or Curriculum 2013*).

ELT Teachers have the role in the students' learning process. The most important things that the teachers should do are teaching and explaining the materials to the students, guiding and facilitating the students to practice and apply their knowledge of the materials taught and to evaluate the students' learning outcomes. Those three roles are so crucial for the students learning outcomes. The learning outcome then will determine whether the teachers and the students have succeeded in majoring the materials or not. As discussed above that the Minimum Criterion of Mastery Learning (MCML) is the standard used to show whether the students have majored the materials or not after being evaluated. In other words, the teachers should really pay attention on the activities done (teaching, practicing, evaluating) so that the students could meet the MCML

Since assisting the students is so crucial, teachers could use instructional strategies to arrange the strategies in teaching the students inside and outside the classroom. The major independent impact on the student achievement is instructional strategies (Marzano, 2003). Instructional strategies are used to help the teachers to arrange the whole activities in the classroom, to enhance the students' learning progress during the semester or course and to improve the student achievement at the end of the semester or course. Each teacher could construct and arrange his/her instructional strategies by combining particular techniques, methods, activities, media and learning sources based on the students' needs, the allocated time, and the facilities and the equipment provided at school.

According to Alberta (2002), Instructional strategies are the teaching styles, methods, techniques and activities arranged by the teachers to enhance the student achievement inside and outside the classroom. Instructional strategies can motivate students and help them focus attention, organize information for understanding and remembering, and monitor and assess learning.

One of the responsibilities carried by the teachers, especially the EFL teachers, is to support and assist the students in achieving MCML. Each teacher might have his/her own strategies used to assist the students to achieve the MCML. She/he would arrange and organize the activities so that they could increase the students' achievement. Marzano (2003) stated that the major independent impact on student achievement is instructional strategies. Instructional strategies are techniques teachers use to assist the students to become more independent and strategic learners. Besides increasing the students' achievement, it could motivate students and help them to focus their attention, organize information for understanding and remembering and monitor and assess learning.

In line with the background above the study tried to answer the following questions

1. What strategies do the English Teachers use to assist the students to meet the Minimum Criterion of Mastery Learning?
2. What actions do the English Teachers take to treat the students who fail to meet the Minimum Criterion of Mastery Learning?
3. What are the English Teachers' Perceptions of Minimum Criterion of Mastery Learning?

METHOD

The 43 respondents of the study were 40 English Teachers of Junior High Schools and Senior High Schools in Surabaya. They were assumed to have had enough experiences in teaching EFL to the students. The main instrument of the study was a semi-structured questionnaire developed by Rosen shine (2010). It was a 10 research-based principle of Instructional Strategies which consists of the following principles: (1) Teaching step-by-step, (2) guiding student practice, (3). Conducting short review, (4) Giving a large number of questions (5) Providing models for the exercises (6) checking student understanding, (7). Obtaining a high success rate, (8) providing scaffolds for difficult tasks, (9) Assessing independent practices, and (10) Conducting weekly and monthly review.

FINDINGS

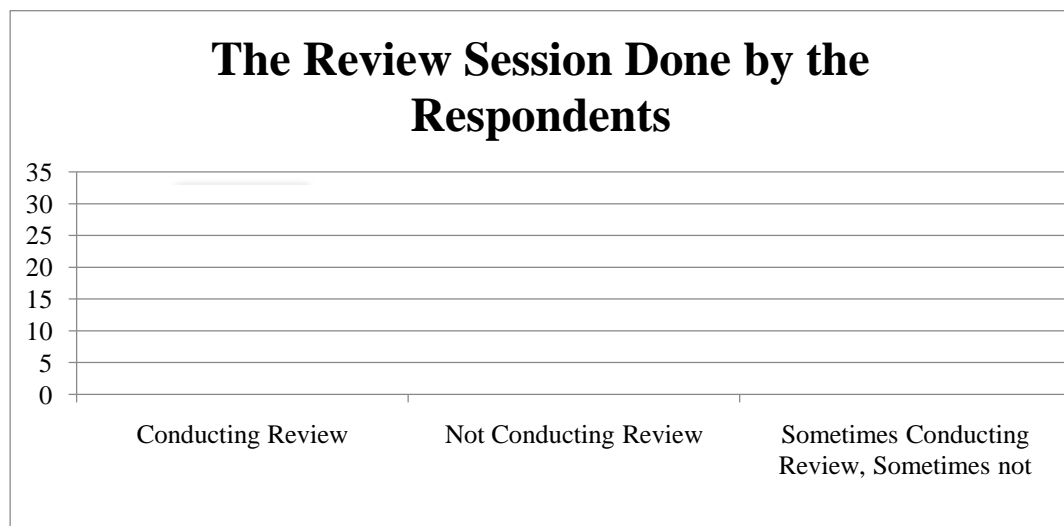
Strategies to Assist the Students to Meet the Minimum Criterion of Mastery Learning

There were ten strategies used by English Teachers of Junior High Schools and Senior High Schools to assist their students to meet the Minimum Criterion of Mastery Learning decided by the school.

1. Review of previous learning

82.5% or 33 out of 40 respondents gave their students review session for recalling the students' understanding of the materials taught in the previous meeting. The data could be seen in the chart below.

Chart 1: The Review Session Done by the Respondents



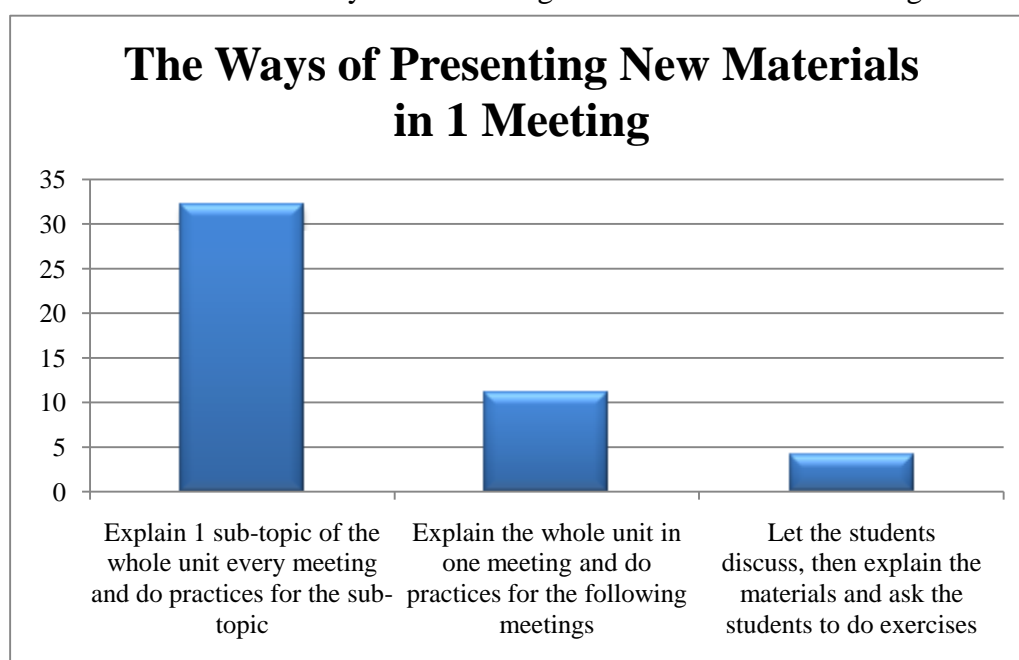
They believed that recalling the students' understanding of the previous materials attracted the students' focus so that they'd be even more ready to accept the new materials. The English teachers also mentioned that they reminded the students about the previous materials since the present materials were the continued section of the previous materials. English teacher didn't give review because the review was given once in a week for the whole topic in one week which has 3 meetings. The other 6 English teachers stated that they reviewed the

previous materials only if the day's materials were related to the previous materials taught. Since 82.5% of the respondents did the review, it's proven that reviewing the previous materials at the beginning of the lesson helped the English Teachers to conduct the better learning process.

2. Presenting new materials step-by-step

New materials should be introduced and explained one part at one time to the students (Rosenshine, 2010). Teachers first lecture the materials, explain the concepts, do practices with the students, and finally let the students practice independently. The writer then found out that most of the respondents explained a sub-topic of the whole unit in one meeting and directly did the practices with the students. The data is shown in the chart below.

Chart 2: The Ways of Presenting New Materials in 1 Meeting

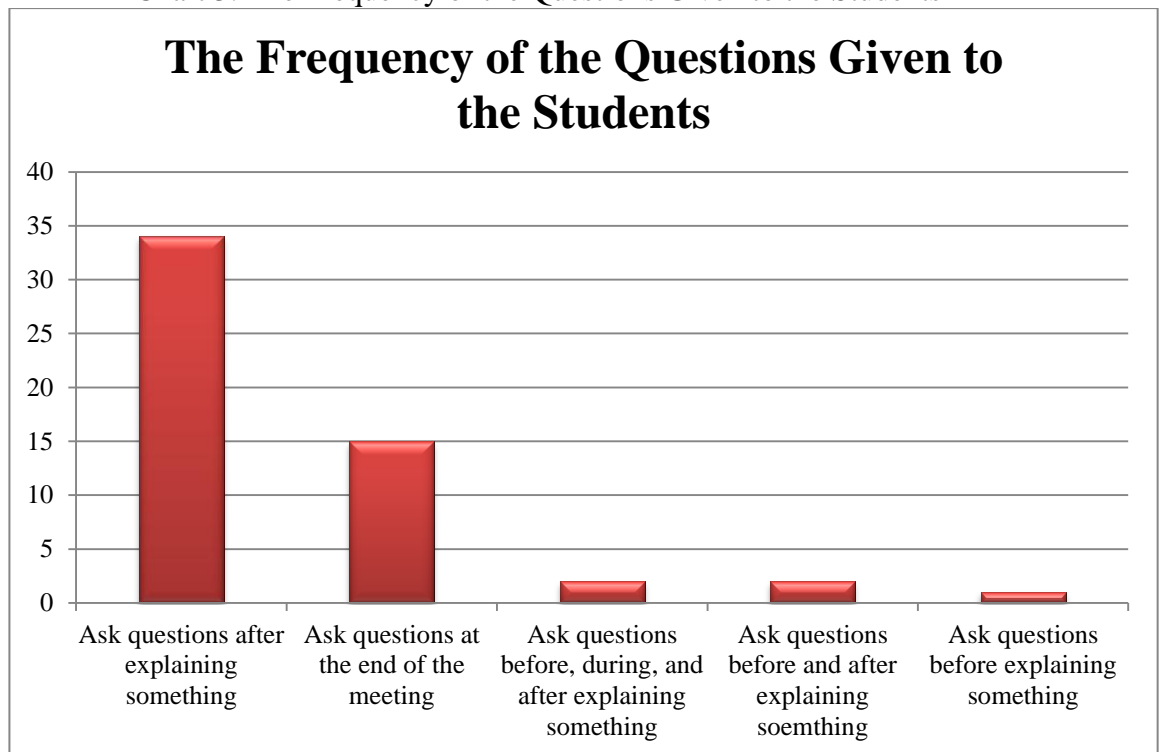


In this question, the respondents could choose more than one activity which was done in explaining the materials in one meeting. The writer collected 47 answers in total and 68.1% of the answers proved that English teachers usually explained 1 sub-topic of the whole topic in one meeting; then they directed the students to do some exercises about the related materials. As a result, the students got big chances to strengthen their understanding and apply the theories of the materials taught by accomplishing certain practices. 8.5% of the answers showed that some English teachers preferred to let the students discuss the day's materials first; then the English teachers took only 20-30 minutes of the meeting to explain the materials. The rest of the time was maximally used to train and drill the students with exercises related to the materials. 23.4% of the answers showed that other English teachers chose to explain 1 unit in one meeting and used the following meetings for the students to practice each sub-topic in detail.

3. Giving questions to the students

Besides practicing the understanding of the materials taught, the students also need to be encouraged to deepen their memory about the materials. A large number of questions should be delivered by the teachers to be able to transfer the materials to the students' long-term-memory. There were varied answers showed up for this question. It could be seen in Chart 3.

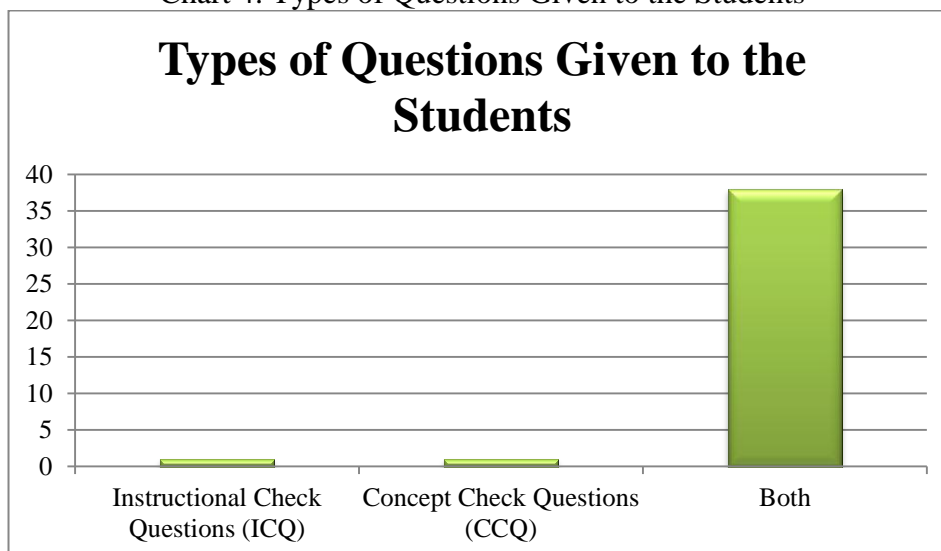
Chart 3: The Frequency of the Questions Given to the Students



Most of the respondents chose both asking questions after explaining and at the end of the meeting. It showed that the English teachers gave numerous of questions in varied time. From 54 answers, 63% of them asked questions after explaining something. The English teachers ensured that the students really understood the materials and checked their understandings by giving questions right after the materials were explained. To strengthen the students' memory, 27.7% of the answers showed that the English teachers delivered the questions again to the students to confirm that they didn't forget about the materials that have been taught. Other five English teachers gave questions more frequently to the students. One of them asked questions before the explanation because the English teacher wanted to discover the students' background knowledge about the materials which would be discussed. The other two English teachers delivered the questions before and after the explanation so that the students could confirm their background knowledge and add or combine the new theory to their knowledge. The rest added the time for delivering the questions during the explanation. It was done because the English teachers wanted to make sure that the students were following their explanation and they could decide to continue explaining the materials or to stop and re-teach the materials.

Two kinds of questions which were delivered to the students were ICQ (Instructional Check Questions) and CCQ (Concept Check Questions). 38 out of 40 English teachers agreed that they needed both ICQ and CCQ to check the students' understanding.

Chart 4: Types of Questions Given to the Students

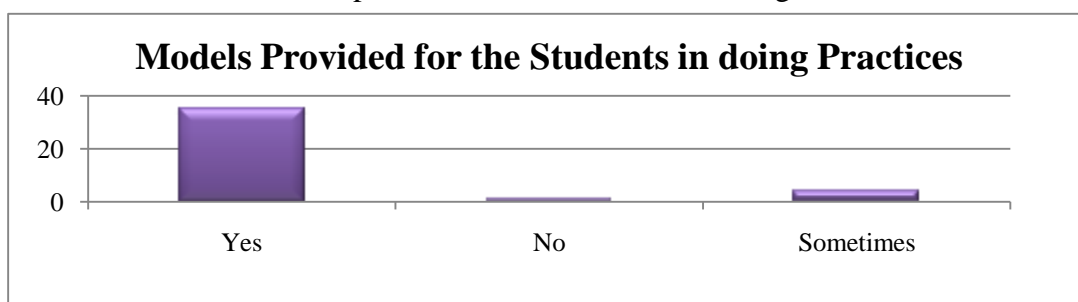


That 95% of the English teachers delivered both ICQ and CCQ to the students displayed clearly that the importance of ICQ and CCQ were equal. 1 English teacher preferred to deliver more ICQ only and another English teacher preferred to deliver more CCQ only.

4. Providing Models

Before asking the students to do exercises independently, the teacher first should give models to the students in doing the exercises. However, not all of the English teachers gave models to the students for their practices.

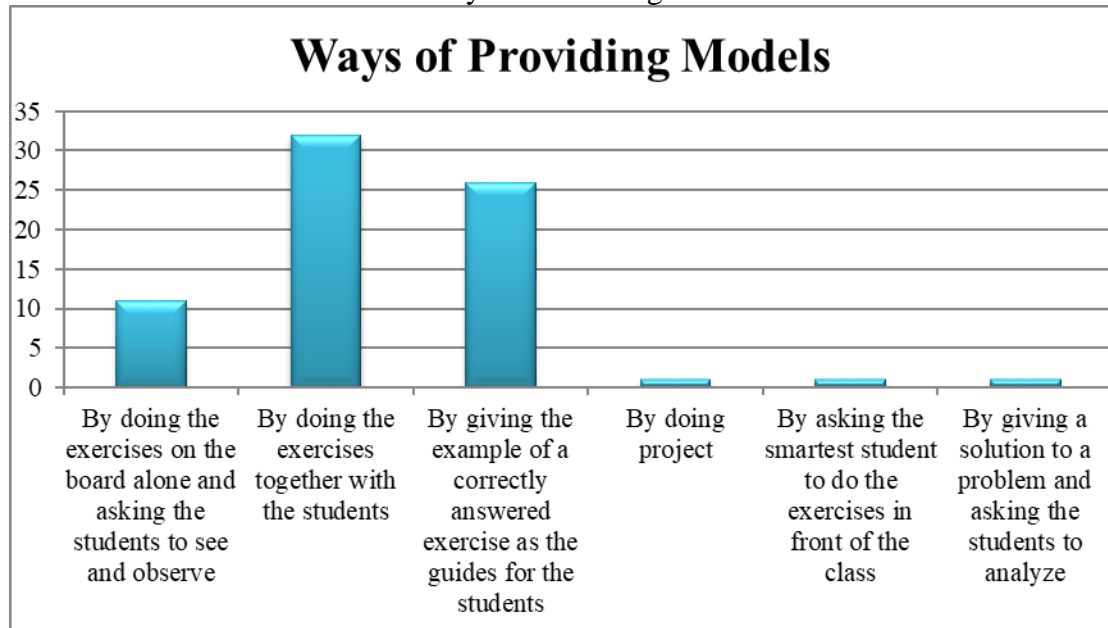
Chart 5: Models provided for the Students in doing Practices



In Chart 6, 87.5% English teachers had provided models for the students in doing practices. They believed that the students needed help and guide in their first step doing the exercises. Then, they let the students explore by themselves in different practices, even in particular practices which had higher difficulty level. 7.5% of the English teachers only gave the models when the exercises were too

difficult for the students or if the students' didn't understand the instructions of the exercises. Only 2.5% or 1 English teacher didn't provide any models for the students. That was because the instruction of the exercises were made by the teacher and the teacher encouraged the students to explore and find the solution for the exercises in groups/peers. The teacher believed that the students would learn much more when they could solve the problems in the exercises by themselves rather than being modeled.

Chart 6: Ways of Providing Models



The respondents could choose more than one answer so the writer could collect 72 answers in which 44.4% of the answers showed that the English teachers preferred to do the exercises together with the students as the model in doing the exercises. They knew that the students would understand more if their first step was modeled well and the students felt more comfortable when they could learn together with their teacher. 36% of the answers displayed that the English teachers also gave correctly answered exercises to the students so that the students could compare their own answers with the correctly answered exercises. In this way, the students did self-check towards their works. 15.3% of the answers showed that the English teachers still used the teacher-centered teaching style where the students focused on the teacher's explanation about the exercises for a while before they did the practices by themselves.

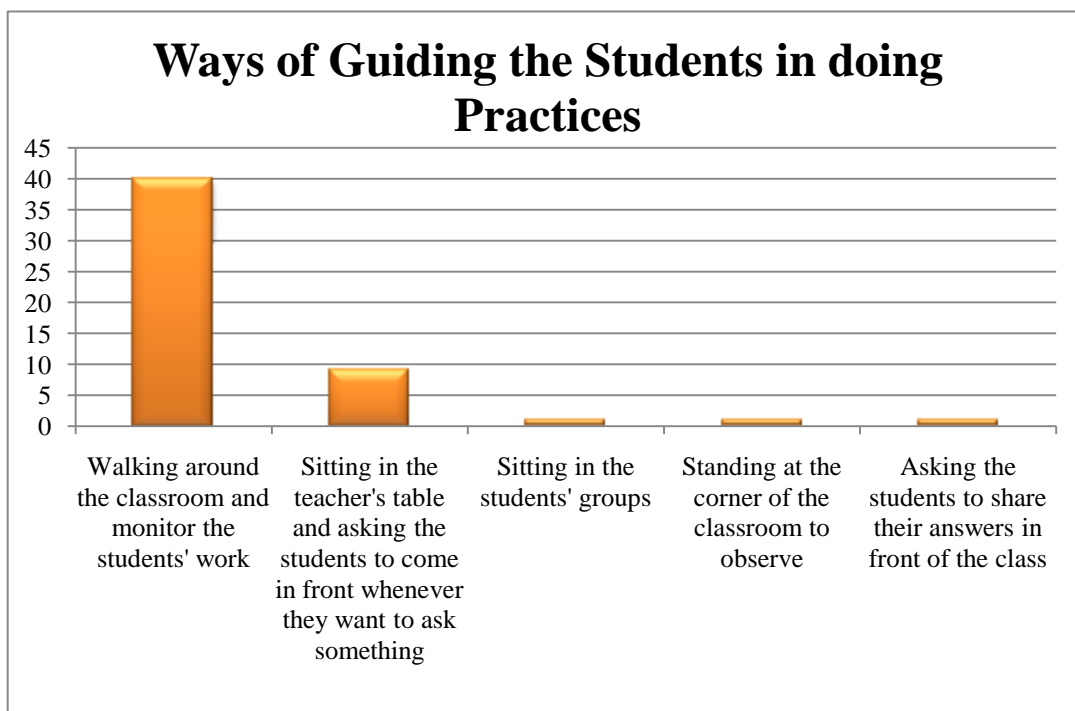
The other 3 English teachers mentioned their own activities in providing models for the students. 1 of them liked to ask the students to do projects related to the materials, in which the students could do it in groups and discussed it with their friends. Another one liked to invite the smartest student to come in front of the class to demo the way he/she did the exercises. The teacher believed that the other students felt more encouraged to be able to do the exercises like their friend coming in front. The rest liked to give a solution or a result of the problems in the exercises without any models on how the students could find that result. Then, the

teacher encouraged the students to discuss and find the process to reach the result or the solution for the problems by themselves.

5. Guiding student practice

While the students were practicing independently, the teachers should guide and monitor the students' works. There were so many ways in guiding and monitoring the students, but all of the respondents agreed to walk around the classroom to monitor the students' work.

Chart 7: Ways of Guiding the Students in doing Practices



As mentioned before, all of the respondents agreed that they walked around the classroom while the students were practicing, monitored their works, and became ready whenever the students asked for help. The English teachers became more flexible to come to whoever students asking for supports in doing the exercises. However, 17.3% of the answers also showed that the English teachers sometimes preferred to sit in front of the teacher's table to monitor the students and wait for the students to come in front and ask for help. This also encouraged the students' self-esteem so that they would be more eager to learn and to ask for assistance in need.

The other 3 English teachers mentioned their own ways to guide and monitor the students' independent work. One of them liked to sit in the students' groups to discover more about the students' learning process and to become closer to the students since teacher must also build good relationship with each student. Another one liked to find a spot where the students' activities could be seen; usually it would be in the corner of the classroom. The rest would sometimes invite the students to come in front and delivered their answers or works. In this

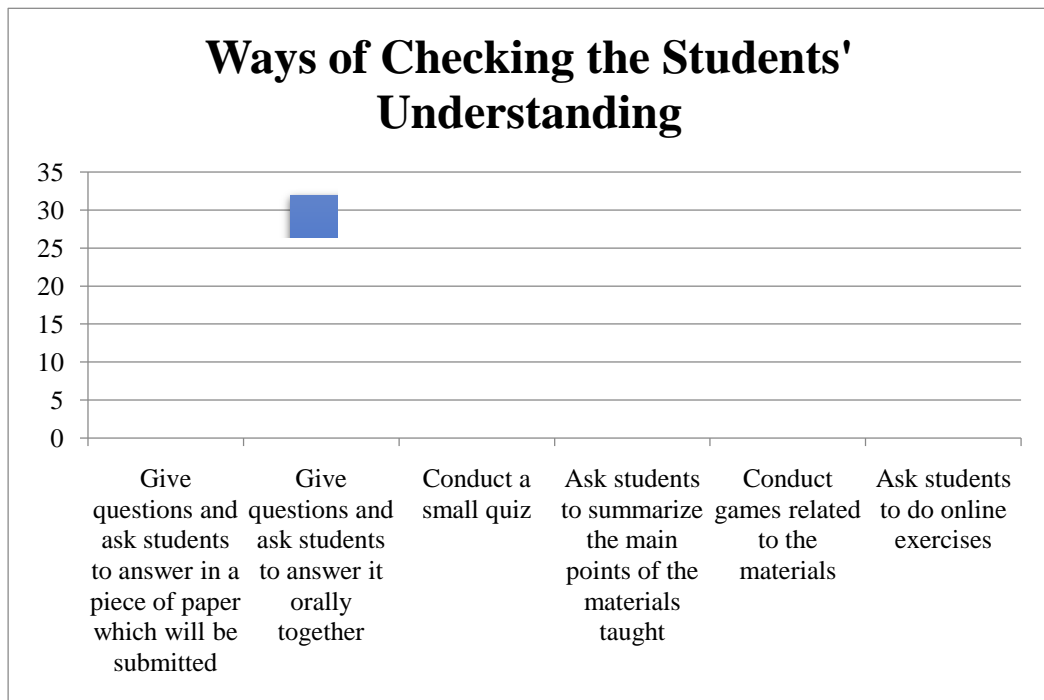
way, the teachers gave feedback which weren't only for the students sharing their answers, but also for the whole students in the classroom.

6. Checking for students' understanding

Besides guiding the students' independent works, the English teachers were also regularly checking the students' understanding about the materials taught and practiced. There were many activities done by the English teachers to confirm the students' understanding.

It's showed in Chart 8. that the three best activities done by the English teachers to check the students' understanding were giving questions and asking the students to answer it orally together, conducting a small quiz, and giving questions and asking the students to answer it in a piece of paper which was submitted. Then, the following choices were asking the students to summarize the main points of the materials taught, conducting games related to the materials, and directing the students to do particular online exercises.

Chart 8: Ways of Checking the Students' Understanding



From 95 answers, 33.7% of them preferred to give questions and ask students to answer it orally together so that the English teachers ensured that every single student had understood the materials. 29.5% of the answers liked to conduct a small quiz so the students would be more familiar with the form of the test of the materials. Similar to that, 17.9% of the answers showed that the English teachers liked to give questions and ask the students to answer it in a piece of paper which was submitted and being checked by the teachers. This way, the teachers had a concrete evidence of the students' understanding and could know whoever students didn't understand certain parts of the materials. 16.8% of the answers displayed that the English teachers also asked the students to summarize the main points of the materials taught so that the students narrowed down the

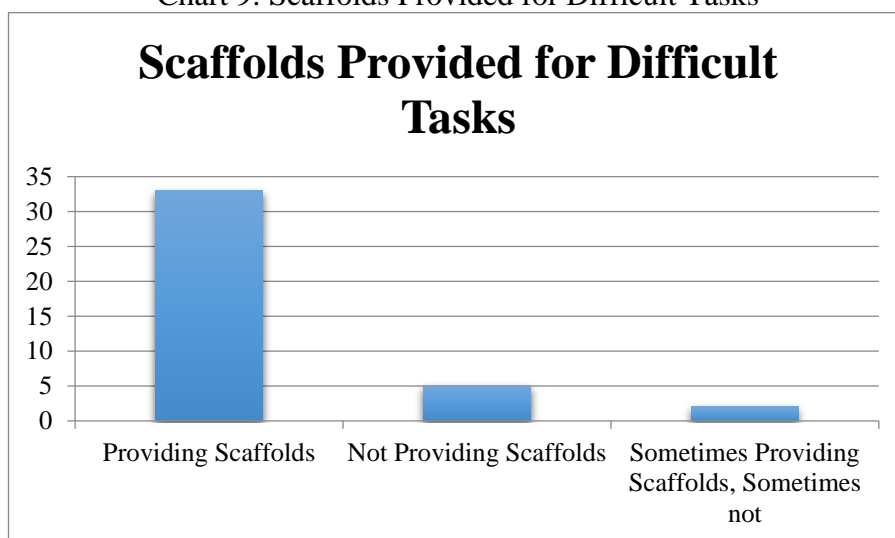
whole explanation and activities done during the meeting and were able to take important points of the materials taught.

Two English teachers mentioned their own experience in checking the students' understanding. One of them conducted games related to the materials to deepen the students' understanding and encourage the students to apply the theories of the materials to some fun games. That games and fun activities were more memorable was believed as the goal of strengthening the materials in the students' long-term-memory. Another English teacher related the technology product which was online exercises as the source for the students to easily check their own understanding. The teacher showed the students that there are so many learning sources beside textbooks and the teacher him/herself. This way, the students could enlarge their knowledge of getting learning sources from the internet which is accessible for their independent learning at home or wherever they are.

7. *Scaffolds for difficult tasks*

In giving difficult tasks for the students, it's essential for the teachers to provide scaffolds. The goal is for the students to be equipped and guided in their learning process.

Chart 9: Scaffolds Provided for Difficult Tasks



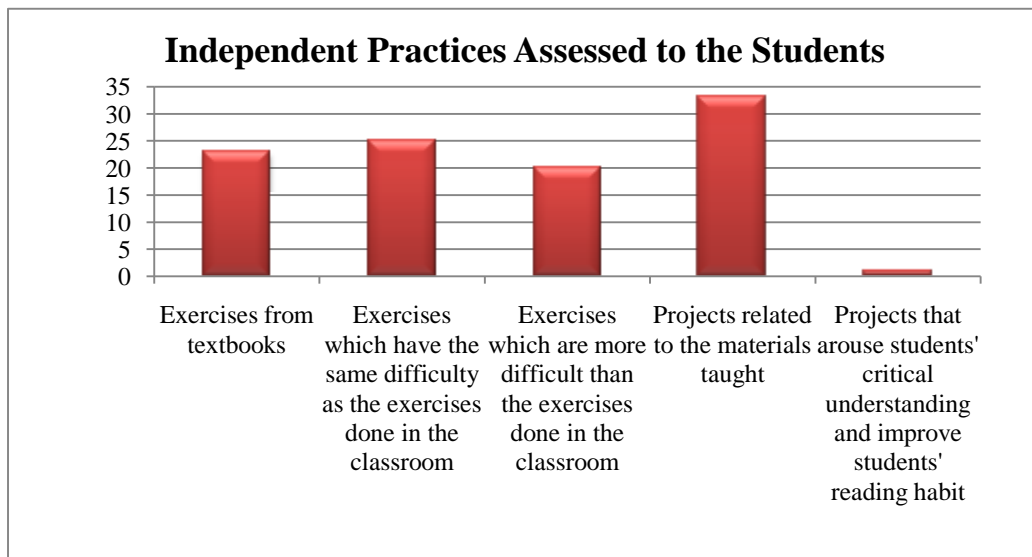
In the chart above, 82.5% of the respondents stated that they provided scaffolds for the difficult tasks given to the students. They believed that with the proper scaffolds and guides, they could maintain the students' learning process so that whenever the students found difficulties and made errors, the teachers were ready to give the correct answers or any other helps. 5% of the English teachers mentioned that sometimes they provided scaffolds only if the tasks' difficulty was twice or above of the students' capability. The rest of the English teachers gave more trust on the students to explore by themselves and struggle in finding the best solutions for the difficult tasks without any scaffolds provided. The hard process of finding the solutions was believed to leave a long term memory for the students. That the teachers were only monitoring the students' works was believed

to be a great opportunity for the students to think more critically and independently.

8. Requiring and monitoring independent practice

Instead of only giving the students practices inside the classroom, the teachers had to give many other exercises outside the classroom. The students needed extra practices in order to train themselves in mastering the materials. Various kinds of practices were constructed and given to the students as their assessment and homework. The students might work in groups, with peers, and individually according to the teachers' instructions.

Chart 10: Independent Practices Assessed to the Students

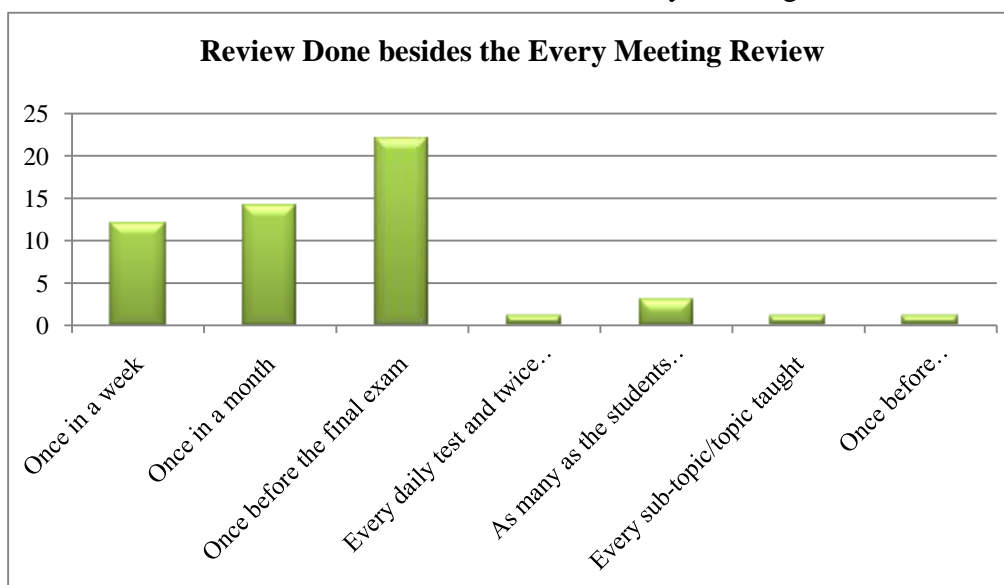


33 out of 103 answers showed the English teachers enjoyed to assess projects to the students. The projects were formed in texts, essays, field reports, short movies, and many others done in groups, peers, or individual. 25 answers displayed that the English teachers liked to assess the students to do exercises which are the same difficulty as the exercises had done in the classroom to drill the students' ability about the materials. Slightly different, 23 answers displayed that the English teachers leaned on the exercises constructed in the textbooks used in the classroom. In the following meeting, the exercises in the textbooks then were checked together or were submitted to be checked and scored by the teacher themselves. 20 answers showed that the English teachers constructed and assessed the students' exercises which were more difficult than the exercises done in the classroom. The goal was for the students to improve their mastery of the materials by exploring more difficult exercises. Other two answers mentioned that the English teachers had their own way to assess the students by constructing more complex projects and the focus were for the students to arouse their critical understanding and improve their reading habits.

10. Conducting weekly and monthly review

Over learning the materials taught was very beneficial for the students to be ready in facing any tests or exams. This could be done by conducting the review monthly or weekly beside the review done in the beginning of the meeting. As a result, the students weren't burdened to study in such a short time before any tests or exams since they've been reviewed about the whole materials. The review done by the teachers varied in several different ways. Most of them reviewed the materials once in a month and once before the final exam. However, there were some English teachers conducting the review as many as the students needed. The detailed data could be seen in Chart 11 below.

Chart 11: Review Done besides the Every Meeting Review



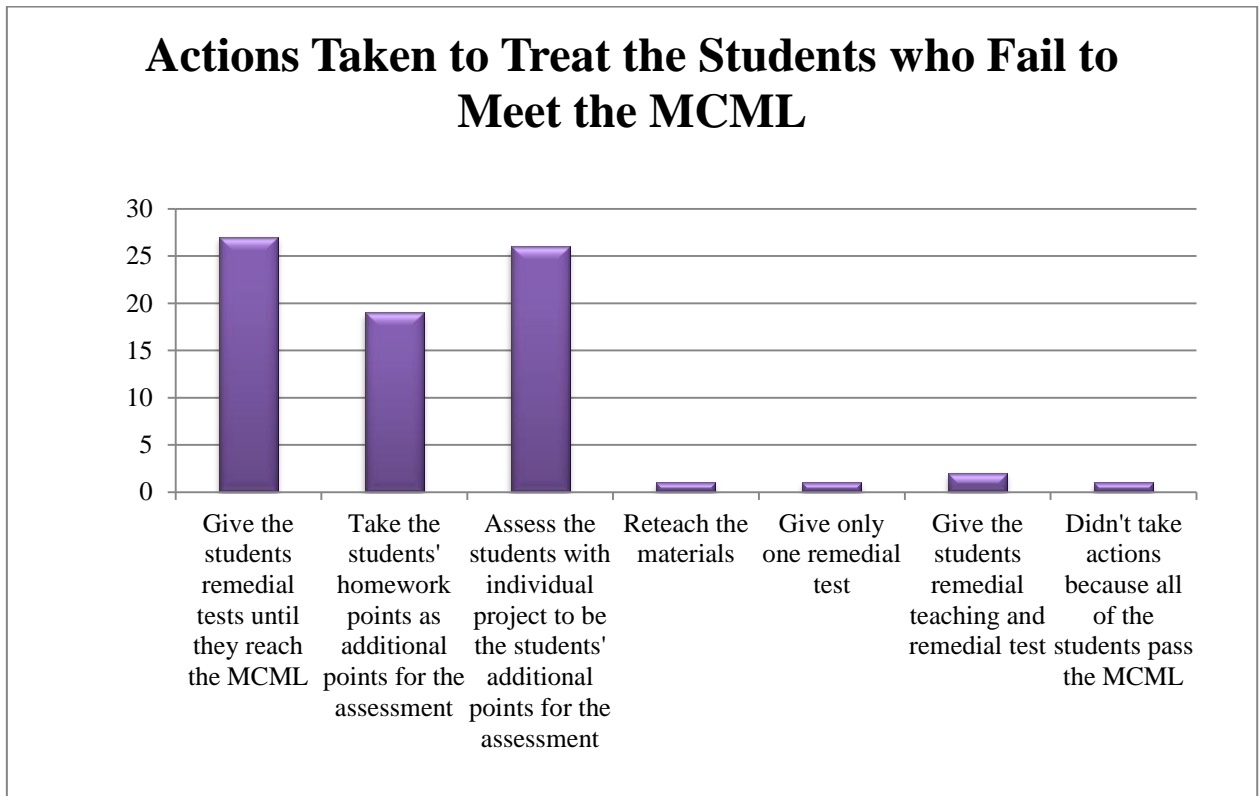
From 54 answers, 40.7% of them showed that the English teachers liked to conduct the review once before the final exam so the students' memory of the materials was still fresh and the students felt more ready to face the final exam. 25.9% of the answers presented that the English teachers liked to do the review monthly and 22.2% of them weekly. 5.6% of the answers revealed that the English teachers willingly reviewed and re-taught the materials whenever the students needed. They often asked the students' understanding and re-taught the materials directly when the students couldn't comprehend the materials well.

The rest of the answers discovered the English teachers' own way to review the materials for the students. One of them always reviewed the materials once before the daily tests and twice before the mid-term and final-term test. Another one preferred to conduct the review directly after explaining a sub-topic. The rest liked to conduct the review once before formative test, mid-term test, and final-term test.

Treat the Students Who Fail to Meet the Minimum Criterion of Mastery Learning

As showed in Table 12 not all of the students met the Minimum Criterion of Mastery Learning (MCML). To contend those students who couldn't fulfill the MCML, the teachers took some proper ways based on the school's regulations and the students' needs. They sometimes gave remedial tests to the students until the MCML was fulfilled, took students' assessment points for their additional points, assessed the students with individual project to be the students' additional points for the assessment and many other due to the teachers' choices.

Chart 12: Actions Taken to Treat the Students who fail to meet the MCML

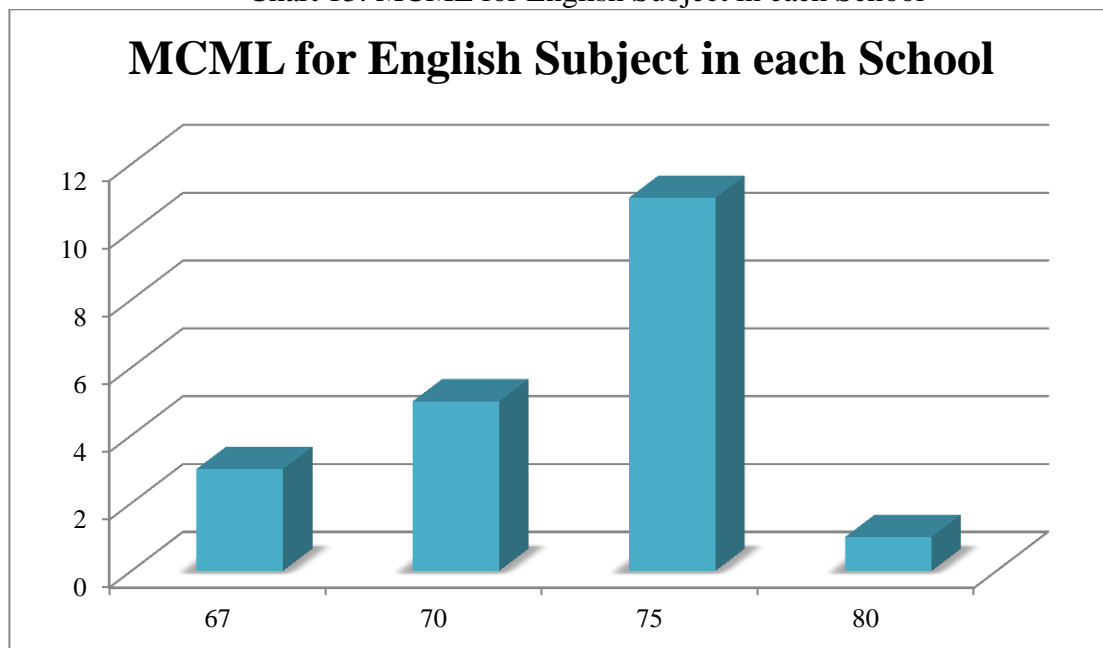


27 out of 77 answers showed that the English teachers gave the remedial tests for the students to meet the MCML. Similarly, 26 of the answers displayed that the English teachers assessed new individual project for the students and the score later was taken for the students' additional points. 19 of the answers showed that the existed assessment points could be taken by the English teachers for the students additional points. One answer displayed that the English teacher only gave one more chance for the students to have remedial test so that the students tried their best in that only one remedial test. Instead of giving remedial test, 1 answer showed that re-teaching materials for the students also mattered. Other 2 answers mentioned that the English teachers did both re-teaching the materials and giving the remedial test for the students so that the students understood more about the materials before being assessed for the second time. Only 1 English teacher who didn't do any remedial test for the school didn't allow the teachers to do so.

The English Teachers' Perception of Minimum Criterion of Mastery Learning

Each school applied different MCML for English subject. From the questionnaires, it's found that the most applied MCML for English subject was 75; then followed by 70, 67, and 80 for the least.

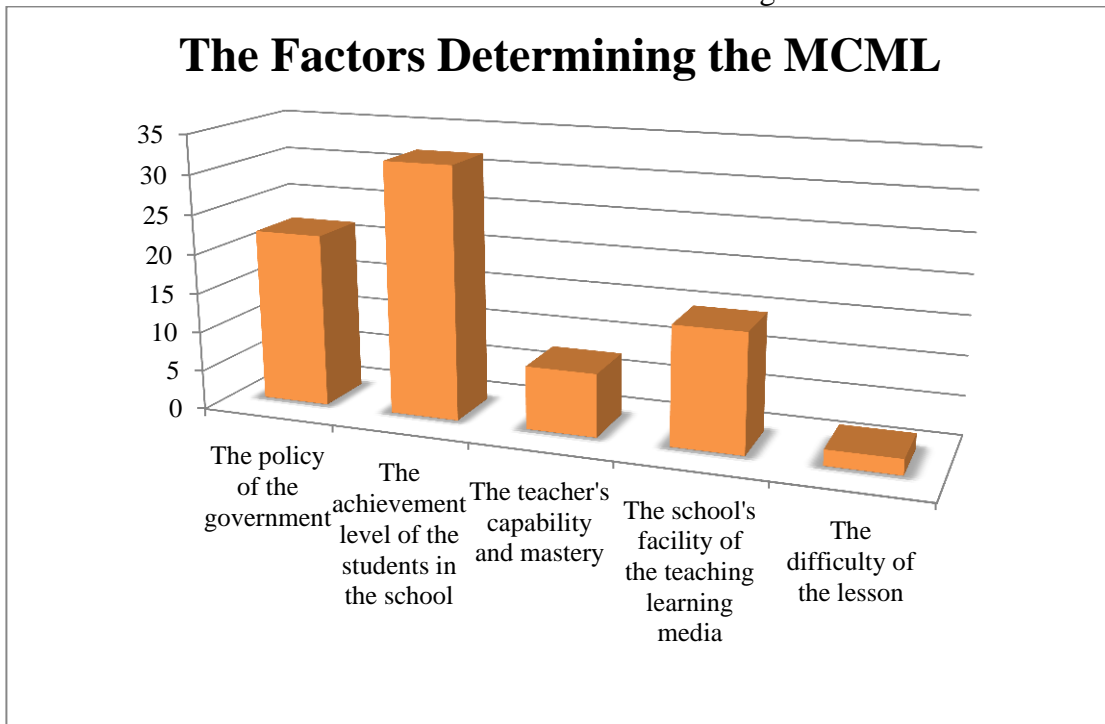
Chart 13: MCML for English Subject in each School



40 English teachers were teaching in 20 schools with 3 different levels; those were 7 Junior High Schools, 12 Senior High Schools, and 1 Vocational High School. From those 20 schools, 11 schools applied 75 as the MCML of their English subject. 5 schools used 70 as the MCML of their school. 67 was used as the English subject's MCML and only one school used 80 for the MCML of the English subject.

MCML was decided by the Education Authorities (School Principal, Vice Principals, and Teachers) of each school. There were various considerations determining the applied score for the MCML of English subject. The considerations were the policy of the government, the students' achievement level in the school, the teachers' capability and mastery, the schools' facility and the lesson's difficulty. The detailed data could be seen in Chart 4.14.

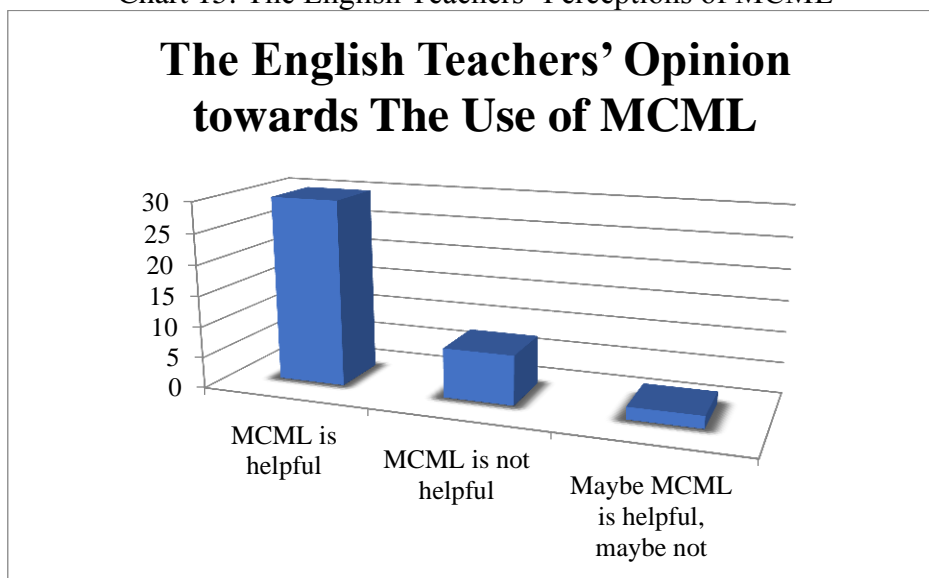
Chart 14: The Factors Determining the MCML



In this question, the respondents might choose more than 1 answer so the answers collected were 79 answers. The achievement level of the students in school appeared to be the highest consideration for the Education Authorities to determine the MCML with the percentage of 40.5%. The second highest consideration was the policy of the government with the percentage of 27.8%. Then, 19% of the answers showed that the Education Authorities also considered the school's facility and learning media which support the students' learning process. 10.1% of the answers displayed that the Education Authorities considered the teacher's capability and mastery of the materials to teach them to the students. The difficulty of the lesson appeared to be least consideration of the Education Authorities in determining the MCML with the percentage of 2.5%.

The MCML was very essential for the English teachers as the standard of the students' mastery. It showed clearly that if the students passed the MCML, they mastered the materials, and vice versa. Yet, not all of the English teachers thought the same way.

Chart 15: The English Teachers' Perceptions of MCML



30 English teachers agreed that MCML was helpful for them as the standardized rules of mastering particular materials. 2 English teachers weren't sure about the usage of MCML since they thought the teaching learning activities and process were more crucial and important. 8 English teachers disagreed that MCML was beneficial for both the students and themselves. The reasons were that the students only focused in mastering the materials explained and taught in the classroom so that they passed MCML in the exams rather than exploring the elaboration of the materials in their daily life. Even most of the students directly forgot the materials soon after the exams done since they worked in mastering the materials few days before the exams just to pass the MCML without considering putting the materials in their long-term-memory.

DISCUSSION

As stated in Chapter Two that curriculum is the total activities of the students occur in the educational process arranged by a formal institution. Curriculum consists of a planned sequence of instruction, goals, the standard of the competency, the process standard and the teaching learning process. The whole curriculum is constructed by the Ministry of Education and Culture. The standard of the students' learning mastery then is defined by a criterion called Minimum Criterion of Mastery Learning (MCML). To fulfill the MCML in English subject, the students depend on the teachers' capability in managing the curriculum and constructing effective teaching learning activities. Thus, the teachers used Instructional Strategies that were used to plan and construct the whole teaching learning activities and process. One of the Instructional Strategies mostly used by the English teachers in Indonesia was 10 Research-based Principles of Instructional Strategies mentioned by Rosenshine (2010).

The writer then researched whether the English teachers in Surabaya had already used the 10 Research-based Principles of Instructional Strategies mentioned by Rosenshine (2010) in assisting the students to meet the MCML. The research was done by distributing questionnaire to 40 English Teachers and

interviewing 20 English teachers to discover wider experiences and strategies used by them.

From the questionnaires, it is found that 75% of the respondents agreed that MCML was helpful for the students as the standard of the students' mastery in certain materials. Beside the facts that MCML also gave bad impacts for the students in their learning process in facing tests and in their social life, most of the teachers still could accept that MCML supported them to know whether the students have mastered the materials or not. The respondents also mentioned several considerations the Educational Level used to determine the MCML. From 20 different secondary level schools, 55% of them applied 75 as the MCML for their English subject. Then, it's followed with 70 with the percentage of 25%; 67 with the percentage of 15%; and 80 with the percentage of 5%.

The number of the considerations used to determine the MCML was also varied according to each school's regulations and decisions. 40.5% of them agreed that the achievement level of the students in the school was the most important thing among other factors. The Education Authorities considered that if the MCML applied was too high, then the students wouldn't be able to reach it and the students' record appeared to be not satisfying. Besides, it'd give another impact to the students since they would feel being burdened with such a high MCML that they had to fulfill. The least consideration was the difficulty level of the school with the percentage of 2.5% of the answers. The difficulty level depended more on the teachers' capability and mastery in developing and modifying the materials so that the students could comprehend it more easily.

Although each school applied different score as the English subject's MCML, the English teachers of those schools were using very similar Instructional Strategies. Almost all of the principles were used by the respondents to assist their students in meeting the MCML. Some others also mentioned their experiences in supporting the students' learning process so that MCML was passed.

At the beginning of the lesson, 82.5% of the respondents conducted review of the previous materials. The reasons were because (1) the students' focus needed to be attracted so that the students could direct their mind into the English subject, (2) the day's materials were connected to the previous materials, and (3) the teachers wanted to check the students' memory of the previous materials so that the students wouldn't easily forget the materials as later they should master the whole unit. Only 2.5% of the answers mentioned that the respondents didn't conduct the review since most of the materials in each meeting weren't related to the previous materials and the review would be done at the end of the whole unit.

In 1 meeting which consisted of 80-90 minutes, the respondents used their time maximally for the students to learn, discover, and drill themselves with the materials. 68.1% of the answers displayed that the respondents explained 1 sub-topic only in 1 meeting and trained the student with practices related to the materials so that the materials was being in the students' long-term memory. Only 8.5% of the answers showed that the respondents preferred to encourage the students to use most of the time for exploring the materials themselves with the teacher's supervision. The teachers only use 20-30 minutes to explain or give feedback to the students' work. The students got such a big opportunity to explore and discover many things related to the materials explained and to their

background knowledge. It meant that they could enrich their knowledge more by solving the new materials themselves.

In strengthening the students' learning process, 63% of the respondents stated that they often delivered questions to the students after explaining something. The teachers showed the students' needs to be confirmed while they comprehended particular materials. Asking questions at the beginning of the lesson seemed to be the least important thing with the percentage of 1.9% since the teachers preferred to give information about the new materials first before asking any questions to the students. Two types of questions, CCQ (Concept Check Questions) and ICQ (Instructional Check Questions), were used equally in different times. 95% of the answers showed that the respondents used the CCQ after explaining certain materials and ICQ after giving instructions of any activities or exercises. 2.5% liked to use more CCQ and another 2.5% liked to use more ICQ. For the function was related to each other, both CCQs and ICQs used had to be balanced so that the students could comprehend every materials and instructions delivered and the teaching learning process ran well.

In giving the students' independent practices, only 2.5% didn't give any models. The reason was that the teacher wanted the students to be very independent in finding a solution for the problem. While most of the answers agreed to give models or examples for the students' first step before they could do the exercises by their own, with the percentage of 87.5%.

Providing models were defined by the teachers' teaching styles. 44.4% of the answers stated that the respondents agreed to provide models for the students by doing the exercises together with the students. In this way, the students felt more comfortable and confident in answering the questions since they were accompanied by the teachers. They didn't seem to be afraid and embarrassed of the mistakes they made. Then, it's followed by the way of giving a correctly answered exercise for the students' model in practicing. The students then were able to do self-checking when they compared their answers with the correctly answered one even if they couldn't check all numbers. Doing the exercises alone on the board and asking the students to observe only got 15.3% since the students didn't get involved in it and the teacher-centered teaching style became appeared.

While the students were practicing, 76.9% of the respondents were walking around the classroom and observing the students' works. By walking around the classroom, the students erased the distance between the teachers and the students. The students also felt being cared by the teachers since the teachers liked to visit them and were ready to be asked about anything related to the materials or exercises. 3 respondents mentioned their own experiences that they preferred to sit in groups and talk to each student one by one while they're practicing, stood at the corner of the classroom to monitor the students' work, and asked the students to come in front and the teacher was somewhere at the back of the class listening to the students coming in front.

The students' focus and understanding could be blown away if they were not maintained and checked. Therefore, the English teachers had to construct so many ways in checking the students' understanding of the materials taught. 29.5% of the answers displayed that the respondents preferred to conduct a small quiz as the evidence of the students' understanding. The word 'quiz' itself made the students worried and struggle to cheat. So, they depended on their own

understanding of the materials and the answers of the quiz then were valid for the teachers to score to determine whether the materials had to be retaught or not. 1.1 % of the answer showed the least activities that the respondents did to check the students' understanding, which were conducting games and accessing online exercises. The teacher believed that conducting fun games could support the materials to be left in the students' long-term memory since students preferred games than lectures. Besides textbooks and teachers' exercises, online exercises were also very helpful to check students' understanding since the students could answer them more easily and practically and the teachers could also check the answers effectively.

Tasks given to the students were also varied in their difficulty level. When the teachers gave a difficult task, they also had to provide scaffolds to support the students' learning process. However, 12.5% of the answers presented that some respondents weren't providing any scaffolds since they wanted to trust the students more and they needed to show the students that they trusted the students. Therefore, the teachers focused on encouraging the students' self-confidence and self-esteem in exploring the materials and relating them to their background knowledge or daily life. The other 82.5% of the answers showed that the respondents preferred more to provide scaffolds for the students' difficult task.

Many independent exercises were assessed to the students to drill their learning mastery at home. The most favorable task was giving projects to the students. The projects could be formed in making a short movie, reading fiction or scientific books in English, creating a mini performance (video clip, musical drama, poems reading, to be presented, etc.) and writing essays (about song/movie analysis, social experiment report, present accidents/news item, observation, interview result, etc.). That the students could do the projects individually or in team depended on the teachers' decision with the consideration of the task's difficulty.

Beside the review done at the beginning of the lesson, the students needed more reviews to support their memory of the materials taught. The students were studying more than 1 subject in school. Therefore, the teachers understood that the students often forgot about the materials. Hence, 40.7% of the teachers were willingly conducting reviews before the final exam so that the students became more ready in facing the exams. 25.9% of the teachers conducted the review monthly and 22.2% of them weekly. They spared the time so that the students could really comprehend the whole materials before being assessed in the mid-term and final-term test.

All of those Instructional Strategies applied and done in the classrooms were proven to support enough the students in meeting the MCML. It could be seen by the number of the students passing the MCML in the 20 schools. 75.7% of the students were recorded to be successfully passing the MCML for the teachers had assisted them with the planned Instructional Strategies.

The other 24.3% of the students failed in passing the MCML were treated with various ways. The most preferable action taken by the teachers was assessing the students with individual project to be the students' additional points for the assessment. This action was taken because the project done by the students were also the evidence of the students' learning mastery. The second favorable action was giving the students remedial test until they reach the MCML, with the

percentage of 35% of the answers. 2.6% of the answers showed that the teachers equipped the students with remedial teaching right before the students were being assessed in the remedial test so that the students' understanding of the mastery would be refreshed again. Only 1.3% of the answers showed that the teachers didn't do any remedial test since the school's regulations didn't allow any remedial test to be conducted.

In sum, the 10 Research-based Principle of Instructional Strategies by Rosenshine (2010) appeared to be proportionate representatives of the whole activities and strategies used by the English teachers in assisting the students to meet the Minimum Criterion of Mastery Learning. In addition, the English teachers could take students' project points as the additional points, conduct remedial teaching, and remedial tests for contending the students who fail in meeting the Minimum Criterion of Mastery Learning.

CONCLUSION

Many activities were planned by the English teachers to assist the students to meet the MCML. 10 Research-based Principles of Instructional Strategies by Rosenshine (2010) appeared to be the appropriate representatives of the whole activities done by the English teachers inside the classroom. 82.5% of the English teachers conducted review at the beginning of the meeting and 68.1% of them agreed that they explained the materials in certain sub topic step-by-step in 1 meeting. 63% of the English teachers delivered a large number of questions to the students and both ICQ and CCQ were delivered equally by 95% of the English teachers. Models for the students in doing practices were provided by 87.5% of the English teachers and 44.4% of them provided the models by doing the exercises together with the students. While the students were practicing exercises, 76.9% of the English teachers were guiding them by walking around the classroom to monitor the students' works and being flexible for the students when they needed assistance from the teachers. That checking the students' understanding mattered was shown by 33.7% of the English teachers who agreed that they gave questions and asked the students to answer them orally together so that the teachers knew the students' understanding. That 75.7% of the students taught by the English teachers met the MCML displayed that the English teachers obtained high success rate for the students' learning mastery. Scaffolds were provided by 82.5% of the English teachers in order that the students were guided and supported while they were doing difficult tasks. 32% of the English teachers agreed to give projects related to the materials as the students' independent practice since the projects could be varied depended on the teacher's decision and plan. In addition, besides the review done at the beginning of the meeting, 40.7% of the answers displayed that the English teachers were conducting review of the whole materials taught before final exam. As the main percentage, 65.2% of the answers presented that the English teachers used the 10 Research-based Principles of Instructional Strategies mentioned by Rosenshine (2010).

Finding out the students' learning mastery, the English teacher's next job was to take actions to treat the students who failed to meet the MCML. 35% of the answers presented that the English teachers gave the students remedial tests until they reached the MCML which meant that the students were assessed again until they comprehended the materials well.

Therefore, it can be concluded that the 10 Research-based Principles of Instructional Strategies are appropriate to be included in the English teachers' strategies in assisting the students to meet the Minimum Criterion of Mastery Learning. Furthermore, the English teachers could be more creative in constructing and planning effective activities for the students to meet the Minimum Criterion of Mastery Learning.

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TEACHING WRITING OF RECOUNT TEXT BY USING COMIC STRIPS

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Abstract: The objectives are to describe the implementation, the advantages, and the disadvantages of teaching writing of recount text by using Comic Strips for the tenth grade students of senior high school. The researcher uses qualitative research as an approach and descriptive research as type of research. The result shows that the stages of implementing Comic Strips media in the classroom are introducing the media, explaining and analyzing the recount text, redistributing the media with other topic, asking the students to read and pay attention to, writing a recount text based on the Comic Strips given, monitoring the students' difficulties, correcting their mistakes on writing the text, writing the final draft based on the teacher's suggestion and comment, submitting the final writing, reviewing and giving feedback to the lesson, and closing. The advantages of the implementation of the media are that, firstly, it can stimulate the students' imagination and creativity so that they can obtain greater ideas in order to make a good composition. Second, it gives students the clue of chronological events which then it helps students to memorize and visualize better. Third, it facilitates the students to develop their own ideas and arrange words into good sentences of recount text by understanding both the story of pictures and the conversations in English illustrated in dialogue balloons. The last the students can easily find new vocabularies from the texts of conversations being conveyed by the characters in the media. Meanwhile, the disadvantages are first, there are some students who still make mistakes especially on their grammar and vocabulary. Second, the students often forget about using right capitalization and punctuation. Based on the result of the study, it is suggested to use Comic Strips to improve the students' writing on other text types.

Keywords: *recount text, comic strips,*

INTRODUCTION

Writing is the process of thinking to invent ideas, thinking about how to express those ideas into good writing, and arranging the ideas into statements and paragraph clearly. It can also develop the writers' imaginative and critical thinking abilities in order to be able to write effectively and creatively (Nunan, 2003:88). Similarly, Meyers in Fauzi (2015: 7) states that writing is a process of discovering and organizing ideas, putting them on a paper, reshaping and revising them to express the writers' feelings or their daily activities such as writing letters, reports, and necessary tasks. Meanwhile, Graham and Perin (2007: 9) states that

writing is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals and as a means of extending and deepening students' knowledge. Writing is used to show whether the students master a particular grammatical rule, rather than has a good idea about the subject matter (Nunan, 2003: 89).

To achieve a good writing, the teaching learning process of writing should concern on the teacher's role, principles of teaching writing, approaches to teaching writing, assessing writing, and learning materials of writing. The teachers have crucial roles to determine the success of the learning process in the writing class where the teacher gives ideas about how to make a good sentences and paragraphs (Nunan, 2003:88). Harmer (2007: 330) states that there are some roles that teacher must concern during process of the teaching of writing. First, the teacher should role as motivator to make the students enjoy the activities through creating the nice learning atmosphere, persuading the benefits of the activity, and encouraging them to have better efforts to achieve their best writing. Second, the teacher should be ready to become a resource. When the students are doing more extended writing tasks, the teacher must be ready to supply information and language needed by the students. Besides, the teacher must also ensure the students about the existence of the teacher to give them advice and suggestions in a constructive and tactful way. For example, in the process approach, the teacher facilitates the students' writing by providing input or stimulus. Last, the teacher must provide a positive feedback. Being a feedback provider, a teacher should respond positively to the content of what the students have written. The feedback given to the students must be based on what they students need at their level of studies.

Understanding the principles for teaching writing also leads success in class. According to Nunan (2003:92), there are some principles of the teacher in planning a course. First, understand the students' reasons for writing. The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the students works. It is important to understand both and to convey goals to students in ways that make sense to them. Second, the teacher should provide opportunities for students to write. Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of writing find useful in the class should be practiced in class. Third, make feedback helpful and meaningful. Feedback should not entail "correcting" a student's writing. In order to foster independent writers, we can provide summary comments that instruct students to look for problems and correct them on their own. The last is clarifying how their writing will be evaluated. There are three types of rubrics that can be developed for assignments: Non-weighted rubric is the type of rubric provides descriptions of writing quality by level across other writing criteria; weighted rubric is similar to the impartial one, but it breaks the writing skills into categories and sub-categories; and holistic rubric describes in general terms the qualities of excellent, good, fair, and unsatisfactory assignments.

Teacher should also be aware of the different approaches in writing activities. Harmer (2007: 325) states that there are five type categories of classroom writing performance. It is, firstly, focusing on the aims of a task and in

end of product. While teacher concentrates on process, we pay attention to the various stages that any pieces of writing go through. It includes spending time with learners on pre-writing phase, editing, redrafting, and publishing. Next, Writing and genre aims at which the students are going to study some exemplification texts before they embark on their own writing. Furthermore, creative writing suggests imaginative writing tasks such as writing poetry, stories, and plays. Writing as a cooperative activity also offers good result whether it is as part of a long process or as part of a short game like communicative activity.

Last necessity to create successful learning activities would be the right assessment. Harmer (2007: 379) states that assessment is used to measure the students' abilities to see if they can enter a course or institution. It means that by assessment the teacher can know information about the students' language ability during learning in the classroom. The teachers become the determinant in the outcome of students' writing. In doing assessment, the teachers should pay attention on some principles of classroom assessment. Nunan (2003: 314-316) states that there are some principles of classroom assessment, they are; making sure that the kind of assessment that is used by the teacher is appropriate for its intended purpose, making sure that the assessment that is used based on an explicit statement of the ability that the teacher assessing and clearly related to learning outcome, involving learners in assessment, and using variety of assessment method. Brown (2001: 357), states that there are six general categories of writing: content, organization, discourse, syntax, vocabulary, and mechanic. Those aspects of writing become the fundamental aspect in assessing writing. Below is the table of scoring rubric for rating composition tasks.

The aims of writing at Senior high school as illustrated in Indonesian national curriculum are being able to write and produce some kinds of genres of texts such as recount, report, procedure, narrative, news item, descriptive, analytical exposition, hortatory exposition, explanation, discussion, and spoof. They have to be able to write and produce some kinds of short functional texts and simple essay with the rhetoric steps accurately, fluently, and thanked by using a variety of written language in the context of everyday life. Recount text is a kind of text which written to explain to the reader about a series of activity in a past. Knapp (2005: 223), recount text basically is written out to make a report about an experience of a series of related event. The goal of recount text is to entertain or informing about the past activity to the reader. Muflicatul (2015: 25) states that recount text is a text concerning with the writers experience in the past activities. Knapp (2005: 223) states that a recount is written out to inform an event or to entertain people. Recount text has several elements, one of which is generic structures. According to Boardman in Natael (2014: 57), the steps for constructing of written recount text are that the first paragraph is called on orientation. It gives background information about who, what, where and when. The next paragraphs are record of events usually recounted in chronological order namely event 1, event 2, event 3. Personal comment and or evaluative remarks are interspersed throughout the record of events named evaluation. And last, a re-orientation which "rounds off" the sequences of events or retell about what happened in the end. According to Boardman in Natael (2014: 57) the language features usually found in a recount are the use of nouns and pronouns to identify people, animals or things involved; the use of past action verbs to refer the events; the use of past

tense to located events in relation to speaker`s or researcher`s time; the use conjunctions and time connectives to sequence the event; the use of adverb and adverbial phrases to indicate place and time; and the use of adjectives to describe nouns.

However, the fact shows that many students in Senior High School find it difficult to write a sentence and explore the paragraph of recount text. The students are lack of ideas, lack of knowledge and also lack of vocabularies. They come from the result of students` assumption that writing is difficult and boring activity because they do not know how and what they should write. Second problem is the students` low interest. The students` low interest happened because they prefer to express their ideas orally than in the written forms. As the result, they can speak English fluently but they cannot write well. Third problem is the students` lack of motivation to write. This occurs because they do not have selves-confidence. The students are afraid of making mistakes in writing including vocabulary, grammar, punctuation, organization and mechanism. The last problem is the students feel boredom because the teacher does not use the interesting media, methods or strategies in the learning process. Thus, it affects them not to easy in writing class.

Based on the problems, teachers must find a good solution such as using appropriate media to help the students in teaching writing. The use of media in teaching and learning process is able to make the lesson become meaningful, interesting, and understandable. One of the media is suitably applied in teaching writing is visual. Smaldino (2005: 9) states that visuals media are highly used to promote learning. They include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, etc. One of visual media that can be used in teaching and learning English is Comic Strips. According to Liu in Astra (2014: 15), a Comic Strip is "a series of pictures inside boxes that tell a story". Comic Strips are communicative, popular, accessible, readable, and they combine aesthetic perception with intellectual pursuit. Thus, by using Comic Strips facilitate the students to comprehend the content of the story by series of pictures in Comic Strips. Gavigan and Renyta (2015: 25-26) states that comic strips are short form comics which generally consist of three to eight panels. They usually appear in newspapers. Comic Strips consists series of picture in some panels that are interrelated to display a complete story which is suitable to be used in a class. Comic Strips also help the students to identify the elements of story like plot, character, and theme through visual and dialogue. By knowing the elements of the story, it is easier for students to write their own. The students can choose his or her own characters and develop stories alone or with partner. Brown, in Fika and Mirjam (2012: 184), states that Comic Strips meet this characteristic since they are series of pictures in which the students are expected to gain the ideas easily from the chronological order of the story. The students are also able to practice grammatical rules through this media. It can be done by changing direct speech in the speech balloon into indirect speech.

Comic Strips is an effective media to teach writing. It can be seen from the result of the journal that shows teaching writing using Comic Strips can improve students writing skill. The first is by Fika and Mirjam (2012) with the title "Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesian EFL Students". The result of the journal shows that teaching writing using Comic

Strips through Process-Genre Based Approach (PGBA) can successfully improve students' ability in writing. The findings also reveal that an effective implementation Comic Strips requires proper stories as well as sufficient teacher's guidance during the writing process. Besides, the mean scores of each aspect of writing: content, organization, grammar, vocabulary, and mechanic are also improved. All of the students of XII-language program can achieve the minimum passing criterion, 70. Second is by Yusda and Rasuna (2015) with the title "Enhancing the Students Writing Ability by Using Comic Strips". The result of the journal shows that the use of comic strips can enhance students writing skill in narrative text. Many students are motivated to write English narrative text by using comic strips both in group or individual works. The portraits of students' progress in writing English of narrative text of some cycles show that in the first cycle, only four of twenty five students who can write narrative texts as the successful indicator. In the second cycle, ten students are success; then in the third cycle, twenty two students could reach the value 80 or more as the criteria of success. The third is by Nur, Sriati and Muhsim (2015) entitles "Improving Writing Skill of the Eight Graders through Comic Strip". The result of the journal shows that the use of Comic Strips can improve the skill of the eighth grade students at SMP Negeri 9 Palu in writing a narrative text. It could be seen from the mean score of the pre-test (45.6) and the post-test (60.8). It indicates that the writing skill of eighth grade students at SMP Negeri 9 Palu improved.

Based on the discussion in the background of the study the objectives of the study are to describe the implementation and to find out the advantages and disadvantages of teaching writing recount text by using Comic Strips for the tenth grade students of SMAN I Jiwan in the schooling years of 2016/2017.

METHOD

In this study, the researcher uses qualitative approach. The researcher will analyze the classroom phenomena by using description data. The research took place at the tenth grade of SMAN I Jiwan in the schooling year of 2016/2017. The school is located in Ds. Teguhan, Kec. Jiwan, Kabupaten Madiun. The school is preferable because the students are less motivated to write English and having low interest in writing. It was carried out for 6 months from March until August 2017. The source of data is participant, document, and social condition. There are two participants used namely teacher and students. The researcher gets some information from the teacher and students through interviewing process. The researcher chooses students and English teacher of XD class as the participants.

In this research, the researcher observed the activities of the teaching learning process of XD class in SMAN I Jiwan and uses photographs to know the condition of the class during teaching learning process. Besides that, the researcher also uses lesson plan (RPP), students' attendance list, students' writing work, students score, and checklist of observation as the document in the research to know about the procedures, the advantages, and the disadvantages of using Comic Strips in teaching writing of recount text. The researcher used observation, interview, and documentation as the technique of collecting data. An indirect observation is used because the researcher does not actively participate in the classroom interactions and does not have a role to play other than observer. The researcher uses and fills checklist observation during the learning process.

Moreover, the researcher uses voice recorder to record the student's activities in a class. The data got from observation, interview, and documentation in the research is checked using triangulation to measure the validity of the data. There are three kinds of sources for searching confirmation namely direct observation, verbal report, and document. The researcher uses indirect observation and unstructured interview to the teacher and some students in tenth grade students as sample of the research. In analyzing the data, it used three concurrent flows activity of the data analyses called data condensation, data display, and drawing or verifying conclusion (Miles, 2014:31-33).

The researcher selects the entire data and only uses the data related to the research problems. The researcher only focuses on the using of Comic Strips to teach writing recount text. In this step, the researcher displays or shows the data observation, interview, and documentation in the form of description. The researcher display or show the description about the implementation of Comic Strips such as describing about the implementation, the advantages and the disadvantages of teaching writing recount text by using Comic Strips for the tenth grade of SMAN 1 Jiwan in schooling years of 2016/2017. In this step, the researcher reviews the finding of the research to give clear explanation of the aspect that the researcher's analysis is mainly about. By using verifying the data, the researcher concluded throughout the course. The conclusion of the description was taken after the researcher presented the data.

FINDINGS AND DISCUSSION

1. The teaching procedure of teaching writing of recount text by using Comic Strips for the tenth grade students of SMAN 1 Jiwan in the school year of 2016/2017.

There are some activities in the implementation of teaching writing recount text using Comic Strips. The first activity, the teacher introduces a Comic Strips media to the students.

Teacher: *"In this morning we will learn a text using media that is Comic Strips. Do you know what is Comic Strips?"*

Student: *"Comic Strips adalah cerita bergambar Miss"*

The second activity, the teacher distributes Comic Strips one by one to the students and asks them to read it. *"Okay, now I will distribute to you one frame of Comic Strips one by one"*. The students accept one frame of Comic Strips and read it. The third activity, the teacher gives some questions to the students related to the Comic Strips. *"Class, do you know what is the title of this Comic Strips?"*, The students answer that the title of Comic Strips in many version like *"an amazing day in the beach or holiday in the beach"*. *"When did the writers holiday?"*. The students answer *"Last week Miss"*. *"So, what text tells about past activities?"* The students answer *"Recount text Miss"*.

The fourth activity, the teacher explains the material about the definition of recount texts and explains the purpose, generic structure, and language feature of recount text. *"Can you mention the definition of recount text?"* one of the students answer *"the text to tell past experience"* the teacher give explanation, *"Recount text is a text that telling the reader about events or experience which happened in the past"*. Then, *"Do you know the purpose of recount text?"* some students

answer *“Untuk menceritakan kembali kejadian yang pernah terjadi di masa lampau Miss”*. The teacher gives explanation *“The purpose of recount text is to inform or retell past events or experiences to the reader”*. Next, the teacher asks *“Can you tell me the generic structures of recount text class”*. Some students give responses *“Lupa Miss”*. The teacher gives explanation *“Kemarin sudah diajarkan masak lupa, ya udah kita bahas lagi. There are three generic structures of recount text, “First is orientation tells who was involved, what happened, where the events took place, and when it happened. Second is events tells series of events that happened in the past. Third is Reorientation is consists of personal comment of the writer to the story”*. After that, the teacher asks *“Can you mention the language features of recount text class”*. One of students answers *“Using simple past tense Miss”*. The teacher gives explanation, *“The language features of recount text are using simple past tense, persona participant, chronological connection, and adverb of time”*.

The fifth activity, the teacher gives a recount text paragraph and asks the students to analyze the generic structure and language feature of the text. *“Okay, if you have understood my explanation about recount text. I will give you recount text based on the Comic Strips, you must analyze the text. You must find the orientation, events, reorientation and the language features of recount text”*. The teacher and the students analyze the text together.

The sixth activity, the teacher re-shares Comic Strips to the students. *“Okay now I will give you Comic Strips again and I will distribute to you”*. The seventh activity, the teacher asks the students to write a recount text based on the Comic Strips. *“After you read a Comic Strips, please make a recount text based on the Comic Strips with by paying attention the generic structures and also language features of recount text”*, the students pay attention and then starting to write a recount text based on the Comic Strips. The students get Comic Strips from the teacher. The eighth activities, the teacher helps the students when they have difficulty in writing. *“Do you find the difficulties class?”* and the students give responds *“No Miss”*.

The ninth activity, the teacher gives a command and suggestion to the students' handwriting. *“Don't forget pay attention the pattern of recount text, there are many students using simple present tense. Please check again”*. The students pay attention to the teacher's command and suggestion *“Yes Miss”*. The tenth activity, the teacher asks the students to write the final draft based on the teacher's suggestion and comment. *“Okay after I give some suggestions and command about your work, please you can write again your work in other papers”*. The students pay attention about teacher's command and answer, *“Yes Miss”*. The last activity, the teacher asks the students to submit their work. *Okay, if you finish writing the final draft, you can submit your works”*. The students answer *“Yes Miss”* and submit their work.

There are some activities which are similar between the research and previous research by Fika and Mirjam (2013: 3-4) such as the teacher introduces Comic Strips to the students, the teacher gives students Comic Strips were adapted from local and foreign stories which suitable with the content of the story, the teacher gives again Comic Strips to the students, the teacher gives a test the students individually to write a story based on the Comic Strips, and the teacher analysis the product of students writing.

The differences are in whilst activities in this research with the previous research above is the researcher changes, throws, and adds some steps in teaching recount text. Based on the procedure above begins with the teacher explains about narrative text and also the characteristics. To make the writing class more alive and help the students to generate ideas in pre writing, the researcher change it with the teacher explains Comic Strips media first to the students. Then, the teacher changes the material from narrative text become a recount text.

Moreover, to save time the learning process in the classroom, the researcher also throws some steps which is felt will spend time when implemented in the class such as the teacher asks the students to make a group consisting of four students, the teacher asks the group to write a story based Comic Strips that have they got, the teacher and the students discuss together about the students' handwriting, the teacher asks the students to write in pairs based on the story in the Comic Strips, the teacher and the students discuss together about the students' handwriting. Next, the researcher also adds some steps to make the learning process to be better such as the teacher gives a recount text paragraph and asks the students to analyze the generic structure and language feature of the text, the teacher helps the students when have difficulty in writing, the teacher asks the students to write the final draft based on the teacher's suggestion and comment.

The procedures of teaching writing of recount text are summarized as follows:

- a. The teacher explains about what are narrative text and also the characteristics.
 - b. The teacher introduces Comic Strips to the students.
 - c. The teacher asks the students to make a group consisting of four students.
 - d. The teacher gives students Comic Strips were adapted from local and foreign stories which suitable with the content of the story.
 - e. The teacher asks the group to write a story based on Comic Strips that have they got.
 - f. The teacher and the students discuss together about the students' handwriting.
 - g. The teacher gives again Comic Strips to the students.
 - h. The teacher asks the students to write in pairs based on the story in the Comic Strips.
 - i. The teacher and the students discuss together about the students' handwriting.
 - j. The teacher gives the last Comic Strips to the students.
 - k. Then the teacher gives a test the students individually to write a story based on the Comic Strips.
 - l. The last is the teacher analysis the product of students writing.
- 2. The Advantages of teaching writing recount text by using Comic Strips for the tenth grade students of SMAN 1 Jiwan in the school year of 2016/2017.**

- a. *Comic Strips are considered good in assisting the students in understanding vocabulary.*

The first advantages of teaching writing recount text using Comic Strips is this technique is considered good in assisting the students in understanding vocabulary. It can be proved based on the interview toward English teacher and students of XD class. The teacher said that

“Media ini menurut saya sangat bagus mbak, dengan penerapan media ini di dalam kelas membuat siswa dapat memahami apa maksud kosa kata yang ada di dalam Comic tanpa melihat di kamus. Dengan melihat gambar yang ada di dalam comic, siswa dapat mengetahui apa maksud isi cerita tersebut karena biasanya gambar yang ada di dalam comic tersebut mencerminkan isi yang ada di dalam dialog. Jadi siswa dapat menebak kata tersebut melalui gambar yang dilihat di dalam comic.

It means that by using Comic Strips will help the students to guess the meaning of the word through the pictures because the pictures in the Comic Strips reflect the content of the dialogue. Moreover, based on the students interview also adds:

“Comic Strips Efektif diajarkan di kelas karena Comic Strips adalah media yang sangat menarik dan membantu kita untuk lebih mudah memahami kosa kata yang ada di dalam cerita. Kita dapat dengan mudah menebak arti kosa kata tanpa melihat di kamus dengan melihat gambar yang ada di dalam Comic.

It means that Comic Strips is an effective media using in the classroom because the students more easy to understand the meaning of the word by looking the pictures in Comic Strips without looking the dictionary.

In the results of students' writing work shows that almost all of students more creative in composing recount text because they can use a new vocabulary in writing stories which can be got from Comic Strips. It means that the students understand what the vocabulary means in the Comic Strips then they use the new vocabulary in composing a text. It is also supported by the result of research done by Fika and Mirjam (2012: 200) who state that “The use of comic strips is also considered good in assisting the students in understanding vocabulary since the picture and the dialog cooperate with each other meaning that most of the expressions shown by the characters reflect the content of the dialog. Therefore, the students can take advantage by guessing the words through the pictures”. It shows that by using Comic Strips help the students to understand the meaning of the vocabulary by looking the pictures and dialogs which related each other.

b. Comic Strips improve the students' motivation in writing class.

The second advantages of teaching writing recount text using Comic Strips is this technique improve the students' motivation in writing class. It can be proved based on the interview toward English teacher and students of XD class. The teacher said:

“Menurut saya pembelajaran writing menggunakan media Comic Strips ini dapat meningkatkan motivasi siswa di dalam menulis mbak. Dialog yang ada di dalam Comic Strips sangat mudah dibaca dan dipahami oleh siswa ditambah lagi dengan gambar-gambar yang mencerminkan isi ceritanya sangat membantu dan menarik minat siswa di dalam menulis.

It means that by using Comic Strips media can attract and improve the students' motivation in writing class because the pictures in Comic Strips attract the

students in making a text. The pictures in Comic Strips help the students to know the content of the story so it easier the students to compose a text. Moreover, the students add:

“Penggunaan Comic Strips dapat meningkatkan motivasi belajar dalam menulis karena Comic Strips adalah media yang menghibur jadi pembelajaran writing menjadi tidak membosankan lagi”

It means that by using Comic Strips in a class can increase the students' interest in learning to write because this media is an entertaining media. So the learning not bored anymore.

In the results of photograph shows that in the implementation of Comic Strips attracted the students' motivation in writing. Almost all of students pay attention with the teacher' explanation and follow the instruction to make a recount text. By using Comic Strips, students do their task more interesting and they done it leisurely. They enjoy the interesting pictures and simple conversations that they can found in the Comic.

By the use of media, the learning process better than before and they get interested after all. It is also supported by the result of research done by Lutfifati (2011) and Purwanitasari (2010) in Fika and Mirjam (2012: 199) who stated that the use of comic strips is effective to increase the students' writing achievement and stimulate the students' motivation in writing since it is completed with interesting pictures and chronological order of the story. According to Csabay in Yusda and Rasuna (2016: 616), Comic Strips can motivate the students to write a paragraph by the interesting story in Comic Strips, so it is build up students' confidence in the process of teaching learning. Yang in Yusda and Humola (2016: 616) states that Comic Strips is an educational tool in motivating students. Before students thought in words, they felt in pictures. They show that Comic Strips is effective media applied in the classroom because this media increase the students' ability in writing class. By the interesting pictures and the chronological of the stories stimulate the students' motivation in writing.

c. Comic Strips makes the students comprehend the material easily.

The third advantages of teaching writing recount text using Comic Strips makes the students comprehend the material easily. It can be proved based on the interview toward English teacher and students of XD class. The teacher said:

“Menurut saya siswa dapat memahami materinya dengan jelas dan mudah mbak karena di dalam Comic Stripsnya berisi penggalan-penggalan cerita yang singkat dan mudah dipahami oleh siswa. Jadi siswa cepat mengerti apa isi ceritanya”

It means that using Comic Strips media helps the students to comprehend the material clearly because in the media there are a pictures and a short of story that describes the content of the pictures so it facilitates the students easier to catch the content of the story. Moreover, the students said:

“Dengan adanya gambar di dalam Comic Strips memudahkan kita dalam memahami materi dengan jelas”

It means that the pictures in Comic Strips easier the students in comprehend the materials clearly.

The results of observation also shows that in the learning process makes the students fast to comprehend the materials clearly. It is caused the story in Comic

Strips facilitate the students to catch the material which is explained the teacher; the students also show their effort in following the learning process with always answer the teacher' questions related to the Comic Strips. So it makes the learning process in sufficient within the specified time. It shows that Comic Strips as one of media is suitable applied in classroom because help the students to comprehend the material easily.

According to Budiman *et al.* (2012: 39-40), comic strips is a suitable media applied in writing class because Comic Strips are a perfect way for students to write in a good organization. Ferri and Qikurema (2013: 3-4) states that the students' composition is getting better in every writing task by using comic strips. Fika and Mirjam (2013: 185) states that Comic Strips through Process-Genre Based Approach (PGBA) could successfully improve students' ability in writing. It is because Comic Strips consist of story that has a beginning, middle, and end. Therefore, Comic Strips enable to help students to determine the organization of the text.

d. The students are more enthusiastic to follow the teaching and learning process.

The last advantages of teaching writing recount text by using Comic Strips makes the students are more enthusiastic follow the teaching and learning process. It can be proved based on the interview toward English teacher and students of XD class. The teacher said:

“Menurut saya Comic Strips adalah media yang bagus digunakan untuk mengajar menulis di kelas. Saya belum pernah mengajar menulis menggunakan media Comic Strips di kelas jadi siswa terlihat sangat antusias untuk mengikuti proses pembelajaran ini.

It means that Comic Strips is a good media applied in the classroom because the students seem enthusiastic to make a recount text based on the picture of Comic Strips. Comic Strips media helps them to generate idea in composing recount text. So by using Comic Strips in a class make easy the students to compose a text then enthusiastic follow the teaching and learning process. Moreover, the students also said

“Kelebihannya yaitu dengan pembelajaran menulis seperti kemarin sedikit berbeda dengan yang sering dilakukan oleh Ibu guru karena baru kali ini diajarkan menggunakan media Comic Strips. Jadi pembelajaran menjadi lebih menyenangkan dan tidak membosankan”.

It means that the advantages by using Comic Strips in teaching writing is the students more enthusiastic in the class because this is first taught in the classroom so the lesson more interesting and not bored.

The results of observation shows that during the teaching and learning process the students is very enthusiastic follow the learning process because the teaching writing become not monotonous. Comic strips which is given as the guidance for the students to write the recount text. The comic strips pictures help the students to know the elements of the story like plot, character, and theme through visual and dialogue. By knowing the elements of the story, it is makes the students easier to write recount text based on their understanding and their own ideas which get from the pictures. Therefore, the teaching and learning process

become not monotonous because the students find a new atmosphere in writing class.

In the documentation of photograph also shows that all students very enthusiastic in a class because they feel it is a new atmosphere in learn writing. So they feel happy and very attracted to follow teaching learning process. While, in the checklist of observation filled by observer shows that the students follow all the activities in the teaching writing process. It means that the students is enthusiastic and attract to follow the implementation of teaching writing recount text using Comic Strips.

It is also supported by the result of research done by Fika and Mirjam (2012: 194) who states that “The first points as the strengths of the implementation of comic strips strategy is the students were very enthusiastic in paying attention to the comic strips and the story since every student got the comic strips. They could see the picture and the dialog clearly. It shows that by using Comic Strips in the teaching and learning process increase the students’ enthusiastic in class.

3. The Disadvantages of teaching writing recount text by using Comic Strips for the tenth grade students of SMAN 1 Jiwan in the school year of 2016/2017.

a. Some students who are lack of vocabulary does not understand the content of the story.

The first disadvantages of teaching writing recount text using Comic Strips is some students who are lack of vocabulary does not understand the content of the story. It can be proved based on the interview toward English teacher and students of XD class. The teacher said:

“Anak-anak yang pemahaman gambarnya sulit akan mengalami double kesulitan, selain kesulitan di dalam mencerna apa isi cerita yang ada di dalam Comic Strips siswa juga akan kebingungan ketika untuk diminta menulis cerita”.

It means that the students who have difficult to understand the picture will experience double troubles that are difficult to digest the content of stories in Comic Strips and they would also be difficult when writing a text. Moreover, students said:

“Kelemahan dari media Comic Strips ini yaitu kadang ada kosa kata yang tidak dimengerti di dalam cerita jadi susah untuk memahami isi di dalam cerita”.

It means that some students get difficulties in vocabulary, lack of vocabulary make them difficult to understand the content of the story.

In the result of the students’ writing work also shows that many students copied his friend’s work. It means that many students who lack of vocabulary and grammar difficult to know the meaning of the story. So it makes the students also difficult to make a recount text then many of them copied his friend’s work.

b. Some students are still passive in a class.

The second disadvantages of teaching writing recount text using Comic Strips is some students still passive in a class. It can be proved based on the

observation and photographs. In the observation show that few students are still passive in the teaching and learning process. It is caused many of them joke and chat with their friends during the lesson. So it makes them have a low attention in the teaching and learning process. Moreover, the result of photographs shows that few students are lazy to make a recount text. They are passive to follow the teachers' explanation. Many of them just sit and wait for the work of his friends and then copied.

CONCLUSION

It can be concluded that there are introducing the media, explaining and analyzing the recount text, redistributing the media with other topic, asking the students to read and pay attention to, writing a recount text based on the Comic Strips given, monitoring the students' difficulties, correcting their mistakes on writing the text, writing the final draft based on the teacher's suggestion and comment, submitting the final writing, reviewing and giving feedback to the lesson, and closing.

There are some advantages in the implementation of teaching writing recount text by using Comic Strips for the tenth grade students of SMAN I Jiwan in the schooling year of 2016/2017. First is Comic Strips is considered good in assisting the students in understanding vocabulary. Second is Comic Strips can attract and improve the students' interest in writing class. Third is Comic Strips makes the students comprehend the material easily. The last is the students are more enthusiastic to follow the teaching and learning process.

Besides there are some disadvantages in the implementation of teaching writing recount text by using Comic Strips for the tenth grade students of SMAN I Jiwan in the schooling year of 2016/2017. First is some students who are lack of vocabulary does not understand the content of the story. So it makes the students also difficult to make a recount text then many of them copied his friend's work. Moreover, few students also still passive in the teaching and learning process. Many of them just sit then joke and chat with their friends. It makes them have a low attention in the teaching and learning process. So, the result of their writing gets a standard score.

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GUIDELINES FOR ARTICLE CONTRIBUTOR

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



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