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RELIGIOUS AND MULTI-CULTURAL VALUES IN CHARACTER-BASED ENGLISH EDUCATION

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Abstract: The present study portrayed the discourse product *When English Rings the Bell* presumably containing religious and cultural information as extended values and the teachers' integration of the information into classroom, manifesting character-based English education herewith. Under quantitative and qualitative descriptive research design, it unfolded religious information to encompass more lexical units of English words (153 events), fewer Indonesian (9), and few non-lexical units of images (65). Meanwhile, multi-cultural information included more lexical units of English words (99 events), fewer Indonesian (40), and few non-lexical units of images (66). Religious values were, then, synthesized from the most occurrences of wearing particular religious clothes (of 58 events). Meanwhile, multi-cultural values were deduced from the utmost events of communicating and being friendly (of 12 events). Outstandingly, the teachers deployed their creativities of teaching-learning media tailored with the problem-, cooperative-, task-, project-, and service-based strategies to foster the students' English skills. They also suggested the students be creative in their learning to perceive the very religious and multi-cultural information, aimed to alleviate stereotyping cases of certain religious and cultural discourse contents, and promoted peace and unity in Indonesia.

Keywords: *religious, multi-cultural, values, character, English education*

INTRODUCTION

In the midst of 2013, the Minister of Education and Culture as the representative of Indonesian Government introduced a new National Curriculum and brought the outline of character education. The 2013 curriculum mainly dealt with character values (religiousness, social orientation, knowledge and skill) as the outlined competences disseminated into the teaching and learning tasks and replaced the 2006 unit-stratified education curriculum with stratified courses (Ministry of Education and Culture, 2013b, 2013c).

Explicitly, character education to develop learners' competences has been defined. Character education focuses on sex education, health education, environmental studies, multicultural education, peer conflict resolution, risk prevention, and religious studies leading to moral anatomy (Berkowitz, 2014). The targets of moral character education are folded into learning programs for the

desirable competencies to help the graduate foster the positive development (Berkowitz & Bier, 2004). It considers the effectiveness of the promoting of ethical values and performance values (Lickona, Schaps & Lewis, 2007).

Furthermore, cultural inputs can benefit young language learners to comprehend and enjoy its language of illustrated materials of visual clues (images) for vocabulary comprehension (Gordon, 2007; Cameron, 2001). The components of intercultural competence include attitudes and values, and a cognitive ability of intercultural relations of critical cultural awareness (Byram et al., 2001; Moran, 2001). Religious education at school aims to developing students' personality, fostering an understanding of other cultures, and raising students' competence (Fujiwara, 2011). The importance of ELT materials adaptation for diverse ethnic and religious backgrounds led to better interaction between lecturers and students and enhanced better understanding (Warouw & Ikasari, 2013). Relatedly, religious and multi-cultural values were first-and-second vitally prioritized under Indonesian character-based curriculum that learning materials of four English skills in *When English Rings the Bell* (a seventh graders' student book) and teachers' integration of classroom activities should be referred into its religious and multi-cultural information. Yet, the values likely seemed unattended in any study and the present study was going to do.

Hence, students' textbook of teaching-learning materials was somewhat inevitable to achieve the prescribed competences as outlined in a curriculum. The curriculum should consider a "good" textbook from which learning materials arise (Richards, 2005; Richards & Rodgers, 2001). Textbook is full of (spoken/written) discourse, specific linguistic, genre or cultural feature of the texts, and so forth and added visual imaging (Tomlinson, 2013; Harwood, 2010) to color lesson content of textbook materials (Richards, 2006). Later, language learning materials can be printed materials of (possible) text- or course books, flash cards, game, etc. (Tomlinson, 2012). The materials of plentiful spoken and written texts (discourses) present the cultures of the textbook (Harwood, 2010). However, the discourse portrayal of the latest student book for the seventh graders under Indonesian character-based English education slightly remained unsearchable. In depth, the discourse features of "what" and "how" of the student book that essentially attend to discourse principles of equilibrium and appropriateness of wordy and pictorial entities to be inserted in the learning materials for the young learners became first research question. Also, the teachers' teaching and learning routines in congruence with the discourse representation of the materials for the diverse religious and multi-cultural students were problematically attempted and, hence, the aspects constituted second research question.

Normally, the Indonesian amendment curriculum from the 2006 unit-stratified education into the character education has led to revising some educational aspects, including student book and teaching-learning procedures to achieve the goals of the ongoing curriculum (Ministry of Education and Culture, 2013c). Likewise, partly supporting tool for the 2013 Indonesian curriculum achievement to comply with the Minister's decree no. 54, 68 and 71 Year 2013, *When English Rings the Bell*, student book for seventh graders, was introduced as partial curriculum device to convey knowledge (partially through discourse) to allow them to attain the religious and (socially) cultural behaviors as their competences (Ministry of Education and Culture, 2013a, 2013b, 2013d). The

student-book was, later, influential to transfer the character education values (as manifestation of the projected competences) to be gathered with teaching-learning processes (Ministry of Education and Culture, 2013c).

Noting the background, the study emphasized the following researchable angles:

1. the “what” and “how” of the religious and multi-cultural values were schemed into discourse,
2. how teachers integrated the religious and multi-cultural values into teaching and learning activities.

METHOD

This study followed quantitative and qualitative research designs as it focused on two subjects of a discourse work of seventh graders’ student-book *When English Rings the Bell* and several teachers’ documented interviews toward teaching-learning activities.

First, under quantitative research design, discourse data of lexical units (words of English and Indonesian from phrases and sentences) were gathered using vocabulary discourse tool, and those of non-lexical units (images of culturally objective or physical or symbolic signs) were also collected harnessing reflective discourse tool, both of which potentially communicated information of religious and multi-cultural values in English education. Then, using anthropological tool, the gathered discourse data of non-lexical units (the images) were categorized into respective groups of religious and multi-cultural information. Later, applying content analysis, the collected data discourse of lexical units (English and Indonesian words/vocabularies from phrases and sentences) were split up into textual elements of the coding categories as per parts of speech, and those of non-lexical units (images) were also differently grouped into pictorial elements of the coding categories as per anthropological groups of religion and multi-culture. Forth, deploying qualitative content analysis, the given discourse data of textual elements of lexical units and those of pictorial elements of non-lexical units in the texts were analyzed and discussed to reveal underlying discourse messages of the religious and multi-cultural values in the student book. It was meant so to answer the first research question. To answer the second question, teachers were also interviewed to respond with teaching-learning routines under the 2013 character education to be ideally guided with the student-book, and the interviewed outcomes were documented into written information.

FINDINGS

Religious Information as per Lexical Units of English Words in Learning Categories

The finding indicated religious information was enriched with English words of 153 happenings in seven chapters (excluding eighth) of total eight in the student-book, and differently shared into first three most frequent categories of lexical units of words of noun (51 events), pronoun (46), verb (42), and fewest adjective (5).

As seen in figure 1, the words were, then, distributed into a series of first three dominant categories of learning materials of speaking (of 11 happenings), reading (5) and writing (4). Meanwhile, they were absent in category of listening material.

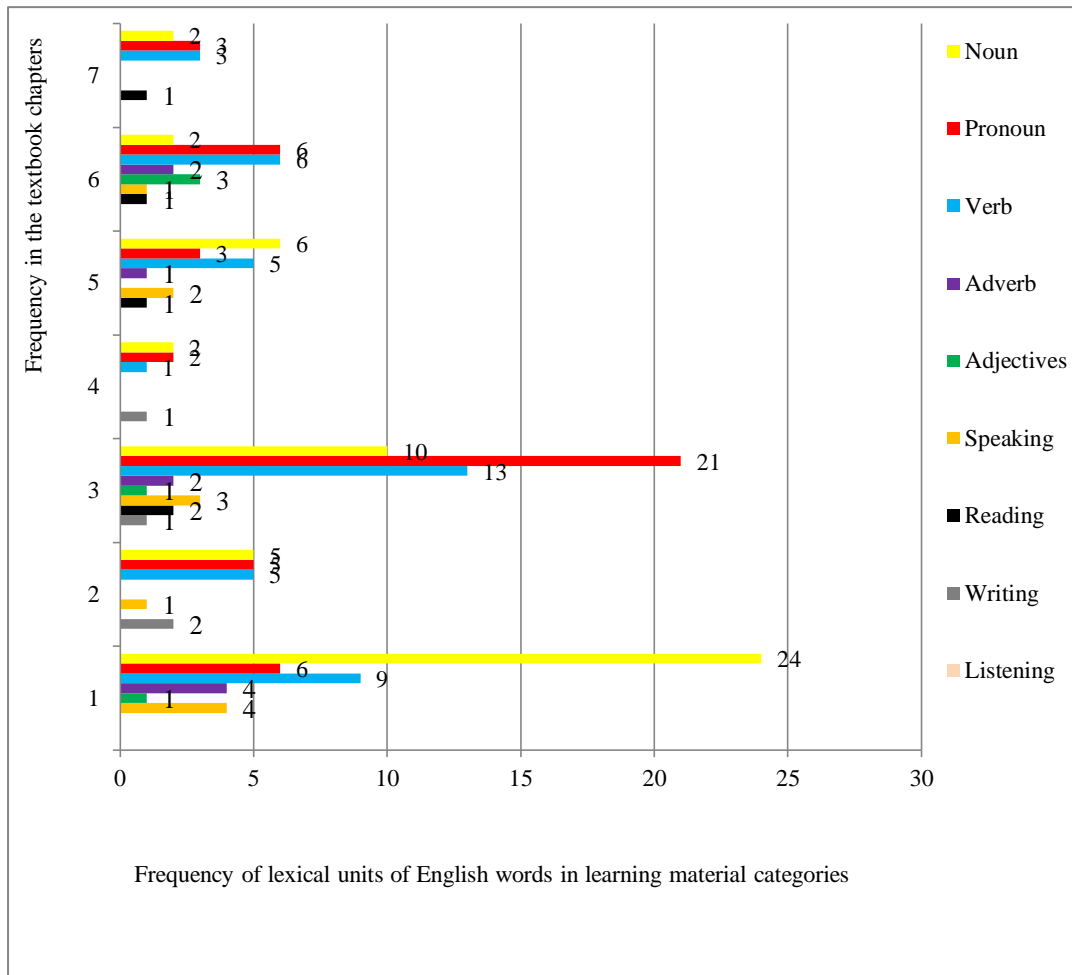


Fig. 1: Religious information as per lexical units of English words in learning categories of the textbook

Religious Information as per Lexical Units of Indonesian Words in Learning Categories

The finding showed religious information was ample of Indonesian words of 9 incidences in two chapters (including first and third) of total eight in the student-book, and solely distributed into categories of lexical units of Indonesian words of noun (of 9 events). Yet, the word did not exist in other categories to construct religious information.

As illustrated in figure 2, the words were, later, divided into two frequent categories of learning materials of reading (5 happenings) and speaking (4). However, they were not found in other two categories of learning materials of writing and listening.

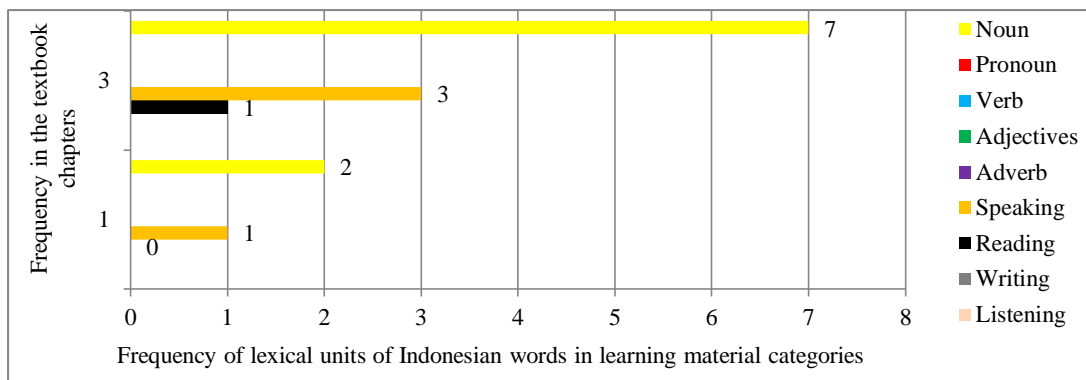


Fig. 2: Religious information as per lexical units of Indonesian words in learning categories of the textbook

Religious Information as per Non-Lexical Units of Images in Learning Categories

The finding unveiled religious information to be abundant with images of 65 incidences from entire eight chapters in the student-book, and unevenly slotted into categories of non-lexical units of images of most frequent cloth of 58 events, building (4), activity/habit (2) and photo (1).

As shown in figure 3, the images were, later, positioned into categories of learning materials of outnumbering speaking of 24 happenings, writing (7) and reading (6). Yet, the images did not occur in two categories of learning material of listening.

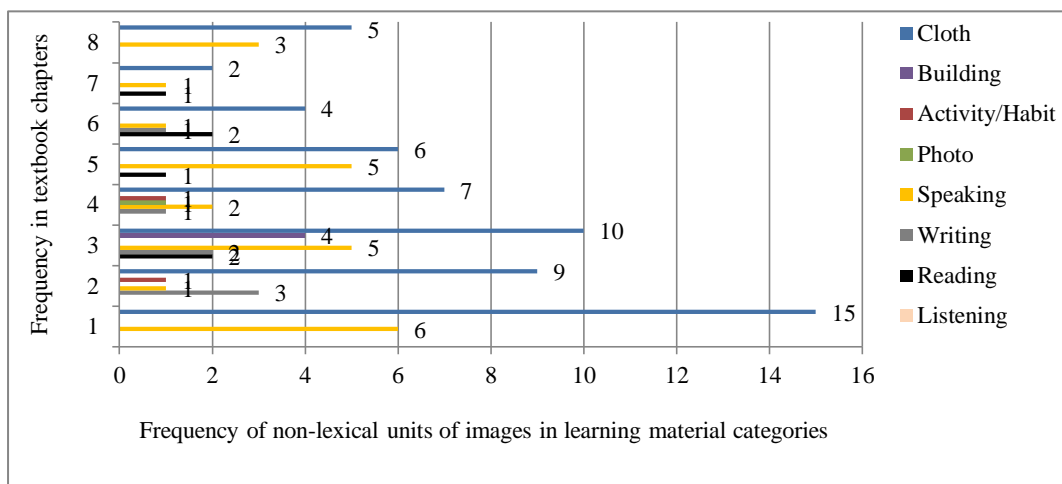


Fig. 3: Religious information as per non-lexical units of images in learning categories of the textbook

Multi-Cultural Information as per Lexical Units of English Words in Learning Categories

The finding displayed multi-cultural information to be framed with English words of 99 happenings that appeared in four chapters (including first, second, third and fifth) of total eight in the student-book, and diversely positioned into

first three most frequent categories of lexical units of the words of verb of 38 events, pronoun (33), and noun (21).

As outlined in figure 4, the words were, subsequently, shared into a series of first three major categories of learning materials of reading of 5 happenings, speaking (2) and writing (1). Yet, they did not present in category of learning material of listening.

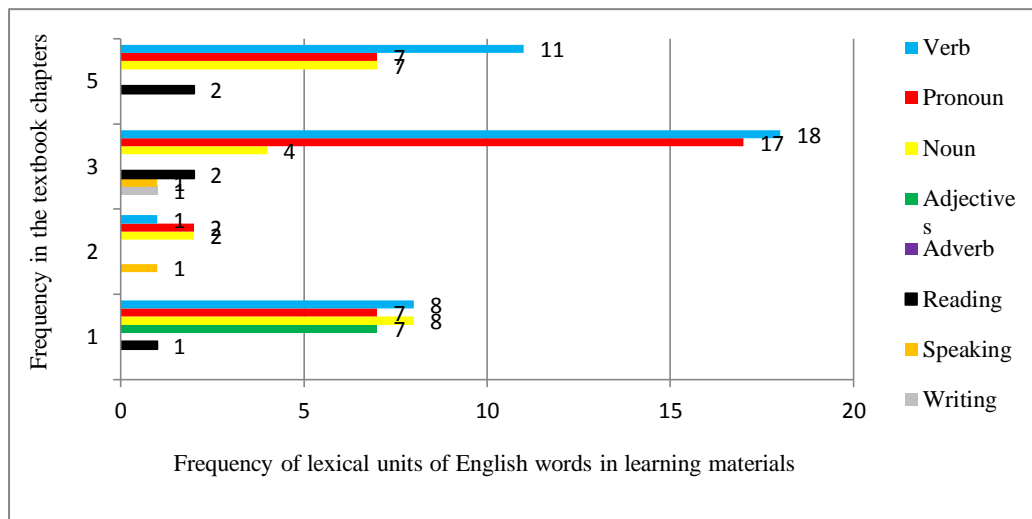


Fig. 4: Multi-cultural information as per lexical units of English words in learning categories of the textbook

Multi-Cultural Information as per Lexical Units of Indonesian Words in Learning Categories

The finding indicated multi-cultural information to be prevalent of Indonesian words of 40 occurrences in five chapters (including first, second, third, fifth and seventh) of total eight in the student book, and mainly segmented into first two major categories of lexical units of the words of noun of 23 events and adverb (14).

As displayed in figure 5, the words were, later, attached to a series of three categories of learning materials of reading of 6 happenings, speaking (3) and writing (2). Nevertheless, they were not apparent in category of learning material of listening.

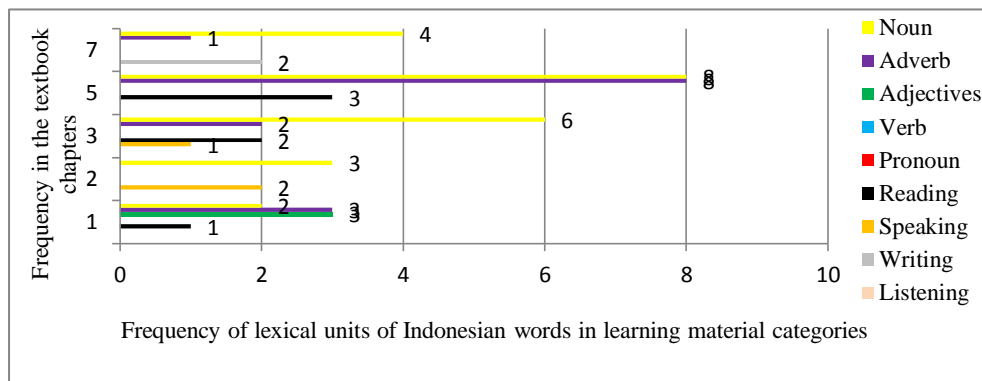


Fig. 5: Multi-cultural information as per lexical units of Indonesian words in learning categories of the textbook

Multi-Cultural Information as per Non-Lexical Units of Images in Learning Categories

The finding manifested multi-cultural information to be outlined within images of 66 incidences from five chapters (including first, second, third, fifth, and seventh) of eight chapters in the student book, and unequally distributed into first three prominent categories of non-lexical units of images of accessory of 58 events, building (18), and cloth (11).

As seen in figure 6, the images were, later, slotted into categories of learning materials of reading of 6 happenings, speaking (3) and reading (3). Still, the images did not happen in learning material of listening.

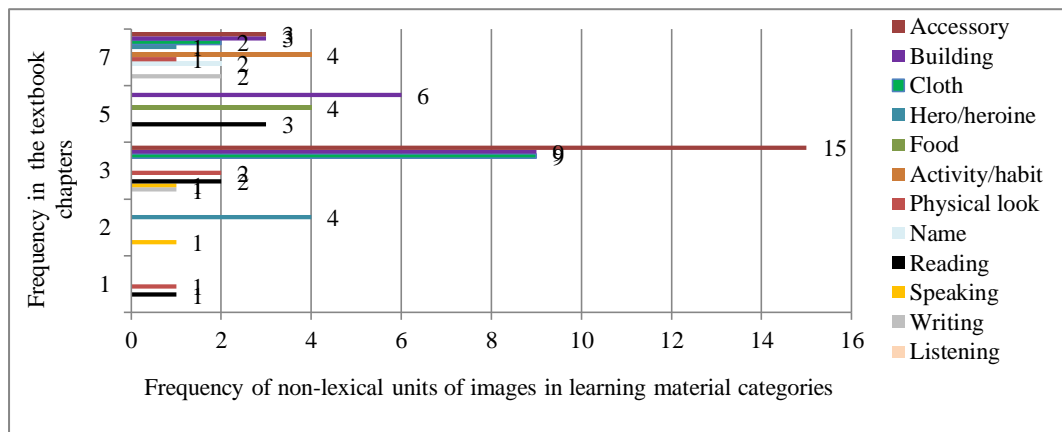


Fig. 6: Multi-cultural information as per non-lexical units of images in learning categories of the textbook

Integrating of Religious Values into Teaching and Learning Activities

The finding suggested teachers of A. (of Christian school), R.P. (of Islamic school), S.C. (of Catholic school) and S.S. (State school) integrated religious values into their teaching and learning activities (of the given four strategies) to promote the development of the seventh graders' English skills. Deeply, all four school teachers incorporated religious values into their teaching and learning activities for the development of the speaking skill category (of 12 events) with problem-, cooperative-, and task-based strategies. Likewise, they respectively did activities for the development of reading skill category (4) with problem-based strategy, that of writing (4) with project-based strategy, and that of listening (4) with cooperative-based strategy. The integration is outlined in figure 7.

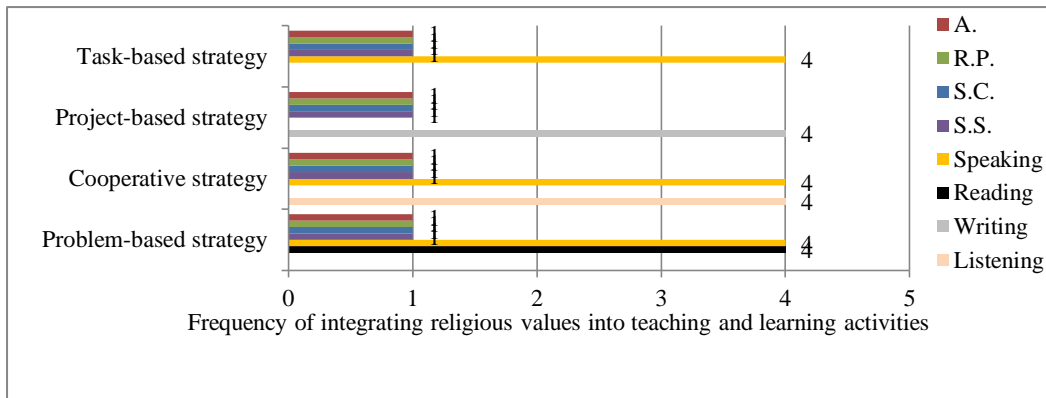


Fig. 7: Integrating of religious values into teaching and learning activities

Integrating of Multi-Cultural Values into Teaching and Learning Activities

The finding manifested teachers of A. (of Christian school), R.P. (of Islamic school), S.C. (of Catholic school) and S.S. (State school) integrated multi-cultural values into their teaching and learning activities (of the given three strategies) to support the development of the seventh graders' English skills. In depth, all four school teachers linked multi-cultural values with their teaching and learning activities for the development of the speaking skill category (of 8 events) with problem-and service-based strategies. They also respectively did activities for the development of reading skill category (4) with problem-based strategy, that of writing (4) with project-based strategy, and that of listening (4) with service-based strategy. The integration is shown in figure 8.

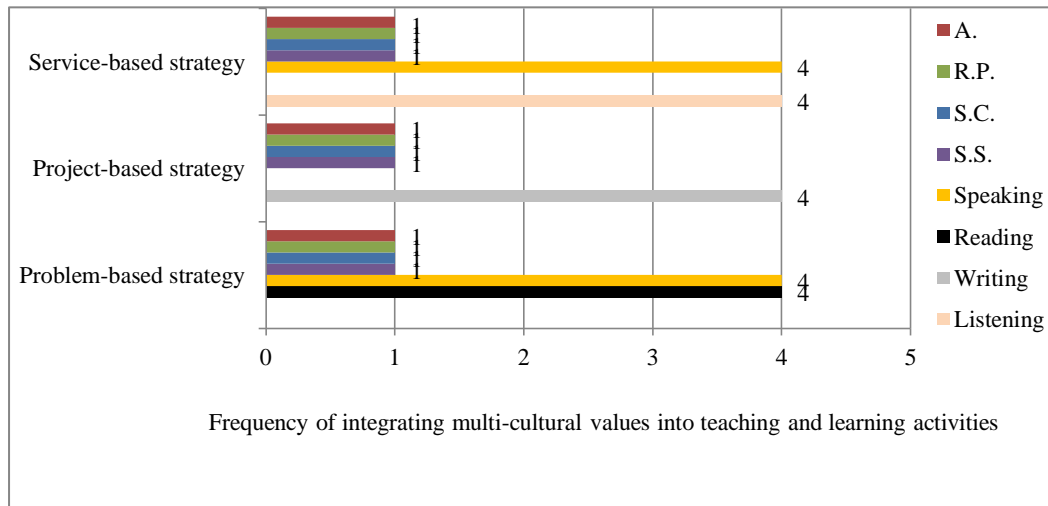


Fig. 8: Integrating of multi-cultural values into teaching and learning activities

DISCUSSION

Religious Information as Ascribed by Lexical Units of English and Indonesian Words, and Non-Lexical Unit of Images in Learning Material Categories of the Textbook

Visibly, the given three tables showed the greatest share of English words (of 153 events) plausibly enriched the novice English learners with more rich lexical inputs. Despite fewer Indonesian words (of 9 incidences), the words integrated with English were to some extent helpful to figure out discourse contents of Indonesian religiousness as the seventh graders are somewhat novice learners in population.

Thus, the writers feasibly inserted “religious” images of (65 happenings) to guide the young learners of plausible limited English and Indonesian vocabulary to perceive the religious discourse contents of the student-book. The implementation of the images to express the religious discourse content of the student-book fitted the young learners’ possible preference of the images to a degree, and enabled them to be more stimulated and interested in learning the content. The number of “clothing” and building images was likely schemed accordingly since the writers aimed to a degree to establish the religious symbolic attributes to be more common and tolerant to the learners’ life of different faiths.

The outlined three tables also manifested the textbook of imbalance distribution of the greatest English words, fewer images and fewest Indonesian words to establish religious discourse contents as one-sided element of religious information in numerous learning material units of different text categories of unequal quantity of the most speaking group of 39 occurrences, fewer reading (22), fewest writing (11), and listening (nil) to prioritize the formulated levels of the learners’ English skills. Probably, category of listening materials was omitted due to the novelty of the learners’ English. The image inclusion was probably “favorable” medium to get the young learners’ interest and acceptance of the religious discourse contents of the textbook, which might later be corresponding to their expectation of more “tolerant, acceptable, safe and interesting” religious discourse contents, and avoid the tendency of the “strongly” written-with-word stereotyped happenings of certain religious illustration.

To conclude, the adoption of the fewer images comparable to lexical inputs from ranging phrasal and sentential constructions of *When English Rings the Bell* to display religiousness manifested the ideal configuration of “good” student-book in part since discourse contents should be developed with balance of images and lexical features to maintain the seventh graders’ interest on reading the student-book as linguistically proven (Tomlinson, 2003; McDonough & Shaw, 1993).

Multi-Cultural Information as Attributed by Lexical Units of English and Indonesian Words, and Non-Lexical Unit of Images in Learning Material Categories of the Textbook

Evidently, the given three tables shed light on English words of 99 happenings to outnumber Indonesian (of 40) to function as linguistic features to develop the informative multi-cultural discourse contents. The distribution of greater English words than Indonesian was probably designed to equip the novice

learners with more English lexical intakes to boost their English vocabulary development to access information from English resources.

In spite of fewer share of Indonesian words, the words tied to English words were enlightening to transfer multi-cultural discourse contents of Indonesia as the seventh graders seemed to be novice learners to a degree. Besides, the integration of Indonesian and English words potentially drew the young learners' attention to learn their multi-cultural discourse occurrences of other inter-island counterparts.

Hence, the adopted elaboration of the images of common Indonesian multi-cultural traits with English and Indonesian words to convey the multi-cultural discourse contents of the student-book was possibly done hitherto to conform to the young learners' needs of the images and gave them more stimulation and interest to learn the contents. Profoundly, the first three dominant images of Indonesian multi-cultural discourse have been posed to comprise cultural buildings of 18 events, accessories (18) and clothes (11). This was likely done as the student-book writers meant to introduce familiar and interesting multi-cultural symbolic hints to the young learners' life of diverse multi-cultural traits.

Obviously, the study unveiled the student-book of disproportion of the most English words (of 99 incidences), fewer images (66) and fewest Indonesian words (40) to constitute multi-cultural discourse contents as one-sided element of multi-cultural information in abundant learning materials units of text categories (of unequal proportion of the most reading group of 17 events, fewer speaking (12), fewest writing (11), and listening (nil) to train the prioritized degrees of the learners' English skills. Feasibly, category of listening materials was left out due to the novelty of the learners' English. The image adoption partly served as carrier to grab the young learners' interest and acceptance of the multi-cultural discourse contents of the student-book, which might later coincide with their expectation of more "tolerant, acceptable, safe and interesting" multi-cultural discourse contents, and minimized the plausibility of the "strongly" written-with-word stereotyped occurrences of dominant cultural representation.

In conclusion, the addition of the fewer images comparable to lexical inputs from ranging phrasal and sentential constructions of *When English Rings the Bell* to shape multi-culture somewhat overlooked to meet the ideal construction of "good" student-book since discourse contents should be developed with balance of images and lexical features to keep the seventh graders' interest on reading the student-book as we have been well-informed by several linguists (Tomlinson, 2003; McDonough & Shaw, 1993).

Religious Informative Values Found in the Textbook

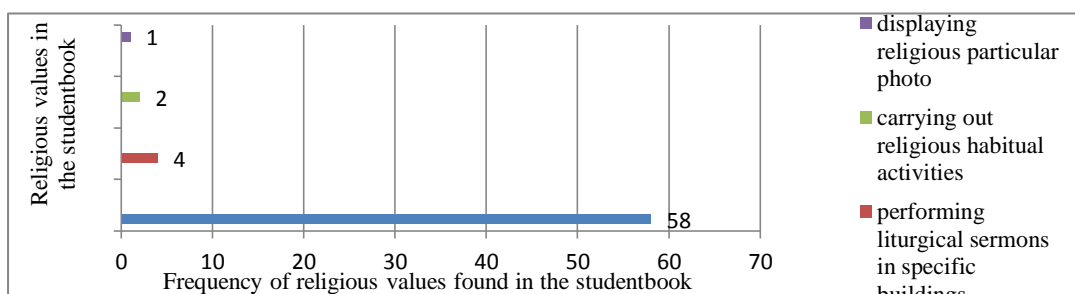

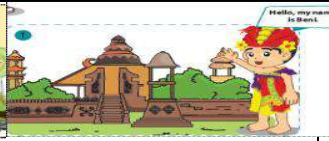




Fig. 9: Religious informative values found in the textbook

As pinpointed in figure 9, religious discourse contents of the student-book were rooted from interpretation of qualitative content analysis towards meanings of the given semantic representation of data analysis units (of any linguistic units of English and Indonesian words), and the symbolic image representation of data analysis units (of any non-linguistic units of images) to retrieve the religious values as the potentially extended values of character education.

Deeply, the meanings were deduced from general symbolic religious illustration of the existing images of most frequent (wearing) clothes (of 58 events), few (performing liturgical sermons in religious) buildings (4), fewer doing religious activities/habits (2), fewest displaying (religious) photo (1) from chapters and pages in the student-book as shown below,

wearing particular religious clothes	performing liturgical sermons in specific building	displaying religious particular photo	doing religious habitual activity
			

Sum, the religious values were not stereotyped as religious liturgical efforts, but informative as religious values of wide representations for the learners to properly behave in their own religious manners for peace and unity despite their diverse religious devotions.

Multi-Cultural Informative Values Found in the Student-book

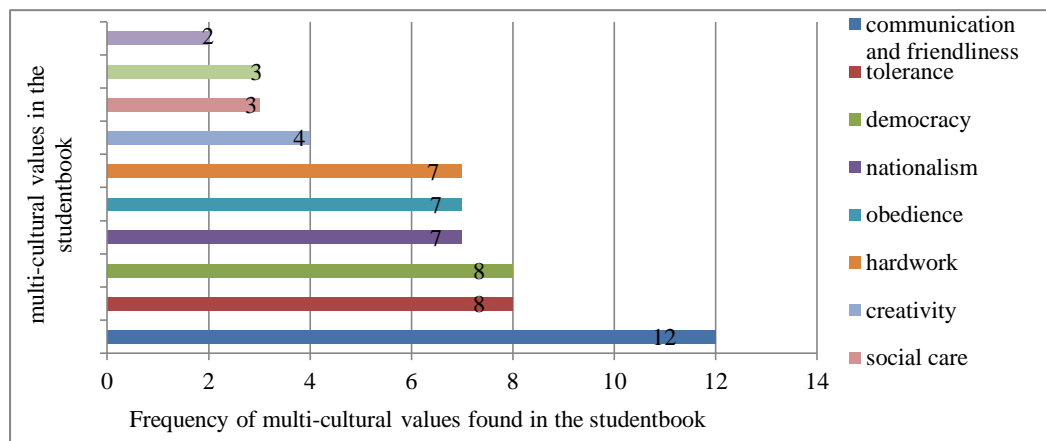












Fig. 10: Multi-cultural informative values found in the student-book

As suggested in figure 10, multi-cultural discourse contents of the student-book were synthesized from interpretation of qualitative content analysis towards meanings of the given semantic representation of data analysis units (of any linguistic units of English and Indonesian words), and the symbolic image representation of data analysis units (of any non-linguistic units of images) to generate the multi-cultural values as the potentially comprehensive values of character education.

Deeply, the meanings were implied from common symbolic multi-cultural depiction of the existing images of most frequent communication and friendliness (of 12 events) of performing acceptable addressing system towards other's possible diverse multi-cultural traits, few tolerance (8) of showing respectful behaviors towards other's different multi-cultural symbolic tribes, few democracy (8) of welcoming to other's various multi-cultural ideas, fewer nationalism (7) of defending own country in battle field, fewer obedience (7) of perceptibly doing daily routines in good ways, appropriate time and place, fewer hard work (7) of working hard together in positive goals in everyday practices, less fewer creativity (4) of designing and producing multi-cultural products, less fewer fewest social care (3) of helping neighbors despite their different multi-cultural groups, less fewer responsibility (3) of doing own tasks, and fewest environmental care (2) of caring of surrounding nature from chapters and pages in the student-book as shown below,

communication and friendlines	tolerance	democracy	nationalism	obedience
				
environmental care	responsibility	social care	creativity	hard work
				

In sum, the multi-cultural values were perceivable as general cultural values of wide multi-cultural instances for the learners to appropriately and acceptably behave in their multi-cultural manners to foster Indonesian peace and unity despite their diverse multi-cultural ethnical societies.

Integrating of Religious Values into Teaching and Learning Activities

On the basis of interviewing of the 3 based-religious and 1 state school teachers, the study highlighted teachers' somewhat similar preferences of implemented problem-, cooperative-, project-, and task-based teaching and learning strategies to develop the students' common religious competences and four English skills.

With problem-based learning, the teachers presented shortly a topic of six religious public places in Indonesia and split students into small groups. They provided some pictures of six religious buildings and assigned them to complete several lost information of the pictures from the given answers in the bracket. Next, they invited them to look for a series of possible religious activities or habits and clothes in the brackets that were proper to the outlined six pictures of

religious building, and instructed every member of the groups to present their work in the class. The strategy was applied to teach reading and speaking. Moreover, they divided them into small groups, distributed listening worksheet related to short recorders about six religious buildings in Indonesia, played the recorders, and asked the members of the group to find out the correct answers of the questions of the worksheet and to present their own work. They aimed cooperative-based strategy to teach listening and speaking. Later, they instructed the students to do composition about their own religious celebration plan, and meant project-based strategy to teach writing. The teacher then introduced task-based strategy by asking the students to pray in English after the class was over, and encouraged the strategy to teach speaking.

Besides, the teachers intensely followed the student-book informative guidance to teach speaking, reading and writing to their students. Interestingly, they created their own models of enhancement to teach listening though the book did not contain listening exercises for them. They creatively sorted out various religious discourse topics and media for presentation in spite of a bit of diversities in terms of the religion devotion credited to the schools. To cope with the diversity of religious topical selections of the discourse creation, the teachers encouraged the students of different religious faith should create their own discourse creativity. They might aim this to avoid stereotyping cases of the certain religious discourse samples.

Integrating of Multi-Cultural Values into Teaching and Learning Activities

Based on interviewing of 4 school teachers of possible multi-cultural cues, the study manifested the teachers' favorable problem-, project-, and service-based strategies to help the students boost their widespread multi-cultural competences and four English skills.

With problem-based strategy, the teachers introduced a general topic of several public places of multi-culture in Indonesia and divided several students into small group members. They distributed some pictures of the places and asked them to select several lost information of the pictures from the given answers in the bracket. They also instructed them to find appropriate connection of a series of multi-cultural activities or habits, accessories, food, cultural bounded people name, local heroes/heroines, architectural buildings, and clothes in the brackets for the outlined pictures of the multi-cultural public places, and invited every member of the groups to present their work in front of the class. The strategy was helpful to teach reading and speaking.

Besides, the teachers assigned the students to browse some information of several pictures of certain multi-cultural public places from the internet and instructed them to write their own composition. The teachers concentrated on project-based strategy to teach writing.

To teach speaking, the teachers sometimes pursued service strategy by sending the students to join English contests with Indonesian multi-cultural dressing code. Likewise, to teach listening, they sometimes prepared dictation model by telling several descriptions of multi-cultural public places and asked them to decide the best pictures relevant to the dictated scripts.

The teachers paid attention to the student-book guidance to teach speaking, reading and writing to the students. But, they designed their own modified

advancement to teach listening though the student-book did not preserve listening tasks for the students. To cope with the diversity of multi-cultural topical preferences, they encouraged their students of different multi-cultures to create their own discourse products. They might scheme this to prevent feasible stereotyping to deal with their own multi-cultural discourse instances.

CONCLUSION

In sum, the writers of the student-book have slightly implemented “tolerant and peaceful” religious images to transfer the religiousness (religious values) with lexical forms of language and, at one time, to attract the young different-religious-faiths learners’ interest and motivation. Their implementation of the lexical units (of English and Indonesian words) to portray the religiousness was viably intentional to improve the seventh graders of liable limited vocabulary to learn the religious informative contents of *When English Rings the Bell* as English has been formally taught. Beneficially, the non-lexical units of images attached to English and Indonesian words served as “feasible and comfortable” carrier of the religious content to gain their acceptance to learn it.

Moreover, the writers plausibly intended the deployment of lexical units of English and Indonesian words (as representation of parts of speech) to illustrate Indonesian multi-cultural discourse informative contents to grab the young learners’ attention and interest to study the contents of *When English Rings the Bell* as the learners have been plausibly familiar with the outlined English and Indonesian vocabulary to figure out their Indonesian life of multi-cultural outlooks. This led to them to include English and Indonesian words to develop speaking, reading and writing text sections of the entire eight chapters. The outlined images (as the non-lexical units of the analysis discourse data) from various text categories of the student-book were somewhat helpful to depict and transfer several messages of multi-cultural values (multi-culture) for the “pillar” of the character values for the learners’ good behaviors and morality.

Again, the knowledge gained from numerous information of the learning materials (of lexical units of English and Indonesian words and non-lexical units of religious and multi-cultural symbolic images) as informative discourse inputs of reading, writing and speaking categories of the student-book) was creatively schemed with the teachers’ selections of teaching-learning strategies to help the learners achieve a set of first and second nominated competences, e.g. religious and socially cultural behaviors. The “creative” teachers could manage their ways to develop the students’ listening skill despite the exclusion of listening materials.

Overall, the religious and multi-cultural information of the student-book was appropriate for the seventh graders of the diverse religious faiths and multi-cultures to gain the prescribed competences of religious and (socially) multi-cultural awareness that the knowledge from the chapter units of learning materials relied on Indonesian character values of life sides. Yet, further discourse studies on different researchable angles on other education values and different teachers’ classroom activities at different education levels are suggestible to add to the discourse scientific collection to promote the character-based English education in Indonesia.

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ENGLISH LANGUAGE TEACHING IN ELEMENTARY SCHOOL: EFFECTIVE OR NOT?

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Abstract: Recently curriculum in elementary school has posed the English subject as an extracurricular subject. However, the meeting is done once in a week during effective learning hours. It challenges the English teacher to formulate English learning activities. This study is aimed to describe the teaching-learning activities, including the English teacher's strategy, material, and media. An English teacher and 29 students of 4A were chosen as the subjects. Mix methods; observation, interviews, and questionnaires were chosen to collect data. The results of observation indicate that the English teacher has the ability in explaining, managing, communicating and evaluating the students. On the contrary, negative responses towards the media used, the attitude, and the benefit of the media were also shown by students' responses. Mainly, they thought that some of what they get did not match with their expectations. Some changes to create effective English teacher strategy and students' participation are discussed.

Keywords: *K13 curriculum, ELT for young learners, elementary school.*

INTRODUCTION

The polemic about learning English in elementary schools is sticking out since at the end of 2013. The pros and cons of the importance of learning English in elementary schools arise from various groups with various considerations. One of them is concerning the fading of nationalism which is instilled early on because foreign language skills were assumed that it could interfere with the process of acquiring mother / local language and Indonesian language. The introduction of English in elementary school is an effort to prepare students to learn English in advance degrees. It is reasonable that recently English is becoming a favorite local content both in the rural and urban areas. It can be seen from many schools in Bangkalan which has introduced English early and become local content starting in grade 1 elementary school. It can also be understood that learning English is considered important as a means of introduction for elementary students about English as an international language.

In line with the above condition, the Ministry of Education and Culture which was officially approved that English is only local content. When the 2013 curriculum occurs the streamlining of the number of subjects and does not bring up English lessons, then English appears in the selected extracurricular (Kemendikbud, 2013). The emergence of English in this extracurricular provides opportunities for schools to choose according to the needs of students. This of course also relates to the area where the school is located and students live.

Apart from the pros and cons, the implementation of the 2013 curriculum which includes English in extracurricular activities is becoming a challenge for elementary school English teachers and academics to formulate these extracurricular activities. This research was conducted in elementary schools throughout the Bangkalan regency because early English learning in this region was considered necessary. The number of emerging tourist villages and foreign tourists who have and will stop in Bangkalan demands that learning English as an international communication tool for citizens is very important. Thus, based on the results of the research that has been presented, the focus of this study is the description of elementary school English learning by implementing the 2013 curriculum.

English in Elementary School Based On K-13 Curriculum

In the 2013 curriculum, English subjects are no longer in the category of local content subjects but are replaced by extracurricular activities that are not required to be taught in schools. Even in 2016/2017, English subjects must be removed from elementary school. However, in the 2013 curriculum, English subjects are still allowed to be taught as extracurricular with various changes. According to the Ministry of Education and Culture (2013), five basic things need to be considered in the 2013 curriculum for Language subjects. First, the material being taught is emphasized on language competence as a communication tool to convey ideas and knowledge, it means that the material being taught is no longer emphasized on grammar/language structure as happened in the previous curriculum. *Second*, students must be accustomed to reading and understanding the meaning of texts and summarizing and re-presenting them in their language.

Whereas in the old curriculum students were only asked to repeat what had been read. *Third*, students are accustomed to compiling systematic, logical, and effective texts through exercises in the preparation of texts which did not occur in the previous curriculum. *Fourth*, students are introduced to the appropriate text rules so that they are not confused in the process of the preparation of the text (according to the situation and conditions: who, what, where). *Fifth*, students Accustomed to being able to express himself and his knowledge with a language spontaneously convincing. Learning English in elementary schools focus on what is needed by students in everyday life. Also, productive skills such as writing and speaking are more emphasized. Although receptive skills such as listening and reading are also taught, both taught to strengthen and hone productive skills (as seen in Table 1).

Table 1: The 2013 Curriculum for the English Language

KTSP Curriculum	K13 Curriculum
1. The material taught emphasizes on grammar/structure of language	1. The material taught emphasizes on language competence as a communication tool to convey ideas and knowledge
2. Students are not accustomed to reading and understand the meaning of the text presented	2. Students are accustomed to reading and understand the meaning of texts and summarizing

<p>3. Students are not accustomed to compiling texts that are systematic, logical, and effective.</p> <p>4. Students are not introduced to the rules of the text that suits their needs</p> <p>5. Students are Less emphasized on the importance of expression and spontaneity in language</p>	<p>and re-presenting in their language</p> <p>3. Students are accustomed to compiling texts that are systematic, logical, and effective through exercises in the preparation of texts</p> <p>4. Students are introduced to the appropriate text rules so that they are not confused in the process of preparing the text (according to the situation and conditions: who, what, where)</p> <p>5. Students are accustomed to being able to express themselves and their knowledge in spontaneous convincing language</p>
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Source from Kemendikbud (2013)

Concepts of English Extracurricular Learning

Recently English has posed as an extracurricular subject. Although it has become extracurricular, the concept of English extracurricular learning in elementary schools has not been clearly explained in the 2013 curriculum. Thus, schools and English teachers have difficulty when implementing English language policies as extracurricular. To overcome this difficulty, the Ministry of Education and Culture through Decree number: 0128 / MPK / KR / 2013 dated June 5, 2013, addressed to all Heads of Provincial / District / City Education Offices throughout Indonesia, gave freedom to schools to develop curriculum 2013 independently adapted to conditions in the school. Thus, extracurricular activities, in this case, can be interpreted as activities carried out by students outside of study hours as stated in the standard curriculum. Extracurricular activities aim to make students able to develop themselves including the development of personality, talents, interests, and abilities in various fields outside the academic field. This activity is usually held and funded independently by the school and the students themselves. That means that English extracurricular activities will be carried out outside of student learning hours at school by following the rules set by the Ministry of Education and Culture in the 2013 Curriculum as listed in table 1 above.

Besides, Abduhzen (2013) emphasized that English subjects must be included in extracurricular activities so as not to burden students at school. English learning activities must be presented in a cheerful, relaxed and uplifting atmosphere so that the language sciences are easily absorbed and digested. Because the goal of elementary school extracurricular learning is as communicative as is needed in daily life, the learning design must be close to the needs of students and practice productive skills (speaking and writing).

METHOD

This study will describe elementary school English learning by implementing the 2013 Curriculum. This study uncovers natural phenomena (naturalistic) conducted by the subject when implementing English learning and the main instrument is the researcher himself. Therefore, this type of research is exploratory research, while the research approach is qualitative. The subjects in this study were fourth grade A students of SDN Demangan 1 Bangkalan Academic Year 2019/2020 with 1 English teacher. The third-grade elementary school students were chosen as research subjects because these students assumed that they were able to communicate oral and written.

In addition to the researcher as an instrument in this study, the researcher was assisted with supporting instruments, namely (a) English language learning instrument documents for the 2013 curriculum (b) observation sheet instruments for English teacher and student activities, and (c) student questionnaire instruments. After the research subjects are selected, then to collect data related to research questions, researchers need data regarding the activities of elementary students and English teachers when learning English. The data collection process in this study is: collecting documents on English language learning tools for grade 4 elementary school, observing the activities of English teachers and students when learning English takes place. In this case, the researcher records the verbal and nonverbal expressions of students and English teachers and records the behavior (expressions) of students and English teachers including the unique things that the subject does when the learning takes place. Furthermore, researchers interviewed subjects related to aspects related to English language learning using the 2013 curriculum. When one subject has been completed, the same thing is done to other subjects, to obtain the desired data.

Credibility in this research is by triangulation. The triangulation of interview data in this study uses the triangulation of sources at different times, namely comparing and checking data or information from the results of documents, observations, and interview results obtained through different times. So that researchers may re-interview on the same subject, then compare the results of the interview at different times. In addition to triangulation, researchers also performed other techniques, namely matching data from research results through discussion of subjects and peers to examine data or information, interpretations of the results of prepared reports.

Regarding data analysis process in this study consisted of categorizing data related to, materials, strategies, and media that are relevant to this research. Afterward reducing unnecessary and irrelevant data. Exposure to the data that has been categorized, then performed data checks to determine the consistency of information provided by the subject to obtain credible research data (triangulation of data). Next is interpreted data as a process of understanding the meaning of a series of data that has been presented. Then a discussion and compare credible research results data were conducted with certain literature and theories to describe elementary English learning with the 2013 curriculum. Last, concluding by formulating meaning from the results of research based on the results of the discussion of the data collected.

FINDINGS AND DISCUSSION

The results of this study are based on problems in the research that are related to English teacher teaching strategies, teaching materials and instructional media used in the classroom.

Findings

This research was conducted in 4 meetings, namely 22 and 25 July, 1 and 8 August. The observations were carried out at three meetings and ended with questionnaires at the last meeting. Based on observations obtained at meetings 1 student in grade 4A is still doing a basic introduction with the new English teacher. At meetings 2 & 3 the teaching and learning process was discovered. In the second meeting, the English teacher gave a talk about "simple present" and the third meeting about "daily activities". Learning takes place in one meeting 2 x 30 minutes or equivalent to 1 hour. 15 minutes before school hours are used to condition students at 7.00. Students were conditioned by the English teacher to be in the classroom, by starting to read prayers, then proceed to read the Yasin letter, and singing the national anthem Indonesia Raya. While in a separate room, the English teacher prays in the English teacher's room. At 7.15 the English teacher enters the classroom and starts the teaching and learning process.

Overall from 2 consecutive meetings namely the second and the third meetings, I obtained several English teacher strategies in explaining teaching material, managing classes, communicating and evaluating students. The following will be described:

English teacher strategies in explaining the material

In explaining the subject matter, the English teacher appears to master the subject matter. This can be seen when the English teacher explains, can develop teaching materials by learning objectives. Also, the English teacher can deliver material by including examples that are relevant to students. By paying attention to the systematic delivery order from the easiest to the most difficult.

- Q : anyone knows simple present tense?
S1 : I know ma'am. Daily use
T : like what?
S1 : I eat 3 times a day.
Q : What do these simple present uses mean?
S1 : Habit ma.

The dialogue excerpt above is a dialogue that was taught by an English teacher above, showing that an English teacher in delivering material by giving questions directives starting from easy questions to the most difficult.

Class management strategy

Based on observations found that in classroom management, English teachers often give warnings to students who are not paying attention, the English teacher explains loudly by using a loudspeaker that is "mix", the English teacher occasionally approaches students who have difficulty, and focuses attention on all students. But not too many, students passing by, approached the English teacher to ask questions.

Communication strategies with students

English teacher and student communication occur a lot in the core activities, after the English teacher explains, often the English teacher provides an opportunity for students to ask questions. This is done to anticipate students' difficulties in capturing learning material. Besides, the English teacher also uses language that is more easily understood by students.

Strategies for evaluating students

Based on observations of meetings 1 and 2, the English teacher evaluates at the end of the lesson such as giving assignments, correcting students' homework, daily tests. Or give practice questions, after the English teacher explains.

Teaching materials

Based on observations it is also known that teaching materials used by students are books. In this case, the English teacher combines teaching materials from 3 different curricula, namely 1994, 2006 and 2013. The three books used in teaching English for grade 4, namely English for beginners; English for grade 4 elementary schools (Priyanto, 1994); Grow with English; an English course for elementary school students book 4 (Mukanto, 2006); Basic English skills; English activities for elementary school students grade IV (Lidwina, 2014) and Basic English New edition for Elementary School Year IV (Sulaiman and Ament, 2016).

Instructional Media

Learning media that are often used by English teachers, among others, films and pictures. From the results of the questionnaire obtained data regarding student responses related to media use, student attitudes, and media benefits for students, overall it can be said to be good. Although the frequency of use is still sometimes used. More details can be seen in the results of the calculation of the questionnaire given to students at the end of the meeting.

Tabel 2: The result of Students' Response

No	Pertanyaan	SL	SR	KK	TP
The use of Media in the Teaching-Learning Process					
1	English teacher uses media in the teaching-learning process	13	9	7	2
2	English teacher uses various media in the teaching-learning process	13	11	6	1
3	English teacher uses the handbook as the main source	8	10	13	
4	English teacher can use various media in the teaching-learning process	11	16	3	1
Total		45	46	29	4

Students' Attitude toward Media Used					
5	I am easy to understand the material if the English teacher uses the media	11	9	11	
6	I am easy to get bored if there are No. media used by the English teacher	4	2	13	12
7	I am motivated to learn English because the English teacher uses the media	9	12	10	
8	I feel nervous or worried when I am learning English	1	4	5	21
Total		25	27	39	33
The frequency of Media Used					
9	English teacher only uses the media eventually	8	9	13	1
10	English teacher always uses media in the teaching-learning process	10	16	5	
11	English teacher always uses media when practice speaking class	4	9	12	6
	teaching media				
12	English teacher always uses media in Laboratory		5	14	12
13	An English teacher can not use the media optimally	2	4	8	17
Total		24	43	52	36
The benefit of using media					
14	I get the benefit of the English teacher teaching media	17	8	5	1
15	I am easy to understand the material taught without media	7	9	13	2
16	I get easily understand the material by using the media	8	10	11	2
17	I feel so motivated because the media make me love English lesson	10	9	8	4
18	I can not get the benefit of teacher teaching media	1	3	6	21
Total		43	39	43	30

From the above table, it indicates that English teacher often uses a variety of learning media that is related to the questionnaire results data which states 37% states often use and 36% always use. Related to students' attitudes towards the use of media obtained 39% of students prefer to take English lessons using the media and 40% of students feel satisfied following the lesson if there are no media.

Judging from the frequency of using the media, the results of the questionnaire showed 52% of students stated English teachers often use media. While the benefits of instructional media are greatly felt by students because they can be more easily understood by the lesson, this is seen in questions no. 14 and 16. 55% claim to feel the benefits and 36% approve the benefits for utilizing the lesson.

DISCUSSION

In short, from the results of the above research, it can be said that learning English in the 2013 curriculum, pedagogical approach is very important for teaching children. Overall, English teachers can teach using teaching strategies with a pedagogical approach that is adapted to the characteristics of students including English teachers being able to explain material using simple language, managing classes by giving attention to all classes, approaching students who experience difficulties, communicating with students and evaluating students well. This is in line with what was said (Freiberg & Driscoll, 1992; Philips, 2000; Sabilah, 2004).

Besides that, the selection of teaching materials and the use of appropriate media can facilitate students to understand the lesson. This is in line with what Heinich (1993: 66) said that visual media can increase students' interest in what has been explained by the English teacher because there are concrete instructions. Moreover, the English teacher chooses the media by adjusting the material, learning objectives and student interest, such as what Ornstein's (1990: 320) has stated, that is, the right media can succeed in student learning.

CONCLUSION

From the results and discussion of the research, it can be concluded that the 2013 English language learning curriculum, is inseparable from the English teacher's pedagogical abilities, the selection of appropriate teaching materials, and the use of media that is tailored to student interests, teaching materials, and learning objectives. All of these are important factors in learning, to create an atmosphere of effective and conducive teaching and learning in the classroom. However, regarding English teacher teaching methods need to be improved, more student-centered, more interactive and communicative. The frequency of the media can be used more often in the classroom, so students could be more easily understand the material being taught. Last, further research is needed related to the implementation of the 2013 curriculum in learning English.

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DEVELOPING LISTENING MATERIALS FOR THE TENTH GRADERS OF ISLAMIC SENIOR HIGH SCHOOL

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Abstract: This study is intended to develop listening materials. The research problem was “What is the appropriate listening material for the tenth graders of Islamic Senior High School of *MA Ma’arif 7 Banjarwati*. The study was designed in the form of Research and Development (R & D). The steps were need analysis, developing listening materials, expert and teachers’ validation, revision, try out, and final product. In collecting the data, several instruments were used. They are try-out, questionnaire, observation, and field notes. After the materials have been developed and validated by the expert and teacher, then it is tried out. Ten students were involved the try out. After the try out, the students stated their opinion. For the attractiveness, clarity of the recording, speed of delivery, vocabulary usage, and difficulty. Most the students stated that the materials were very good. For the result of the try out, the students made the most mistakes on ticking true or false activities. The steps of the research are need analysis, developing materials, expert and teachers’ validation, revision, try out and the final product. The product of this study is teacher’s book, student’s worksheet, and the listening materials. The materials are compiled in the form of CD. They are the language, length, content, style, and speed of delivery, the style of delivery and the quality of the recording. The materials are suitable with the students’ need, interest, and level of students’ ability in English. Listening activities can motivate students’ interest in learning English. Listening materials can give teachers a lot of input to be better in preparing listening activities.

Keywords: *Listening, Development, Listening Materials.*

INTRODUCTION

Listening is the most important skill in learning language of other skills like speaking, reading, and writing. This skill is considered to be the most important because all people in their daily life listen every day. They are listening to people speaking, tape recorder, radio, and television. According to Nunan (1999) listening is the Cinderella skill in second language learning. The Cinderella skill here means that listening is not really taught a lot. Another reason why listening is important is that the ability to understand what others say is essential for communicative interaction. People interact in their daily life with others. During the interaction process, people are listening to others then followed by speaking. Thus, it can be inferred that listening comes earlier than speaking.

Another fact showing how listening is more prominent than speaking is in the process of teaching and learning in the classroom. In that process, teachers start speaking and students listen to their teacher. Furthermore, in language learning, most activities are spending in listening process. It has been claimed that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening (Nunan, 1998). The frequency of students to listen is much more than to speak in the classroom. But mostly they listen to the teacher talking or explaining the lesson. It is very ironic to students when they have to study English because teachers talk a lot, reading the passage; tell a story or a joke, students just listen. It is not very good because what students hear is not native. By this process, the listening skill is often neglected in teaching and learning for foreign language.

As a skill which is frequently used in daily life, listening mostly covers every aspect of life. In spite of the importance of listening, the skill is considered one of the most neglected and difficult skills in language teaching. The reason is because the teachers do not emphasize the listening objectives. Thus, most teachers just let the listening develop naturally. Another reason that listening is not emphasized is as the teachers do not have much experience in teaching effective listening. Teachers do not know the best way to teach it. Out of the four skills – listening, speaking, reading, and writing – listening is naturally considered as the primary skill in the acquisition of the native (first) language (Cahyono and Widiati., 2011:15). As a primary skill, it is very important to be taught but in reality, it is seldom taught even never at all. Therefore, listening has been neglected to a secondary position in the English language teaching classroom. In reality, in research, not many researchers are doing on listening skill they prefer doing research on speaking, reading, and writing. This phenomenon can be seen that not many books particularly available in listening skill. So, the teachers get difficulties in choosing the materials.

The listening materials basically almost involve many aspects of life. It means that they contain many things dealing with our daily lives. The materials are usually not well organized. In many cases it can be seen that sometimes the listener can predict what the speakers are going to say. In the same time, for many learners, listening to a taped message is more difficult than reading. Dealing with this case, some suggestions have been proposed by Fang (2008) as follows:

First, present students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversations, interviews, story-telling, English songs and so on. Second, attempt to discover visual aids or draw pictures and diagrams related to the listening topics to aid students to guess or imagine actively. Third, grade listening to the students' level, and offer authentic materials rather than idealized filtered samples. Forth, knowledge of structure is an important part of listening proficiency although most published materials underscore for the meaning of the passage rather than listening for the structure that clearly embodies the meaning. Thus, as teachers must understand and carefully choose what materials are going to be used in teaching listening.

Ideally, all skills have to be taught in learning languages. Most English teachers, including the researcher himself rarely teach listening skill to the students. Thus, the target of learning achievement is not able to be reached. Then students always feel bored in learning listening activities. They think listening is

very, very difficult indeed. Mainly they do not like listening just because they are not accustomed to listen. Automatically students' speaking ability is not good.

The teaching of listening at *the tenth graders* does not make a good result of students' achievement. This is because the teachers rarely teach them listening, if so just listening to the songs only. The factors why the teachers rarely teach listening are because the materials are inadequate. Another factor is the teachers are low of payment so they are not motivated in providing good materials for teaching listening skill. Actually at *MA Ma'arif 7 Banjarwati*, there has been English laboratory and in this academic year there has been a multimedia room which can be used to teach listening well. Unfortunately, the usage of the room is less effective since the teachers do not take advantage of it.

Some previous studies in developing listening materials for language teaching have been done by Hartani (1999), Rosyidah (2002), and Zainuri (2008). In Hartani's study, the product of her study is still in the form of cassette for the students of secretary academic. In Rosyidah, (2002) the product is mostly in the form of monologue texts and consists of only one dialogue (conversation) text. In Zaenuri (2008) the product is specified on CD recorded materials, teachers' guide and students' worksheet. Something good is that the topics of the materials are relevant to the syllabus and the materials are good because they were recorded three times. Their researches are similar to the researcher's research. It is about developing listening materials.

THEORETICAL REVIEW

The Importance of Teaching Listening

Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in a very real sense they are "creating the meaning in their own minds" (Helgessen 2003).

While-listening activities are the real listening activities. In this step, students' comprehension is the most important one to be checked. The purpose in this activity is to check students' general understanding on what they are hearing. What the students hear is in the form of spoken text whether it is monologue or dialogue text. Harmer (2007) describes the text as text-related task. The text-related tasks are 'any kind of follow up activity which might be either a response to a content of the text or a focus on aspects of language in the text' (Harmer, 2007).

The English Standard of Content for Listening Skill

The English standard of content of senior high school is almost the same as the English standard of content for junior high school. Both of them consist of four parts, i.e. background, objective, scope, and standard competence and basic competence. In the background, language learning becomes the vital one to support the success of study. It gives a lot of thing to be used in preparing better future because students are hoped to be able to know themselves, culture and others' culture. In addition, the language learning can help them to express idea and feeling, participate in community, and even can find and use their analytical and imaginative ability which are existed on themselves. As a means of

communication orally and in written form, students are able to understand and express any information, thoughts, and improve knowledge, technology, and culture. All communicative skills are proved and developed into four skills, i.e. listening, speaking, reading and writing. These four skills are hopefully able to create discourse in community lives. Therefore, English is directed to improve those skills in order that the graduates can communicate and have a discourse in certain literacy level. The literacy level includes per formative, functional, informational, and epistemic levels. On level of per formative, people can read, write, listen and speak with used symbols. In functional level, people can use language to fulfill their daily lives such as read newspaper and so on. In informational level, people are hoped be able to access knowledge and science with language capability, while in epistemic level, people can use and express their knowledge into the target language. (Departemen Pendidikan Nasional 2006)

The Nature of Listening Comprehension

It has been claimed that over 59 percent of the time that students spend functioning in foreign language will be devoted to listening (Nunan, 1998). Listening is the nature precursor to speaking; the early stages of language development in person's first language are dependent on listening. Basically in learning anything or other skills in learning languages listening is the one to be the most important. Thus, listening is the way of learning language. It gives the learner information from which to build up the knowledge necessary for using language. When the knowledge has been built up, they begin to speak.

Anderson and Lynch (1998) distinguish between reciprocal and non-reciprocal listening. Reciprocal listening refers to those listening tasks where there is the opportunity for the listener to interact with other speakers, and to negotiate the content of the interaction. Non-reciprocal listening refers to tasks such as listening to the radio or a formal lecture where the transfer of information is in one direction only from the speaker to the listener.

Micro and Macro Skills of Listening

Brown (2007:308) explains some micro and macro skill of listening on a list which are very essential and give much benefit to a process of teaching language especially in listening. In this case they can help teachers on achieving maximum target in teaching listening by providing certain strategies on creating effective teaching process. The micro and macro skill of listening are as follows: (1) Retain chunks of language of different lengths in short term memory; (2) discriminate among the distinctive sounds of English; (3) Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, into national contours, and their role in signaling information; (4) Recognize reduced forms of words; (5) Distinguish word boundaries, recognize a core of words, and interpret word order pattern their significance; (6) Process speed at different rate of delivery; (7) Process speed containing pauses, errors, corrections, and other performance variables; (8) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms; (9) Detect sentence constituents and distinguish between major and minor constituents; (10) Recognize that a particular meaning may be expressed in different grammatical forms; (11) Recognize cohesive devices in spoken

discourse; (12) Recognize the communicative functions of utterances, according to situations, participants, goals; (13) Infer situations, participants, goal using real word knowledge; (14) From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (15) distinguish between literal and implied meanings; (16) Use facial, kinesics, body language, and other nonverbal clues to decipher meaning; (17) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling for comprehension or lack thereof.

Process of Listening Comprehension

Theoretically, listening comprehension is regarded as an active process in which individual concentrates on selected aspects of aural input, forms meaning from passages, and associates what he or she hears on existing knowledge. Commonly, as it is known well, that there are two process of listening comprehension. They are bottom up listening and top-down listening. These two processing intersect to develop an interactive processing which is called as the third type of listening comprehension. Fang (2008:22) states three points of listening comprehension as follows: Bottom up processing (the first type) is activated by the new incoming data. The features of the data pass into the system through the best fitting, bottom level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds, from the smallest meaningful units to complex texts. Thus, phonetic units are decoded and connected together to construct words, words are connected together to construct phrases, phrases are connected together to construct utterances, and utterances are connected together to construct complete, meaningful texts. That is to say, meaning is arrived at the last step in the process. This process is closely associated with the listener's linguistic knowledge. However, bottom-up processing has its weak points.

Understanding a text is an active process between the listener's previous knowledge and the text. Efficient comprehension that associates the textual material with listener's brain doesn't only depend on one's linguistic knowledge. Top-down processing (second type) is explained as employing background knowledge in comprehending the meaning of a message. Carrel and Eisterhold (1983:557) point out that in bottom up processing, the system makes general predictions based on a higher level, general schemata, and then search the input for information to fit into these practically satisfied, higher order schemata. In terms of listening, the listener actively constructs or reconstructs the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what she/he hears. Context and situation involve such things as knowledge of the topic at hand, the speakers and their correlation with the situation, as well as with each other and previous events. We must realize if the incoming information the listeners hears is unfamiliar to him, it can't evoke his schemata and he can only depend heavily on his linguistic knowledge in language comprehension.

Problems of Teaching Listening

Since the process of teaching listening is going, the learners are sometimes getting some mistakes in doing the exercise. It means that the learners get some problem in hearing recorded materials. Learners' problems are related to some difficulties faced by them in listening. Ur (2002:111) comments on learners' problems or difficulties in listening as follows:

- a. Trouble with sounds. Since most listeners rely mostly on context for comprehension, they are often themselves unaware or inaccurate sound perception.
- b. Have to understand every word. This is a very common problem, often unconsciously fostered by the teachers and/or listening comprehension materials which encourage the learner to believe that everything that is said bears (equally) important information. The effort to understand everything often results in ineffective comprehension, as well as feelings of fatigue and failure. We may need to give learners practice in selective ignoring of heard information-something they do naturally in their mother tongue. We should explain this point to the learners, and set them occasional tasks and ask them to scan a relatively long text for one or two limited items of information.
- c. Can't understand fast, natural native speech.
- d. Need to hear thing more than once.
- e. Find it difficult to keep up
- f. Get tired

Types of Listening Comprehension Activities

As in other skills, variety of listening activities is also classified into several kinds that differentiate from the level of difficulty. Some listening comprehension activities are proposed by Ur (2002:113). He classifies listening comprehension activities into four types as follows:

First, no overt response; the learners do not have to do anything in response to the listening; however, facial expression and body language often show if they are following or not. Three kinds of activities are classified in this type of activity. (1) *Stories*. Tell a joke or anecdote, retell a well-known story, read a story from a book; or play a recording of a story. If the story is well-chosen, learners are likely to be motivated to attend and understand in order to enjoy it. (2) *Songs*. Sing a song yourself, or play a recording of one. Note, however, that if no response is required learners may simply enjoy the music without understanding the words. (3) *Entertainment: films, theater, video*. As with stories, if the content is really entertaining (interesting, stimulating, humorous, dramatic) learners will be motivated to make the effort to understand without the need for any further task.

Second, short response; in this case, the learners make a response based on what they are hearing but the response itself is not long or even very long. Several categories of these types of activities are as follows: (1) *Obeying Instruction*. Learners perform actions, or draw shapes or pictures, in response to instruction. (2) *Ticking off Items*. A list, text or picture is provided: listeners mark or tick off words/components as they hear them within a spoken description, story or simple list of items. (3) *True/False*. The listening passage consists of a number of

statements, some of which are true and some false (possibly based on material the class has just learnt). Learners write ticks or crosses to indicate whether the statements are right or wrong; or make brief response ('true!' Or 'False!' for example); or they may stay silent if the statements are right; say 'No!' if they are wrong. (4) *Detecting mistakes*. The teacher tells a story or describes something the class knows, but with the number of deliberate mistakes or inconsistencies. Listeners raise their hands or call out when they hear something wrong. (5) *Cloze*. The listening text has occasional brief gaps, represented by silence or some kind of buzz. Learners write down what they think might be the missing words. Note of the text is recorded, the gaps have to be much more widely spaced than in a reading one; otherwise there is not enough time to listen, understand, think of the answer, and write. If you are speaking the text yourself, you can more easily adapt the pace of your speech to the speed of learner response. (6) *Guessing definition*. The teacher provides brief oral definition of a person, place, thing, action or whatever; learners write down what they think it is. (7) *Skimming and Scanning*. A not-too-long listening text is given, improvised or recorded; learners are asked to identify some general topic or information (skimming), or certain limited information (scanning) and note the answer (s). Written questions inviting brief answers may be provided in advance; or a grid, with certain entries missing; or a picture or diagram to be altered or completed. Third, Longer responses.

METHOD

The research design of this study is Research and Development (R&D). As stated by Borg and Gall (1983:772) cited in Latief.M. A (2010:101) research and development (R&D) is a process used to develop educational and validate educational products. The study is intended to develop and produce the materials which are used in school. The materials will be developed are listening materials for the tenth graders of *MA Ma'arif 7 Banjarwati*.

The development process of the materials in this study follows Hyland's model (2003). The development includes the process in modifying the available sources by adapting the materials in the ways of adding, deleting, modifying, simplifying, and reordering the materials.

The procedure in developing listening materials at *MA Ma'arif 7 Banjarwati* is through some stages consisting of Need Analysis, Developing Listening Materials, and Expert and Teacher's Validation. Procedures used to collect information about learners' need are known as needs survey (Richards, 2001). Needs survey is used in a number of purposes in language teaching. For instance, it is used to identify whether the materials in language teaching process is appropriate or not, to give the answer on students' need in developing materials in teaching, and to find particular problems of the students related to their experiences in learning.

In needs survey, three instruments are used to collect the data. The instruments are questionnaire, interview guide, and field notes. As the first instrument used, questionnaires are distributed to the tenth graders of *MA Ma'arif 7 Banjarwati* and English teachers. Besides questionnaires, interview is also used to get the data. The interview is done to the English teachers. It is used to get information about the adequacy of listening materials and also to the listening materials needed. The third instrument used in needs survey is observation. In

observation, the researcher uses field notes to notice basic important thing in line with the listening process to develop listening materials.

In developing the materials, mapping of the materials is done at first. The map here consists of a topic, listening aims, indicators, main activities and added with the extension activities. The topics are based on the Standard of Content and syllabus used for the tenth graders. While the activities in listening materials which will be developed, are based on the students' and teachers' suggestion. Vocabulary building activity is added before the students listen to the materials beside extensive activities. After the materials are developed and before they are tried out, the materials will be given to the experts and teachers to be validated. In research and development (R & D), the try-out should be carried out to know the quality of the product. The judgment of the quality is based on the practicality, effectiveness, clarity of the recording, attractiveness, speed of delivery, and level of difficulty of the materials. During the try-out, the researcher just observes the implementation of the materials taught by the selected teacher. One teacher is selected to do the try-out process. The selection is based on the length of the teacher's experience in teaching English. The purpose of doing the try-out is to obtain the information deals with the practicality and effectiveness of the materials developed.

The subjects of the try-out are the English teachers and the students of the tenth graders of *MA Ma'arif 7 Banjarwati*. One English teacher was selected to do the try-out. The selected teacher is chosen from the length of the experience he/she teaches English at the tenth graders. The main subjects of the try-out are the tenth graders of *MA Ma'arif 7 Banjarwati* in the academic year 2017/2018. In selecting the class for the try-out, the simple random sampling was used. Then, the stratified sampling is used to choose ten students to do the try-out. The stratification is based on the students' competence in English. In this case, the students are classified into five categories based on the level of students' competence i.e. very clever, clever, fair, poor, and very poor. From each level of the competence, two students were chosen randomly by the lottery then they participated the try-out.

To collect the data during the try-out, questionnaire, observation, and field notes are used. The questionnaire is distributed to the teacher and students after the try-out are finished. For the teachers, the questions deal with the practicality and effectiveness of the materials. Practicality here is intended to know whether the teacher feels easy to implement the materials and for the effectiveness deals with the benefits of using the materials in teaching English especially in listening skill. The observation is the second instrument to collect the data during the try-out. After all the data have been collected, then it is presented. In presenting the data, the researcher uses different ways. The data obtained from the questionnaires of the students, are calculated in percentage. The data obtained from questionnaires, interview, and observation, are presented in the form of qualitative way in which the data are presented descriptively.

FINDING AND DISCUSSIONS

The Result of the Needs Analysis

The result of the observation showed that the tenth graders of *MA Ma'arif 7 Banjarwati* was never taught listening materials. It was because there was no listening materials which were appropriate with the curriculum provided by the school. Therefore, the researcher conducted the research on developing listening materials there in order that the teaching of listening could be implemented and the materials used appropriate with the suitability with the existed curriculum. So, developing listening materials need to be done strongly. Two main sources were considered having very important role in this stage. They were the teachers and the students. Both of them were given questionnaires. The teachers said that most the students had been learning English since primary school. Their English were mostly not very good, even poor. During the tenth period, they were never taught listening skill. To generate their motivation, providing good materials was really needed especially the primary skill among four skills in English.

The Developed Materials

The result of the developed materials consisted of 13 units. The materials were in the form of teacher's book and students' worksheet. The teacher's book and the students' worksheet were the same for the activities in each unit. For teacher's book, it contained teachers' note and recording script. The recording were taken from internet and listening book. The developed materials can be seen on the following maps of the materials on each unit and map of the recording on CD.

Table 1: Map of the Materials on Each Unit.

UNIT	TOPICS	LISTENING AIMS	MAIN ACTIVITIES	EXTENSION ACTIVITIES
1	Greeting and partings	Task 1: listening for specific information – completing gaps. Task 2: listening for specific information – ticking yes/no questions. Task 3: listening for specific information – answering questions.	<ul style="list-style-type: none"> Listening to the recording and completing the gaps in the table. Listening to the short conversation and answer the questions with yes or no answer. Listening to the short conversation again and answer the questions correctly. 	In pairs, tell students to write a simple dialogue about greetings and partings as the example from task 2 then let them perform in front of the class pairs by pairs.
2	Introduction	Task 1: listening for specific information – completing gaps. Task 2: listening for specific information – matching half sentences.	<ul style="list-style-type: none"> Listening to the several conversations to fill in the blanks. Listening to the recording and match half sentences. 	One by one, students introduce themselves in front of the class then in pairs, they introduce someone to someone else.

3	Announcement	<p>Task 1: listening for specific information – completing chart.</p> <p>Task 2: listening for specific information – multiple choice.</p> <p>Task 3: listening for specific information – putting the number in the correct places.</p>	<ul style="list-style-type: none"> • Listening to the announcement of job vacancy to complete the chart. • Listening to the announcement and choose the best answer. • Listening again to the announcement and putting the number in the correct places. 	<p>Divide the students into five groups then give out 5 different pictures where they usually hear the announcement. Tell them to make a certain question related to the picture in each group. Encourage them to have a speaking activity from one group to another group in turn.</p>
4	Talking about past event	<p>Task 1: listening for specific information – completing gaps.</p> <p>Task 2: listening for specific information – answering questions.</p>	<ul style="list-style-type: none"> • Listening to short conversations to fill in the gaps. • Listening to the monologue text then answer the questions correctly. 	<p>Give out a blank of paper to each student and tell them to write their funny experience in a short paragraph. Choose the best five among of them then tell them to read in front of the class. Encourage other students to ask some questions related to their experience.</p>
5	Making invitation	<p>Task 1: Listening for specific information – completing gaps</p> <p>Task 2: Listening for specific information – ticking true or false</p>	<ul style="list-style-type: none"> • Listening to several short dialogues to fill in the gaps. • Listening the dialogue and stating if it is true or false based on the dialogue. 	<p>In pairs, give the students pictures of certain situation such as wedding party, birthday party, reunion, etc. Ask them to write a simple dialogue or conversation related to the picture provided.</p>
6	Making or declining appointment	<p>Task 1: Listening for specific information – answering questions</p> <p>Task 2: Listening for specific information – multiple choice</p>	<ul style="list-style-type: none"> • Listening to a dialogue between Keith and Cathy to answer the questions correctly. • Listening to the dialogue to choose the correct answer. 	<p>Provide the students with different topics of situation. Tell them to choose one topic and write a strong reason whether they have to make or decline the appointment.</p>
7	Telling stories	<p>Task 1: Listening for specific information – Multiple choice</p> <p>Task 2: Listening for specific information –</p>	<ul style="list-style-type: none"> • Listening to the story to choose the correct answer. • Listening to the story and stating if it is true or false based on the story. 	<p>Ask the students individually to write their unforgettable experience.</p>

			ticking true or false	
8	Expressing happiness	Task 1: Listening for specific information – completing chart. Task 2: Listening for specific information – completing gaps.	<ul style="list-style-type: none"> • Listening to the recording and write expression of happiness. • Listening to the conversation to fill in the blanks. 	Ask the students in random to mime as the teacher reads some expressions of happiness. Invite other students to clap for each miming. The funniest miming is decided by the most clapping he or she get from other students. He or she is the winner.
9	Asking for and showing attention	Task 1: Listening for specific information – completing table. Task 2: Listening for specific information – completing gaps	<ul style="list-style-type: none"> • Listening to the recording to fill in the blanks. • Listening to the recording to match the phrases. 	In pairs, ask the students to write a dialogue which in that dialogue contains asking for or showing attention
10	Song	Task 1: Listening for specific information – matching phrases	<ul style="list-style-type: none"> • Listening to the song to complete the gaps with the phrases provided. 	Invite all the students to sing a song together. Make sure that they can sing the song well and correctly. If they do not, help them how or show them the ways.
11	Showing sympathy	Task 1: Listening for specific information – completing gaps Task 2: Listening for specific information – completing gaps. Task 3: Listening for specific information – answering questions.	<ul style="list-style-type: none"> • Listening to the recording to complete the gaps in the table. • Listening to the recording to fill in the blanks. • Listening to the recording to answer the questions correctly. 	Draw a certain situation orally. Invite the students to give responds for that situations orally.
12	Giving instruction	Task 1: Listening for specific information - ordering	<ul style="list-style-type: none"> • Listening to the dialogue and numbering the instruction. 	In pairs, give the students a number of instructions. In turn, tell them to read the instructions and another student do as

		sentences		instructed in front of the class.
13	How to make something	<p>Task 1: Listening for specific information – ordering sentences.</p> <p>Task 2: Listening for specific information – ticking true or false.</p>	<ul style="list-style-type: none"> Listening to the recording and numbering the step in cooking rice. Listening to the procedure of cooking jelly and stating if it is true or false. 	Provide a series of picture of “How to make something” for instance how to charge mobile phone battery or how to make chicken nugget and etc. Tell them to explain its procedure.

Table 2: Map of the Recordings on CD

UNIT	TOPICS	TASKS	TRACKS	NOTES
-	-	-	Audio Track 1	CD 1
1	Greetings and Partings	Intro to unit 1	Audio Track 2	CD 1
		1	Audio Track 3 – 6	CD 1
		2	Audio Track 7 – 10	CD 1
		3	Audio Track 11 - 14	CD 1
2	Introduction	Intro to unit 2	Audio Track 15	CD 1
		1	Audio Track 16 – 19	CD 1
		2	Audio Track 20 - 23	CD 1
3	Announcement	Intro to unit 3	Audio Track 24	CD 1
		1	Audio Track 25 – 28	CD 1
		2	Audio Track 29 – 32	CD 1
		3	Audio Track 33 – 36	CD 1
4	Talking about past events	Intro to unit 4	Audio Track 37	CD 1
		1	Audio Track 38 – 41	CD 1
		2	Audio Track 42 – 45	CD 1
5	Making invitation	Intro to unit 5	Audio Track 46	CD 1
		1	Audio Track 47 – 50	CD 1
		2	Audio Track 51 – 54	CD 1
6	Making or Declining Appoinment	Intro to unit 6	Audio Track 55	CD 1
		1	Audio Track 56 – 59	CD 1
		2	Audio Track 60 - 63	CD 1
7	Telling Stories	Intro to unit 7	Audio Track 64	CD 1
		1	Audio Track 65 – 68	CD 1
		2	Audio Track 69 – 72	CD 1
8	Expressing Happiness	Intro to unit 8	Audio Track 1	CD 2
		1	Audio Track 2 – 5	CD 2
		2	Audio Track 6 – 9	CD 2
9	Asking for and Showing Attention	Intro to unit 9	Audio Track 10	CD 2
		1	Audio Track 11 – 14	CD 2
		2	Audio Track 15 – 18	CD 2
10	Song	Intro to unit 10	Audio Track 19	CD 2
		1	Audio Track 20 – 23	CD 2
11	Showing sympathy	Intro to unit 11	Audio Track 24	CD 2
		1	Audio Track 25 – 28	CD 2
		2	Audio Track 29 – 32	CD 2

		3	Audio Track 33 – 36	CD 2
12	Giving Instruction	Intro to unit 12	Audio Track 37	CD 2
		1	Audio Track 38 – 41	CD 2
13	How to make something	Intro to unit 13	Audio Track 42	CD 2
		1	Audio Track 43 – 46	CD 2
		2	Audio Track 47 – 50	CD 2

The Expert and Teachers Validation

After the materials were developed based on the needs analysis, then it was validated. The materials validated were the results of teachers' interest and need, students' interest on need analysis. In general, the expert considered that the materials developed were good. It included the style, the content, the language, and the recordings. The expert was an English lecturer. He suggested to revise as soon as possible in order to be able to be tried out. In term of revision, not many things had to be revised. Three things were validated by the expert. He validated first on the evaluation of content. According to him, the evaluation of content were very good. So, he judged it good for all units (unit 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13). Beside the content, the expert also validated the evaluation of language. In this part, he judged it fair for 8 units (unit 1, 2, 4, 6, 7, 10, 11, and 12) and judged it good for 5 units (unit 3, 5, 8, 9, and 13). He judged it fair because there were many mistakes on vocabulary. So, he suggested to check the correctness of the transcription. In relation to the evaluation of style, the expert judged it fair for 6 units (unit 2, 4, 5, 8, 10, and 11) and he judged it good for 7 units (unit 1, 3, 6, 7, 9, 12, and 13). There were some errors on capitalization of words of unit 2 so he suggested to fix it up. Then in accordance with the unit 4, 5, 8, 10, and 11, he suggested to put the numbers in brackets.

Two teachers validated the materials. The first teacher commented on the recorded materials that some units were fast that is unit 4, 6, and 13. The second teacher commented the speed of delivery sometimes does not meet the student's ability because the students were lack of vocabulary and background where they studied in junior high school before. There was no problem from unit 1 to unit 13. Related to the speed of delivery, (appendix 10), the first teacher judged it fair for 3 units (4, 6, and 13) and judged it good for 10 units (1, 2, 3, 5, 7, 8, 9, 10, 11, and 12). The second teacher judged it fair for 3 units (4, 7, and 10) and judged it good for other 10 units (1, 2, 3, 5, 6, 8, 9, 11, 12, and 13). Meanwhile, concerning with the length (appendix 11), the first teacher judged it fair for 4 units (4, 6, 7, and 12) and judged it good for other 9 units (1, 2, 3, 5, 8, 9, 11, and 13). The second teacher judged it fair for 2 units (3 and 7) and judged it good for 11 units (1, 2, 4, 5, 6, 8, 9, 10, 11, 12, and 13).

Revision

In general, the revision was done on the product of the book and only very little thing on the recording that was because there were two sentences missing on the recording of unit 11 for task 2. The revision on the product of the book was done on several things namely table of content, teacher's note, activities in each unit, and the recording script. In relation with the table of content, teacher's note, activities in each unit, and the recording script, the revision in detail would be described in the following tables.

Table 3: The revision of the materials on the table of content

NO	BEFORE REVISION	AFTER REVISION
1	LIST OF CONTENTS	TABLE OF CONTENTS
2	Teacher's notes and answers	Teacher's note and introduction
3	- Ticking information : completing gaps. - Checking informaion: ticking yes/no question.	Task 1: Completing Gaps Task 2: Ticking Yes/No Questions.

Table 4: The revision of the materials on teacher's note

NO	Units	BEFORE REVISION	AFTER REVISION
1	Introduction	All the <u>activity</u> in each unit is based on the listening graded for the ten graders of senior high school	All the <u>activities</u> in each unit is based on the listening graded for the ten graders of senior high school
2	1	- <u>As a model, teacher pronounce</u> some expressions about greetings and partings and being followed by the students. - <u>Teacher writes</u> unfamiliar words on the board then pronounce them and being followed by the students. - Give students time to do the task 1 <u>complete the gaps</u> , 2 <u>answer yes or no questions</u> , and 3 <u>answer questions correctly</u> . - Answer key	- <u>Pronounce</u> some expressions about greetings and partings and being followed by the students. - <u>Write</u> unfamiliar words on the board then pronounce them and being followed by the students. - Give students time to do the task 1 (complete the gaps), 2 (answer yes or no questions), and 3 (answer questions correctly). - Key to the tasks.
3	2	- Teacher introduces herself in front of the class as a model - Answer key.	- <u>Introduce herself or himself</u> in front of the class as a model. - Key to the tasks
4	3	- Answer key.	- Key to the tasks.
5	4	- Unit 4 PAST EVENT. - Answer key.	- Unit 4 TALKING ABOUT PAST EVENT. - Key to the tasks.
6	5	- <u>Teacher pronounces</u> them and followed by the students. - Answer key.	- <u>Pronounce</u> them and followed by the students. - Key to the tasks.
7	6	- Unit 6 MAKING OR DECLINING <u>APPOINMNET</u> . - Answer key.	- Unit 6 MAKING OR DECLINING APPOINTMENT. - Key to the tasks.
8	7	- <u>Teacher writes</u> the title of the story and unfamiliar words on the board. - <u>Teacher pronounces</u> them and being followed by the students. Then translate them all. - Answer key.	- <u>Write</u> the title of the story and unfamiliar words on the board. - <u>Pronounce</u> them and being followed by the students. Then translate them all. - Key to the tasks.
9	8	- Answer key.	- Key to the tasks.
10	9	- Answer key.	- Key to the tasks.
11	10	- Answer key.	- Key to the tasks.
12	11	- <u>Teacher says</u> some examples of expressions of showing sympathy followed by the students. - Answer key.	- <u>Pronounce</u> some examples of expressions of showing sympathy followed by the students. - Key to the tasks.

13	12	- Invite two or three students to come <u>forwards</u> . - Answer key.	- Invite two or three students to come <u>forward</u> . - Key to the tasks.
14	13	- Answer key.	- Key to the tasks.

Table 5: The revision of the materials on activities in each units

NO	Units	Tasks	BEFORE REVISION	AFTER REVISION
1	2	1	- Malik: I _____, my name is Malik Helen: Hi, my name is Helen.	- Malik: (<u>I</u>), my name is Malik Helen: Hi, my name is Helen.
2	4	1	- David: What did you I _____, yesterday John?	- David: What did(<u>I</u>)_____, today John?
3	5	1	- The international students association is having a party on Saturday night. I _____?	- The international students association is having a party on Saturday night. (<u>I</u>)_____?
4	8	2	- Yeah. My daughter Maggie made that family tree for a I _____ school.	- Yeah. My daughter Maggie made that family tree for a (<u>I</u>) school.
5	10	1	- A hole I _____.	- A hole (<u>I</u>)_____.
6	11	1	- W: Yes, I heard about it too. It was I _____.	- W: Yes, I heard about it too. It was (<u>I</u>)_____.

Table 6: The revision of the materials on the recording script

NO	Units	Tasks	BEFORE REVISION	AFTER REVISION
1	All	All	No instructions before the all Tasks in each unit	The instructions are added in each unit
2	1	3	No recording script	The recording script is added

Table 7: The revision of the materials on the mp3 or recordings

NO	Units	Tasks	BEFORE REVISION	AFTER REVISION
1	-	-	Semester 1	Semester one
2	11	2	W: What's the matter with you, Rudy? M: I had an accident last night?	W: What's the matter with you, Rudy? M: I had an accident last night?

The result of the Try out

In general the try out talked about the researcher's observation, students' opinion about the materials, students' task and teachers' opinion about the materials. There were 13 units of the developed materials. Four units only were tried out. It was unit 1, 2, 7, and 13. They were chosen because in those four units could cover all activities in each unit of 13. During the try out, the researcher just sat and observed all the activities occurring at the process of teaching and learning. He was not involved at all because he wanted to know if the developed materials was effective, efficient, and practical enough to teach listening. What he did was only observed and made some notice for the data.

After the try out was finished, the students were asked to answer some questions about the tried out materials. According to students' opinion the materials were attractive enough. More specifically the attractiveness on the materials were 67.5 % of the students considered very well, 25 % were good, and

7.5% considered them fair. Meanwhile, for the clarity of the recording, 75% students considered very well, 15% considered them good, and 10 % considered them fair. Concerning with the speed of delivery, 17.5% of the students considered that the materials were very good, 50% considered them good, and 12.5% considered them fair. Besides the attractiveness, the clarity of the recording, and the speed of delivery, the researcher considered that the vocabulary usage and the difficulty of the materials were very important. Based on the observation it was obtained that 37.5% of the students considered that the vocabulary usage of the materials were very easy, 50% considered them easy, and 12.5% considered them fair. In relation to the difficulty of the materials, 27.5% of the students considered that the materials were very difficult, 52.5% considered them difficult, and 20% considered them fair.

During the try out, the students enjoyed a lot because they were never taught listening before for a year. When the try out was finished, the students were asked to collect their works then the researcher calculated how many of them were making mistakes on unit 1 task 1, 2, and 3, unit 2 task 1 and 2, unit 7 task 1, and 2, and unit 13 task 1 and 2. Actually the students were good at listening. The result of their work was not disappointing. For unit 1 task 1, the students in total made 13.75% mistakes among 80 items of the gap filling activities, unit 1 task 2 they made 18% mistakes among 50 items of questions, unit 1 task 3 they made 20% mistakes among 50 items questions. Meanwhile, for unit 2 task 1, the students made 20% mistakes among 60 items of gap filling activities and for unit 2 task 2, they made 23.3% mistakes among 100 items of matching halves sentences activities.

In unit 7 there were 5 questions of multiple choice and 5 questions of ticking true or false. For unit 7 task 1, the students made 20% mistakes among 50 items of multiple choice and for unit 7 task 2, they made 24% mistakes among 50 items of ticking true and false activities. Then for unit 13 task 1, the students made 22% mistakes among 50 items of ordering sentences and they made 20% mistakes of ticking true or false for unit 13 task 2.

The Final Product

After all steps in doing research was over, the final product of the listening materials were presented. It was presented after the validation process form the expert, his comments and suggestions, and the try out. The final product can be seen from the following table.

Table 8: The content of Students' Worksheet

UNIT	TOPICS	TASKS	ACTIVITIES
1	Greetings and Partings	Task 1: listening for specific information – completing gaps. Task 2: listening for specific information – ticking yes/no questions. Task 3: listening for specific information – answering questions.	<ul style="list-style-type: none"> • Listening to the recording and completing the gaps in the table. • Listening to the short conversation and answer the questions with yes or no answer. • Listening to the short conversation again and answer the questions correctly.
2	Introduction	Task 1: listening for specific information – completing	<ul style="list-style-type: none"> • Listening to the several conversations to fill in the blanks.

		gaps. Task 2: listening for specific information – matching half sentences.	<ul style="list-style-type: none"> • Listening to the recording and match half sentences.
3	Announcement	Task 1: listening for specific information – completing chart. Task 2: listening for specific information – multiple choice. Task 3: listening for specific information – putting the number in the correct places.	<ul style="list-style-type: none"> • Listening to the announcement of job vacancy to complete the chart. • Listening to the announcement and choose the best answer. • Listening again to the announcement and putting the number in the correct places.
4	Talking about past event	Task 1: listening for specific information – completing gaps. Task 2: listening for specific information – answering questions.	<ul style="list-style-type: none"> • Listening to short conversations to fill in the gaps. • Listening to the monologue text then answer the questions correctly.
5	Making invitation	Task 1: Listening for specific information – completing gaps Task 2: Listening for specific information – ticking true or false	<ul style="list-style-type: none"> • Listening to several short dialogues to fill in the gaps. • Listening the dialogue and stating if it is true or false based on the dialogue.
6	Making or declining appointment	Task 1: Listening for specific information – answering questions Task 2: Listening for specific information – multiple choice	<ul style="list-style-type: none"> • Listening to a dialogue between Keith and Cathy to answer the questions correctly. • Listening to the dialogue to choose the correct answer.
7	Telling stories	Task 1: Listening for specific information – Multiple choice Task 2: Listening for specific information – ticking true or false	<ul style="list-style-type: none"> • Listening to the story to choose the correct answer. • Listening to the story and stating if it is true or false based on the story.
8	Expressing happiness	Task 1: Listening for specific information – completing chart. Task 2: Listening for specific information – completing gaps.	<ul style="list-style-type: none"> • Listening to the recording and write expression of happiness. • Listening to the conversation to fill in the blanks.
9	Asking for and showing attention	Task 1: Listening for specific information – completing table. Task 2: Listening for specific information – completing gaps	<ul style="list-style-type: none"> • Listening to the recording to fill in the blanks. • Listening to the recording to match the phrases.
10	Song	Task 1: Listening for specific information – matching phrases	<ul style="list-style-type: none"> • Listening to the song to complete the gaps with the phrases provided.
11	Showing sympathy	Task 1: Listening for specific information – completing gaps Task 2: Listening for specific information – completing gaps. Task 3: Listening for specific information – answering questions.	<ul style="list-style-type: none"> • Listening to the recording to complete the gaps in the table. • Listening to the recording to fill in the blanks. • Listening to the recording to answer the questions correctly.
12	Giving instruction	Task 1: Listening for specific information - ordering	<ul style="list-style-type: none"> • Listening to the dialogue and numbering the instruction.

		sentences	
13	How to make something	Task 1: Listening for specific information – ordering sentences. Task 2: Listening for specific information – ticking true or false.	<ul style="list-style-type: none"> • Listening to the recording and numbering the step in cooking rice. • Listening to the procedure of cooking jelly and stating if it is true or false.

CONCLUSION

The steps adapted cover *need analysis, developing materials, expert and teacher's validation, revision, try out, and the final product*. The product of this study is teacher's book, student's worksheet, and the recording which is recorded in CD. The criteria of choosing the materials is based on Underwood (1993b). They are the language, length, content, style, and speed of delivery, the style of delivery and the quality of the recording. Concerning with the tasks in each unit follows some examples of activities proposed by Morley. (1984).

Some recommendation are for further researcher and the teachers. Further researchers are able to conduct similar study to develop listening materials which this study can be a reference for them since their focus is still on listening materials; the teachers who will use the result of this study or this product assure that when the students are listening, they have a special aims on certain tasks for listening.

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INNOVATIVE TECHNIQUES OF TEACHING ENGLISH GRAMMAR AT SECONDARY SCHOOLS

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Abstract: Learning English grammar is always a difficult process to most of the English as Foreign Language (EFL) learners at secondary school level. Innovative ideas, interesting teaching materials, practicing and drilling learners for learning the English grammar should be done through fun and joyful ways. The main aim of this library study was to identify and describe examples of practical grammar instruction methods in an EFL which employed innovative methodologies. The process of the library-based research involves identifying and locating relevant information, analyzing what has been found, and then developing and expressing the ideas. The results revealed that songs and poems, music, games, and tasks can be employed as tools in the classroom. Using innovative methodologies in teaching English grammar in the classroom at the secondary schools has paved a positive way to students to learn the language meaningfully.

Keywords: *innovative techniques, teaching English grammar, secondary schools*

INTRODUCTION

Grammar is “the way a language manipulates and combines words (or bits of words) in order to form larger units of meaning” (Ur, 1988, p. 141). Grammar is undeniably an essential component of effective communication (Vijayalakshmi, 2014). Ellis (2006) suggests that grammar has kept on holding a central place in EFL teaching.

However, both native and second-language speakers get difficulties in learning English grammar since there are a great number of intricate, obscure, and exceptional grammatical rules (Macfadyen, 2015). EFL students find this aspect of language the most difficult (Ahmad, 2018).

The grammar lessons at the secondary schools have the unfortunate reputation of being boring. They rely on traditional presentation methods, using the textbook and generalized fill-in-the-blanks exercises (Fischer, 20102). The study of grammar has only enhanced knowledge about the English language but does not facilitate learners of EFL on how to use the language. This theoretical knowledge of the rules of grammar, however, is not going to be of any help for the learners. Instead, the students should be taught to understand how to use the grammar rules in a communicative situation (Vijayalakshmi, 2014).

It is therefore suggested that EFL teachers should implement the *creative* and *attractive ways in teaching grammar* which make the *grammar* lesson interesting. They should link each grammar point’s function

in a concrete situation or scenario where the learners may possibly apply it, for instance, when buying a bus ticket/giving dating advice/asking for directions/etc. Once the learners can imagine how/when/where they themselves might use the grammar point. In this instance, it is more likely they will give it a try on their own.

Innovative Techniques of Teaching English Grammar

Teaching of grammar refers to methods, i.e. systematic ways of grammar teaching, that are used to help learners develop competence in an unfamiliar grammar. The methods are comprised of the description and analysis of particular forms and structures of a language. The teaching of grammar includes teacher talk (a type of language used by the teacher for instruction in the classroom), learning aids, and practices (Mesthrie et al., 2009: 348). Furthermore, the teaching helps learners to be aware of specific and 'correct' language properties (Ruin, 1996:99). Therefore, teaching of grammar can be defined as instructional techniques used to help learners pay attention to grammatical features.

The following presents some *innovative* ideas that will help EFL teachers reinvent their grammar *teaching methods* and make their classes interesting. Vijayalakshmi (2014) suggests including songs and poems, music, games, and tasks in the teaching of grammar.

Using songs and poems

Songs are one of the most enchanting and culturally rich resources that can easily be used in language classrooms (Puasa, 2008). Songs provide an alternative classroom activity. They are resourceful tools to enhance the learners' abilities in listening, speaking, reading, and writing. They constitute an authentic and meaningful material telling a story, or providing insights about life, or introduce cultural themes. They can also be used to teach a variety of language items, for instance, pronunciation, vocabulary, sentence patterns, and so forth. Learning English grammar through songs provides an enjoyable and relaxing classroom atmosphere for the learners. They may encourage extensive and intensive listening, and inspire creativity and use of imagination in the relaxed classroom atmosphere (Alinte, 2013).

Utilization of songs for grammatical points can be revealed through the following popular songs. They are as follows: (1) *Let It Be* by the Beatles (Present Tense), (2) *Yesterday* by the Beatles (Past Tense), (3) *Sailing* by Rod Stewart (Present Progressive), (4) *Nothing Compares to You* by Sinéad O'Connor (Present Perfect), (5) *Last Night I Had...* by Simon and Garfunkel (Past Perfect), (6) *Right Here Waiting* by Richard Marx (Future Progressive), (7) *I've Been Waiting for You* by Guys Next Door (Present Perfect Progressive), (8) *Blowing in the Wind* by Bob Dylan or *It Must Have Been Love* by Roxette (Modal Auxiliaries), and (9) *El Condor Pasa* by Simon and Garfunkel (Conditionals).

Similar to songs, poems have an enormous linguistic value as they provide authenticity and cultural views. Poems contextualize a grammar lesson effectively. They serve as an effective tool for practicing a specific grammatical structure, in particular, a poem that exemplifies a particular structure, such as jazz chants (Graham, 1978).

In presenting a poem to the learners, after the poem has been read at least twice, it is better to elicit the primary responses of the students about the poem. Next, after distributing the poem to students, students may be asked to read it either loudly or silently. In order to practice the determined grammar point, students may be asked to paraphrase the poem. Through transforming the verse into prose students get acquainted with the structure.

Furthermore, the students can work in groups and share ideas on certain projects, but include solo activities that encourage them to find their own unique meanings of a particular grammatical pattern in song lyrics, poems, stories, and other literature as well (Jandhyala, 2018).

Simpson (2018) suggests a successful song-based English grammar lesson. To plan for the use of songs in class, the teacher should: (1) *carefully examine what it is the teacher wants his or her class to learn in the lesson (e.g. to exemplify a particular verb tense)*, (2) *think about the language level of his or her class*, (3) *consider the learners' age*, (4) *consider specific cultural issues*, and (4) *think of kind of access he or she has to the song*. To present the song, the teacher should: (1) listen to the song to simply enjoy the music, (2) ask some questions about the title, (3) listen to the song again, this time with lyrics, (4) focus on a particular verb tense or aspect of grammar, (5) focus on vocabulary, idioms and expressions, and (6) round things off with some creativity.

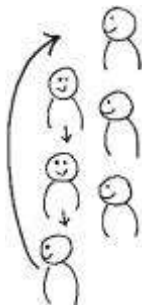
The students' creativity can be developed through: (1) writing another verse of lyrics maintaining the same mood and style as the original which can be done individually or in groups, (2) writing a response (this can be a paragraph, i.e., not necessarily in lyric form) from the point of view of the person the song is being sung about, or any other protagonist., (3) having the learners plan a music video for the song in groups, (4) writing a diary entry for a character in the song to examine the thoughts and feelings that inspired the story being played out in the lyrics (Simpson, 2018).

Heyer (2019) provides an example of teaching the future tense with "gonna". It uses two songs, "I'm Gonna Love You" (Meghan Trainor, 2015) or "When I'm Gone" (Anna Kendrick, 2012). The official videos for both songs are appropriate for most classrooms. However, they show romantic kisses, so previewing is advised. In addition, a reference to whiskey in the lyrics may make this song inappropriate for some classes; otherwise, both the song and video are classroom-friendly. Both songs provide examples the use of "gonna" in informal speech to substitute for *going to* in future-tense sentences only. The song "I'm Gonna Love You" repeats the phrase *I'm gonna* 21 times; the song "When I'm Gone" repeats the phrase *you're gonna* 20 times. To teach the grammatical item, the so-called Moving Line activity as presented below gives students multiple opportunities to practice this construction. First, ask several students, "What are you gonna do after class?" (or *this evening, this weekend, tomorrow*, etc.) to model the exercise and make sure students understand how *gonna* is used. Then follow the steps below. This low-prep activity facilitates a lot of interaction in a short amount of time and gets students up and out of their seats. It is highly recommended. The Moving line activity can take several steps. They are:

- (1) Divide the class into two groups of equal numbers. Students form two lines facing one another.



- (2) Students ask the student facing them, “What are you gonna do after class?” The student answers, “I’m gonna _____ . What are you gonna do after class? The student then answer, “I’m gonna _____ . The *one* line shifts position so that each student has a new partner. (The person at the end of the moving line moves to the beginning of the line.)



- (3) Students exchange the same information with their new partners. (Having students recite the same lines with each partner, like actors in a play, keeps the activity—literally—moving along. The activity is not boring because students hear new information from each partner.) Then they shift positions again.
- (4) The students in the moving line continue to interact with new partners and then move on. The activity concludes when the students in the moving line are back in their original positions <<https://sandraheyersongs.com/grammar-songs/>>.

Using games

Using games is a very interesting method of teaching for students, in particular young ones (Danarti, 2008). They generally tend to like and play games better than sitting down to study. Traditional methods dictated for study and games to be separate but the fact remains that the students tend to be more interested in playing games rather than sitting down to study. Learning with games will usually be engaging for the students (Anburaj, 2014).

The games can be utilized to learn grammar. To understand the meaning of a particular structural pattern and to use them in day to day life is a very difficult task and games can help the students overcome this difficulty. Games like scrabble, housie etc. have been designed for this specific purpose. These games are just based on words and help the students develop their vocabulary as well. In

addition to these very simple games can be played to help improve the word database of the students such as simple dictation competitions, synonym competitions, words puzzles, anagrams and hangman (Anburaj, 2014).

Fischer (2012) suggests several techniques and technological tools are used in his classes to help students learn to utilize and integrate grammar points and skills. First, the students are introduced to set expressions that allow them to initiate communication with one another. Then they are introduced to the verbs and adjectives that are typically used to reveal nationality, profession, personality traits, size). They have many opportunities to practice the grammar point orally and in writing. Once they have had some practice, the students are taken to the lab to complete the assignment using e-cards in a site and complete it during their lab hour. After they access the site they work on the assignment using the grammar point. In this case, they are required to describe themselves in an e-card to a new friend. Then they send the e-cards their teacher for grading as a writing exercise.

Using tasks

Task-Based Language Teaching (henceforth, TBLT) is one of these teaching methods and deals with grammar teaching through communicative use of the language. Essentially, it tries to let learners use the language effectively. Learning grammar can be used by assigning tasks. Introducing various tasks would provide students with exposures on the use of language in real-life situations by engaging them in doing many activities in the classroom (Anil, 2017). The advantage to task based instruction over traditional grammar instruction is that accomplishing a language task is more like real life language situations than performing grammar exercises.

The tasks used in the classroom are divided into two groups as pedagogical tasks and target tasks. Pedagogical tasks are precision made classroom tasks in which learners perform communicative tasks limited to the classroom environment. They require interaction among the students and the usage of language functions, however, the ultimate aim is to complete the task. Errors are tolerated (Nunan, 2004). The task asks help the students learn something on their own and most of the times they have to research on something then write something up on it, modify something that already exists and link to the base knowledge and data. This will lead to boost their creativity and also helps them overcome their difficulty creating completely new. Invention is very difficult especially when they are being forced to do it. In this way the students are not forced to complete the assignment and then they can do it whole heartedly and hence complete the learning experience that can be gained from the assignment (Anburaj, 2014).

Verner (2019) suggests several steps to take to teach a task-based grammar lesson. They are: (1) choose a goal for the grammar teaching, (2) identify the necessary grammar competencies, (3) introduce the lesson, (4) students perform the task- encourage students to use language fluently even if it comes at the cost of accuracy, and (5) Students Self-Evaluate- give students some time to reflect on how they accomplished that task. Let them discuss the activity in the groups they performed the task in. Have students write out how they accomplished the language goal, whether they used the grammatical structures you presented or not,

and what other strategies they used. Then have the groups share with the rest of the class how they accomplished their goals either orally or in writing.

Using story telling

Everyone loves a story. Stories form a very integral part of teaching a language (Anburaj et.al., 2014). They provide a realistic context for presenting grammar points (Rini, 2008). It can be used for both eliciting and illustrating grammar points. Storytelling is traditional and pervasive in almost all cultures. Storytelling is one of the versatile techniques to be employed as a convenient and natural grammar teaching tool. It is the technique that best makes the EFL learners stay focused as well as the one they enjoy most. Grammar points can be contextualized in stories which are engaging and entertaining. At this point the learners can help create stories and impersonate characters in them. They will also enjoy learning about grammar through the stories.

Fischer (2012) suggests the teachers to employ a program called Voki. This program allows a person to create an animated character (avatar) and to give it their own voice. It enables the students to create a graphic representation of themselves or an alter ego and then speak through it. This exercise requires the students to complete it in the language lab. Similar to the e-cards, it can be accessed through any computer anywhere once they have the username and password after having been showed how to access the site and then create their own avatar and speak a few lines in the target language. Once the students have created their avatar they have to record themselves say three sentences in the language using three subject pronouns and three – are verbs to demonstrate their understanding of the grammar point which w/verb agreements.

Furthermore, Fischer puts forward a teaching technique to instruct grammar points which uses is comics and comic strips and then to access a comic generating site. The teacher requires to select comic strips that show the grammar point in a familiar medium. The strips are an alternate teaching strategy whose main purpose is to help students think about material presented during class. The strips are also authentic because they are short they are easy to read and not overwhelming as dialogues sometimes can be. The main comics that are used are Mafalda (a strip featuring a little girl from Argentina), Condorito (a strip where the main character is an anthropomorphic Condor from Chile), and North American comics that have been translated into Spanish are also presented. Because comic strips are cultural constructs, the humor is not always easily understood; therefore, a brief explanation is given before they are presented. Initially, the students read the strips, and once they realize that they understand the use of the grammar in context, they begin to get excited and motivated for the next step. At this point the students can be assigned to create their own three panel comic strip featuring the grammar point. They are shown how to access the MakeBeliefsComix.com website, a comic generating site.

Using other media

Media helps to kindle the learning interest of learners. The computer tools like internet, audio or video clips help learners to interact or listen to the native speakers; this increases the morale of learners. Using video, audio clippings in the classroom is a stimulus for students to communicate about anything interesting

(Anil, 2017). Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving language. Such sources can be used it is very important that the students understand that fact so that they to help the students improve their language. But great precautions must be taken. They use colloquial English which is, in general, grammatically wrong and do not use that form of the language in their everyday usage. However, the students can very often engage with songs and movies. Through them, they can understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc. These sources help them understand why such tools are necessary and also help them understand their usage. These innovative ideas the entire learning and the teaching process is enriched and guarantees a success in efficient learning. These are some of the innovative and creative ways of teaching the English Language (Anburaj, 2014).

All in all, EFL teachers should think of new and varied activities to empower students to face many real challenges in their future life. Such activities make students to think and react proactively, innovatively and confidently. This is supported by Richards (2001) who suggests that teachers should motivate students and provide situation to develop self-confidence among them. Other benefits as put forward by Scrivener (2007) are as follows: (1) Students' creativity can be developed, (2) narrative skill is enhanced, (3) English communicative skill can be developed, (4) story narration in an interesting way will grab the attention of the classmates, and (5) confidence and moral can be developed. In this way, the teacher supports students in a positive way.

CONCLUSION

To conclude, English grammar has been taught through chalk and board method. It has to be taught in innovative and creative way that it will help students not just to speak and write and listen but to communicate through various engaging activities that emphasize form-meaning, mappings for day-today communication. That is the purpose of the teaching of English grammar and that is what it must be used for. Innovative methods, therefore, help in bringing a change and most of the times for the better. It helps the students learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit. Using innovative methodologies in teaching English grammar in the classroom will pave a positive way to students to learn the language meaningfully. The suggestion for further study, the grammar emphasis with a limited scope may be more effective; input enhancement may be more effective with grammatical features that are less essential for communication (redundant, systematic, and less salient features such as past -ed); output enhancement may be more effective with grammatical features that have many salient lexical forms (e. g., past irregular); and learners in EFL contexts can benefit more from grammar instruction.

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YOUTUBE VLOGGING: PROMOTING SELF-REGULATION IN PUBLIC SPEAKING

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Abstract: This paper explored the use of YouTube video blogging (vlogging) to promote self-regulation in an English for Public Speaking class. The self-regulation includes four essential components namely planning, monitoring the plans, controlling and changing the plans, and reflecting on the works. Furthermore, the investigation was to determine what self-regulation improvement has developed through YouTube vlogging and how YouTube vlogging can improve students' self-regulation. The research method was a Classroom Action Research. To obtain the data, Self-Regulation Questionnaires in the Pre-Survey and Post-Survey, students' journal entries and semi-structured interviews were employed as the instruments. Then, the data were analyzed using Quantitative and Qualitative approaches. The data analysis results show that participants improve their self-regulation. The improvement can be seen from the results of the Post-Survey compared to Pre-Survey and the second students' journal entries compared to the first students' journal entries. Furthermore, the results of semi-structured interviews reveal that the improvement was caused by the process of YouTube vlogging creation.

Keywords: *Self-regulation, public speaking, YouTube vlogging*

INTRODUCTION

Education providers have recognized that public speaking studies and practices have become a critical part in helping students find their voices (Turner, Osborn, Osborn, & Osborn, 2018). Skills in public speaking will give an unquestionable edge. Presently, like never before, public speaking has turned out to be both a crucial fundamental ability and a strong weapon in vocation advancement (O'Hair, Rubenstein, & Stewart, 2016). However, Lucas (2009) argued that public speaking is more complex than a daily conversation because it is more highly structured, needs more formal language, and requires a different method of delivery. Those three major differences require both teachers and students to adapt and think more critically. Furthermore, the differences often make teachers and students meet difficulties in the public speaking teaching and learning process.

Since English is regarded as a foreign language in Indonesia, the opportunity to practice speaking is very limited. Thus, Indonesian students often find common problems faced when they have English language subject including public speaking. One of the serious problems faced is anxiety (Anandari, 2015). To solve this problem, teachers need to encourage their students to practice more

especially out of the classrooms since they need more time to practice which cannot be provided in the classroom. Thus, in this research, the researcher would like to formulate problem solving by trying to encourage students to practice speaking with technology aids.

Multifarious technologies are used in the teaching and learning process. One of them is *YouTube*. It is a famous platform with 1.68 billion users in 2019 (www.statista.com). Thus, it can become one of the alternative means that help students in developing their skills in speaking English. However, research found that the use of technology itself does not always help students in learning when the students do not have self-regulation. Yot-Domínguez & Marcelo (2017) mentioned that students who were limited in cooperating the technologies with their self-regulation of learning tend to fail to achieve the learning goals. Afterward, it becomes more interesting to find more about the role of *YouTube* regarding promoting self-regulation in public speaking as already discussed above. Finally, to investigate the role of *YouTube* in promoting students' self-regulation in public speaking became the focus of this study.

THEORETICAL REVIEW

Zarei & Gilanian (2015) stated that self-efficacy is one of the components of the motivational self-regulated learning which has a major role in teaching and learning. Furthermore, Self-efficacy takes an important part in promoting one's self-regulation. Self-efficacy affects learners' self-regulation.

According to Bandura (1997), self-efficacy beliefs are constructed from four principal sources of information: enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states. The first source is enactive mastery. Enactive mastery experience is also called performance accomplishment. The successful experience in doing a task or job makes somebody become more confident to do other things in the future. The more difficult to succeed the more confident to be. The second source of self-efficacy is a vicarious experience. People think that when somebody else could handle a task or job successfully, they can be as well. The third source of self-efficacy is verbal persuasion. It leads people to believe that they own the competence to gain what they quest. The last source is called physiological and emotional states. People count on their somatic information led by physiological and emotional states when they appraise their abilities.

Mahmoodi, Kalantari, & Ghaslani (2014) found that self-regulation and motivation work closely to simplify EFL learners' learning and success in the classroom. According to Dornyei (2005), self-regulation is the level used by learners in their own learning in acquiring the language. Furthermore, in terms of language learning, self-regulation is considered as the strategies used by students in controlling their motivation to learn.

With self-regulation, students are demanded to be more proactive since they are already aware of their abilities owned and guided by individual tasks and goals. Then, this takes us to an important question of how self-regulation is processed by learners.

The first step of self-regulation is the forethought phase. Zimmerman (2002) classified this phase into; task analysis which includes goal setting and strategic planning. The next step is the central step. It is performance phase which is

divided into two main classes: self-control and self-observation. People may think that self-control is the core of learning, however it is just the way of learners to develop their strategies in learning processes. Self-observation, still according to Zimmerman (2002) refers to a self-recording personal events of self-experimentation. Lastly, it is a self-reflection that consists of self-judgment and self-reaction. The self-judgment process includes self-evaluation that refers to comparisons of self-observed performance compared to the standard. The self-reaction involves the self-satisfaction and affect regarding one's performance.

Research found that learners need to learn to regulate their own ways of learning for some reason. For example, El-Sakka (2016) stated that self-regulation strategies can help learners speak and develop their speaking ability. Furthermore, Ekhlis & Shangarffam (2013) assert that environmental self-regulation has a positive relationship in speaking. There are several measurements used to access self-regulation in speaking. One of the most popular instruments employed in self-regulation measurement is the Self-Regulation Questionnaire developed by Brown, Miller & Lawendowski (1999).

Santagata & Guarino (2011) studied the use of video to teach future teachers. The result showed that the use of video-based activities helped teachers make students thinking visible. In further support of this finding, DeWitt et al. (2013) studied the potential of *YouTube* for teaching and learning. It was found that *YouTube* was beneficial for providing information as well as for teaching and learning. Additionally, *YouTube* has become one of the most used social media to teach and learn English (Alhamami, 2013).

METHOD

The research method used to gain the answers to the research questions: What self-regulation improvements has *YouTube* vlogging made on students in a public speaking class? and how can *YouTube* vlogging promote students' self-regulation in public speaking? The research method consists of research design, subject/ participants, source of data, data, unit of analysis, instruments, data collection, data analysis, and triangulation.

Research Design

The method employed in this research was a Classroom Action Research. This type of research is designed systematically for teachers (Bell & Aldge, 2014). It is believed that this method could represent the students' differing views along with the teachers (Gilmer, 2010). CAR is a series of actions done by teachers to solve problems at a particular scope in an educational setting such as in a classroom.

CAR helps teachers to gain more understanding about the teachers themselves, classrooms and students. It is proposed that CAR fits to be done based on a particular subject. Furthermore, a researcher needs to plan before conducting the research. It will help not only the researcher but also the students to understand more the purpose of the activity and what is required.

Afterward, the researcher implements the planning into action which is followed by an observation. Observation is needed since it becomes the basis of the reflection and also the re-planning, new acting, observation and further reflecting (Kemmis, McTaggart, & Nixon, 2014).

Participants

This research was conducted at a private university in Surabaya. The reasons to choose this university to be the research site are: first, this university has a department called English Language Education Department which prepares pre-service teachers of English as a foreign language; second, one of the subjects taken by the students in this department is English for Public Speaking. There were 6 male and 11 female students in the class. Furthermore, The English for Public Speaking has a two-credit course. It means that this course had 2 x 50 minutes of weekly face-to-face meetings or classroom sessions, 2 x 60 minutes of independent learning, and 2 x 60 minutes of structured assignments.

Measures

To gain the data, the researcher employed some instruments namely self-regulation questionnaire, students' journals, and semi structured-interview supported with the researcher's reflective notes. The Self-Regulation Questionnaire with 22 questions adopted from <http://www.researchcollaborationsurveys.org/> was used to measure the students' level of proficiency on self-regulation. Furthermore, the Students' Journal entries were used to collect the information and insights pertaining to the students' process of carrying out their assignments. Lastly, to support the data, a semi-structured interview was employed. The researcher made some specific questions for the interview.

Procedures

The Self-Regulation Questionnaire (see Appendix) was used to measure the students' level of proficiency on self-regulation which includes five questions of planning, six questions of monitoring the plan, six questions of controlling and changing the plan, and five questions of reflecting on works. The Self-Regulation Questionnaires (SRQs) were given in Pre and Post Survey. Additionally, the surveys were taken by seventeen students. Meanwhile, every student was asked to write a journal at the end of research cycles 1 and 2. Overall, there were 34 journal entries. As it was stated before, the students' journals were used to collect the information and insights pertaining to the students' process of carrying out their assignments. Student journals have become part of students' work which can be one of the richest qualitative data sources (Pelton, 2010). Subsequently, to gain the data, the researcher classified the journals based on the definition of four essential components of self-regulation proposed by Noonan & Erickson (2018):

Planning and articulating what they want to accomplish, monitoring progress and interference, taking control and making changes by implementing specific strategies when things are not going as planned, and reflecting on worked well and what they can do better next time.

Lastly, the seventeen students were interviewed for 10 minutes each. The specific questions were made related to the students' ways of completing their assignments which include planning, monitoring, controlling, and reflecting, such as: Did you make any plan before doing your assignments? Why did you make a plan before doing your assignment? Did you monitor your plan? Why did you monitor your plan? Did you control and change your plan? Why did/ didn't you do that? How do you feel about the result of your work? Why did you do all those things? Like making a plan, monitoring the plan, controlling and changing the plan, and did a reflection. Do you think that *YouTube* (Vlogging) can motivate you to do your assignment better? Why? However, the flexibility of interview questions was still allowed depending on the response of the interviewees. Furthermore, the interview was conducted after the process of cycle 1 and 2 done. By doing this technique, the researcher could know the students' opinions and perceptions on the use of 2 x 60 minutes of structured assignment for promoting self-regulation using *YouTube* vlogging.

As the research employed a mixed-method approach, the data were first analyzed using a quantitative method. They were screened and analyzed using descriptive statistics and inferential statistics through Excel Microsoft Office. The raw data was keyed in through the system and descriptive statistics generated was used in order to analyze and interpret information. Thus, by using the *Excel Microsoft Office* system, descriptive statistics about all items can be analyzed more effectively and accurately. The information was analyzed and presented in the form of charts and tables. While the data gained from the interview were analyzed manually using the qualitative method.

Finally, to gain the trustworthiness the researcher used triangulation techniques. In this case, the researcher used two of the four triangulation techniques proposed by (Burns, 1999): Source triangulation in which the researcher used the interview of the participants to get the accuracy of data, and Theoretical triangulation that the researcher compared the data with relevant perspective theories.

RESULTS

The implementation of learning with the use of *YouTube* vlogging had been conducted using a Classroom Action Research which refers to the research proposed by Kemmis et al. (2014) includes planning, acting, observing, reflecting, replanning, new action, and observation, further reflecting. A two-cycle process of a CAR was applied in this research. To measure the students' improvement in their self-regulation, the researcher conducted Pre Survey and Post Survey, and students' journal entries.

The results of Pre-Survey showed that the average score was 70.4 which means that students needed to improve their self-regulation referring to the definition made by Noonan & Erickson (2018), when the result of the scores gained from 22 questions on self-regulation formative questionnaires converted to a 100-point scale, the bottom quartile ranged from 20 to 72 and the top quartile ranged from 81 to 100. In other word, it can be said that students were slightly under the average of the bottom quartile of the self-regulation range. In the Post-Survey, the results showed that the average score was 88 in. Thus, it can be said

that students could reach the top quartile ranged of the scores. The result from the pre and post-survey can be seen in the following graph.

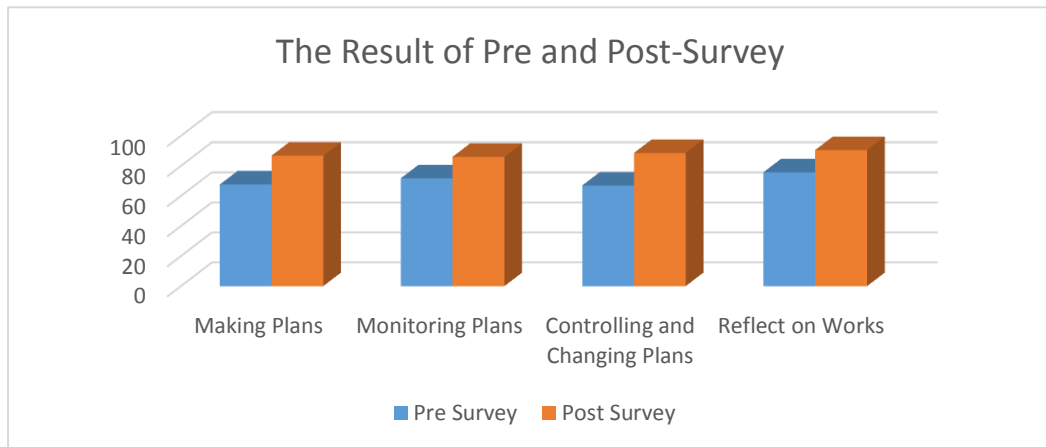


Fig 1: The results of Pre-Survey compared to Post-Survey

The other measurement used in this research was the students' journals. The journals were employed during Cycle 1 and Cycle 2 processes. The components used to measure students' self-regulation in the journals were just the same as the components used in the Pre Survey and Post Survey. They were planning, monitoring plans, controlling and changing plans, and reflecting on works. The final analysis of students' journals of Cycle 1 was that 58.8% of students had plans, 47% of students monitored the plans, 41.2% of students controlled and changed the plans, 17.6% of students reflected on their works. Furthermore, the problem found in Cycle 1 is similar to what Zimmerman wrote in his article. Students needed guidance to have appropriate plans before doing their assignments. Thus the researcher gave an intervention to students. It was by giving students Self-Regulation Worksheet and asking them to write the steps/activities schedule in working or their assignment completed with the timeline of each activity before cycle 2 conducted. After having an analysis of students' journals in Cycle 2, it could be seen that the numbers of students were improving compared to Cycle 1. The following graph shows the students' journal entries of cycle 1 compared to cycle 2:

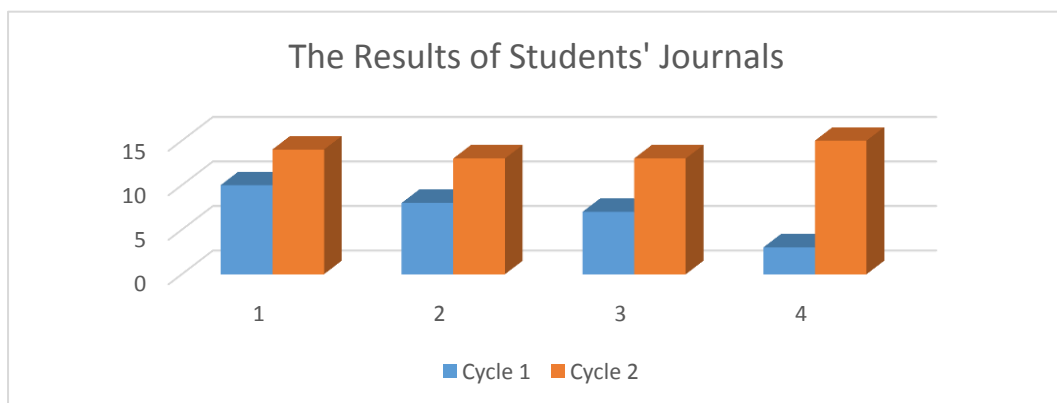


Fig 2: The results of students' journals in Cycle 1 and 2

Based on the result of the analysis done, it can be considered that students could improve their self-regulation. However, it became important to find what could make students improve their self-regulation. First, both in Cycle 1 and Cycle 2, students were aware that their works were uploaded into the researcher's *YouTube* account. They knew that their work might be seen by many people. However, those components were not done appropriately in Cycle 1. The problem then was solved in Cycle 2 by teaching students to create better plans, monitoring, controlling and changing, and reflecting. Finally, it can be concluded that *YouTube* vlogging can improve students' self-regulation in English for Public Speaking class if students know the process of how to be self-regulated.

CONCLUSION

This classroom action research was conducted in two cycles. Based on the analysis which was done in the previous chapter about the use of *YouTube* vlogging to promote self-regulation in a public speaking class, the conclusion from this research are not statements such as, There is a significant improvement in the students' self-regulation made by *YouTube* vlogging in English for Public Speaking class. Instead, the evidence is presented which indicate that certain practices seem to enhance the students' learning process out of the classroom session.

The Quantitative data were taken from Self-regulation Questionnaire and two Students' Journal Entries. Based on the Post Survey, it was found that students improved their self-regulation by 15.4% comparing to the Pre Survey data analyses results. While the two Students' Journal Entries showed that the results of the second Students' Journal Entries indicated the students improved their self-regulation by 39.7% comparing to the first Students' Journal Entries. Furthermore, the results of Qualitative data analysis taken from the semi structured-interview also found that students were motivated and did the four components of self-regulation.

However, the researcher was curious and tried to have further analysis of whether the students' self-regulation improvement was caused by *YouTube* vlogging itself or helped by another party. After carrying out further analysis, the researcher concluded that the students' self-regulation improvement was not only caused by *YouTube* vlogging but also because of the students' understanding of how to plan well, then how to monitor the plans, control and change the plans if needed, and reflect on their works which was done by the researcher by giving an intervention at the beginning of Cycle 2 process.

Despite the limitations, there are valuable insights gained through this study so that the researcher wishes to give suggestions in this research. It is important for the students to know the components of self-regulation if they would like to be self-regulated persons. Based on the results found in this research, *YouTube* with its featured called video-blogging or vlogging can help a teacher/lecturer to motivate students to do their assignment, especially in doing the 2 x 60 minutes of structured-assignment. Based on nature, *YouTube* is a media that provides vlogging menu where students' works can be posted and seen by others. Thus, this media can encourage students to do more seriously in their works. Furthermore, in educational utility, *YouTube* provides a lot of educational resources that can help the members of schools for the better process of education.

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Appendix



Questionnaire

Self-Regulation Formative Questionnaire

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID _____ Date _____

	Not very like me → Very like me				
	1	2	3	4	5
1. I plan out projects that I want to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If an important test is coming up, I create a study plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Before I do something fun, I consider all the things that I need to get done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can usually estimate how much time my homework will take to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have trouble making plans to help me reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I keep track of how my projects are going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know when I'm behind on a project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I track my progress for reaching my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know what my grades are at any given time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Daily, I identify things I need to get done and track what gets done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I have trouble remembering all the things I need to accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I do what it takes to get my homework done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I make choices to help me succeed, even when they aren't the most fun right now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. As soon as I see things aren't going right, I want to do something about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I keep trying as many different possibilities as necessary to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I have difficulty maintaining my focus on projects that take a long time to complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When I get behind on my work, I often give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I think about how well I'm doing on my assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I feel a sense of accomplishment when I get everything done on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I think about how well I've done in the past when I set new goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. When I fail at something, I try to learn from my mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I keep making the same mistakes over and over again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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STUDENTS' ENGLISH LESSON ATTITUDES AND ITS EFFECTS ON THEIR ENGLISH ACHIEVEMENT

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Abstract: This research is aimed to analyze students' English lesson attitude and its effect on their English achievement. This research is a pre-experimental and it was carried out at one joint-cooperation school in Surabaya, Indonesia. Since English is the language that mostly used at the joint-cooperation school, the parents that sent their children there must have high expectations of their children's English ability. This pressure can affect the students in learning English in the class. Some students will have negative attitudes in learning English because their parents do not want them to fail. Therefore, the researcher took a sample of 17 students in grade 3 as her subjects. The writer used a questionnaire to measure students' attitude towards English lesson and compare it with students' English score. The result shows that students' attitudes do affect their English achievement. Those students who have positive attitudes towards English will stimulate their mood to absorb the information better.

Keywords: *language attitude, motivation, English achievement*

INTRODUCTION

Most of Indonesian society nowadays agree to the statement that the English language is needed in many working or networking areas. Indonesian parents are starting to expect their children to start learning English at an earlier age. That is why many parents prefer to send their children to a bilingual school. They are hoping that their children will be well-prepared for their future career. Many parents also force their children to enroll to school at a very young age, ask their children to join English private course, provide them with many English books to read and feed their children with English language cartoons. All of these supports are only to make sure their children won't consider as slow learner when they are entering their real life, Sukarta, Y. (2017).

Young learners are never easy to teach. Some of them are just about playing and mumbling. Teachers are expected to be more creative to teach these young students to make them attracted to the lesson. However, teaching a new language to children is different compared to adults. Many researchers believed that new languages should be taught to an individual at their critical age. The age of below 9 is believed to be the critical age for children to learn new languages so that they can sound and perform like the native as it is also supported by (Moskovsky, 2001). According to Granena, G. (2018) There are consecutive sensitive periods for each of the language domains, in the following order: phonology (between age

0 and age 6) lexis and collocation (between age 0 and age 10) morpho-syntax (between age 0 and age 12).

In Indonesia, only private or joint cooperation school that make English as their prior subject since kindergarten level. Public schools and other kinds of schools did not include English in their curriculum. Expectations toward students' English achievement tend to be very high. Most parents expect their children to master the language as soon as possible. Therefore, many students in English class might not enjoy the lesson because of their English lesson attitude. The students are afraid of making a mistake and getting a bad score in the English lesson. Some of their parents also expect them to achieve an outstanding score.

According to Crystal (2003) language attitudes are the people's way of feeling and receiving their language or other people's language (p. 215). Furthermore, Myers-Scotton (2006) defines language attitudes as "subjective evaluations" of a language (p. 120). It is believed that the feelings or attitude of oneself may affect their learning and even their achievement. If the students did not enjoy the lesson, most likely they will not pay attention and will perform poorly in the class. Hancock (1972) states, "attitude is learned behavior, and, consequently, can be changed from negative to positive by activities and experiences which are perceived to be meaningful by the learner" (p. 146). Unfortunately, not every teacher or school can provide good and meaningful learning to the students. As a result, some students in the English class might have negative attitude towards the lesson and it can affect their learning and achievement process. This paper is discussing whether any relationship between students' English lesson attitude and their English achievement.

THEORETICAL FRAMEWORK

The theoretical framework used in this study is proposed by Gardner (1980). There are many factors on how learners result their English achievement. One of the most important factors is their attitude towards the language they are learning, in this case, English. Gardner (1980), defines the term attitude as an inference which is made on the basis of a complex of beliefs about the attitude object. On the other hand, Gardner (1985) considers attitudes as components of motivation in language learning. Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Based on the above classification, the writer also attempts to investigate correlation between learners' English lesson attitude and their English achievement.

METHOD

The writer took the sample of her research by using purposive sampling. The subjects used were 17 elementary students in joint cooperation school or *SPK (sekolah pendidikan kerjasama)*. Joint cooperation school is used to be called international school, until the year of 2017. It has to change the name because the government wanted to unite all the education institution throughout the country so that we have the same standard and vision to achieve. In joint cooperation school, English language is used to be the medium language to interact with people inside, including teachers, peers and staff. The subjects of this research were widely

exposed to English language in many forms such as books, songs, movies and other source. They are expected to use their English all the time.

The writer collected two types of data in this research. The first one is students' attitude towards English lesson. This data obtained from a questionnaire distributed to them. Before distributing the questionnaire to the subject, the researcher asked some students from the other class to be the pilot group to test the communicative of the questionnaire. The second data is the students' English achievement. The writer took the students' English achievement based on their daily score since the writer is the teacher herself. The questionnaire is adapted from Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire designed by Horwitz (1986). The writer changed most of the part so that it will fit the students' language and thinking level. The questionnaire is shown as followed:

Table 1: The questionnaire form

Name: _____

I like to learn English	Yes 😊	No 😞
Learning English is important for my future	Yes 😊	No 😞
English is a hard lesson	Yes 😊	No 😞
Speaking English made me feel scared	Yes 😊	No 😞
I'm afraid of making mistake in speaking English	Yes 😊	No 😞
I can talk English fluently with my friends	Yes 😊	No 😞
I can read English book individually	Yes 😊	No 😞
I always use English to talk to everyone	Yes 😊	No 😞

Why do I love / hate to learn English: _____

FINDINGS

Table 2 has shown the result of the questionnaire given by the writer, each number on the questionnaire has its purpose to measure students' anxiety and attitudes. Their answer towards the questions can be later determined as a positive attitude or negative attitude towards English. The more students answer the question in a negative way, the more negative result will appear. Since the subjects of this study were elementary students, the writer made the questionnaire simpler than it usually does. During the questionnaire session, the students may ask questions to the writer about some vocabularies they confused about.

Table 2: The results of questionnaire of students' anxiety and attitude

No.	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1.	Carol	YES	YES	NO	NO	YES	YES	YES	NO
2.	Christian	YES	YES	NO	NO	NO	NO	YES	YES
3.	Clara	YES	YES	NO	NO	YES	YES	YES	YES
4.	Devin	YES	YES	NO	NO	YES	NO	NO	YES
5.	Sharren	YES	YES	NO	NO	YES	NO	YES	NO
6.	Edgar	YES	YES	NO	NO	NO	NO	NO	NO
7.	Eugene	YES	YES	NO	NO	NO	NO	YES	YES
8.	Jazreel	YES	YES	NO	NO	NO	YES	YES	NO
9.	Fero	YES	YES	NO	NO	YES	NO	YES	NO
10.	Gracelyn	YES	YES	NO	NO	NO	NO	YES	YES
11.	Helen	YES	YES	NO	NO	NO	YES	YES	YES
12.	Joline	YES	YES	NO	NO	NO	YES	YES	YES
13.	Josua	YES	YES	NO	NO	NO	NO	YES	NO
14.	Kenichi	YES	YES	NO	NO	NO	NO	YES	NO
15.	Leon	YES	YES	YES	YES	YES	YES	YES	NO
16.	Calvin	YES	YES	NO	NO	NO	YES	YES	NO
17.	Sebastian	YES	YES	NO	NO	NO	YES	YES	NO

In table 3 below, the students' answers due to the questionnaire were elaborated and explained. After the writer gets all the questionnaires back, she then counted the students' attitude towards English lesson. Most of the students showed a positive attitude towards English lesson. Many of them said that learning English in their class was fun and enjoyable.

Table 3: Students' positive attitude

Name	Positive attitude	Negative attitude	Result
Carol	6	2	Positive attitude
Christian	7	1	Positive attitude
Clara	8	-	Positive attitude
Devin	5	3	Positive attitude
Sharren	5	3	Positive attitude
Edgar	5	3	Positive attitude
Eugene	7	1	Positive attitude
Jazreel	7	1	Positive attitude
Fero	5	3	Positive attitude
Gracelyn	7	1	Positive attitude
Helen	8	-	Positive attitude
Joline	8	-	Positive attitude
Josua	6	2	Positive attitude
Kenichi	6	2	Positive attitude
Leon	4	4	Neutral attitude
Calvin	7	1	Positive attitude
Sebastian	7	1	Positive attitude

Positive attitudes towards English questions were put on number 1, 2, 6, 7, 8 when they answer yes. In the learning process, the students need to show a positive attitude towards the lesson. They will need to get involved in the class as well as being active in the class. The students also give respond due to the essay questions and most of them have a positive attitude as follow:

I like to learn English because the teacher is nice - Christian

I love English because it's fun and sometimes miss make joke – Devin

I love to learn English because it's easy and/or fun – Edgar, Eugene, Fero, Gracelyn, Helen, Sebastian

After discussing the result of table 3, most of the students showed a positive attitude in the English lesson. Only one student called Leon had a neutral result. 4 positive attitudes and 4 negative attitudes. Comparing to the score shown in table 4 below, Leon's score tends to be the lowest score among the class even though Leon passed the standard score which is 75. Leon is a moody student, he hardly focused on the class since he was in the first grade. The writer knows him very well since the writer is the homeroom teacher of him. Although Leon sometimes hard to handle, his attitude towards the English lesson does give positive effect to his score. After receiving his questionnaire result, the writer then conducted an interview with Leon. Leon thought that English lesson is very fun and nice, just sometimes he afraid of making mistakes. He may not be the one who achieves the highest score, but at least he does enjoy learning English.

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Abidin, 2012). It is believed that if the children enjoy and relax during the lesson, the materials given are easier for the students to absorb. Also, in daily practice, the students are learning to enjoy the lesson since the lesson was fun and enjoyable for them. It won't be a burden to the students if they enjoy every activity given by the teacher. English teachers in Indonesia must be aware of this situation, they will need to make their class enjoyable for the students so that the class can be less tense. By making the class relax, the students are expected to be more enjoyable in learning the language so that the result will be satisfying for both the parents and their children. As the writer is aware of that situation, she then tried her best to make the English learning in her class as exciting as she could. In the past 10 months, she has made her English class as relaxing as possible but still stick on the syllabus given. In the end, the writer still wants to know the condition of her class by conducting this mini research. This research is aimed to analyze the students' attitude towards English lesson and its effect on their English achievement.

As you can see in table 3 Clara, Helen and Joline have no negative attitudes towards English. However, they are not the one who gets the highest score in English. Surprisingly, the highest score goes to the one who experienced English lesson anxiety. The writer then took one sample of the students whose score is the highest among the class. Carol got 98 as her average score in her English class which is very good. Carol responds to the questionnaire that she was afraid of making a mistake in English. When the writer asked her about that, she answered that her anxiety in making mistakes made her more careful in doing the tests. This

statement can explain that somehow, students need the anxiety to make them well prepared for the lesson. When they think the lesson will be difficult if they did not pay attention, those students will perform better since they have many preparations before.

DISCUSSION

Picture 1: The students' positive attitudes

Clara	8	-	Positive attitude
Helen	8	-	Positive attitude
Joline	8	-	Positive attitude

3.	Clara	100	100	100	100	100	100	100	80	90	89	70	94	100	89	100	100	75	76	85	77	85	65	90	100	80	56	100	95	100	81	89
11.	Helen	100	83	60	100	100	100	95	95	100	90	94	100	86	97	94	95	83	92	93	98	95	95	100	100	100	100	85	100	85	94	
12.	Joline	100	100	80	100	100	100	95	95	89	80	94	100	68	80	88	100	80	83	75	80	90	90	100	95	93	100	82	100	78	90	

As shown on the picture above, some students did not feel anxious at all when they were learning English. They did not feel that the English lessons they had learned had been difficult or troublesome. Those three students above agreed that English lessons were very enjoyable lessons. When we compared their attitude with their final score, the three students above were not students who get the highest grade in class. Whereas many researchers say that if students feel very comfortable in a situation, they will perform very well. Compare the result in picture 1 and picture 2 below.

Picture 2: The students' anxiety of learning English

Name	Positive attitude	Negative attitudes	Result
Carol	6	2	Positive attitude
Edgar	5	3	Positive attitude
Devin	5	3	Positive attitude

No.	Name	TB 10	WH	NB	PRO 1	PRO 2	WS1	WS2	WS3	TB 23	GHL	WS4	PP	mid1	WS5	WS6	WS7	WS8	comi	N	final	ws9	ws10	tabe	ws11	ws12	field	robot	BR	mid2	Average
1.	Carol	100	100	100	100	100	100	95	100	89	85	100	100	97	95	100	100	100	90	95	98	100	100	100	100	100	100	95	100	100	98
5.	Devin	100	100	100	100	100	100	95	90	100	95	100	100	92	90	100	95	96	95	92	98	100	80	100	100	100	100	95	100	83	
6.	Edgar	100	100	100	100	100	100	95	85	89	90	100	100	95	97	100	90	100	88	95	96	95	100	100	95	100	81	92	100	94	

As you can see above, some students who feel anxious in learning English surprisingly got satisfactory grades. Even the three students above, are the top 3 scorers in the class. With this discovery, it can be assumed that anxiety actually does not always bring bad influence or effect to the students. Some of us, need anxiety to produce and perform better.

The effort that the teachers do to make their students enjoy in learning is very important. Imagine if a student with average ability has to learn in a hectic environment. Those students might result in worse English achievement. Teachers and learning environment are the important factors to boost the students' willingness to learn in a class. If teachers can wrap the lesson and make the

students learn without they even notice, their students' attitudes toward English will be better. The result of this study might be a different one and another depends on the subjects and also the situation. The writer hopes that her study will somehow give vision to the teachers on how to make their lesson likable by the students. Once the students find the lesson is good for them, they will more likely to result in a better score.

As stated by Karahan (2007, p.84) "positive language attitudes let learner have a positive orientation towards learning English". If students have a positive attitude in learning English, the result will be positive as well. From this mini research, the writer can conclude that students' attitudes towards the lesson can somehow give effect to the students' achievement.

CONCLUSION

After summarizing of the data above, the writer then reflected her English class for the last 10 months. In delivering the lesson, the writer did not lead the class in a tense condition compared to the other English classes. Students are free to talk their mind to the writer. At the very first of the class, the writer has made an agreement with the whole class. The class will be started by discussing the books and materials according to the syllabus given by the Cambridge curriculum. After that, the writer always provides the class with refreshments that the students can choose. The writer usually conducted individual projects, group projects, movie review and even games at the end of the session. The students are the ones who always decide which activity they want to for the whole week. The writer always let the students deliver their opinion about something discussed. When the students disagree with something mentioned in the book, the writer then opens a class discussion to talk about it. From this activity, the writer let her students speak their mind even though, some of her students mixed the language in explaining the topic discussed. In many ways, the writer always tries to give her students as many inputs as she can. She always asks the students to explore the book and sometimes discussing current movies that the students might have watched.

The results of this research might be different from others depending on the subjects and measurements. The findings in this research can be used to reflect how the teachers have to teach in the classroom knowing the fact that somehow some of their students are burdening because their parents to get an outstanding score in a subject they might hate before.

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STUDENTS' ATTITUDES TOWARDS THE USE OF SMARTPHONE FOR LANGUAGE LEARNING PURPOSES

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Abstract: Utilization of smartphone technology and English language, emerging English language and smartphone technology in non-academic and academic activities for learning purposes, student's perception towards the usage of smartphone apps for English learning purposes, and smartphone apps for enhancing English proficiency are the area where this study is focused, gained from Indonesian High School students. Two hundred participants from 10th-12th grader of private high schools in Surabaya - Indonesia participated by completing an anonymous questionnaire and 16 participants of each grade were randomly selected and interviewed to gain further understanding towards the findings. The findings indicated smartphone technologies are mostly used by the participants for communication and social media purposes. On the other hand, smartphone is also used incontrovertibly by participants for the certain educational purposes. In addition, learning English via smartphone mobile apps, and diverse types of teenager's online activities were discovered, as well as area of their English skill improvement. The findings suggest that: the students are considerably enthusiastic for using apps to support learning and they also view that smartphones bring substantial potentials and should be optimized for learning through systematic and purposeful activities properly designed for school learning-related activities.

Keywords: *smartphone, English language learning, learner autonomy, constructivism*

INTRODUCTION

The increasing availability of mobile technologies such as smartphones and tablets which provide access to multimedia resources and tools (audio, video and chat) undoubtedly holds further potential to support students' language learning (Kukulka-Hulme & Shield, 2008). The mobile learning phenomenon has led to increased interest in how mobile devices can be used for language learning; many studies and projects have been conducted related to this area, from the use of mobile phones for quiz delivery and vocabulary practice to the use of smartphones and language applications that incorporate flashcards and phrasebooks (Godwin-Jones, 2011; Stockwell, 2010). Mobile devices network availability and penetration is happening at a dramatic pace in developing countries (Gounder, 2011). This, coupled with the fact that mobile data connection has become more

affordable, allows for distributed learning anytime and anywhere (Palomo-Duarte, Berns, Dodero, & Cejas, 2014).

In line with the background of the study and the writer's objectives to achieve, some major research questions are formulated as follows: How do the high school students utilize the technology on smartphone and their daily English language? What are the non-academic and academic activities undertaken by Indonesian high school students in their smartphones for English learning purposes? What are the Indonesian high school students' perceptions about the usage of smartphone for English learning purposes? Which smartphone apps are mostly used by the Indonesian High School students to enhance their individual English skills and language learning competence? What language skills and language components of English do the High School students improve and prefer to learn through smartphone applications?

THEORETICAL REVIEW

Mobile devices network availability and penetration is happening at a dramatic pace in developing countries (Gounder, 2011). Abbasi and Hashemi (2013) have conducted another study that investigates the effect of using mobile phones on the retention of vocabulary of intermediate EFL learners and the effect of learner's gender in vocabulary retention while using mobile phones. The study concludes that the use of mobile phones by intermediate EFL learners has a significant effect on their vocabulary retention. The study also reveals that gender does not have any effect on learners' vocabulary retention.

In the same vein, Darmi & Albion (2014) have reviewed studies using mobile phones in language learning contexts. They conclude that mobile phones are accepted by learners of second language learning and that past studies have substantiated their integration to improve language skills and related language areas. They call upon researchers in the field of language learning and acquisition to do more research to examine the integration of mobile learning, especially that mobile phones with recent design and features can be used as learning tools that aid second language learning and language learning acquisition theories. (p. 99).

Mobile phones are only a learning tool to aid language learning; therefore, future studies should also examine its integration in second language acquisition theories applied in the current generation, the GenZers who are kinesthetic learners, and they like to learn by doing and not by being told how to do, or by reading a text. They are interested in graphics, multimedia and connected activities. Due to their inherent nature of multi-tasking, they easily get bored, and so learning tasks should be given to them in small bites. As playing games occupies most of their time, they are quite good at the trial and error method of study. Each time they fail, they only think of the things that they have learnt from their failure, to reach their goal. Du Plessis (2011:28) that "there is a need to explore and understand the elements of technology, social media and social networking that students find so compelling and to incorporate those elements into teaching and learning". This does not only imply integrating technology as part of teaching- learning, but seeking a "creative classroom setup" with unique initiatives that introduce more visual- teaching methods and interesting, quick-result participatory methods. Student-centered learning has power (Du Plessis: 2011:71) and technology advances and social media can further enhance such

approaches. As the first true digital natives, Gen Zers have never known a world without the internet and mobile devices. Barcelon (2010) identifies generations Y and Z have both been growing to maturity in the age of the computer. Both have embraced the opportunities provided by an explosion in technology which has created the environment for much of their learning and development.

To summarize, this paper has reviewed studies using smartphones in language learning contexts. Smartphones are accepted by learners of second language and past studies have substantiated their integration to improve language skills and related language areas. Learning can take place in formal or informal settings allowing learners to learn at their own time and anywhere. With recent designs and features of smartphones, future studies on improving the language skills are recommended to keep up with the pace of technology. Other potential areas of research include learning strategies, learner attitude and collaborative learning.

METHOD

In this study, there were 200 respondents of Senior High School students registered in academic year 2018/2019 randomly selected and then categorized by the following demographics: A total of 200 high students participated in this study out of which majority were female students (52.50%) with mean age of 16.565 years old. The total number of 52.50% female students and 47.50% male students is further explored in the breakdown of: below 15 year-old group: 15.50% male 16% female, followed by 15-16 year-old group with 18% male and 20.50% female, and the last 17-18 year-old group with 14% male and 16% female students.

Table 1: Participants' Individual Demographic Information

		Below 15		15-16		17-18		TOTAL	
	Item	N	(%)	N	(%)	N	(%)	N	(%)
Sex	Female	32	16.00%	41	20.50%	32	16.00%	105	52.50%
	Male	31	15.50%	36	18.00%	28	14.00%	95	47.50%
TOTAL		63	31.50%	77	38.50%	60	30.00%	200	100.00%

Research Instrument for Primary Data 1

The main method of inquiry used in this study is a five-point and a six-point Likert-type questionnaire which was designed by the writer. The questionnaire included three dimensions: First, emerging English language and smartphone technology in non-academic consisting of twelve questions of frequency selection and academic activities for learning purposes consisting of fifteen questions of frequency selection. Second, student's perception on the usage of smartphone for English learning purposes consisting of seventeen questions of a 6-point of Likert scale. Third, smartphone applications for enhancing English proficiency consisting of one table of single preferred option. Thus, for each of the statements in the instrument, participants were required to respond in short-answer questions, choose one answer on multiple choice questions, choose answers based on Likert scale of Totally Agree, Agree, Slightly Agree, Disagree,

Slightly Disagree, and Totally Disagree as well as give a rate 1 – 6 scale, whilst for the rests of the questionnaire Never, Sometimes, Frequent, and Always are available options to select to establish frequency represented by a rate scale 1-5 for gathering information on the perception or preference about the way the participants utilize their smartphones for the English learning purposes.

Research Instrument for Primary Data 2

They were gained through recorded improvisational and structured interviews. These two models of interviews were conducted once after the writer gained complete data analysis of the questionnaires. The improvisational interview was used as supplementary data aimed to address the topic Emerging Smartphone Technology and English Language in Daily Lives questionnaire in the primary data one. There were seven participants randomly chosen by the writer to state their responses towards this issue. In addition, another four crucial issues were elevated by the writer for the structured interview given to 10 participants to be used as supplementary data. All were then processed and analyzed in order to investigate the Research Questions 2 and 3. In this study, the interview questions allowed the interview purpose, and were separated into two aspects:

1. Fixed questions: 4 questions are designed in advance.
2. Improvisational questions: some questions are asked by the interviewer according the conversations.

The structured-interview consisting of fixed questions were designed to target the purpose of interview. They were as follows:

Question 1: What do you think are the most important uses of smartphones in the education world for the millennial generation today?

Question 2: To what extent do smartphones have an impact on your English learning?

Question 3: Do you think the role of teachers in schools will still not be replaced by the sophistication of today's smartphones. Why is or isn't that so?

Question 4: Will online learning produce more results than face-to-face learning at school? What is the role of the smartphone in the future?

Validity and Reliability of the Instrument

To assess the reliability of the instrument, Cronbach's Alpha correlation coefficient was computed. Results obtained from this test indicate the reliability of the instrument since Cronbach's Alpha value was more than (0.60). Table 2 below shows the result.

Table 2: Reliability of the Questionnaire of the Study

#items/questions/components	17	Cronbach's alpha	Internal consistency
sum of the item variances	17.965	$\alpha \geq 0.9$	Excellent
variance of Total Score	62.71	$0.9 > \alpha \geq 0.8$	Good
Cronbach's α	0.758118	$0.8 > \alpha \geq 0.7$	Acceptable
		$0.7 > \alpha \geq 0.6$	Questionable
		$0.6 > \alpha \geq 0.5$	Poor
		$0.5 > \alpha$	Unacceptable

Data Collection

The writer's two sources of primary data were respectively gathered from the questionnaire and through improvisational and structured-interviews. The writer obtained permission of the instructor who taught the three sections of English mentioned above to conduct his study in order to investigate the high school students' attitudes towards the smartphone and the usages in learning English. The participants were requested to state their true responses. The writer also answered all the participants' relevant questions about the questionnaire to ensure that they give authentic responses. While for the secondary data, the writer collected from available literature such as books, research papers, journals, magazine articles, etc. and were supported by primary data collected using a quantitative method of data collection about the impact of the use of smartphone in the classroom.

Analysis of Data

To organize and summarize all the gathered data in order to increase results' usefulness, the primary and secondary data were analyzed descriptively in quantitative study using a simple a statistical software to determine the mean, percentage, and frequency mode.

FINDINGS AND DISCUSSION

The aim of this part is to present the analysis of the data collected on the study. The first question of this study aimed to investigate the extent to which Indonesian high school students use their smartphones in the aspect of emerging English language and smartphone technology in both academic and non-academic learning purposes. To answer these fifteen questions of frequency selection, the respondents selected one single answer only determined by their habits in using smartphones either at home or at school. As can be seen in table 3, Teenagers seemed to be a *Youtube* dependent which can be indicated by 122 respondents or by 61% frequently accessed and used it at home.

Table 3: Mobile Apps usage for English learning purposes at home

How do you use your English at home?				
Item	Never	Seldom	Frequent	Always
a. Inputting English keywords in internet web search engines	11 5.50%	78 39.00%	83 41.50%	28 14.00%
b. Internet browsing or surfing to seek information in English?	7 3.50%	80 40.00%	84 42.00%	29 14.50%
c. Writing captions or adding comments in some social media e.g. <i>Youtube, Facebook, Twitter, Instagram, Snapchat, Pinterest, etc?</i>	9 4.50%	74 37.00%	92 46.00%	25 12.50%
d. Checking and replying emails in English?	45 22.50%	120 60.00%	33 16.50%	2 1.00%
e. Listening to English music or English podcast?	0 0.00%	42 21.00%	113 56.50%	45 22.50%
f. Watching <i>Youtube</i> videos or other movie streaming platforms in English	1 0.50%	40 20.00%	122 61.00%	37 18.50%
g. Online bank transactions in English?	77 38.50%	74 37.00%	43 21.50%	6 3.00%
h. Online shopping transactions in English?	65 32.50%	96 48.00%	33 16.50%	6 3.00%
i. Recording, editing, and narrating videos or video blogs (<i>vlogs</i>)?	49 24.50%	112 56.00%	32 16.00%	7 3.50%
j. Designing, editing pictures in English?	49 24.50%	102 51.00%	38 19.00%	11 5.50%
k. Creating English animation?	94 47.00%	75 37.50%	30 15.00%	1 0.50%
l. Online chat activities In English?	9 4.50%	102 51.00%	73 36.50%	16 8.00%

While for the academic activity for the English learning purposes, the result in table 4 indicates that the use of smartphone at school is lack of academic activities and the conclusion that can be drawn from this section is that there has not enough attempt made at both an individual or institutional level to optimize the wealth of the educational technological gadgets for activities related to school-related activities.

Table 4. Mobile Apps for English Learning Purposes at School

When and how do you use your English at school?				
Item	Never	Sometimes	Frequent	Always
a. During school lessons	41 20.50%	113 56.50%	38 19.00%	8 4.00%
b. Elsewhere at school	34 17.00%	111 55.50%	51 25.50%	4 2.00%
c. On the way to school e.g. on the car	58 29.00%	94 47.00%	42 21.00%	6 3.00%
d. On the way to go home e.g. on the car	49 24.50%	85 42.50%	56 28.00%	10 5.00%
e. Playing English games during	63	101	33	3

English lesson?	31.50%	50.50%	16.50%	1.50%
f. Capturing my English Teacher's note on the whiteboard	69 34.50%	78 39.00%	48 24.00%	5 2.50%
g. Reading your English teacher's soft-file lesson or digital notes	40 20.00%	97 48.50%	58 29.00%	5 2.50%
h. Watching your English teachers' captured lesson?	65 32.50%	101 50.50%	30 15.00%	4 2.00%
i. Watching some English instructional video assignments?	24 12.00%	103 51.50%	64 32.00%	9 4.50%
j. Doing English literature searches?	31 15.50%	95 47.50%	61 30.50%	13 6.50%
k. Sharing English notes with your classmates?	27 13.50%	88 44.00%	69 34.50%	16 8.00%
l. Taking photos of your English projects?	76 38.00%	91 45.50%	31 15.50%	2 1.00%
m. Making movies of your English projects?	55 27.50%	109 54.50%	34 17.00%	2 1.00%
n. Designing some English presentation lessons	44 22.00%	93 46.50%	60 30.00%	3 1.50%
o. Doing some English quizzes or English tests?	30 15.00%	94 47.00%	72 36.00%	4 2.00%

Student Perception on Mobile Apps Usage for English Learning Purposes

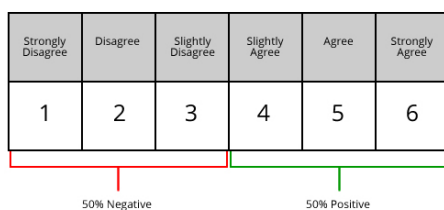
In general, the results of the study in table 5 revealed that the participants had a positive attitude toward using mobile phones for educational purposes as they agreed that smartphone usage for educational purposes should be self-motivated.

Table 5. Student Perception toward Mobile Apps Usage for English Learning Purposes

What is a smartphone's role in your English learning purposes?						
Question Item	TD	D	SD	SA	A	TA
1. Using smartphones as a study tool for English language learning for High School students is important	8 4.00%	0 0.00%	16 8.00%	59 29.50%	71 35.50%	46 23.00%
2. Learning English through Smartphones can be fun and interesting if it is done in the classroom	5 2.50%	5 2.50%	26 13.00%	38 19.00%	72 36.00%	54 27.00%
3. Mobile phones will never be able to replace the role of my English classroom teacher	8 4.00%	10 5.00%	31 15.50%	44 22.00%	63 31.50%	44 22.00%
4. I prefer to have one-on-one English lesson discussion with my classmates rather than chat with them on social media apps	1 0.50%	12 6.00%	42 21.00%	39 19.50%	65 32.50%	41 20.50%
5. I feel it is more polite to have one-on-one English lesson	8 4.00%	7 3.50%	50 25.00%	45 22.50%	58 29.00%	32 16.00%

Students' Attitudes towards the Use of Smartphone for Language Learning Purposes

discussion with my classroom teachers rather than chat with them on social media apps						
6. There is not enough time if I only learn English in the classroom	7	10	42	47	52	42
	3.50%	5.00%	21.00%	23.50%	26.00%	21.00%
7. Learning English through smartphones can help the teachers deliver the lessons more engaging and interactively	2	4	23	64	50	57
	1.00%	2.00%	11.50%	32.00%	25.00%	28.50%
8. I feel more motivated in learning English through mobile phones	5	5	25	56	65	44
	2.50%	2.50%	12.50%	28.00%	32.50%	22.00%
9. I can easily get either tempted or distracted by other things apart the English lesson from if I learn English through smartphones	8	11	19	61	68	33
	4.00%	5.50%	9.50%	30.50%	34.00%	16.50%
10. I prefer doing my English school assignments through my smartphone to doing them on printed workbooks	4	10	15	40	75	56
	2.00%	5.00%	7.50%	20.00%	37.50%	28.00%
11. Mobile Apps can help me to receive my teacher's online valuable feedback	5	5	46	43	71	30
	2.50%	2.50%	23.00%	21.50%	35.50%	15.00%
12. Mobile Apps can help me find relevant resources to my study	3	5	19	52	68	53
	1.50%	2.50%	9.50%	26.00%	34.00%	26.50%
13. Mobile Aps can help me communicate English faster anywhere and at anytime	5	7	27	48	73	40
	2.50%	3.50%	13.50%	24.00%	36.50%	20.00%
14. Mobile Apps can help me develop my study skills both individually and in groups	10	1	29	33	78	49
	5.00%	0.50%	14.50%	16.50%	39.00%	24.50%
15. My main goal of learning English is to be able to communicate well in English with other people	2	6	15	51	71	55
	1.00%	3.00%	7.50%	25.50%	35.50%	27.50%
16. My primary goal of learning English is to succeed in school	5	3	26	52	71	43
	2.50%	1.50%	13.00%	26.00%	35.50%	21.50%
17. My primary goal of learning English is to succeed in my future studies or career	2	7	12	48	65	66
	1.00%	3.50%	6.00%	24.00%	32.50%	33.00%



In addition, The mean summary as indicated in table 6 was previously described by the valid percent of the data distribution in table 5 where majority of the respondents subsequently perceive positively as indicated by 4.35 as the

lowest mean and 4.64 as the high mean according to respondents' choice of slightly agree, agree and totally agree to the items of survey.

Table 6. Mean Summary of Student Perception on Mobile Apps Usage for English Learning Purposes

ITEM	School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8	School 9	School 10	Mean Ave.
Q1	4.95	4.65	4.5	4.6	4.75	4.7	4.65	4.1	4.7	4.55	4.615
Q2	5.35	4.6	5.05	4.6	4.4	4.25	4.95	4.5	4.45	4.3	4.645
Q3	3.6	3.75	4.95	4.5	3.95	4.95	4.9	4.1	4.5	4.6	4.38
Q4	4.15	4.35	4.45	4.15	4.45	4.3	4.55	4.35	5.1	4.05	4.39
Q5	3.5	4	4.5	4.4	4.2	4.2	4.2	4.1	4.4	4.2	4.17
Q6	3.8	3.95	4.35	4.1	4.1	4.2	4.9	4.6	4.55	4.1	4.265
Q7	4.55	4.7	4.55	4.95	4.6	4.6	5.1	4.45	4.3	4.55	4.635
Q8	4.9	4.7	4.3	4.1	4.6	4.55	4.65	4.95	4.5	3.9	4.515
Q9	4.2	4.4	4.1	4.45	4.5	4.25	4.75	4.5	4.3	4	4.345
Q10	5.35	4.75	4.3	4.3	4.7	4.75	4.8	4.6	4.7	4.75	4.7
Q11	4.4	4.2	3.85	4.45	4.35	4.4	4.5	4.25	4.45	4.15	4.3
Q12	5.05	4.75	5.05	4.65	4.7	4.9	4.45	4.35	4.35	4.55	4.68
Q13	4.65	4.6	4.6	4.6	4.65	4.1	4.5	4.1	4.5	4.55	4.485
Q14	4.75	4.75	4.55	4.3	4.6	4.6	4.35	4.85	4.65	4.35	4.575
Q15	4.95	5.2	5.35	4.3	4.8	4.95	4.5	4.75	4.5	4.1	4.74
Q16	5.05	4.2	5.05	4.75	4.15	4.1	4.2	4.95	4.5	4.55	4.55
Q17	5.1	5.15	5.35	4.35	5	5.1	4.65	4.8	4.1	4.65	4.825
Total Mean Ave.	4.61	4.51	4.64	4.44	4.50	4.52	4.62	4.49	4.50	4.35	4.518

Smartphone Applications for Enhancing English Proficiency

The findings of the study also showed that participants also highlighted the quick access to the any kind of information through these kinds of technologies everywhere and at any time inside the mobile technology.

Most Preferred Smartphone Application Used to Enhance English Language Competence outside School Lesson

Youtube remained a dominant force in teens' lifestyle in English learning outside classroom, even as *Instagram* and *Snapchat* have risen into a prominent role in teens' online academic lives. Asked which platforms they used most often, the overall respondents in this study reported that *youtube* was the apps they used most frequently (35.50% said that), followed by *Instagram* (12%), and *Google translate* (9%), then *Snapchat* (8%).

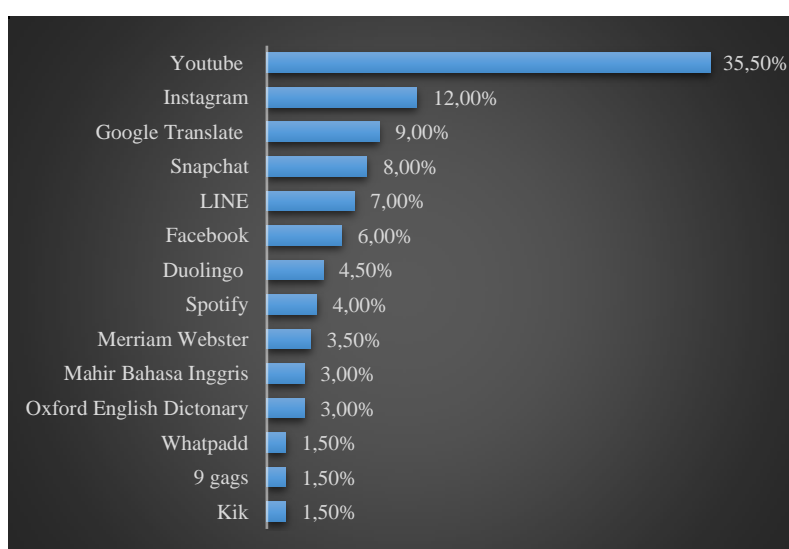


Figure 1: *Most Mobile Applications Used to Enhance English Language Competence*

Student's Improved Skill of English through Using Smartphone App

The result of using certain smartphone applications was in general very positive as students were able to improve their vocabulary knowledge and listening comprehension most (see table 7). There were average strong indicators showed 4.78 mean scale for vocabulary aspect and 4.48 mean scale for the speaking skill aspect in a range from 1 to 6.

Table 7. Student's Improved Skill of English through Using Smartphone Apps

Item	Reading	Listening	Grammar	Vocabulary	Writing	Speaking
school 1	3.05	3.35	3.25	4.1	3	4.25
school 2	3.6	3.25	2.5	4.55	2.8	4.3
school 3	2.7	3.45	2.3	4.9	2.85	4.8
school 4	2.75	3.4	3.55	4.45	2.85	4
school 5	2.95	3.55	2.7	4.75	2.45	4.6
school 6	3.15	3.9	2.75	5.4	2	3.8
school 7	3.2	3.5	2.35	5	2.55	4.4
school 8	3.35	3.15	1.95	4.85	3.05	4.65
school 9	2.35	3.7	2.35	5.35	2	5.25
school 10	2.65	3.4	2.45	4.45	3.3	4.75
MEAN	2.975	3.465	2.615	4.78	2.685	4.48

English Language Components Preferred to Learn through Smartphone Apps

As evident in the below table, the respondents have relatively preferred to learn more on mastering the language components of English which are: vocabulary, listening, and speaking rather than the other ones. The highest mean value is 4.985 in the vocabulary skill, 4.275 as the second highest mean value in the listening skill, and the third highest mean value in the skill.

Table 8. English Language Components Preferred to Learn through Smartphone Apps

Item	Reading	Listening	Grammar	Vocabulary	Writing	Speaking
SCHOOL 1	2.4	4.9	3.5	5.1	1.65	3.45
SCHOOL 2	2.35	4.25	3.75	4.9	1.85	3.9
SCHOOL 3	2.45	4.4	2.6	4.9	1.9	4.75
SCHOOL 4	2.6	4.6	3.75	4.8	1.75	3.5
SCHOOL 5	2.4	4.75	3.6	5	1.5	3.75
SCHOOL 6	2.2	4.3	3.6	4.5	2.3	4.1
SCHOOL 7	2.5	4.8	3.35	4.9	1.75	3.7
SCHOOL 8	2.35	3.1	2.8	5.2	2.7	4.85
SCHOOL 9	2.5	3.9	2.75	5.35	1.7	4.8
SCHOOL 10	2.85	3.75	2.6	5.2	2.1	4.5
MEAN	2.46	4.275	3.23	4.985	1.92	4.13

DISCUSSION

In terms of language learning, it was found that mobile technologies are used by participants for different purposes in terms of language learning and language practicing. These purposes can be listed as follows:

Non-academic Activity at Home or Outside School Lesson.

The passive skills of English were found in activities i.e.: social media interaction, watching movies or films, and listening to music for entertainment, and some other online relevant activities were indicated to have high exposure on students' smartphone usage. While the active skills of English such as such as checking and replying emails in English, video production and online chats in English were given low attention on students' individual exposure for language learning.

Smartphone Apps Usage for English Learning Purposes at Home

Item	How do you use your English at home?			
	Never	Seldom	Frequent	Always
a. Inputting English keywords in internet web search engines	11 5.50%	78 39.00%	83 41.50%	28 14.00%
b. Internet browsing or surfing to seek information in English?	7 3.50%	80 40.00%	84 42.00%	29 14.50%
c. Writing captions or adding comments in some social media e.g. <i>Youtube, Facebook, Twitter, Instagram, Snapchat, Pinterest, etc?</i>	9 4.50%	74 37.00%	92 46.00%	25 12.50%
d. Checking and replying emails in English?	45 22.50%	120 60.00%	33 16.50%	2 1.00%
e. Listening to English music or English podcast?	0 0.00%	42 21.00%	113 56.50%	45 22.50%
f. Watching <i>Youtube</i> videos or other movie streaming platforms in English	1 0.50%	40 20.00%	122 61.00%	37 18.50%
g. Online bank transactions in English?	77 38.50%	74 37.00%	43 21.50%	6 3.00%
h. Online shopping transactions in English?	65 32.50%	96 48.00%	33 16.50%	6 3.00%
i. Recording, editing, and narrating videos or video blogs (<i>vlogs</i>)?	49 24.50%	112 56.00%	32 16.00%	7 3.50%
j. Designing, editing pictures in English?	49 24.50%	102 51.00%	38 19.00%	11 5.50%
k. Creating English animation?	94 47.00%	75 37.50%	30 15.00%	1 0.50%
l. Online chat activities in English?	9 4.50%	102 51.00%	73 36.50%	16 8.00%

Non-Academic Activities as Individual English Exposure

High exposure on Passive Skills

Low exposure on Active Skills

Academic Activity at School

Playing English lesson games; use of dictionary; listening language learning materials; making topic repetition; listening to music; watching language, etc. The overall results indicated that smartphone technologies were still given a slightly low attention on students' individual exposure for English learning purposes at school. Despite the fact that the smartphone technologies were still used by participants for an educational purpose, the use of smartphone for English learning purposes at school still resulted in lack of effectiveness.

When and how do you use your English at school?				
Item	Never	Sometimes	Frequent	Always
a. During school lessons	41 20.50%	113 56.50%	38 19.00%	8 4.00%
b. Elsewhere at school	34 17.00%	111 55.50%	51 25.50%	4 2.00%
c. On the way to school e.g. on the car	58 29.00%	94 47.00%	42 21.00%	6 3.00%
d. On the way to go home e.g. on the car	49 24.50%	85 42.50%	56 28.00%	10 5.00%
e. Playing English games during English lesson?	63 31.50%	101 50.50%	33 16.50%	3 1.50%
f. Capturing my English Teacher's note on the whiteboard	69 34.50%	78 39.00%	48 24.00%	5 2.50%
l. Taking photos of your English projects?	38.00%	45.50%	15.50%	1.00%
m. Making movies of your English projects?	55 27.50%	109 54.50%	34 17.00%	2 1.00%
n. Designing some English presentation lessons	44 22.00%	93 46.50%	60 30.00%	3 1.50%
o. Doing some English quizzes or English tests?	30 15.00%	94 47.00%	72 36.00%	4 2.00%

Academic-Activities as Individual English Exposure

In General = Slightly Low Exposure on English Lesson

DISCUSSION

The findings of the present study can be concluded in the following points. First, Indonesian high school students in general, had a positive attitude towards the use of English language in their daily lives both at home and in friendship environment. Despite the high exposure of modern technology possessed at home to sustain their English language exposure, they still insisted that human interaction is the foundation of teaching and learning activities at school. Furthermore, the findings also display a positive perception towards smartphone in learning English either inside or outside the classroom since their overall mean indicated 4.35 as the lowest mean and 4.64 as the high mean according to respondents' choice of slightly agree, agree and totally agree to the items of survey. This finding represents a call from the students to the teachers and curriculum designers to shift from traditional curricula to include new technology in the teaching process which more into learner autonomy.

Second, smartphones are now considered as the window through which the current generation is looking for knowledge and information. Educators are in need to learn how mobile-based informal learning can be integrated into instructed language learning. There are the papers which analyze mobile technology applications on language acquisition in general terms (Rosell-Aguilar, 2007; Fallahkhair et al., 2007; Petersen & Markiewicz, 2008, Liu et al., 2008;

Cheng et al., 2010; Abdous et al., 2012; Oberg & Daniels, 2011; Hsu, 2012), often indicate positive attitudes towards the mobile technology use and suggest better results in terms of language proficiency.

Third, much attention is in need to be paid to the different contexts of formal and informal learning, and how mobile technologies are available and can contribute to the individual's language learning acquisition in these different situations. The mobile technologies are now commonly used by the current generation for different purposes such as gaming, banking, online shopping, and watching TV or films, listening to music, entertainment, taking photos, and PDF viewing by the high school students. This *techno-centered concepts* focus on technology itself can be used as a means of communication between the learner and the content as well as teacher and learner where a shift from sms-based learning towards the development and use of mobile language learning applications in form of intelligent multimedia tutorial systems is noticeable. In addition, the *learning environment* theme focuses on theoretical development and practical aspects of such environments.

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DEVELOPING EDUCATIONAL GAME AS LANGUAGE ACQUISITION MEDIA FOR YOUNG LEARNERS

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Abstract: Language acquisition is the process of language mastery done by children naturally when they learn their mother of tongue. The era of globalization with the presence of sophisticated technology requires children to be able to use technology well. With the presence of technology, it makes it easy for children to learn many things, especially languages. The purpose of using language learning media based on the educational game culture character of the android system is to increase language acquisition for early childhood. With this language learning media, early childhood is helped in understanding and mastering verbal vocabulary. In addition, in this era, many people have Smart Phones that can load various applications. In addition, it is very easy for parents to access or open an android-based media application from their Smart Phones. The research method used is research and development. This development was carried out in the learning media, namely language learning media based on the educational character of the culture system of the android system. This study uses the Borg and Gall development theory which has been simplified into six stages. This research was conducted at PAUD / TK in the Ngawi Regency, East Java. The research subjects are early childhood and parents in PAUD/TK Ngawi Regency with a total of 50 people. The results of this study are in the form of educational learning applications based on the educational game culture character of the Android system. The results of the data analysis showed that, from 50 respondents who are parents of children, 44 people stated that the media are feasible and very useful and 45 people gave positive responses. From the results of the addition of the acquisition of children's language shows 46 children experienced progress and the addition of the acquisition of a new language. The results of this study are expected to facilitate early childhood in language acquisition.

Keyword: *language learning media, educational games, android system, language acquisition*

INTRODUCTION

Teaching and learning process can be interpreted as a series of processes of interaction between children and teachers in order to achieve their goals (Makmun, 2004: 156). In the teaching and learning process there is a process of learning behavior in children and the process of teaching behavior in the teacher. The process does not take place from one direction but rather occurs reciprocally where both parties play a role and act actively. In teaching and learning there is a stage where children are asked to understand a material. This is not an easy thing because children have different understandings. In language learning, especially the acquisition of a new language is very difficult and requires extra understanding for an early child.

One effort to optimize the achievement of children's learning outcomes in learning activities in particular understanding of the material can use learning media that is easy to use. Learning media is a means or tool for the process of teaching and learning (Daryanto, 2009: 419). Learning media can be divided into three types, namely: (1) Auditive Media; (2) Visual Media; (3) Audiovisual Media (Wina Sanjaya, 2014: 172).

The benefits of learning media for children are that it can make it easier for children to understand a material and arouse children's desire to learn, and even bring psychological influence on the child. In addition, learning media also allows children to learn independently according to their interests and abilities. Learning media is also one of the learning resources that can be used to increase the involvement of children in learning activities so that children gain direct learning experience. Whereas for instructional media teachers function to direct the thinking process of children to be able to find their own answers and make it easier to teach a concept of learning material.

In this study, instructional media that were compiled and developed were language learning media based on the educational game of cultural character of the Android system to help improve language acquisition for early childhood. The learning process emphasizes on giving direct experience to children to know firsthand the meaning and explanation of new terms by using language learning media based on the educational game culture character of the android system. Android-based educational media is the application of learning models in accordance with the era of the industrial revolution 4.0 where digital information has become a part of life. Information from the media especially TV, are very influence to the development of children's language.

Media can be called a tools, it means that media can be used in the learning process with the goal to making ways of communicating more effective and efficient. By using media the teacher and children can communicate more steadily and interactive and the interactions are multi-directional.

Media contains messages as stimulants of learning and can foster motivation to learn so that children do not become bored in achieving learning goals. The use of media in the implementation of teaching will help smoothness, effectiveness and efficiency in achieving goals. Lesson material that is manipulated in the form of teaching media makes children as if engrossed in and working with the media and of course the teaching will be meaningful.

Language acquisition is the process of humans gaining the ability to capture, produce, and use words for understanding and communication. According to Stork and Widdowson (1974: 134), language acquisition is a process of children achieving fluency in their mother tongue. According to Lyons (1981: 252), language acquisition is a language that is used without qualifications for the processes that produce language knowledge in language speakers. Meanwhile, Dardjowidjodjo (2003: 225) states that language acquisition is the process of language mastery carried out by the child naturally when he learns his mother tongue.

Language acquisition in children is indeed one of the greatest and most amazing human achievements, that where it show how children speak, understand, and use language, but very little is known that language acquisition is very much determined by the complex interaction of aspects biological, cognitive and social maturity aspects. Acquisition of children's language can be said to have the characteristics of continuity, has a series of unity, which moves from saying a simple word to a combination of more complex words (syntax).

In the children's world, games are the main things in their minds, children cannot be separated from the name of play. By playing, children can develop imagination and get new experiences and new things so they can learn from the games.

Games are played mainly for entertainment, fun, but can also function as a means of training, education and simulation. Games can sharpen intelligence and brain skills in overcoming conflicts or artificial problems that exist in the game. Educational games can be used as an educational media or learning media. This type of game is commonly used to encourage users to learn while playing. Through this learning process, users can gain knowledge, so the educational game is a new breakthrough used in the world of education. In addition to this type of game because it combines learning and playing, this type of game can also be used to attract children's attention to learning.

METHOD

In this research, research design used is the Research and Development (R&D) method. In this case, the developed media is an education game which consist of character culture based android system. The sample and population used were 50 people consisting of parents and early childhood from TK / PAUD in Ngawi District. Data collection techniques used by researchers are observation, interviews and questionnaire methods. Observations and questionnaire methods are used to determine the quality of the media and the interests of the respondents as well as the respondents' satisfaction with the educational game media of Android-based cultural characters. Interviews are used to describe the importance of the media in helping learning and how much the acquisition of children's language before and after using the media.

The data analysis technique was carried out by analyzing the results of observations and questionnaire evaluations as well as the results of the interviews then described in the form of numerical data.

Research Subject and Setting

The research subjects are 50 Parents and 50 students of TK/PAUD. The setting of the research is in TK/PAUD at Ngawi District they are TK Dharma Wanita Pengkol 1, PAUD Rimba Putra, and RA Al Huda Wareng. The data source of this research is taken from observation of using media, interview and questionnaire. The focus of this research is the effect of using media and development of media.

Data Collection Technique

The data collection of this research is using instrument, because the research method used is Research and Development, so the main instrument is the application or media. The most basic method of data collection of this research is observation for obtaining the data. To support the research, the researcher also using supporting instrument to collect the data, they are form of observation sheet, interview and questionnaire.

The observation sheet is used to collect data which related to the process of teaching learning in the classroom. The interview is used for a number of purposes, they are: (1) Knowing unique information that not happened in the classroom activity, (2) Collecting many information from many persons, (3) Finding about things that researcher cannot observe.

The questionnaire is used to obtain the data about students' attitude on the implementation of active learning. It consists of ten number and given to the students after teaching learning process.

In this research, the researcher conduct the observation five times with the respondents of research are 50 parents and 50 children of TK Dharma Wanita Pengkol 1, PAUD Rimba Putra, and RA Al Huda Wareng. Parents complete the questionnaires and give some question for interview. The children are testing for getting data of language acquisition. Researcher make simple question to children and they answer it orally.

Data Analysis

Data analysis is a system to arrange the data and present to other. Miles and Huberman (1994) view that qualitative data analysis consists of data reduction, data display, and drawing conclusion. Data reduction is the stage of processing the "raw" data in order to be ready to be analyzed. The process form of data analysis are selecting, simplifying, focusing, summarizing, coding, sorting, or even making cluster of the themes.

Data display is the process of demonstrating the data either in the form of using media application, table and observation sheet. In the context of this research, the data were displayed in the form of conversational excerpts, classroom interaction and result of interview.

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

FINDINGS AND DISCUSSION

Preliminary Survey

From the results of preliminary surveys conducted by the survey team obtained from the total number of respondents consisting of children aged 4-5 years totaling 50 people, the condition of language acquisition, especially in the field of culture is still very minimal as evidenced there are still children who do not know what is onthel, kebaya, gamelan and others. Children are less familiar with these words because they rarely find and hear the vocabulary. Some parents also rarely tell their children about Indonesian culture so their children do not understand and know about Indonesian culture.

The following is data acquisition table from preliminary study relates to the acquisition of children's language and educational game applications:

Table 1: Children's Vocabulary

Age	Number of Common Vocabulary		Number of Culture Vocabulary	
4 Years	>1.500 Word	23 children	<100 Word	19 children
5 Years	>2.500 Word	22 children	<200 Word	15 children

Table 2: Game Knowing

Kinds of Game	Know	Don't Know
PUBG	43	7
Free Fire	46	4
Mobile Legend	50	0
Belajar Berhitung	2	48
Mengenal Huruf	5	45
Balita Cerdas	0	50
Belajar Mengeja	1	49

From the data above it is known that the vocabulary of children in the field of culture is still lacking and needs to be added. Knowledge of the types of educational games is still very minimal and needs to be introduced as a medium for children's learning.

Test Application

In the application test there are several aspects that are the focus of data acquisition, namely the level of understanding of the use of the application and the level of preference for the application. In the first phase of the test there were 37 children who did not understand how to use the application and did not like the appearance of the application. This is because the application still has a menu that is lacking and causes children to be confused in using it and it looks less attractive to children. With this result the researchers made improvements to the application in accordance with the feedback given by parents.

In the second phase of testing after making improvements there are 43 children who have begun to understand the use of the application and start liking the appearance of the application. But from the application test results there is still input from parents because the application cannot be installed on the type of cell phone with low specifications. The application can only be installed on a cellphone with high specifications and a high Android system. From these results the researchers and application developers will continue to strive to improve the application so that it can be used for learning media.

Acquiring Early Childhood Language

The results of the use of applications for children's language acquisition, especially in the field of culture there is significance. From the initial data of children who know little about vocabulary in terms of culture, after using the educational game media application there are 92% of children who have increased vocabulary in the field of culture. They also began to get to know Indonesian culture from dance, clothing, traditional houses and musical instruments and traditional vehicles in Indonesia.

Data Analysis

Data analysis was conducted to determine the feasibility of the media and the level of response from parents and children. The technique used by using the calculation as follows:

Feasibility Analysis of Educational Game Media Based on Android

The results of media studies were analyzed using the following formula:

$$\text{Value} = \frac{\text{Number of Scores obtained}}{\text{Maximum Number of Scores}} \times 100\%$$

With a rating scale as follows:

1 = Very bad

2 = bad

3 = Medium

4 = good

5 = Very good

With the following assessment standards:

0% - 20% = Not feasible

21% - 40% = Inadequate

41% - 60% = Fair enough

61% - 80% = Eligible

81% - 100% = Very feasible

Analysis of student, parent and teacher responses to Educational Game Media

Analysis of student response questionnaire data was analyzed using the following formula:

$$\text{Nilai} = \frac{\text{Jumlah Skor yang diperoleh}}{\text{Jumlah Skor maksimum}} \times 100\%$$

With the following assessment standards:

0% - 20% = Very negative

- 21% - 40% = negative
- 41% - 60% = Quite positive
- 61% - 80% = Positive
- 81% - 100% = Very positive
- Adaptation (Riduwan, 2006: 88)

From the calculation of the data obtained the following results:

Table 3: Media Feasibility Test and Response

Media Test	Media Feasibility		Respond	
	Feasible	Unfeasible	Positive	Negative
Display	44 (88%)	6 (12%)	47 (94%)	3 (7%)
Content	42 (84%)	8 (16%)	40 (80%)	10 (20%)
System	38 (76%)	12 (24%)	37 (74%)	13 (26%)
Benefit	48 (96%)	2 (4%)	48 (96%)	2 (4%)

Table 4: Children's Vocabulary Abilities

Age	Number of Common Vocabulary		Number of Culture Vocabulary	
4 Years	>1.500 Word	26 Children	<100 Word	21 Children
5 Years	>2.500 Word	24 Children	<200 Word	25 Children

From this analysis it can be concluded that the development of a culture-based educational game media is acceptable and deserves to be a learning medium. And the media can help increase the number of vocabulary in the field of culture.

The above results are in line with research conducted by Vega Vitianingsih, (2016) with the title Educational Games as Learning Media for Early Childhood Education. The results of his research stated "This game can be used as an alternative media for early childhood education (PAUD) teacher learning in changing conventional learning into learning simulation games, so as to develop children's creativity, because in educational games have elements of challenge, accuracy, reasoning power and ethics".

Likewise, in accordance with research from Khozi Dzikri Robbani, (2016) with the title of an Educational Game for the Introduction of English Vocabulary with Audio-Visual for Android-Based Early Childhood. Stating that "Educational Vocabulary Introductory Education Games are feasible and effective as an alternative learning media for young children in improving language skills".

CONCLUSION

From the results of the research and discussion above it can be concluded that the development of an educational game media based on the character of the Android system culture is feasible and able to increase the acquisition of early childhood language. This media can be used for kindergarten / PAUD language learning that requires new media for early language learning, especially in the

field of culture. Besides this media can introduce Indonesian culture to early childhood from now on.

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1. Articles must be written in English and should be related to the area of English teaching and learning which has not been published elsewhere.
2. Article must be typewritten on A4-sized, single-spaced with with margins: 3 centimeters (top, bottom, right) 4 centimeters (left), 12-pt Times New Roman Font, and 10-15 pages in length.
3. Reviewers will review articles. The editors reserve the rights to adjust the format to certain standards of uniformity.
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