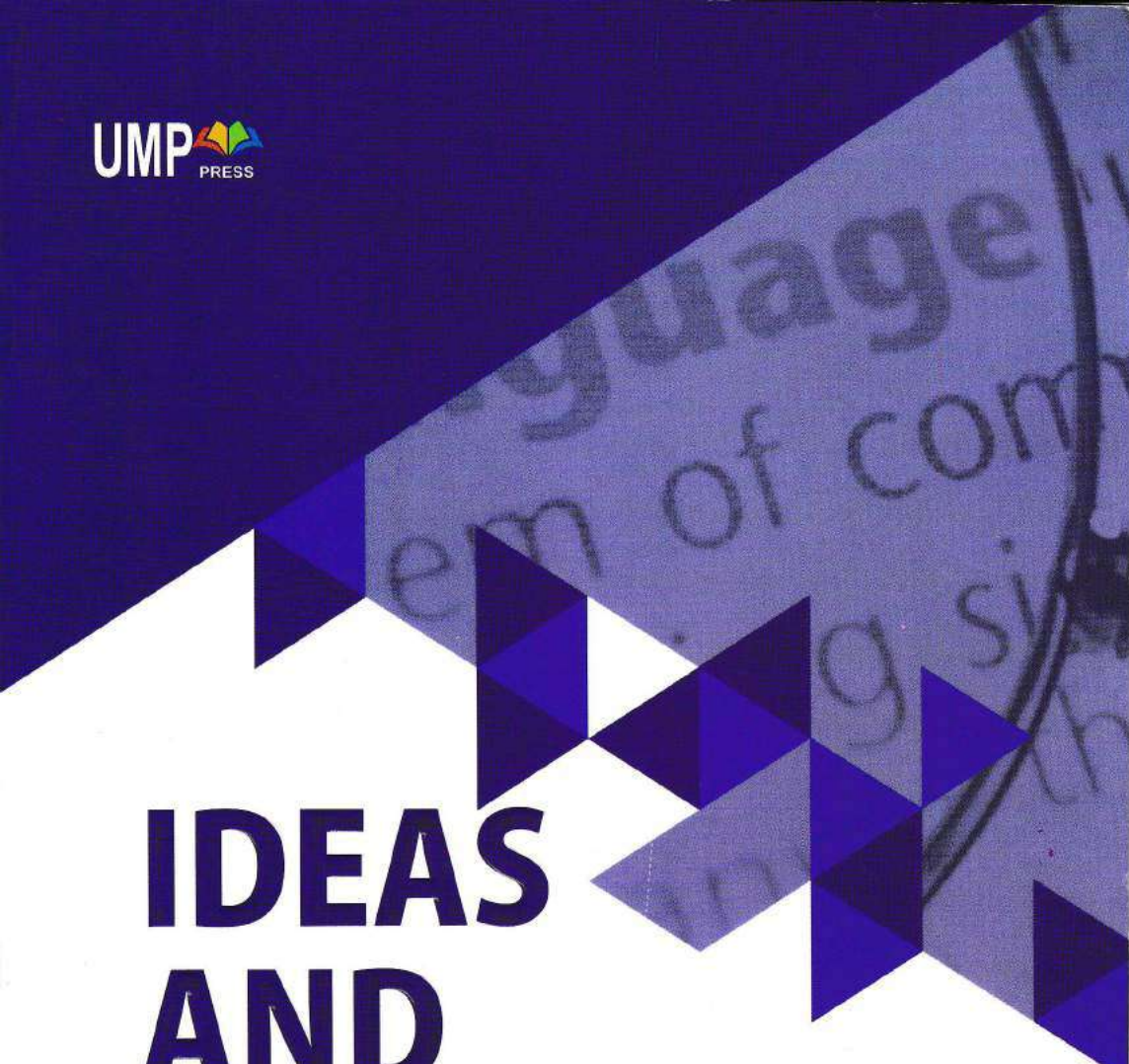




IDEAS AND RESEARCH IN LANGUAGE

Dr. Suwartono, M.Hum

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A reference book on selected ideas and studies in the fields of
language, linguistics, language education, language teaching, and
teaching English to speakers of other languages (TESOL)

Dr. Suwartono, M. Hum.

Associate Professor

in

Language Education and English Language Teaching
(ELT)

Editor: Dwi Agustina, PhD



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Editor's Preface

This book comprises the best papers written by Assoc. Prof. Dr. Suwartono based in the Department of English Language Teaching at Universitas Muhammadiyah Purwokerto, Central Java Indonesia. The articles compiled in this book contain his excellent ideas and research findings in the field of Language Education and English language teaching (ELT) across various educational contexts. This book has its speciality as a one-stop resource of reference as it presents a wide range of information related to the teaching and learning of English as a foreign language. This book also offers great insights, knowledge and inspirations for those working in the field of ELT as it shares a lot about the language learning and language acquisition, language teaching, language program evaluation, teacher professional development and language culture and policy planning.

I am very honoured to be the editor of this special book and at the same time very thankful to Associate Professor Tono Suwartono for the opportunity given to me to offer my perspective on the manuscript. The editing process was so much fascinating and I really enjoyed it. I myself really love reading this book and I do believe that it will be of a great interest for other readers too.

Dwi Agustina, PhD

Preface and Acknowledgement

This book is the one whose raw material is the author's articles published in journals (either national or international ones) and papers presented at seminars either within or beyond the nation. Some of the articles constitute the author's genuine literature reviews, while others are research-based papers. Their presence as a one-stop resource for prospective readers will surely be of great value.

Target audience for this work covers academics and university students, teachers, and educators who are seeking genuine ideas, inspirations, information rich references for research in the areas of language, language education, linguistics, language teaching, and teaching English to speakers of other languages. Interestingly enough, however, it also finds its way to other types of readers seeking ideas or already working on research in any other fields of interest or disciplines. It can be used to build a theoretical framework and/or to arrange a technical plan (methodology) for a research project.

I express my deep sense of gratitude to Alloh S.W.T, God Almighty, for giving me health and opportunity and enabling me to accomplish this book. I proudly address a bouquet of respect to Universitas Muhammadiyah Purwokerto for the grant to publish this work. I warmly thank Mr. Makhrus (Office of Academic Publication and Publishing, Universitas Muhammadiyah Purwokerto) for his encouragement, advice and substantial time extended to me. Finally, I am much indebted especially to Dwi Agustina, PhD (Department of English Language Teaching at Universitas Pekalongan), Editor of this book, for her professional role. I am very much obliged to her for her enthusiasm, accuracy, critical analysis, and considerable patience. Last but not least, words fail to express my appreciation to my family whose love and persistent confidence in me, has taken the load of household chores off my shoulder. I record my unstinted thanks to my loving, encouraging

and tolerant wife Rina for her faithful support rendered throughout the period of this book manuscript preparation. I acknowledge earnest thanks to my children who filled my heart with love and supported me in all my pursuits in regard with this book.

I hope this little piece of work means a lot and is fruitful to prospective readers.

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PART A
LANGUAGE LEARNING AND
LANGUAGE ACQUISITION

Chapter One

Strategies of the Minority: A Success Story of the Secondary Effective EFL Learners

Introduction

Success in learning English as a Foreign Language (EFL) for Indonesian students seems to be an uneasy goal to achieve. After learning English for sometime, most Indonesian learners of English still have poor English mastery. One important factor worth reviewing is the inadequate presence of exposure. It is true that exposure can be artificially made available in classrooms, especially when the learning and teaching condition resembles to its natural setting as found in immersion programs in which the target language is always used for communication, but obviously the amount of exposure will not be abundant as it is experienced by those who learn English in the ESL environments or, even, in English-speaking communities.

With limited natural exposure, the efforts the foreign language learners have for success in the language learning and communication should be greater. They should have more effective attempts or ways in their learning either in- or outside classrooms. Those learners with considerable effective ways of learning seem sufficiently independent in helping themselves develop good mastery and effective use of the target language. For instance, some students with high academic achievement in English who join English contests (e.g. speech contest, quick quiz contest, writing contest, story retelling contest). A preliminary information shared by the instructors confirmed that the students concerned have an English study achievement over the average and have characteristics relatively different from those of mates. How do they learn? It is likely that they have “special things” used to help themselves learn the language effectively. Within the area of language studies, this study refers to “learning strategies”.

It is commonly believed that learning strategies applied within the process of language learning are used for increasing learners' knowledge of target language. Even though there have been no consensus on the definition and classification of strategies, in general, it has been thought of as both students' thoughts and behaviors to help them in accomplishing their tasks during their learning process. In the research literature in cognitive psychology, four main types of learning strategies used in language learning have been identified: cognitive, metacognitive, social, and affective (Chamot 1987, Oxford 1990).

Cognitive strategies cover the identification, retention, storage, or retrieval of words, phrases, and other elements of the target language (e.g., the use of prior knowledge to comprehend new language material, the application of grammatical pattern within a new context, or the vocabulary classification based on the topic). *Metacognitive* strategies relate mostly to pre-planning and self-assessment, on-line planning, monitoring and evaluation, as well as post-evaluation of language learning activities (e.g., previewing the language materials for the day's lesson, organizing one's thoughts before speaking, or reflecting on one's performance). These strategies enable learners to have control over the process of learning as they can synchronize learners' plan, organization, and evaluation in performing the target language. *Social* strategies consist of the learner's actions in their interaction with other learners, a teacher, or with native speakers (e.g., asking for clarification, assisting a friend in accomplishing a task, or cooperating with others). *Affective* strategies help much in regulating learner motivation, emotions, and attitudes (e.g., strategies for reducing anxiety, for self-encouragement, and for self-reward).

Presented below are the learning strategies well-organized using the psychology-oriented taxonomy. The first table was yielded from a study on ESL learning, whereas the second was resulted from a study on EFL learning.

Learning Strategy	Definition
A. Metacognitive Strategies	
<i>Planning</i>	
Advance organizers	Previewing the main ideas and concepts of the new material to be learnt. This is usually done through skimming the text to find the organizing principle
Directed attention	Deciding in advance to focus on a particular learning task and neglect other distractors
Functional planning	Planning for and rehearsing linguistic components needed for doing the next language task
Selective attention	Deciding in advance to pay attention to specific aspects of input, often by scanning for keywords, concepts, and/or linguistic markers
Self-management	Understanding the conditions conducive for one's learning and creating those conditions
<i>Monitoring</i>	
Self-monitoring	Checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place
<i>Evaluation</i>	
Self-evaluation	Evaluating one's outcomes of language learning by using a standard after it has been completed
B. Cognitive Strategies	
Resourcing	Making use of reference materials such as dictionaries, encyclopedias, or textbooks
Repetition	Imitating a language model, in both overt practice and silent rehearsal
Grouping	Working with the words, terminology, or concepts classification based on their attributes or meaning
Deduction	Applying rules to understand or produce the second language or making up rules based on language analysis
Imagery	Making use of visual images (either mental or actual) to comprehend or remember new information
Auditory representation	Planning back in one's mind the sound of a word, phrase, or longer language sequence

Keyword method	Remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language
Elaboration	Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information
Transfer	Using previous linguistic knowledge or prior skills to assist comprehension or production
Inferencing	Using available information to guess meanings of new items, predict outcomes, or complete missing information
Note taking	Writing down keywords or concepts in abbreviated verbal, graphic, or numerical form while listening or reading
Summarizing	Making a mental, oral, or written summary of new information obtained through listening, or reading
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way
Translation	Using the first language as a base for understanding and/or producing the second language
C. Social Mediation	
Question for clarification	
Cooperation	Eliciting from a teacher or peer additional explanations, rephrasing, examples, or verifications Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance

<i>Learning Strategy</i>	<i>Definition</i>
A. Metacognitive Strategies	
<i>Planning</i>	
Organizational planning	Planning the parts, sequence, main ideas, or language functions to be expressed in speaking or in writing
Delayed production	Consciously deciding to postpone speaking to learn initially through listening comprehension
B. Cognitive Strategies	
Rehearsal	Rehearsing the language needed with attention to meaning, for an oral or written task
Translation	Using the first language as a base for understanding and/or producing the second language
Note taking	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form during a listening or reading activity
Substitution	Using a replacement target language word or phrase when the intended word or phrase is not available
Contextualization	Assisting comprehension or recall by placing a word or phrase in a meaningful language sequence or situational context
C. Social/ Affective Strategies	
Self-talk	Decreasing anxiety level by using mental techniques that make one feel competent to accomplish the learning task

Those strategies listed were identified and classified adopting the psychology-based model. This taxonomy was also adopted here to analyze data of this research.

Problems of this research were formulated as follows: (1) what strategies do the students with higher achievement use in learning English?; and (2) which strategies are commonly used by the students with higher achievement in learning English?

With regard to problems of the research above, this research study was aimed at: (1) identifying all learning strategies used by the

better performing learners of English; and (2) identifying the strategies commonly used by the better performing learners of English at different schools.

Method

The participants of this study consisted of nine students identified as effective English learners in two high schools at Purwokerto, Central Java: SMU Negeri 1 and SMK Negeri 3. Beside academically leading in the English study (with minimum English scores of 8), the students were reported to have taken part in a series of English contests, such as debate in English, quick quiz, speech, or story retelling. They were chosen to represent students of senior high schools that have these days been categorized into “general” and vocational schools.

The main objective of the study was to describe the strategies used in learning English by a special type of EFL learners. Therefore, it used a design that is *descriptive* in nature. Isaac (1971:18) states that a descriptive research or, in broader context, *survey study*, is aimed at describing “systematically the facts and characteristics of a given population or area of interest, factually and accurately”.

With regard to the type of learners under investigation (exclusively better performing students), this study constituted a case study. Furthermore, since the two schools where the research study was conducted were different in some cases, primarily in the English subject curricula, the case study chosen was a multiple case study (Yin, 1996), where data discovered in different sites is analyzed separately and then confronted to draw conclusion.

Through retrospective interviews the students were asked to report “special things they did”, special ways they used in acquiring the English language. Strategy data were also elicited via teacher interviews (source triangulation). The tape-recording was used in the interviews, and abbreviated transcripts were produced in order that the data were easier to analyze.

From each interview transcript, with regard to the strategies listed

in the chosen classification model (as can be seen under *literature review* section), strategies were identified, coded, and classified. However, some strategic uses other than those existed in the chosen classification scheme might occur. They were also identified and labeled under the psychology-based taxonomy as to augment the list. Strategic uses were coded and tallied. The strategic uses that refer to the same type of strategy were tallied only once. Strategies of the effective EFL learners under investigation were determined by registering all the strategies that all the nine participating students reported using. The tallies of strategy occurrence were converted into percentage to rank the level of global strategy use.

To confirm the result of strategy identification, the informants were asked to assess it. Validation effort was also done through a peer discussion. From these there was an improvement both on identification and classification of strategies.

Findings and Discussion

While identifying strategies, the principal problem faced was the unclear-cut of some strategic uses. Some of them tended to be combinations of strategies. This matter was solved through an informant feedbacks technique and, later, peer discussions. A few number of very difficult strategic uses failed to be agreed upon within the discussions. These were at last ignored.

The Whole Strategies Used by the Better Performing Students

From matrix on the global strategy use (see *Appendix I*), it can be seen that in the study of all the learners under investigation 21 types of strategies have been identified. The strategies are as follows:

1. practice	12. advance organizer
2. self-talk	13. translation
3. self-management	14. monitoring
4. deduction	15. note-taking
5. directed attention	16. cooperation

6. inferencing	17. imagery
7. question for clarification	18. recombination
8. self-evaluation	19. transfer
9. resourcing	20. functional planning
10. repetition	21. elaboration
11. seeking learning environment	

However, not all the strategies above were used by all the nine learners at the two schools. *Self-talk*, *advance organizer*, *inferencing*, *deduction*, *monitoring*, and *transfer* appeared in SMU N 1 students strategy list only, whereas *self-management*, *cooperation*, *recombination*, *functional planning*, and *elaboration* were found in the other school students strategy list only. *Practice*, *resourcing*, and *seeking learning environment* are the strategies that were used by every learner in either school.

The Strategies Commonly Used by the Better Performing Students

Table on strategic use reported by the five students of SMU Negeri 1 of Purwokerto (see *Appendix 2*) shows clearly that 17 occurrences of strategic use of a total of 63 (26.98%) are the manifestation of a *practice* strategy. It constitutes the most commonly used strategy among the 16 strategies used by the this group of learners. The next commonly used strategies are *self-evaluation* and *seeking learning environment* (each 9.52%). Another pair of strategies with equal use intensity (7.94%) are *resourcing* and *monitoring*. *Directed attention*, *question for clarification*, and *note-taking* is a group of strategies with another equal use intensity (6.35%) in the next position. The use intensity of the other strategies found are under 5% of the total strategic uses.

From the other table on strategic forms reported by the four students of SMK Negeri 3 of Purwokerto (see *Appendix 3*) we can see that of 53 occurrences of strategic use identified, 15 (28.30%) are also the manifestation of the most used strategy of *practice*. *Seeking learning environment* takes the next position in its use with a dramatic lower intensity of 11.32%, followed by *resourcing* with 9.43%, and *self-evaluation*, 7.55%. *Directed attention*, *question for clarification*,

translation, and *note-taking* are a series of strategies used by good learners of English at SMK Negeri 3 of Purwokerto with equal use intensity (5.66%), while the rest were all used with intensity less than 5%.

The two tables also indicate that the strategies which are used exclusively in one group tend to be rarely utilized by the learners of that group. *Cooperation*, for example, which exists in SMK Negeri 3 learners' list of strategies, were "unpopular" within the learner group. Above all, there are 10 strategies that were used by the participating students of the two educational institutions, i.e.: *practice*, *directed attention*, *question for clarification*, *self-evaluation*, *resourcing*, *repetition*, *seeking learning environment*, *translation*, *note-taking*, and *imagery*.

Conclusion

Applying the O'Malley's psychology-based strategy taxonomy, this descriptive study identified some twenty-one or so strategies used by the research participating students. Of the strategies listed, ten were common among the students, including the three most commonly used strategies of *practice*, *seeking learning environment*, and *resourcing*.

A major pedagogical implication emerging from this study is that the ten typical strategies of the better performing students, including the three most commonly used ones, should be given a priority in strategy training or strategies-based instruction by classroom instructors of English. This may benefit students who have not achieved significant success in their learning of the "new" language.

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Chapter Two

Common Grammatical Errors Made by Indonesian Advanced Learners of English

Introduction

Just like any other human learning processes, learning a language is also inseparable from errors. Research in error analysis has pointed to such phenomena as fossilization, negative transfer, hypothesis-testing, and interference to account for the roots of errors. In language learning, errors are parts of learner speech or writing that deviate from selected norm of mature language performance (Dulay, Burt, & Krashen, 1982:138). To take a concrete example, the English utterance *Who's your name?* is well formed in a nonstandard language variety such as Maori English. On the other hand, if the norm selected is British or American English the use of *Who* for *What* in this case would be generally regarded as incorrect or unacceptable.

In Indonesia, where English is taught in formal settings or bilingual programs, the standard English is preferred to other varieties. Learners are taught the standard English and are expected to use for communication, either in spoken or written modes. In spite of the fact that by university level, the learners have been engaged in learning EFL for minimum six years, complaints are still often heard of students' poor language performance colored with ungrammatical linguistic forms. In many cases the students' weaknesses even have something to do with basic matters.

In relation with learner grammatical problems, I am particularly concerned over my students' writing performance. In scientific writing classes, I too frequently encounter the same errors that are constantly repeated on students' papers. As teacher candidates – models for their students, who have learnt the English language for more than nine years, they would acquire an adequate mastery of the language grammar. The

fact, however, is in contrast. Quite seldom is observed a student whose writing is good in light of its grammar. Errors exemplified below have frequently appeared in scientific writing manuscripts:

1. *One of language skill is reading
2. *According to Ramelan states that.....
3. *This research is to find out how good is the students' mastery.....

Even though special attention has been given to such cases when learning and teaching processes are going on, there seems no significant influential effect.

Grammar, the study of rules for the combination of words into sentences (syntax) and the forms of words (morphology), is central not only in speech, but also in writing. Improper use of grammar is influential to the flow of thoughts. In writing the influence is even greater because when written communication takes place the message sender is absent. The intelligibility is dependent solely upon the language used.

The label of grammatical errors varies with the classification scheme or taxonomy adopted. Some useful and common taxonomy used as the base for descriptive classification of errors include: (1) linguistic category, (2) surface strategy, (3) comparative analysis, and (4) communicative effect. But for the sake of space efficiency, only Linguistic Category Taxonomy (LCT) is presented here. It is adopted for classifying and organizing the grammatical errors found in this research. This taxonomy has been chosen because it is considered most useful and practical of all.

Linguistic Category and Error Type Example of Learner Error

A. Morphology

1. Indefinite article incorrect
 - *a* used for *an* before vowels *a ant*
 - *an* used for *a* *an little ant*
2. Possessive case incorrect

- Omission of 's *the man feet*
- 3. Third person singular verb incorrect
 - Failure to attach -s *The bird help man*
 - Wrong attachment of -s *The apple fall downs*
- 4. Simple past tense incorrect
 - a. Regular past tense
 - Omission of -ed *The bird he save him*
 - Adding -ed to past already formed *He calleded*
 - b. Irregular past tense
 - Regularization by adding -ed *He putted the cookie there*
 - Substitution of simple non-past *He fall in the water*
 - Substitution of past participle *I been near to him*
- 5. Past participle incorrect
 - Omission of -d *He was call*
- 6. Comparative adjective/adverb incorrect
 - Use of *more + er* *He got up more higher*

B. Syntax

1. Noun Phrase

- a. Determiners
 - Omission of the article *He no go in hole*
 - Substitution of definite article for possessive pronoun *He fall down on the head*
 - Use of possessive with the article *He put it in the his room*
 - Use of wrong possessive *The little boy hurt its leg*
- b. Nominalization
 - Simple verb used instead of -ing *by to cook it*
 - Preposition *by* omitted *The dove helped him putting leaf on the water*

c. Number

- Substitution of singulars for plurals *He got some leaf*
- Substitution of plurals for singulars *He stab him in the feet*

d. Use of Pronouns

- Omission of the subject pronoun *(He) pinch the man*
- Omission of the 'dummy' pronoun *Is nice to help people it*
- Omission of object pronouns *I don't know (it) in English*
- Subject pronoun used as a redundant element *My brother he got to Mexico*
- Alternating use of pronouns by number as well as gender *So he can eat it (referring to apples)*
- Use of *me* as subject *Me forget it*

e. Use of preposition

- Omission of preposition *He came (to) the water*
- Misuse of preposition *He fell down from (for on, into?) the water.*

2. Verb Phrase

a. Omission of Verb

- Omission of main verb *He (fell?) in the water*
- Omission of *to be* *He in the water*

b. Use of progressive tense

- Omission of *be* *He going*
- Replacement of *-ing* by the simple verb form *The bird was shake his head*
- Substitution of the progressive for the simple past *Then the man shooting (shot?) with a gun*

c. Agreement of subject and verb

- Disagreement of subject and verb *You be friends person*

- Disagreement of subject and number *The apples was coming down*
- Disagreement of subject and tense *I didn't know what it is*

3. Verb-and-Verb Construction

- Embedding of a noun-and- verb construction in another noun-and-verb construction *I go to play. (I go and I play)*
- Omission of *to* in identical subject construction *I go play*
- Omission of *to* in the verb-and-verb construction *I see a bird got the leaf*
- Attachment of the past marker *to* the dependent verb *He was going to fell*

4. Verb-and-Verb Construction

- Repetition of the object *The bird (object) he was gonna shoot it*
- Adjectival modifiers placed after noun *He put it inside his house a little round*

5. Some Transformation

- Negative transformation
 - Formation of *no* or *not* Without the auxiliary *do* *He not play anymore*
 - Multiple negation *They won't have no fun*
- Question transformation
 - Omission of auxiliary *How the story helps?*
- There* transformation
 - Use of *is* instead of *are* *There is these hole*
 - Omission of *there* *Is one bird*
 - Use of *it was* instead of *there was* *It was round things*
- Subordinate clause transformation
 - Use of *for* for *so that* *For the ant could get out*

- Use of indicative for conditional

So he don't kill the bird

However, all identified grammatical errors other than those already existing in the classification scheme were also analysed in order to serve a full description of the field data on learner grammatical error. For instance, one of the forms exemplified earlier: “According to Ramelan states that” would be considered erroneous, because “the subject of a sentence is *never* found in a prepositional phrase” (Pratt, 1992).

Although several studies on grammatical errors have been done previously, majority have dealt with young learners. This has encouraged the author to examine the grammatical errors made by learners at their advanced level to search for the answers to the questions below:

1. What types of grammatical errors are made by students of English Department in their research project proposal manuscripts?
2. What types of grammatical errors are commonly found?

Answers to those questions may assist either teachers or students of English. They are expected to anticipate grammatical problems that appeared, especially those common to the learners under investigation. The findings of this study may also lend their contribution to curriculum developers and language evaluators as far as grammar is concerned, as they need to center the grammar content around the problematic areas.

Method

This research examined the types of errors found in the project proposal manuscripts prepared by semester eight students of English Language Teaching Department of Faculty of Teacher Training at Universitas Muhammadiyah Purwokerto in 1999. According to the registration, the number of attendants was 45. Due to some reasons, the students participating in this research were just 38.

The data on learner error were elicited through writing task. Every student was assigned to write a project proposal for EFL

education research. They were told their proposals would be scored. The learner data, which were limited to the grammatical errors (either at morphological level or syntactic level), were analyzed within the framework of Politzer and Ramirez’s *Linguistic Category Taxonomy*. Here are the procedures taken in the data analysis:

1. identifying grammatical errors that occurred in each student’s proposal,
2. classifying errors in each proposal in accordance with the error types listed in the classification scheme referred to (errors of the same types were tallied just once),
3. listing types of error across student proposals,
4. counting number of student proposals that contain each type of error,
5. applying the following formula:

$$\frac{\text{number of proposals that contain each type of error}}{38} \times 100\%$$

6. ranking the types of errors in order of percentage rate obtained.

Findings

Types of Error

The data analysis has yielded twenty-two types of grammatical errors. The following are the grammatical error types found that have been already ranked in order of the percentage rate of proposals containing each type of error (for details, please see Appendixes).

No	Error Type
1	Agreement of Subject and Verb
2	Use of Preposition
3	Number
4	Verb Construction*
5	Omission of Verb
6	Determiners
7	Passive Voice Transformation*

8	Problems with Conjunctions*
9	Incomplete Sentence (Fragment)*
10	Relative Clause Transformation*
11	Nominalization
12	Derivatives*
13	Interrogative (Question) Transformation
14	Past Participle Incorrect
15	Use of Simple Present Tense*
16	Word Order
17	Interrogative-Affirmative Transformation*
18	Prepositional Phrase as Subject*
19	Special Problems with <i>Cause, Bring about</i> *
20	Addition of <i>To Be</i> in Noun Phrase*
21	Failure to Construct Active Participle*
22	Use of Pronouns

*does not exist in the sample LCT referred to.

The table above shows that *Agreement of Subject and Verb* achieves the top. It means that this error type occurred in the most proposals; or, in other words, it is the most commonly found error type across the proposals.

Some error types listed in the referred classification scheme are not found here in this study. On the other hand, some of the error types appearing in this study do not exist in the sample classification scheme referred to. Those additional entries, among others, are: *Derivatives*, *Passive voice transformation*, *Special problems with ‘cause’ and ‘bring about’*, and *Prepositional phrase as subject*.

A. Morphological Errors

Of twenty-two types of error found only two belong to morphological errors. They are:

1. Derivatives

All cases that belong to this type of error occur in the replacement of words with the same root for wrong position (part of speech) or a

different semantic referent. Look at these examples:

Grammatically incorrect	Corrected version
* The first foreign language which is taught in <u>Indonesian</u> is English	The first foreign language which is taught in Indonesia is English
* It is <u>normally</u> for a Javanese to.....	It is normal for a Javanese to.....
* There will be no <u>significance</u> correlation	There will be no significant correlation
* people who <u>particular</u> work at...	people who particularly work at....

In the first example, the underlined word is actually intended to mean the name of country. In the second example, as in contrast to the last example, the underlined word takes the position of adjective, so it does not need ending-*ly*. And in the third, an adjectival modifier for the noun *correlation* is needed.

2. Past participle incorrect

Past participle errors involve the omission of past participle inflection *-ed* in the context that requires an regular past participle verb form as can be seen in the example below:

Grammatically incorrect	Corrected version
* Base on the above fact, ...	Based on the fact above,.....

Besides, similar cases occur as the irregular past participle verb is misformed. See the example below:

Grammatically incorrect	Corrected version
* Having know about the grammar,....	Having known about the grammar,...

B. Syntactic Errors

Most types of error found fall into this category of errors. They are:

1. Determiners

The errors that occur here are mostly the omission of definite or indefinite article before a singular countable noun when its presence is necessary.

Grammatically incorrect	Corrected version
*. ...because English is international lang uage.	...because English is an international language
* The population of research is.....	The population of the research is.....

2. Nominalization

All cases that belong to errors of this type are the replacement of infinitive for *-ing* form verb.

Grammatically incorrect	Corrected version
*Beside study in the class,.....	Beside studying in the class,.....
* By look at the topic,....	By looking at the topic,....

Verbs that come immediately after a preposition are nominalized by ending them with *-ing*.

3. Use of preposition

Most cases falling into this type of error are the misuse of preposition, while only few others are the addition of preposition when the presence is unnecessary.

Grammatically incorrect	Corrected version
* The error analysis of <i>to be</i> usage into...	The error analysis of the use of <i>to be</i> in...
* The word of 'competence' means...	The word 'competence' means...

4. Number

Errors in number mostly occur in the use of plural noun, i.e. the omission of the regular plural noun inflectional suffixes *-s* or *-es*.

Grammatically incorrect	Corrected version
* Error analysis can find out error...	An error analysis can find out errors...
* ...to get high mark from the other lesson	...to get high marks from the other lessons

5. Prepositional phrase as subject

"The subject is *never* found in prepositional phrase" (Pratt, 1992).

Grammatically incorrect
 * According to English curriculum states that

Corrected version
 According to the English curriculum, the English curriculum stresses on..., or The English curriculum states that.....

* ...in solving this problem have to do...

...in solving this problem we have to do....

6. Addition of *to be* in noun phrase

Noun phrase consists of adjectival modifiers usually placed before noun. The presence of *to be* in this position might be confused with Subject + to be + ...

Grammatically incorrect
 * ...to continue the studies to level is higher, either S1 or S2
 * These are words obtain the same.....

Corrected version
 ...to continue the studies to higher level, either S1 or S2
 These words obtain the same.....

7. Agreement of subject-verb

This is the most common type of error found in all the proposals examined. The errors occur because there is no agreement between subject and the verb that follows. The verb or *to be* is subject to change in accordance with the subject and tense.

Grammatically incorrect

Corrected version

* In this part the writer present.....

In this part the writer presents.....

* The key terms is clarified as follows....

The key terms are clarified as follows.....

* The students' mastery of vocab are better

The students' mastery of vocab is better

The singular third person and the simple present context result in ending-s the on underlined verb in the first example. In the second example, the subject is a plural noun. Most interestingly, the sentence subject noun phrase head in the last example is the word *mastery*,

whose pronoun is 'it'.

8. Verb construction

Failure to apply the rules such as to + infinitive and modal auxiliaries + infinitive has yielded this type of error.

Grammatically incorrect

Corrected version

*. the learners ability to the learners ability to communicative communicate...

*. a teacher must distinguished a teacher must distinguish

The disagreement of verb and the noun that precedes it has also produced such a case, as shown in the following example:

Grammatically incorrect

Corrected version

*. to know the students who to know the students who often watching movies. often watch movies.

9. Omission of verb

Basically, a sentence, including English sentences, consists of subject and predicate. The basic element of the English sentence predicate can be a verb, to be, or an auxiliary. It is these elements that mark subject-predicate relation. The following examples do not have at least predicates because they lack 'the connectors'.

Grammatically incorrect

Corrected version

* Population of this research in the second year students of SMU...

Population of this research is the second year students of SMU...

* Its advantages that it can be used....

Its advantages are that it can be used....

10. Use of the simple present tense

All cases found here tend to be the replacement of the simple past tense for the simple present tense. Let us see the examples below:

Grammatically incorrect

Corrected version

* The applied linguistics mentioned that..

The applied linguistics mentions that...

* If we considered the definition of grammar,.....

If we consider the definition of grammar,.....

The events or actions in both sentences above refer to present time or anytime. A subject whose pronoun is *he*, *she*, or *it* gets *-es* or *-s* ending on its infinitive (basic verb) that follows it.

11. Use of pronouns

Pronouns placed after preposition take the position of objects in sentence. Errors of this sort found in this research are caused by the misuse of pronouns. Let us see the example below:

Grammatically incorrect	Corrected version
* ‘To be’ according to he can be.....	To be’ according to him can be.....

The events or actions in both sentences above refer to present time or anytime. A subject whose pronoun is *he*, *she*, or *it* gets *-es* or *-s* ending on its infinitive (basic verb) that follows it.

12. Passive voice transformation

Passive sentences require the use of auxiliary *be* and past participle verb form. When there is an agent, it is connected with the introductory *by*. In general, the writers do not use *be*, fail to use the right *be*, and/or past participle, as seen in the following example:

Grammatically incorrect	Corrected version
* The data collect from the small portion...	The data was collected from the small portion....
* a language which should be understood each other	a language which should be understood by each other

13. Interrogative transformation

Some error cases that belong to this kind are double auxiliary. Others are omission, misuse of auxiliary, or its combination, as can be seen from the following examples:

Grammatically incorrect	Corrected version
* What are the students can accept two manners?	Can the students accept both of the methods?
* Why do the students’ ability in writing are not satisfactorily?	Why is the students’ ability in writing unsatisfactorily?

14. Interrogative-affirmative transformation

Errors of this kind are not many. In an affirmative sentence, subject

precedes the auxiliary. Dependent clauses, as part of the full sentence, follow this rule. Some dependent clauses derive from questions, especially those connected with question words. The problems that have arisen are the failure to move the auxiliary to where it is in the affirmative pattern and the omission of auxiliary when it is required. Here are the examples:

Grammatically incorrect	Corrected version
* ...also to understand what is the problem that their children get in study	...also to understand what their children's study problem is.
* To know how good the students reading comprehension.	To know how good the students' reading comprehension is.

15. Relative clause transformation

This error type involves the overuse of nouns that have been replaced by its relative pronouns, substitution of relative pronoun with the unintended one, and omission of relative pronoun when its presence is required. Here are the examples:

Grammatically incorrect	Corrected version
* The students of SMK YPT Purbalingga have got their English lesson which on that lesson to study a lot of vocab.	The students of SMK YPT Purbalingga have got their English lesson in which a lot of vocab are studied.
* The problem who....	The problem which.....

Phrase 'that lesson' in the first example refers to 'English lesson', which has been replaced by 'which'. The use of *who* in "The problem who...." is incorrect as it refers to a thing other than human, which requires pronoun *which*.

16. Word order

Usually, a word-for-word translation from English to Indonesian and vice versa does not help because the two languages' word order system does not correspond. However, this thing is inflected from the following ill-formed linguistic units:

Grammatically incorrect	Corrected version
* and one point which can not we for getted	...and one thing which we cannot forget
* more pay attention....	pay more attention....

The subject-auxiliary inversion in the first example is incorrect. In active construction, the subject *we* should precede the auxiliary *can*. Whereas in the second example there is a problem of the position of the word *more* which is, in this case, the modifier of the noun *attention*.

17. Incomplete sentence (fragment)

Problems that make up this sort of errors are the omission of subject, as shown in the first example, and the omission of predicate as presented in the second.

Grammatically incorrect	Corrected version
* and as a reason why the writer chooses the topics.	...and that is why the writer chooses the topics
* Songs which are used to teach listening.	Songs which are used to teach listening.....

The first case, having no subject, is basically adverbial clause, while the second, having no predicate, is basically noun clause.

18. Problems with conjunctions

There are two sub-types of error in conjunction: one is related to the addition of conjunction.

Grammatically incorrect	Corrected version
* Although English has been taught since the proclamation of Indonesia, however, it does not....	Although English has been taught since the proclamation of Indonesia, it does not.....

While in the ill-formed sentence above two conjunctions are overused, and the sentence can be improved by omitting one of them, in the case of the following sentence the conjunction *that* is totally not needed because it does not follow a clause. The construction “According to Baraja” is a phrase.

Grammatically incorrect

Corrected version

- * According to Baraja that 'to be' can be... be.....

The other problem in conjunction is the misuse of conjunction. *So that* is to introduce adverbial clause of effect. The sentence below intends to convey a conclusion, rather than an effect.

Grammatically incorrect

Corrected version

- * so that the sentence is correct is..... So, the correct sentence is.....

19. Special problems with *cause* and *bring about*

Both the word *cause* and idiomatic verb *bring about* commonly introduce noun phrase. In the following sentences, these words are followed by full sentences.

Grammatically incorrect

Corrected version

- * ...so that it cause their comprehension of passage is poor. so that it causes their passage comprehension to be poor
- * This brings about student's writing skill is less attention in..... This brings about the less attention to the students' writing skill.

20. Failure to construct active participles

-Ing form varies. One function is to replace the longer construction pattern '...relative clause + to be + active verb'. Another function is to introduce a dependent clause and at the same time leave the conjunction out. The *-ing* in this context can be attached to *have*, *be*, or *verbs*. Active participle construction, as its name suggests, replaces things semantically active.

Grammatically incorrect

Corrected version

- * ...past participle tense is used for statement activity happened in the... past participle tense is used to express activities happening in the.....
- * Realize that English has important role,..... Realizing that English has an important role,.....

In the first example, verb form *happened* is incorrect because it can actually be written in another way *that happened* which means *that took place* with an active sense. In the second example, the verb *realize* introduces the dependent clause that can also be expressed using a conjunction, i.e: *Since we realize that English has an important role,..*

Conclusion

From the discussion above we go to some conclusion that leads to the following statements:

1. The error types identified are 22 in number: 20 types belong to syntactic category and 2 fall into morphological category;
2. Some most common error types identified are: *Agreement of subject-verb, Use of preposition, Number, Verb construction, Omission of verb, and Determiners*;
3. More than a half (54.54%) of the error types found have not been registered in the error classification scheme adopted. This gives us insights into data variety.

In regard to the findings of this study, learners of English should be aware of such predominant error types as mentioned above. They have to pay special attention to these problematic parts of the English grammar. The English teachers should give emphasis on those matters in the grammar teaching. Problem-based grammar activities are likely to secure mastery learning, for less problematic materials are worth less portion of time and energy.

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Appendix 1. List of Grammatical Error Types Found

No	Type of Error	Number of props that contain each type of error	Per cent
1	Derivatives	10	26.31
2	Past participle incorrect	7	18.42
3	Determiners	20	52.63
4	Nominalization	11	28.94
5	Use of preposition	23	60.52
6	Number	22	57.89
7	Prepositional phrase as subject	6	16.66
8	Addition of <i>to be</i> in noun phrase	3	7.89
9	Agreement of subject and verb	29	76.31
10	Verb construction	22	57.89
11	Omission of verb	21	55.26
12	Use of simple present tense	7	18.42
13	Use of pronouns	3	7.89
14	Passive voice transformation	16	42.10
15	Interrogative transformation	9	23.68
16	Interrogative-affirmative transformation	5	13.15
17	Relative clause transformation	12	31.57
18	Word order	10	26.31
19	Incomplete sentence (fragment)	13	34.21
20	Problems with conjunctions	14	36.84

21	Special problems with <i>cause, bring about</i>	4	10.52
22	Failure to construct active participle	3	7.89

Appendix 2. LCT Based-Organization of the Errors Found

Linguistic Category Taxonomy & Types of Error
Example of Error

A. Morphology

1. Derivatives

- Replacement of noun for adjective There will be no significance correlation
- Replacement of adjective for noun The first foreign language which is taught in Indonesian is English
- Replacement of adjective for adverb people who particular work at

2. Past participle incorrect

- Omission of *-ed* From the definition mentions above.....
- Failure to use irregular past participle Having know about grammar,...

B. Syntax

1. Noun Phrase

a. Determiners

- Omission of the article because English international language

b. Nominalization

- Infinitive used instead of *-ing* Beside study in the class, the students also can study in...

- c. Use of Preposition
 - Misuse of preposition A study on the students' competence of letter writing
 - Omission of preposition The error analysis of *to be* the simple past tense to the first
 - Addition of preposition The word of *competence* is.....
 - d. Number
 - Substitution of singulars for plurals If their English mark and their English competence is poor they will try to get high mark from the other lesson.
 - e. Prepositional phrase as subject According to English curriculum states that the English teaching stresses on.....
 - f. Addition of *to be* in noun phrase These are words obtain the same plural suffixes
2. Verb Phrase
- a. Agreement of subject and verb
 - Disagreement of subject and number The students' mastery of vocabulary at SMUN 1 Purwokerto are better
 - b. Verb construction
 - Replacement of adjective for to infinitive the learners' ability to communicative in a language
 - Replacement of V-ed for modal aux + infinitive a teacher must distinguished....
 - Replacement of V-ing for simple present verb ...to know the students who often watching movies
 - c. Omission of verb
 - Omission of *to be* Its advantages that it can be used...
 - d. Use of simple present tense

- Replacement of simple past tense for simple present The English constituted the international language

3. Transformations

a. Passive voice transformation

- Misformation of passive construction The data collect from the small portion of population
- Omission of *by* ...a language which should be understood each other

b. Interrogative transformation

- Multiple auxiliary Why do the students's ability in writing are not satisfactorily?

c. Interrogative-affirmative transformation

- Affirmative order but ...also understand what is the problem that their children get in ...
interrogative form

d. Relative clause transformation

- Redundant noun after relative pronoun The students of SMK YPT Purbalingga on the first year have got their English lesson which on that lesson to study a lot of vocabulary
- Misuse of relative pronoun The problem who.....

4. Word Order

- Verb before subject and one point which can not we forgetted
- Adjective placed before verb instead of the noun more pay attention...

5. Incomplete Sentence (Fragment)

- Replacement of adverb clausefor sentence And as a reason why the writer chooses the topics.

- Replacement of noun clause for sentence Songs which are used to teach listening.

6. Problems with Conjunctions

- Addition of conjunction Although English has been taught since the proclamation of Indonesia, however, it doesn't mean....
- Misuse of conjunction So that the sentence is correct is....

7. Special Problems with *cause*, *bring about*

- Replacement of sentence for noun phrase This brings about students' writing skill is less attention in learning process.

Chapter Three

The Child's Language Development: What do We Learn from It?

Introduction

Human language development has been always an interesting phenomenon, as, though a lot of research on this area has been done, much remains unclear. Some big questions, among others, are: Is it true a newly-born baby is equipped with a special device for language acquisition?, Is it true language acquisition takes place systematically, rather than randomly, even though the language input is far from adequate? (Kusmanto & Pulungan, 2003).

For a number of reasons people near to babies usually pay less attention to some natural processes happening in them, such as what word is uttered the first time by the baby, whether the first utterance is produced intentionally or randomly, and how clear its utterance is. So far, researches on language acquisition and language development have been done within monolingualism and bilingualism contexts. In multilingualism, people never ask which language most influences the baby's first produced utterances.

Some theories have been proposed by experts and researchers to explain the human language development (<http://www.ling.udel.edu>):

1. Theory of Imitation

A child imitates what he has heard. But, in this example the child does not imitate his parent

Child : *My teacher holded the baby rabbit and we patted them.*

Parent : *Did you say that your teacher held the baby rabbit?*

Child : *Yes.*

Parent : *What did you say she did?*

Child : *She holded the baby rabbit and we patted them*

Parent : *Did you say she held them tightly?*

Child : *No, she holded them loosely.*

2. Theory of Reinforcement

A child learns a language through reinforcement from the environment. But in this example, reinforcement fails

Child : *Nobody don't like me.*

Mother : *No, say «Nobody likes me.»*

Child : *Nobody don't like me.*

(Dialogue was repeated up to 8 times)

Mother : *Now, listen carefully, say «Nobody likes me»*

Child : *Oh, nobody don't like me.*

3. Innate Hypothesis

A born human baby is ready for language acquisition. The language acquisition period is very short, started with his first word at the age of 1 until most grammatical items are mastered at around year 3.

4. Critical Period Hypothesis

Lennerberg (1967) argued that the human's language acquisition occur within a certain period of life, i.e. since birth till puberty (-/+ 12 years). After this period language syntactical and inflectional morphology systems do not take place any longer

5. Theory of Analogy

Part of the human's language system is learned from what has been heard and this is made as a model in making other sentences.

Beside those five theories above, Nativist Theory, which was first proposed by Noam Chomsky, stating that a born human baby was equipped with LAD (Language Acquisition Device) and Universal Grammar, arguing that a baby, with its biological equipment was ready to internalize any language grammars used in its environment –hence, there is no “by birth” language, have been accepted for a long time.

Stages of Language Acquisition

Language skills are known to cover listening, speaking, reading and writing. Listening and reading are considered to be receptive/perceptive

skills, while speaking and writing are categorized as productive skills. Listening skill develops before the others start to (<http://www.ling.udel.edu>). Only after approximately the seventh month of life babies are able to produce speech (e.g. ma...ma, da...da).

A number of experts hold the beliefs that language acquisition happens from birth. Some others, however, believe that language acquisition takes place even before birth (<http://home.cogeco.ca/~monicaftz>). An experimental study using Fetal Heart Rate Test, found out that a baby during pregnancy has been able to respond sound patterns outside. This finding has been supported by another experiment using Infant Sucking Test. The experimenter claimed that a two-day-old baby has the ability to recognize his or her mother's voice.

Speech production itself takes place immediately after birth. However, the speech uttered is beyond consciousness. It includes cries, coughs, and babbles which are produced based on the baby's physical conditions. At ages 2 and 6 months babies have started to respond smiles and are able to distinguish tone of anger from that of kidding (<http://www.revision-notes.co.uk>). At the same time, babies also do cooing. In the age of 7 – 12 months they begin controlling their voice by babbling. Babbling enables them to try and train their own speech sounds, intonations, and rhythms of language. They repeat utterances that they hear and move tongue and lips to produce different sounds. They control their speech that sounds like shouts or whispers. Then, they babble towards stimuli, and use their babbles for communicating needs. At this stage babies also begin to recognize calls addressed to immediate people as “Mom” or “Dad”.

Some babies have been able to produce utterances before their first birthday, more specifically within the last quarter (Foss & Hakes, 1978: 234). When they are at age 1, they produce one-word utterances (<http://www.revision-notes.co.uk>), that are easier to understand than babbles. Moreover, babies' utterances are often accompanied with point-outs, gazes, or movements to the direction of referents. The same words are used for multi-purposes – naming, requests, questions, emotional

intentions, etc. For example, “Dada” (this might be used to say *Here comes Daddy!*; *This is for Daddy*; *That is where Daddy sits*; *This shoe is Daddy’s*). Due to babies’ speech organs development and mental condition, the so-called “holograph” is at times imperfectly produced. For examples, ”boo” is intended for ”book” or “wee” for “wheel”. Interestingly, sometimes a certain utterance is produced to address a seemingly irrelevant referent. For example, “dee” is intended for “car”. Therefore, people that are close to babies, in particular the mother, influence much the development of baby’s language. In relation with this, a researcher of child language acquisition, Du Susan Plessis (<http://www.Audiblox2000.com>), suggests parents, especially the mother, talk a lot to their babies:

“The mother, who does not talk continually while feeding, bathing and dressing her baby, is laying the foundation for a late talker. The baby learns language in one way only, and that is by hearing language as the parents talk and talk to it. The more a parent can talk to a child, often repeating the same words, the same phrases, the same structures over and over, the sooner the child will learn language.”

Between ages 1.5 and 2, babies start to acquire two-word utterances. However, their utterances consist of more content words than functional ones, e.g. ”allgone milk” ”more wet” ”byebye boat” ”baby sleep” ”Mommy sock”.

At about age 2 there are more complex utterances produced by the child. From two-word utterances now child’s language comes into the so-called Telegraphic Stage. Example,

“What that?”	”Cathy build house”
”No sit there”	”Daddy like book”

The child can also reverse the words. For example, ”chicken eat” -- “eat chicken”.

Between ages 3 and 4 the babies’ language production increases rapidly, even though we can notice the disappearance of some items which have been acquired before. Asking and answering dominate

child’s language activities with his environment at this period of life (Palupi, 2006).

The current research focuses more on language production rather than language perception. Much experimental research has been conducted in the area of the language perception of babies. Recently, language production within the first year of life seems to be more interesting to researchers. In addition, it becomes the foundation for later language development.

Based on the theories in the preceding section, the current study has the objectives of answering the following questions: (1) how is the language production of an under-one-year old baby born and raised in a multi-lingual family?; and (2) among the languages used by the baby’s family members, which one contributes most influence to its language production?

Method

This study is longitudinal observational in nature, the one that observes the development of child’s language production from birth to certain age (Gleason & Ratner, 1998: 353-354). The baby under investigation was male named Willy Arafi, born physically normal on 17 October 2006. In this study, the immediate environment (family) where the baby being observed was born and raised used three languages for communication. The languages were used at different intensity. The table below describes the use of the three languages.

Language	Speaker	Frequency
Indonesian	mother, father, brother & sister, 1 st and 3 rd caretakers	occasionally most of the time
High Javanese	mother & father	occasionally
Low Javanese	brother & sister, 2 nd caretaker	occasionally almost all the time
English	Father	rarely, especially with children

The family had three children. Willy Arafı was the last child. The father, who was also the observer, exclusively spoke English to the baby. To his wife, or the baby's mother, he spoke Indonesian and only little Low Javanese. To the baby's elder brother and sister, he spoke Indonesian. The father used Indonesian and High Javanese for communication with each of the caretakers.

The first caretaker of the baby had taken care of him for the first 4 months. In daily communication she spoke Indonesian to all family members. The second caretaker had taken the position over for only a month. Low Javanese was her language of choice. And the third one had been taking care of the baby for 3 months when the observation was ended. This young woman spoke Indonesian almost all the time. Code switching and code mixing had at times taken place within every speech event among adults and children in the immediate environment.

Data on baby's language development were mostly collected through observation and mother's and caretaker's reports. Observation and note-taking had been started since the baby was born up to age of 8 months. The data were in the form of speech production, utterances, and behavior. Non-verbal behavior was recorded to help interpret the baby's utterances. Note-taking was based on progress instead of frequency. Every single daily progress was reduced into monthly inventory.

Findings and Discussion

1. Months I – III

Within this period both cries and coughs were produced by the baby, depending on its physical condition. Of the two, cries were more frequently produced, i.e. when being wet or urinating, needing a suck, or feeling sleepy. Hence, the information was still relatively the same as that of the existing theory. The baby was lain down on bed most of the time. Once in a while, the mother or caretaker approached him for body wash, cloth change or a suck. The adults and brother and sister did not communicate with the baby except showing some facial expressions (such as smiles) and verbal ones

(esp. words of praise). The baby did not seem to show responses.

2. Months IV –V

Up to this far, the baby had started to coo, i.e. produced like-whisper noise. It was obvious that the noise was produced beyond mental control of the baby. It could be seen from his blank stare when producing the noise.

3. Months VI –VII

It was about this period that dramatic language development took place. The utterances produced were known as babble. Babble were mostly in the forms of lengthened vowels (such as "aaaa", "eeee" pronounced /ε/ as found in the Indonesian word "*nenek*" or English word "pet") or diphthongs that fluctuated in intensity, indicating that the production was under the baby's control. The control could also be observed as the baby could pause the babbling especially when he noticed noise or movement nearby. Although the babbling had been done by the baby, cooing was still heard quite often.

4. Month VIII

Several consonant sounds had been clearly heard at this period, such as /d/, /b/, /w/, /h/, /k/, /n/. Few of them were produced with various distribution. Most of utterances were produced with combination of vowel and consonant sounds, monosyllables such as "*heh*" /hɛh/, 2 syllables such as "*hauh*", "*dada*", "*maem*" /maɛm/, and 3 syllables such as "*ibuwe*". Some utterances were produced with babbling style, and some others were with cooing style. Some were uttered smoothly, while others were not fluently uttered. Utterances of combination are, for example, "a...da...da" and longer "yaya... yayai... iya...iya...iya".

Even though they seemed random, as can be seen from manner of uttering (cooing and/or babbling), articulation, intensity, and non-verbal behaviors in times of production, either the smooth utterances or influential ones described above constituted foundation for later meaningful utterances. A good example for the case is as follows. On 1 June 2007, when Willy was just 7.5 months, he uttered "*adek*" [pause] and, then,

"*nenen*" /*nenen*/ clearly enough. At that moment the baby was crying, being fed, and in the baby-walker. Based on the note, previously, on the same day, the baby uttered "*nenen*" (while crying over and stopped as soon as breast-fed) and, later, "*ade...ade*". So, the utterance "*adek...nenen*" at that moment might have meant "Mom, I (*adek*) am **thirsty** (*nenen*)" or the like. On the following days, in addition to new and the same old utterances, the baby still uttered "*nenen*" and its variation. At first, the utterance "*nenen*" was uttered while crawling towards the mother. Later, "*nenen...nen*" was produced while crying over. Since then, in spite of irregularity, the frequency of its use tended to rise.

Though at later moments the baby had been introduced to baby food, he apparently uttered for the same purpose – when feeling like thirsty. This was supported by the fact that he stopped crying over (even looked cheerful?) when seeing the milk bottle being handed to him or the mother giving the breast for a suck. However, once, the utterance was produced not in exactly the same situation. The baby seemed to need someone to get near.

The utterance "*nenen*" itself does not belong to vocabulary of any languages used in the family. The "word" had been used by the mother when trying to ask the baby whether he needed to suck. Can the "words" uttered by the baby be categorized into his speech vocabulary? If the answer is yes, which language did the vocabulary belong to?

Though the utterances produced such as "*ibuwe*", "*ada*", "*dada*", "*emoh*" /*əməh*/, "*buwah*", "*titah*", "*wawah*", "*mamah*", "*papah*" and "*ayah*" were all part of the languages used in the multi-lingual setting where the baby lived, it was hard to say that up to this point they had become the baby's vocabulary, as it was quite possible that they had been uttered randomly or just in response to his environment without understanding the meaning. For example, the utterance "*dedek*" once was spoken and continued by repeating after the mother. Those early utterances were partly Javanese words and partly Indonesian ones. This fact is easy to explain, i.e. dominant use of the two languages over English in the baby's life setting.

Conclusion

Some conclusions can be drawn from the current research data. The conclusions that are directly related to the research questions were as follows:

In general, results of the observation have been still consistent with what exists in the literature on child's language acquisition. Just as any other babies, Willy at first produced cries, coos, and coughs, depending upon his physical condition. Later, babble was also produced. Babble started with monosyllabic utterances constructed with vowel sounds, diphthongs or glides, and then combination of consonant-vowel sounds. By the end of the observational period, the baby under investigation had produced word-level utterances. The first word to use for communicating intension was /nenen/. In its context, this word referred to time for a suck of breast-feeding, or need for closer attention or care.

Under one year, though the baby had produced word-level utterances, the dominant use of Javanese and Indonesian by people present in the baby's life showed its significant effect on his language acquisition.

Other important conclusions:

In language acquisition, it is quite possible that two or more first languages are simultaneously acquired.

The following has not been confirmed in any other preceding researches. Human child's language development is continuum instead of discrete. So far, this information has been vague. People may perceive that language acquisition advances discretely by age. In the literature on child's language acquisition, it is said that cooing occurs when a baby is at the age of x, babbling at the age of y, and the first word at the age of z. With this information it seems as if the progress took place fully one after another. Our new insight is open from this current research that language acquisition is a clearly-cut off event: when Willy was 7.5 months, when first meaningful word was uttered, coos remained present (though in reduced frequency).

Based on the current research findings, the following can be put forward:

In language teaching and learning, at early levels, the learners with all their weakness badly need guidance and help. Besides, errors in language learning should be seen as something natural.

In language teaching and learning, use of the target language should be given emphasis. This research has shown that domination of certain languages used by people close to the baby gave great influence to his language acquisition. Accordingly, the fact that In Indonesia most teachers of English as Foreign Language use the source language rather than the target language in the classrooms is bad news.

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Chapter Four

Fighting for a Better Achievement of English: What Should Indonesian EFL Students Do?

Introduction

As the most important foreign language in Indonesia, English becomes a compulsory course to be taught at junior and senior high schools and higher education in the country. It is undeniable that in the global context English has played a more and more important role. Mastering the language seems promising, especially in pursuing a career. However, to most Indonesian learners of English, it is a “monster”. English is quite difficult to learn. English is very hard to master. Learning English is even “mission” impossible. Some notable factors that make it so, among others, are: cultural backgrounds, language environment, and teachers’ performance.

In spite of the fact above, the existence of successful EFL learners around us and higher performing students in the academic settings gives the evidence that the Indonesian EFL students face challenges rather than constraints. There is still opportunity before us. Above all, in regard to the status and function of English in Indonesia, EFL teachers and students constitute two central elements in the education system. So far, much has been discussed about what EFL teachers should do in coping with the English language teaching problems. This paper, however, highlights the roles EFL learners can take in directing their learning. It is important because, as human, learners should be able to empower themselves and take responsibility of their own learning. It is actually something that can be trained at all levels in diverse ways.

This paper is presented through the lens of two-folded perspectives: the author as a teacher and the author as a learner of English. As a teacher of English, the author will put forward some professional viewpoints in

relation with the difficulties faced by the Indonesian students who learn English and with what they should do in dealing with those difficulties. As a learner, the author will share his own experiences as a good learner of English in the past.

As indicated through the title of this paper, this paper discusses the main obstacles that challenge Indonesian EFL students' learning progress and offers feasible approaches to help the students to achieve the success in their English learning. For convenience, the ideas are organized into three categories of challenges, that might seem oversimplified and overlapping: cultural backgrounds, language environment, teachers' performance. In the discussion of cultural backgrounds, for example, customs and beliefs are included. Following discussion of the challenges will be that of proposed approaches to the condition non-conducive to EFL learning progress.

The next paragraphs are dedicated to a brief overview of good foreign language learners. The obvious factors influencing the success of a foreign language learning include: motivation, attitude, and strategy use (especially the one related to practice).

Motivation always becomes an interesting topic to discuss. It is believed that motivation is an important factor to achieve successful language learning. With the importance of motivation for the students' successful language learning, teachers can play their role in the creation of the learning atmosphere to maintain students' learning motivation. In general, the stronger the inner drive or motivation an EFL learner has, the better he/she will achieve or perform.

Students' attitude toward the target language also affects the students outside the classroom. A positive attitude would motivate learners to reach their learning target. Up to this point, it seems the three factors stated are interrelated. Once EFL learners are well-motivated, they will learn and use the target language both inside and outside the classroom.

To reach the learning goals, good learners will think and do special efforts (thought, behavior, actions) known in the literature as 'learning strategies'. They control the strategies they choose. When they consider

a strategy use – either a single strategy or a combination of strategies – ineffective, they redirect it. There are many EFL language learning strategies according to some taxonomies developed within particular perspectives – too many to mention in this narrow space. A few examples can be presented here based on Rubin’s taxonomy: memorization, guessing/inductive inferencing, practice, creates opportunities for practice, and production tricks.

In relation to the discussion above, the author’s experiences as an EFL learner in the past may be inspiring to note. The author still considers himself to be a learner of English to date, probably an advanced learner. He recalls the days when he struggled, stumbled and fell – by trial and error. However, he enjoyed learning the target language either in or out class those days and reached a *sense of accomplishment* at the end. These personal experiences enriched with success stories of some other high performing learners of English he used to know, alongside the author’s professional views put forward are shared in more details later after challenges’ section.

#Challenges

Cultural Backgrounds

The problems encountered by Indonesian EFL students relate to the students’ cultural backgrounds, values, customs, and beliefs. A simple illustration can be borrowed from the literature that says Asians (including Indonesians) are collectivists. In collectivism security, conformity, and universalism. As a result, students in Indonesia seem to feel comfortable to reach the learning goals stated by the authority figures when they are able to do that while at the same time they try to conform to the group.

In Asian societies, the traditional view of knowledge suggests that knowledge is transmitted from generation to generation. In this view, knowledge is also transmitted from teachers to students. That is why, in the Asian context, passive learning is like a common practice and teachers are usually more dominant in the classrooms. The real condition has

shown that teaching is associated with mainstream, learning is linked to mainstream. Creativity, then, very rare. Majority of teachers just follow the senior colleagues. Most students just follow what others do. They might believe all should be in harmony with tradition or conform to the rest, and perhaps being different is wrong. Monotonous teaching is nearly everywhere.

Perhaps, it is a pleasure to inspire teachers of English with an old-fashioned work by Postman & Weingartner *Teaching as a Subversive Activity* (1969). Teachers should not worry about anti-mainstream. Creativity is uniqueness and at times anti-mainstream. It is not hard to imagine, with creative teachers, students would become creative.

Usually, the students feel too shy to speak during a lesson. They also feel uncomfortable to raise hands, even when they need to. One reason is that they are afraid of being thought of as ‘sensation hunters’. It is part of collectivism culture too, something that most of us might be unaware of. The students prefer to stay quiet because they do not want to “loose face”. So far, this condition has often been associated with personality problem, especially self-confidence.

Language Environment

As stated earlier, up to now, in Indonesia, English has served as a foreign language. While acquiring a first language one does it almost effortlessly, it is not the case in a second or foreign language learning. As a foreign language, English is learned only within classrooms or schools setting. Worse still, English is mandatory at high schools and students live in an environment where knowledge and skills of English are not compulsory for daily communication.

Some people believe that the students’ non-conducive language environment contributes to the low learning outcome. Perhaps, it is true in the past. However, life has changed a lot. It is obvious that students now live within technology rich society. The challenge relevant to this disadvantaged learning environment for learning EFL is to fulfil the learning needs of students who live in the digital era where there

is a fast advancement of technology and fast speed of information exchange. These students have the desire to communicate with people around the world. The use of technology in language teaching should have enhanced students' EFL learning.

Authentic intellectual engagement requires a deeper reciprocity in the teaching-learning relationship where students' engagement begins as they actively construct their learning in partnership with teachers. Therefore, teachers of English, even though they might not be so technology literate as their students, they can learn together with the students, helping them actively construct their learning experiences and knowledge. With the current inquiry-based, problem-based, exploratory learning curriculum, learning English utilizing digital media, multimedia will be promising. New forms of digital media draw children increasingly toward video games, and social media. The following can also help students engage their learning, explore, and construct new knowledge, including the knowledge of English: WebQuests, blogs, wikis, YouTube, and video documentaries.

Teachers' Performance

Teaching is not a simple job. A language teacher is expected to have adequate knowledge of the subject matter he/she teaches, teaching methodology, and adequate skills both in the language use and teaching practice. Many studies (e.g. Marcellino 2008; Yulia 2013) have shown the Indonesian EFL teachers' low performance. The following are main issues. The Indonesian EFL teachers tend to use Indonesian and/or the local language in delivering the lesson. The teachers do not apply suitable teaching techniques. The teachers teach in monotonous modes.

Many EFL teachers have a relatively poor command of English. They have limited mastery of English vocabulary, expressions and grammar and as a result they speak more Indonesian and/or the local language in the classrooms. Some of these teachers argue that their students do not understand when English is used to give instruction. Actually, they miss the value of using English at

least most (if not all) of the time in class. In addition, they do not know the communication strategies. Even, it is quite possible that they have low level of confidence to use the target language taught to students. Within the classroom, the use of English as a means of instruction is badly needed to optimize the language exposure. Around the clock, presumably students have limited contact with spoken English outside the classrooms. Besides, as a language teacher, a teacher of English serves as a model to his/her students. Teachers' oral communication proficiency in class helps students achieve integrative motivation.

While improving teaching techniques can motivate students to learn English, many teachers do not seem aware of teaching methodology. Teaching English should fit type of learners, level of learners, sort of materials or content, kind of skills, etc. Some teachers keep serving the traditional roles by implementing Audio Lingual Method.

An extreme illustration is that in TEYL (Teaching English for young Learners) some teachers tend to employ the techniques best for teaching adults. See how many teachers teach the kids English as if they were adults. For example, the teaching lacks fun, songs, and games. Ironically speaking, it gives emphasis on grammar rather than vocabulary development.

Some teachers of English use ineffective methods. What will we say if a teacher trains students' reading comprehension skill by orally asking wh-questions. Students feel bored and tensioned. In addition, it seems too demanding to check students' reading comprehension orally. Since comprehension is a receptive skill, focus should be on comprehension. Strange enough is to see the fact that in the teaching and learning process little has been done with reading comprehension skill. In the meanwhile, in the national exams reading comprehension make up the largest portion of the tests. So, students find themselves incapable of doing such tasks or unprepared for a test of this sort later on.

Teachers' performance in the current classrooms still reflects

monotonous technique. Students are not usually active in their learning and they only give responses when they are asked to answer questions. Why no techniques engage students in learning as exemplified below?

Task-Based Activities

One-Way Information Gap

Partner A has a picture. Partner B does not. Partner A describes the picture to Partner B, who draws it entirely from the description.

Two-Way Information Gap

Two students individually fill out their schedules for the upcoming weekend. They then share their schedules orally to find a time when they both are free and can meet for a movie.

Problem-Based Activity

Which Job to Take?

You were a pediatrician in your country but you don't have the English skills or the certification exams to practice medicine in the United States. You need to continue your studies in order to reach your goal. You have two job offers. One is a nurse's aide in the county hospital and you would be working way beneath your potential, but the schedule would be flexible so you could take classes. The second job offer is a case worker and translator for Employment Services. The pay would be quite a bit more than that of a nurse's aide but the schedule is 9:00 a.m. to 5:00 p.m. so you couldn't take day classes. You would be helping people in both jobs. Which job should you take?

Why no handouts? Why no creative media other than regular teaching aids like whiteboard and markers?

Too much class time is devoted to writing activity and instruction. The activities in the course were not presented in an interesting way. Ideally the teachers are expected to help the students to fulfil their learning needs and enhance their language mastery. Speaking practices were rarely found in the classes. Speaking must be taught more for its importance in the global communication. In addition, the emphasis in the writing should be reduced and more attention should be given toward reading.

Teachers of English should realize that there is complexity in dealing with motivational issue especially in Asian context. They are required to respond this with all efforts, for example, by applying a particular motivational strategy. It is suggested that an EFL teacher can teach a particular group of students who will attend universities in Western countries by using music and cultural references in the classroom.

Such a disadvantageous situation above is a challenge to Indonesian EFL students. A challenge is something to approach to, not something to run away from. The following are some facts that the author believes are opportunity and compensation for the disadvantageous EFL learning condition.

#Approaches to the Challenges

Brief Stories from Better Performing Learners

All high achievers of English the author knew have generally shown common characteristics. It sounds interesting to argue that the similarities in characteristics across the better performers of EFL can be made reference to solutions to the challenges faced by the Indonesian students learning English. However, it is highly recommended that favorable attitudes toward the target language and, preferably, the culture be present first. It is like “From here, go anywhere.” – the rest is simpler. When favorable attitude toward the target language and culture is there, then, time spending and effort investment is not a big problem anymore in the part of English learners.

A language consists of four skills: listening, speaking, reading, and writing. Skills require practice. An old saying says ‘Practice makes perfect’. All high achieving learners created environment for practice. A university biology teacher named Bintarti said as follows:

Perkembangan bahasa Inggris saya tidak terlepas dari kegemaran saya menyimak hiburan berbahasa Inggris, seperti lagu dan film. Tak lupa, saya juga gemar menyimak rekaman pelajaran bahasa Inggris yang berisi percakapan berbahasa Inggris oleh penutur asli. Dan yang tidak kalah pentingnya, saya berusaha menirukan bagaimana penutur di dalam rekaman-rekaman itu melafalkan

ungkapan-ungkapan.

The excerpt shows that the learner liked listening to songs and films that used English language, especially whose speakers were native. She also liked shadowing, i.e. repeating after the speech models.

A similar story was told by a Mandarin teacher, Dyah, who attended English class at a university. She told part of her Mandarin learning experience below:

Pertengahan tahun 2013 saya mulai tertarik bahasa Mandarin karena nonton film Mandarin “Meteor Garden” di tv. Saya banyak menyimak dan ini merupakan keterampilan andalan saya hingga kini, selain berbicara. Pelan-pelan saya mulai melafalkan/menyanyikan lagu-lagu dengan bantuan vcd, meski tidak tahu artinya. Bagi saya yang sulit dalam bahasa Mandarin adalah sistem baca tulisnya. Romanisasi juga tidak banyak membantu saya. Oleh karena itu, menyimak, lalu melafalkan apa yang saya dengar adalah sangat membantu bagi saya.

No matter the language she told had been learning was Mandarin Chinese. Learning strategies apply to any language learning. Listening and pronunciation practice were this learner’s favorite activities. She used a kind of communication avoidance strategy. Her effort to prioritize listening and pronunciation and delay meaning, reading, and writing worked. She achieved a sense of accomplishment.

Felix, a radio broadcaster, also enjoyed listening to recordings such as songs and films that used English. He commented:

Di mata saya orang yang memiliki kemahiran bahasa Inggris adalah keren. Kesukaan pada bahasa Inggris berawal secara tidak sengaja. Saya senang mendengarkan musik berbahasa asing, khususnya bahasa Inggris. Akhirnya saya terbiasa dengan lirik-lirik tembang berbahasa Inggris. Tidak saya sadari kosakata bahasa Inggris saya bertambah dan bertambah terus.

From the excerpt it can be concluded that a learner of his type has positive attitude toward the target language. To his eyes, having proficiency in English is cool. His habit led to ever-increasing vocabulary development.

Vocabulary is a crucial language component.

He initiated to create his environment for learning or practice. He said: *‘Pernah suatu ketika saya mengikuti kursus conversation. Saya mengajak bercakap-cakap dengan teman-teman yang tingkatannya di atas saya.’* His motivation was so strong that he felt challenged to speak with higher-level peers. Productive skill practice with foreigners was also his hobby. Hewas fond of internet chatting with foreigners.

Luthfi, who was a university administrative officer, had a good cross-culture insight. He had efforts common to other good learners. He practiced his English a lot. He commented:

Dalam upaya mempraktekkan berkomunikasi dalam bahasa Inggris saya berbincang dengan turis asing di objek wisata... Dalam kesempatan lain, ketika saya bersama seorang teman bertemu dengan wisatawan asing yang sedang menikmati panorama alam, teman saya dengan antusias mengajaknya berbicara dalam bahasa Inggris. Rupanya dia merasa tidak nyaman dan terganggu sehingga kesal dan marah. Sewaktu saya nimbrung dia merespon baik dan enjoy berbincang dengan saya. Kasihan teman saya itu, mungkin saja ada yang kurang...

His speaking practice by mingling with foreigners was smooth due to his target language culture understanding. He was also a risk taker. He was challenged to accept an invitation to take part in the English forums whose participants were secondary school teachers of English. Surprisingly, he turned out to perform the best of all participants although his formal education was lower than the rest. Indeed it is a matter of practice.

Dealing with the stories shared above, the author had similar experiences that most probably confirm the opportunity or potential they would offer to overcome the challenges facing the EFL learners in Indonesia. First of all, it might be necessary to note that the author studied English very hard in the junior high school because once he had dreamt of becoming a pilot, an ambassador, or (university) English teacher for future career and had a very positive attitude toward English as a school subject later when he was sitting at the senior high school.

He was inspired by one of his English teachers. The teacher spoke like a native speaker of English. Despite the then-structural approach curriculum, he studied the material beyond academic purposes. He learned and used English incredibly during his college period. For more details, here are some past efforts he believes to have led to his present achievement of English:

Hunting for Foreigners

It is something that is consistent to what the good EFL learners above used to experience. It was not by chance that he went to the big town of Solo/Surakarta for his college education. He knew that Solo was the centre of Javanese cultures. Many foreign tourists visited the town. To satisfy his curiosity of having face-to-face communication with foreigners who might have spoken English, imagining a sense of pride to be seen by the local people for doing something very rare, when having no class, he came to (1) a travel agent frequently visited by foreigners, (2) Mangkunegaran palace where twice a week Javanese dance show was held and visited by foreign tourists, and (3) tourists objects, such as historical museums, temples, and other local tourist centers.

Overall, from those activities, the author had chances to learn and use oral English that in some parts had sharpened his acquired knowledge and skills and in other parts improved his proficiency. Even a few tourists, when back home, continued to get in touch through letters, meaning that another skill practice of writing was activated.

Listening to English Materials

In the author's time, learning media were not so well-developed as they are today. He liked collecting recordings of slow English pop songs, native speakers' conversation, and English lessons. Playing-replaying and shadowing used to be part of his favorite activities for years at home even when still sitting at the junior high school. It was the right time for him to produce expressions closest to the speech models – speakers on the recordings possible. One thing is that he did not quickly go to the tapescript. A more challenging hobby was listening to a foreign radio

program broadcast in English, especially BBC English.

Speaking Alone

To many learners this effort might seem weird. What the author used to pronounce without a speech partner in the boarding house's room might be words and expressions on a reading book, dictionary, hand-writings or notes on a piece of paper. These all aimed to produce fluent English speech or pronunciation.

Translating

The author learnt a lesson from life, and took benefit of living with insufficient stock of money. It encouraged him to work hard and make money while trying to complete his study. One of his efforts was to set up a translation service. Beside money he got, this job required him to look up dictionaries frequently. Once consulting dictionaries for an English – Indonesian translation, he obtained meaning, pronunciation, and examples of usage. Wonderful! It was very useful. With this translation, he obtained language knowledge and learnt models and styles as well. Again, it was very useful. In an Indonesian – English translation, the author practiced his writing a lot.

Drafting Full of Trial and Error

Putting down ideas while trying the best expressions possible on used papers (maybe one would throw them away into dustbin) was fascinating to the author. Often, many times, written expressions were crossed out, corrected, and rewritten. Others would find it difficult to follow the flow of his writing before it became improved writing that satisfied him. Only a pen and used papers were needed. Often, few papers were needed to write, shifted from one paper to another. He enjoyed this way. Most important for him was what was in mind should have been manifested on papers.

Now, much later after those all happened the author realizes the benefits of having such splendid things as part of his past experience.

Hunting for foreigners or just mingling with them is perhaps the most popular effort and becomes a favorite activity among better performing learners of English in Indonesia. In the literature, it refers to *creating opportunities for practice* strategy (Rubin, 1981). He gave a few examples: creating situation with native speaker, initiating conversation with fellow students, spending time in language lab, and listening to tv, etc. So, Felix, for example, used this strategy very productively. In his full story he stated: '*Saya juga gemar chatting menggunakan bahasa Inggris. Di situ saya berkomunikasi dengan orang-orang asing.*' He was fond of chatting (through the internet) with people from other countries. He used this *creating opportunities for practice* strategy not only by listening to recordings, initiating a conversation with his course friends, but also by creating communication with foreigners.

Communicating with foreigners who are in or out (through the internet) Indonesia is very helpful to those all EFL high performing learners in this country. Listening to recordings is also useful to them. Although foreigners in Indonesia make up a very small percentage in comparison to the whole population of this country, in some places in the entire Archipelago their number is big. EFL learners can visit the tourist places, foreigner business centers, or foreign-based company environments for practicing their English. However, oops! One should recognize the foreign culture to make success in their practice. Practice failure as experienced by Luthfi's friend above is possibly an ignorance of cross-culture understanding.

In addition to communication with foreigners, scarcity of exposure to English language and culture in Indonesia can be compensated for by accessing media available. Media such as the internet, recordings, television programs, radio programs (e.g. BBC, etc) are nothing exclusive or luxurious anymore at present. Even the technology of multimedia has been at hand anytime, anywhere. Opportunity for practicing listening to English is very easy to find today. The questions are: (1) are learners self-directed to access the right materials?, (2) are learners self-directed to spend enough time accessing the right materials? If not, then they

need guidance.

Closely related to *creating opportunities for practice* strategy is *practice* strategy. All efforts can be done to cope with scarcity or even absence of opportunity for learning and using the target language within this country. The author took a strange effort through speaking alone while reading or listening to English texts. According to Rubin (1981) it refers to *practice* strategy. He mentioned examples such as: experiments with new sounds, repeating sentences until pronounced easily, and listening carefully and trying to imitate. The author's effort was more or less the same as those examples.

Act of speaking alone is, of course, very simple and efficient, yet effective. Everybody can do this, if they want. Together with other strategies (a combination of strategies) such as *monitoring*, *memorization*, or *deductive reasoning*, they can apply this strategy or strategies even just at home or elsewhere possible. It needs no body else to apply it with. Fluency, pronunciation, and oral proficiency can potentially be resulted from this strategy use. It is quite possible that few Indonesian speakers of English sound so much like native speakers because they used this strategy. Although it is advised that speaking communicatively is much more important than speaking with foreign accent, it is wrong to ignore the latter. Speaking with native-likeness for some people would give good impression in the part of listeners. For others, speaking with native-likeness would give a great sense of pride. Sure, just like self-esteem, prestige, or respect, special feeling of pride will encourage the speakers to keep on learning and performing better.

Another seemingly weird effort the author took related with hunting for foreigners experience was that in times of oral communication with foreigners, often the author did not understand words. When this happened, he used to pretend he did, by nodding or just smiling. In the literature of communication strategy, it refers to *coping* strategy (Terui, 2012). The aim of this strategy use may fall to any of the following categories: (1) protect self-esteem, (2) respond to social pressure, (3) express concern for others' feelings, (4) cope with anxiety, (5)

keep conversation flowing, (6) keep conversation open, (7) avoid extra efforts, (8) fill in gaps, (9) make use of (an)other source(s), (10) elicit confirmation, and (11) take advantage of status. The act of pretending occurs due to language barrier. Considering the aims above, clearly, pretending to understand the speaker (while actually one does not) is important.

Actually, no special effort the so-called learning strategy is weird. It, in many cases, is unique and personal. Successful language learners have insight into their own language learning styles and preferences as well as the nature of the task itself (Wenden, 1991). They adopt a personal style or positive learning strategy that fits their needs and preferences. Another feature that characterizes them is that they take active approach to the learning task. They select learning objectives (what is it for?) for themselves and deliberately involve themselves in the target language. They seek out opportunities to communicate in the target language. Of course, as discussed earlier, opportunities to communicate in English as the target language are open widely either within or beyond classrooms, not limited to speaking to native speakers.

Other most unforgettable experiences that the author shared above, translating and drafting, seem to have taken him mainly to his present peak writing experience. When doing translation he adopted a strategy referred to as *resourcing* (O'Malley & Chamot, 1990). O'Malley and Chamot defined this strategy as using target language reference material such as dictionaries and textbooks. This strategy belongs to cognitive strategies. In translating and drafting, the author dominantly employed *self-monitoring* strategy and *self-evaluation* strategy. O'Malley and Chamot defined self-monitoring strategy as checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place, while self-evaluation strategy as checking the outcome of one's own language learning against a standard after it has been completed.

Part of the author's past habit (drafting on used papers) has continued until now. He does it frequently. With those two pieces of experience,

he cares a lot about grammar, diction, mechanics, and styles that are acceptable to language in use.

Conclusion and Suggestions

To sum up, it is clear that Indonesian students have to be responsible for their own EFL learning, both inside and outside the classrooms or schools setting. Although they face challenges – the disadvantageous situation for EFL learning – there is still opportunity and compensation for the non-conducive situation. They can do with all efforts as approach to the challenges.

For the sake of EFL learning students should cope with the negative impact of the cultural background on their EFL learning and try special efforts to achieve goals. The students can take foreign values as long as they are worthwhile and do not oppose existing local values. The Indonesian EFL students can take the benefit of today's rapid progress in media technology for supporting their EFL learning.

All EFL learning experiences, success stories, and opinions shared throughout the paper are inspiring and useful. Attitudes, motivation, and strategies are key factors influencing the achievement of EFL learning. The learners mentioned in the paper can achieve English better, then every student can if they try.

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Chapter Five

Songs Helped Them Learn the English Connected Speech

Introduction

Pronunciation is considered the most difficult aspect to learn for Indonesian learners of English. Before this study was conducted, the students participating in this study had joined pronunciation class in which drills were used. With this technique the students used to perform unsatisfactorily in the tests. Efforts have been taken to facilitate student's learning of pronunciation. However, results remain relatively the same. A study by Suwartono (2006), for example, showed that dubbing technique applied in the teaching of the English segmental phonemes though resulted in positive attitudes in the part of students, did not affect students' learning outcome significantly. Teaching the pronunciation of English that is more communicative has been felt necessary since then.

According to Nunan (2004: 10) Communicative Language Teaching is Broad, philosophical approach to the language curriculum that draws on theory and research in linguistics, anthropology, psychology, and sociology. Task-Based Language Teaching represents a realization of this philosophy at the levels of syllabus design and methodology. It is one of other realizations that claim to reside within the CLT family.

An important aspect of Task-Based Language Teaching is the use of experiential learning. This approach perceives the students' personal experience as important to be taken into account especially as the starting points for their next learning experience. In this way the students should participate actively in the learning processes where they will frequently learn by doing. So, learners' role is very vital. The main aim of this approach is to give a considerable number of opportunities for the learners to do exploration and experiments with both spoken and

written language in the learning activities which have been prepared to expose learners with authentic, practical, and functional use of language for meaningful purposes.

Teacher is a learning facilitator. For this role he is responsible for preparing and creating an environment in which the students will be most likely to learn. One important part of this job is selecting teaching and learning materials. To each pronunciation through songs, for example an English teacher should review a song as an authentic material and its relevance with the area of an authentic material and its relevance with the area of pronunciation he is going to teach to the students.

Connected speed is an essential aspect in the pronunciation of English. In real communication, the native speakers of English normally tend to link words together rather than say them in isolation. Unfortunately, only a small number of Indonesian learners of EFL give attention to this aspect when using the language. As a result, not only the pronunciation becomes less qualified, but also the comprehension is affected. Even simple utterances with sound /w/ as in "...do it", /tʃ/ as in "...want you ...", or /tə/ as in "repeat after me" seem strange to them.

Songs present the use of authentic, memorable and rhythmic language. They can motivate students to listen and imitate their musical heroes. Here, we look at some aspects of pronunciation that can be focused on through songs: using songs to focus on sounds, using songs to focus on words, and using songs to focus on connected speech (Elbong & Sabbadini, 2006). Furthermore, Elbong & Sabbadini stated that connected speech is the natural way we speak, linking together and emphasising certain words, rather than each word standing alone. Contractions (two words forming one) are an extreme example of the way we connect speech, to the extent that the written form too is affected.

In addition to rhythm and authenticity, which are of course motivating to students to reproduce the text or its parts, song provide most aspect found in spoken language, including connected speech. In relation with the teaching of pronunciation of the English connected speech, songs are really helpful. One argument is that some songs are

slow so that recognizing how the words flow becomes easier. Therefore, the teacher who wants to use songs for teaching connected speech should make sure that the chosen song is the one that is not too fast for the learners' level and with clear voice. Lots of slow pop songs could be employed for this purpose. However, the teacher should use songs with numerous occurrences of connected speech to provide learners with more examples.

It is sometimes hard for students because they usually focus and learn individual words and pronounce them one by one. Students frequently misconceive contractions as being 'incorrect', only used in 'slang'. Not all words within a phrase carry the same weight. Here, the role of songs is clearly mentioned by Elbong & Sabbadini (2006) as follows:

Songs, and especially the chorus, provide real and <catchy> examples of how whole phrases are pronounced often to the extent that students find it difficult to pick out individual words. The music further emphasises the <flow> of the words. Songs, like other spoken texts, are full of contractions. Students can be keen to reproduce this, in order to sing the song as they hear it.

There were some researches conducted related to the use of songs to learn English connected speech. The first research was one by a Spanish teacher of English as foreign language, Ulate (2007) under the title "Using Songs to Improve EFL Students' Pronunciation". She analyzed the importance of using songs in the English classroom and how it can be implemented to teach pronunciation. Her research was based on her own experiences as a learner and teacher of English. The research showed that with the use of songs in the EFL classroom students have higher level of enjoyment and interest in the learning. In addition, students can learn the target language in a comfortable and relaxing atmosphere. This encourages them to be more receptive to learning. Besides, songs help learners to gain more understanding of some features of pronunciation and then train the learners to produce them.

Second was a research entitled "The Effect of English Verbal

Songs on Connected Speech Aspects of Adult English Learners' Speech Production" by Ashtiani, Farshid T & Zafarghandi, Mahdavi A, 2014). This research focused on finding out the impact of English verbal songs on connected speech aspects of adult English learners' speech production by involving 40 participants. The findings suggested that providing the EFL learners with English verbal songs could positively affect connected speech aspects of both modes of speech production, reading aloud and speaking. This surely rise teachers'awareness of the benefits on using songs in improving students' connected speech.

The latest research was conducted recently by Supeno with his research "Using Songs to Improve Students' Pronunciation". He took the high school level for the participants. This descriptive-qualitative research came to positive results at the end. With the use of songs the English lessons became more interesting and fascinating due to the relaxing class atmosphere. The students' pronunciation also improved as they could learn how the words being pronounced in the songs and then imitate it.

Those three previous studies led to positive effect on students' pronunciation (especially connected speech) which was a good vibe for the researcher to implement the songs in learning pronunciation to enhance students' connected speech. Before the research participants joined this current study, they have learned pronunciation in the class where many drills were used. The only teaching resource was the handbook. The test used to show unsatisfactory result. Besides, the student did not seem to show positive attitudes.

This study aimed at examining if the selected pop songs would improve the connected speech ability. The hypothesis was that the teaching of the English connected speech through songs was superior to that with drills.

Method

This research is experimental. Nonequivalent control group design was used. Six intact groups of students joining pronunciation class

were involved in this study. Three were selected randomly to be the experimental group and the other three were assigned as the control group. The research was started when the course came to the topic of connected speech. Working with songs as media for teaching connected speech took most of the class time in the experimental group. In the control group, however the students were taught the English connected speech without media and drill was dominant.

Before the connected speech lessons began, both groups were pre-tested. The test result were equal ($Mean_1$; 14,28; $Mean_2$; 15.06). After attending 3 sessions of connected speech lessons, both groups were given another test. Comparison of the test result of the two groups was then made to see whether there was a significant difference. Apart from the test, the questionnaire was also used to reveal the perceptions that the students had of the teaching practice.

Findings and Discussion

At the end of the lessons, there was a 44.6% increase in the achievement of song students; while that of drill students rose by 43.5%. Up to this point, again, the achievement of the song students was higher.

Table 1. Group differences in connected speech ability

<i>Drill</i>		<i>song</i>	
M_1	32.79	M_2	33.73
Σd^2_1	36600	Σd^2_2	40956
N_1	84	N_2	79

To see whether the sample means are significantly different, statistic test was done. Using t-test, it was found that the t-ratio = 0,272. With degree of freedom (above 120) the critical value of t for a one-tailed test at the 0,05 significance level is 1,645 (0.272<1,645). It means that the difference of sample means is insignificantly large and, therefore, the research hypothesis that predicts teaching the English connected speech through songs is superior to drills is not true. Nevertheless, viewed

from the gain of each group and the data that was obtained through questionnaire, the use of songs in the teaching of the English connected speech seemed to remain promising.

From the seven questionnaire items, some important points can be presented here. Most students (over 90%) of both groups agreed that the teaching of pronunciation during the semester was quite helpful or helpful enough (Q1)

When asked about which lesson of pronunciation they liked most, both groups chose connected speech. However, there is a gap between the two groups. The rates are 59.52% for drill students and 70.88% for song students (Q2).

The common reason why they liked the English connected speech most was the teaching technique employed (over 60% students in each group). However, a large difference between the groups is their choice dealing with the use of media, nearly 38% of student taught connected speech using songs found it interesting to learn connected speech because of the teaching media, which were the selected songs. Only 7.14% of student taught connected speech using drills perceived that they liked it because of the teaching media brought into the classroom (Q3).

Still related with finding above, the students through that the easiest lesson of all during the semester is connected speech. But, there is a slight difference. Less than a half (45,2%) of drill students thought so, while within the song group this reached 56.9% of student (Q4).

Further, when asked about what made the perceived- easiest material easy to learn, the song student who responded that it was because of the presence of media reached 32,9%, while the drill students who responded the same were only less than 4% (Q5).

It has been quite clear from the questionnaire data that the experimental group felt the benefits of songs which were used as media for teaching the English connected speech. The selected pop song facilitated their learning of connected speech. This has been supported

by data elicited through a couple of open questionnaire items. One item deals with impression the students got from the teaching and learning process and the other one has something to do with their suggestion for future practices.

Among those *Drill* students who expressed their impressions, the highest rate of impression fell to the teaching technique (nearly 37%). A bit lower, around 29% of the *Song* students, however, were impressed by the same aspect. Nearly 28% others explicitly expressed their impression towards the use of media in the teaching. Some of the *Song* students seemed to call ‘techniques’ to refer to media. Few responses to the open-ended options showed the use of the word ‘or’, or punctuation ‘/’ between the two, or another way like “the teaching technique was very interesting, with music as media so that it’s more exciting”. Thus, impression toward the use of media was likely to make up around 57% of the whole feedbacks given by the *Song* students. In the meanwhile, suggestions that have relation with the use of media were only addressed by the *Drill* students (more than 19% of all feedbacks. To sum up, this research study has proved that the teaching of the English connected speech through songs was not superior to that with drill. However, based on the gain (pre and post-test) and the students’ perception it is likely that, when provided with longer period, the learning outcome is better.

Conclusion

Overall, based on the gain and the students’ perception, the use of songs for teaching the English connected speech tended to indicate a prospective better learning outcome. This study has shown that there is a hope that teaching the English connected speech through song is more effective than that with drills as the main teaching technique. Concerning the result of this study, further studies are encouraged to hold in order to explore more effective ways in developing students’ connected speech.

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Chapter Six

Student's Voices in Reflective Suprasegmental Features Pronunciation Teaching

Introduction

Suprasegmentals are important parts of spoken English. The presence of suprasegmental features in speech contributes much to intelligibility. These features also convey better impression of the speaker (O'Neal, 2010:65-87). It means when we improve our pronunciation of English suprasegmentals, it can facilitate communication, boost self-esteem, and possibly lead to a better future. In this case, it is advisable for teachers to give priority in the teaching of suprasegmental features especially in English oral communication.

Suprasegmental feature cover mainly stress, length, tone, and intonation (Ladefoged, 1975:217). These features are essentially the same as prosodic elements of language (Trask, 1996:343). It is likely that for most EFL (English as Foreign Language) learners in Indonesia, these features are hard to master. Some English teachers, however, did not really have great interest in introducing those features to students.

Moedjito (2008:129-142) reported that EFL teachers in Indonesia gave higher value to segmental features than to suprasegmental ones. This might result from the teachers' doubt on how to teach them. In fact, in the literature of EFL, there is not much knowledge on the methodology used for teaching the suprasegmental features. In this current study, the researcher used reflective learning to facilitate the students' learning of suprasegmental phonemes.

As one of the experts in reflective learning and practice, Jennifer Moon (2003), argues that reflection relates closely with deep learning. Deep learning helps the learners understand the materials better and connect it with the knowledge already acquired by the learners in the previous learning. While Kolb, in his theory of experiential learning,

believes that the learner's immediate experience serves as the focus of learning, giving life, texture, and subjective personal meaning to abstract concepts; and at the same time, providing a concrete reference point for testing the implications and validity of ideas created during the learning process (cited in Benson, 2001:38). In experiential learning, he adds, learning is viewed as a cyclical process that integrates immediate experience, reflection, abstract conceptualisation, and action. Within the cyclical process, reflection serves as the bridge between experience and theoretical conceptualisation (Benson, 2001).

Concerning English suprasegmental phonemes learning, reflection is relevant for the learners in their experiential learning as they are benefitted from their past experience to test ideas and assumptions related to difficult English suprasegmental features. Learners themselves, though sometimes doubt about their knowledge and experience of using suprasegmental features, are able to survive in such a hard time. As an example, reflective learners may survive in their search of patterns in English suprasegmental phonemes by learning from their learning experience of grammar or segmental phonemes. Reflective learners have the motivation to approach the challenges faced in learning the suprasegmental.

In the experiential perspective, the nature of reflection is closely related to the adult learning characteristics. The current research participants belong to adult category as their age is 18 and above and thus they are relevant to be discussed in a more specific context, i.e. adult education.

Adult learning is far from being similar to child learning. Brundage and Macheracher identify several adult learning characteristics and one of them is so much related to the concept of reflection: adults see their own experience as learning source. Thus, experience becomes very important in their reflective process. It becomes the focus in adult learning process (cited in Mayuni, 2007). In language teaching context, it is explained that adults' rich life experience can be used in their learning. This may mean that any forms of learning that prioritize the reflective process fit

adult language learning.

The concept of reflective or deep learning can also be viewed from a theory which belongs to constructivist theories, namely personal construct theory. Kelly mentions that personal construct theory views human thought as a process of hypothesis testing and theory building involving the continual development and revision of constructs or meaning attached to objects or events in the light of new experience (cited in Benson, 2001). Personal constructs are built from shared assumptions and values, but systems of constructs are unique to the individual since they are shaped through personal efforts to make sense of experiences that are uniquely one's own. In regard to English suprasegmental phonemes, learning that is considered complex and construct system that learners have, it is expected that the adoption of reflective learning will raise self- awareness of construct systems available in individual learners.

Cercone (2008), in discussing about adult learner characteristics, points out that adult learners need to do self-reflection on their learning process and teachers can provide ways to engage learners in metacognitive reflection through the use of think logs, reflective journals, and group discussions. This implies an idea that although adults have developed reflective process, one cannot guarantee that the process is optimum. Dealing with the current research participants, as they are at their beginning of adulthood, it seems that reflective process is rarely identified. It is for this reason, teachers are expected to assist the students so that they have an optimum reflective process.

In line with what discussed above, Morley (1991) states that pronunciation/ speech study is most profitable when students contribute actively in their learning, not passively detached repeaters of drills. However, learner self-involvement cannot be left to chance; it must be actively shaped, early and continually, throughout ESL (English as Second Language) course work. Teachers and materials can help students to develop their self- monitoring skills. Self-monitoring can begin as gentle consciousness-raising with the goal of helping students

develop speech awareness, self-observation skills, and a positive attitude toward them by helping them develop a simple self-rehearsal technique—talking to yourself and listening to yourself—as the way to self-monitor.

In the present study, video as reflective tool was adopted to give this kind of impact. Video used in the video clip making enables the students to listen and repeat after the model while listening to/watching native speakers. While being replayed, video enables students to make the strategies of active listening and mirroring (Vitanova & Miller, 2002).

Method

The current study was an action-research study. An action-research study was selected to improve classroom practitioner's own teaching activities. The Kemmis and Taggart's model of action research was adopted (cited in Gay & Airasian, 2000:593). Twenty-four second semester students were involved in this study and they were from Class C-2 at the Department of English Language Teaching of UMP (Muhammadiyah University of Purwokerto) in Central Java, Indonesia. These students attended Pronunciation course in the 2011/2012 academic year.

The collaborative study consisted of two cycles. Every cycle had three pronunciation sessions. Each of the session were structured through activities such as listening to target model, rehearsing monologue or dialogue, video-recording, and playing video clip. Scripts were given to help the students memorise the pronunciation of the words. Videos available on the campus language labs' computers were used to facilitate reflection process in the part of students.

There were two main types of data in this study: data on teaching and learning process and data on learning outcome. The qualitative data consisted of teaching and learning activities, teacher's behavior, students' behavior and reaction/response; while the quantitative data were taken from the test result. Qualitative data were obtained from observation, diary, and interview; while the quantitative data were obtained from

recorded conversation task and test.

Qualitative data were analysed by using analytic induction methods to identify common themes and to extract narratives of experience. Quantitative data were analysed to produce statistical frequencies, percentages, and means. Triangulation – more than one methods of investigation – was employed to establish validity of the research (Bryman, 1988:131- 134), namely: investigator triangulation and method triangulation.

This article is intended to share the main findings revealed in the research diaries. It is interesting because the sense “reflective” is twofold in the study: *firstly*, the adoption of video for encouraging students to engage in reflective process; and *secondly*, the use of diary, which is by nature reflective, for collecting the data. According to Nunan (1992:118-120), diary is one of important introspective tools in language research. He asserts that diaries enable students to articulate problems they are having with course content and, therefore, get help and promote autonomous learning, encouraging students to take responsibility for their own learning (Nunan, 1992:120).

Findings and Discussion

The adoption of reflective learning method in the current study was a successful attempt to improve the teaching and learning process. In the pre-intervention period, involvement was a concern. Reflective learning method using video incorporated to communicative, meaningful language activities has encouraged student involvement in the teaching and learning process of the commonly-considered complicated suprasegmental features pronunciation.

Based on the diaries, the students involvement in the teaching and learning process can be explained as follows. Their responses varied and could be grouped into five to six categories: (1) positive responses which comprised (a) the instruction was interesting/exciting, (b) the instruction provided new knowledge, (c) the instruction was meaningful; (2) not wholly positive responses; (3) negative responses; and (4) others. “Not

wholly positive” constituted responses that contained partly negative responses. “Others” were responses that seemed irrelevant or did not fall into any category already mentioned, for example notes on stress patterns, or personal health.

Below is a figure that displays the students’ responses to the instruction at the beginning (first cycle, first session) of the intervention period. The figure shows that positive responses make up around 50 percent of the whole responses.

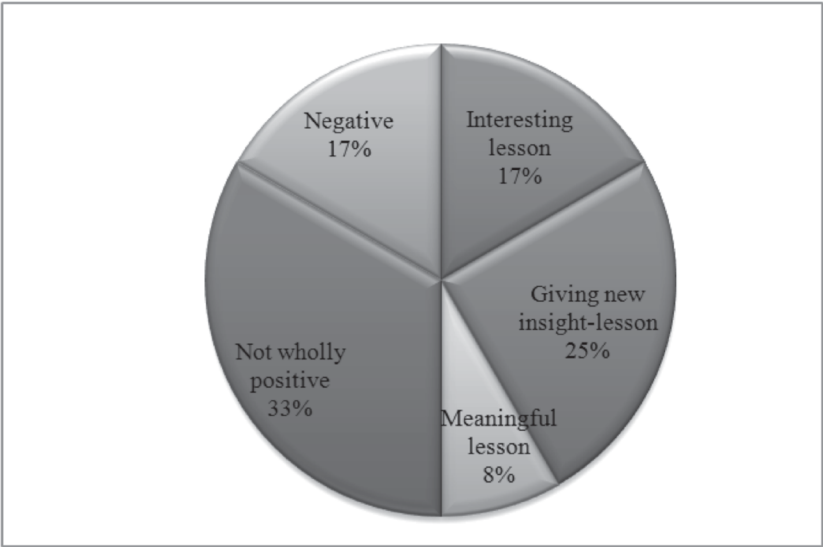


Figure 1
Students’ Responses to the Instruction

In the following part, relevant and useful information from the diaries is discussed under the categories mentioned above. It is necessary to note that some responses seemed to overlap quite a lot. Consequently, it is not easy to split up the diary entries into clear-cut categories.

Interesting Lessons

The learning activities that tended to be interesting was made possible by the inclusion of exciting learning “menu” in which students had the opportunity to directly practice to communicate in English through a meaningful activity, i.e. a challenge to speak in the way the

models on the recording do. With facial expressions that could be seen either *on-line* (during production) or *off-line* (after production) on the computer screen, the students turned to be more confident in acting and expressing like in front of mirror and as if nobody had seen them. A student commented: "...I think it's very interesting... Quite exciting like learning drama with expressions when speaking."

What was written by a female student below could be right. The learning activity created in the instuction was believed to benefit her because, beside exciting – that might lead to a sub-concious learning – so that learning became more automatic, it enabled her to self-assess her own performance:

... The method applied is more varied, and so the atmosphere created is exciting. Therefore, the material can be mastered more easily. By practising directly, I can recognise my mistakes and correct them directly.

Most students shared positive impressions dealing with the teaching and learning process, primarily the core-activity of video clip making. A student noted about desire to learn and practise as follows:

At the beginning, I felt sleepy as the course is scheduled to start at noon, but now it becomes more interesting. Then, I am making a video clip again and and comparing a friend's video clip with mine and delivering comments on flaws or mistakes to correct...

This shows an advantage of the intervention adopted, which was not only interesting to the students, but also helped them monitor and modify their own performance, including their speech.

The students found the learning activity so exciting that they never wanted to miss any single lesson, as implied in the following diary of a student.

Today I went out for refreshing mind with some mates. I feel a relief, ehm... but do not have lunch yet, as I was hurried to attend the pronunciation class. This lesson is really interesting for me. It is always exciting to listen to own voice again, see expressions,...

Meaningful Lesson

The lessons gave considerable opportunity for the students to put into the practice the material being taught. They found the lessons like the real thing. A student, for example, wrote:

... I enjoy learning this way, because I can directly practise what is taught by Mr. Ton. I can directly justify when I am right and when I am wrong with the material I learn...

The meaningful lesson seemed to have motivated the learners to learn. It is a challenge for teachers of pronunciation in general and suprasegmental features in specific to create an environment that most possibly supports learning.

New Insights/Knowledge

In relation with the intervention adopted, positive responses to the teaching and learning activity carried out can also be traced from other entries written by some participants, as quoted below:

... my video is bad. The one deleted was better instead. It's because I'm nervous, time is limited..., I'm hurried... However, I enjoy learning this way, so that I can show my own ability. Working in groups is not maximum, I have to share and am dependent upon others.

This example suggests that the student valued individual work that was assigned at that moment. While not every learner may have been in favour of the individual activity, it was chosen for a genuine reason. The materials being taught was the stress patterns. The students were expected to make monologue video clips. In addition, this, unintentionally, could serve as a variety and accommodate different needs of learner.



Figure 2
A Reflective Suprasegmental Features Pronunciation Class

The students seemed actively involved in the classroom activity. They were evaluating, self-monitoring, and self-correcting their own performance (both speech and visual cues) upon completion of a monologue video clip making. The use of video as reflective tool integrated into communicative language activities has enabled them to engage in reflective process when learning the commonly-considered complicated English suprasegmental features pronunciation.

Similarly, another student wrote: "... Fairly easy, but I have to be careful... A bit difficult to make it, because once is not enough, I have to make and remake a video clip." Another student commented: "... I am happy, 'cause I can listen to videos from the computer on my desk, so that I can hear more clearly how stress is produced by speakers in the videos ..." From the note it is obvious that a revised plan by sharing

video files to all computers in the network was considered beneficial to the student.

Seriousness, involvement, self-monitoring, and evaluation were all reflected in most of the expressions produced by the students. The learning that was considered helpful has encouraged them to learn and do the practices more enthusiastically: “Thanks God, today I get new knowledge. I have to study harder in order to achieve better.”

The following expression suggests that reflective process has already developed stronger in the student: “I think it is more complicated. I have to find out the verbs first... However, my pronunciation is better, no more dominated by the local accent.” The development of self-monitoring in the parts of students is thought to be associated with the learning process or the teaching and learning activity adopted in the current research study.

A number of students reflected their development of reflective process including self-monitoring, self-evaluation, and self-correction. A participant, for example, wrote: “... I understand better now, but unfortunately I can’t give the right comments.” Similarly, another learner mentioned: “I am happy, ‘cause my speech voice is getting better’.

Not Wholly Positive Responses

Some students noted different expressions reflecting responses that are not wholly positive, such as feeling of interest and fun in joining the lessons with no clear reason and sign of being able to monitor and evaluate performance by themselves. A participant commented:

Very, very interesting, although there is a little technical problem the learning activity continues well. With a method that adopts video I can instantly recognise mistakes in my pronunciation and repeat them better.

This shows an advantage of using the intervention adopted, that was not only interesting for the students but also helped them evaluate and correct their own pronunciation.

The exciting learning enabled the students to handle learning obstacles they met as implicitly conveyed in the following diary entry of a student.

Again,... new sort of intonation material, I am so happy to learn it. It's so interesting. There are errors today, especially in our media, but I think we have good results as we hope. Hopefully, there'll be another exciting lesson next time ...

A not wholly positive response that reflects developing capacity for monitoring and evaluation in student's own learning is best exemplified in the following note of a low achiever: "I am still learning intonation. I gradually understand better. However, when practising, I still have difficulty and often make mistakes."

Another note written by another weak yet diligent student contains similar message:

Making a video clip is very interesting. I can act and it's a freedom of performance. However, it seems that I am still having problems with several things in pronouncing words, unable to distinguish when to go up and when to go down...

It implies in the note that the writer has been able to self-evaluate learning material mastery. Thus, information of mental process could be found either in positive or negative responses. Such a thing becomes necessary as most of the literature on pronunciation deals with what and how to teach, while the learner remains an abstract, silent body in the classroom. That is why, it is important for pronunciation teachers to listen to students' voices related with their beliefs and thoughts about their pronunciation learning/teaching.

When the teachers listen to the students' voices, they give an opportunity for the development of their self-awareness, involvement, and responsibility in the process of learning suprasegmental phonemes. When the teachers listen to the students' voices, they could determine strategies and pronunciation teaching components the students find most valuable. In the case of English suprasegmental features, this enables the teachers to monitor the students' learning advancement.

Conclusion

Diary is valuable to be utilized for “hearing” student voice. It has a high revealing power concerning student reaction, feeling, perception, and learning experience. In the context of the current research, in which reflective English suprasegmental features pronunciation learning method is adopted, one dominant sort of information from the diary entries is that capacity for self-monitoring, evaluation, and self-correction develops in the students’ learning.

This finding is of great value, considering that so far in pronunciation teaching (mostly segmental features), learners have not been taken into account properly. Either teacher or students, with this information, can do the best in the teaching and learning activity. The teacher can immediately give necessary assistance to the students who have learning problems, improve the weak points of teaching and learning process they conducted, and find advancement in the teaching of the commonly-considered complicated suprasegmental features pronunciation materials.

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PART B

LANGUAGE TEACHING

Chapter Seven

A Good Teacher of EFL Speaks the Language in the Class

Introduction

In most cases, there is only little space for compromise that at work a foreign/second language teacher speaks the home language of the students. There are some sound reasons behind this opinion. Unfortunately, however, there are many language teachers who use the home language of the students as the language of instruction. A Javanese teacher was seen speaking Indonesian most of the time. A French teacher used Indonesian as the language of instruction. Most frequently observed is an EFL (English as a foreign language) teacher who speaks in a language other than English in the practice of EFL teaching in the writer's work place environment. In the sections that follow the writer puts forward some arguments and offer solutions to the problems that potentially appear when EFL teachers speak English in the class.

The Necessity of Teacher's EFL Speech

Teacher plays a key role in foreign language learning settings. His or her existence is even more crucial in Asian contexts, where learners are stereotyped as 'less autonomous' (Littlewood and many others as cited in Lamb 2004). In the case of EFL learners in Asia, teachers may become one of the linguistic input sources. The amount of linguistic input is limited in various contexts. Beyond the classroom, where individuals spend most of the time, learners do not make contact with the second/foreign language. Regardless of the roles that a professional teacher of EFL can serve in the class (including the ones that can promote learning autonomy) and examples of successful EFL individual learners, an EFL teacher should speak the foreign language in the class.

Anyway, is it possible to speak in English to young learners at,

say, for instance, primary level? Surely, it is. It depends greatly on the teaching techniques used or learning experience provided. Most children love singing and listening to songs. Children also love playing games. Children like those simple things. Teaching them English through those fun-based activities enables communication in the second language to work. Imagine working with kindergarten or elementary school children. Due to limited linguistic repertoire it is hard to teach them grammar in isolation, even though the explanation is given in the first language of classroom pupils. It is also the reason why some prominent approaches to second/foreign language teaching do not support the use of native language at early levels (Richards & Rodgers, 1986).

When an EFL teacher speaks English in the class, he/she gives no choice in the language the students will use in the classroom communication. In other words, when the teacher speaks English, he minimizes the students' dependence upon their first language. But what happens when the students remain to speak their home language? Just let them do it. It does not seem to take too long. When the teacher of EFL is persistent with his/her way the students will be forced to accept the use of second/foreign language in his/her speech, as normally they will be worried to miss possible points conveyed in the teacher's speech.

In the eyes of EFL students, teacher is perceived to have experienced adequate training in the use of the foreign language he/she teaches. If the EFL teacher speaks the students' first language, some students may assume that the teacher has no good command of spoken English (even when it is felt impossible for the teacher to express with second language words). This may lead to students' neglect of their teacher. Presumably, whether it touches teacher's prestige issue or not, the students become reluctant to pay attention due to less challenge, and even unnecessary noise will possibly arise.

Language is learned in socially interactive settings and that children construct their linguistic systems from the language they hear from adults and more capable peers (Tabors & Snow in Genesee 1994). A good language teacher is a good speaker of the language he/she teaches.

Teacher's professional English proficiency and beautiful pronunciation spoken during the class will be not only good exposure but also good linguistic model to their students. In addition, there is possibility that students, at least to a small number, want to be like him/her in such a matter. After all, it can be said that better learning outcome may be achieved when more language input is given in the class. Teacher's speech in English is linguistic input to the students. The teacher's use of language other than English in EFL teaching will only sacrifice valuable chance for using the learned language. In addition, when the teacher of EFL speaks a language other than English, the textbooks and other written materials then become the only language source in the classroom because listening-to-recording activities (if any) are normally limited. This does not necessarily mean that teacher should speak all the time or dominate classroom communication and interaction. The teacher speaks up only when he/she considers it is teacher effective talk time, e.g. when giving instructions or offering corrections and feedback.

The arguments noted above suggest that it is of great value for teachers of EFL to speak the foreign language in the classroom management and, therefore, EFL teacher's competence as well as performance in the language he/she teaches is a crucial thing. Unfortunately, many teachers of English especially those at secondary classrooms speak English in portion smaller (if they do) than the home language(s) especially Indonesian. Some say the students do not understand their words when they use English as the language instruction. This might be true. However, the writer is to some extent suspicious of the teachers' self-confidence crisis in the target language use or their poor command of spoken English and/or ignorance of ways-outs.

English as the Classroom Language of EFL Teachers

What will a teacher of EFL do when he/she finds it impossible to speak English in the class? Students might reject the teacher speaking in English because the teacher's speech is hard to understand. Why, then, is his speech hard to understand? Some causal factors are possible. One is

the teacher speaks too fast. Another possibility deals with the teacher's speech, which is not accurate. His language may also be too "high" or complicated to the students' level. Above all, troubles might be rooted from the speech content (eg. Containing new concepts) or irregularity of target language use.

Many ways associated with linguistics and behaviors can help learners understand the teacher's use of EFL. When the teacher considers the students do not positively respond him speaking EFL because he speaks too fast, he can initiate such a question as "Do I speak too fast?", "Shall I speak more slowly?", or, if they still show signs of comprehension problem, he can repeat what he was just saying at a lower speed level. When the students seem reluctant to pay attention to the teacher speaking English and when this, as he does believe, is because of his speech inaccuracy or improper language level, he may try to rephrase his words. By this technique one tries to ask or expresses the same ideas with different words. In the parts that follow some techniques that result in a greater focus on meaning and understanding the second language without recourse to translation (shift to source language) are discussed.

Rephrasing can be viewed as a paralleling the questioning downward technique. Questioning downwards technique can be best implemented with both reading and listening comprehension. It is a strategy for helping the students to get the textual meanings by establishing what students might have known about the learned topic. For instance, in a short piece of reading text on seasoning food. It is suggested that novices wanting to use spices and herbs in cooking their food should underseason the food. The following dialogue shows how downward questioning might occur.

- T : What advice does the writer give a cook who is not used to cooking with herbs and spice? [no response from the students]
- T : If someone was not experienced at cooking using ginger what advice would you give him/her about using this spice? [if there is still no response from the students or they still show signs of no

comprehension, then an even easier form of questioning might be required – that is, down-shift further].

T : If you were cooking and you did not know how much spice to put into the food, what would be a good strategy for you to follow: put only a little bit of the spice into the food, or put quite a bit into the food? [at this stage one presumes there will be an answer, and the teacher can begin to question ‘upward’ now.]

The point about such questioning is that it is done in the second language, and students’ focus is on the meaning, and that an implicit message is conveyed to students that they often know more than they think they do and it is necessary for them to make use of their background knowledge to help them to understand texts.

Demonstrating and other techniques of visualization are sometimes helpful and even powerful. Demonstration of meanings is frequently linked to vocabulary items where teachers may demonstrate, for example, what an ‘oblong’ is by using their hands. Such visual cues help students to understand new words and store them both as linguistic items as well as visual representations of them. An establishment of this picture in one’s classroom also sends a message to the students that the first recourse in case of incomprehension is not necessarily the dictionary. Deducing meaning from the context technique can also be used in this case. Here is an example from Mangubhai, *et. al* (1999) that shows how demonstrating brings forth an answer.

[The teacher is comparing two animals]

T : Can you tell me something else that is the same?... Iva, can you tell me something else that is the same? [waits for an answer].
What do you know? What did we learn last week? [as he asks the last question, he bends around points and touches his own spine].

Iva: Backbone.

Use of visuals in classroom is a powerful way to convey meanings to students. To try to convey the idea of globalization a very good starting point can be a picture of globe (or better still a model of globe itself. The

visual aid can lend itself equally well to teach the converse of globe, the local. At early stages of second language learning the use of visuals or objects can be effectively used through a teaching approach called Total Physical Response Method, where a teacher might be able to introduce a series of names of fruit, for example, in the second language through the use of fruit, or colors through the use of colored pens. The following example from Mangubhai, *et. al* shows the use of students' bodies as physical objects.

[The teacher has got students to take on the name of each of the planets in the Solar System. They then introduce themselves as "I'm Saturn" and so forth].

T: Now this time I want you to re-organize yourself – if you know the answer – from the biggest to the smallest. [She has the diameters of the planets on a chart, so students have to understand the figures and remember names of the planets (i.e. other students) and get into the right order]. Gestures perhaps fall into a technique of this type.

However, all those techniques above will be less helpful if a routine and consistent organizational structure in which learning activities happen at regular intervals and in predictable ways are not well-maintained.

Conclusion

To sum up, there is no reason for language teachers not to speak in the language they teach to their students. An EFL teacher should speak English in his/her talk time. Incomprehension and rejection in the part of students while listening to the teachers speaking in the language do not necessarily mean the demand of translation, availability of dictionary around, or recourse to native-tongue in the part of teacher. Students benefit from the teacher's speech in EFL, that is, it is good for their second language development. To achieve this condition, a teacher of EFL should always use English when intending to speak in the classroom. In addition, it is necessary that he/she actively evaluate the classroom situation and with all his efforts make immediate decisions

about particular technique to further students' understanding of on-going classroom topic.

In relation to the ideas briefly presented in this paper, the writer recommends the EFL and other language teacher training centers and colleges re-self-assess the spoken target language performance quality assurance of the trainees. But, since a good teacher is a good learner, he/she should strive for better professionalism autonomously.

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Chapter Eight

Enhancing the Pronunciation of English Suprasegmental Sounds through Reflective Teaching

Introduction

Pronunciation might be the most marginalised in the teaching and learning of English, in spite of an important role this language aspect plays in oral communication. The neglect for teaching pronunciation may be due to the complexity and the misconception about what and how to teach in a pronunciation course. Within this “Cinderella” aspect of language, perhaps segmentals are luckier, as they are taught and researched more frequently than suprasegmentals. However, suprasegmentals are worthier of attention mainly because these features contribute heavily to intelligibility in spoken English and convey better impression of the speaker (O’Neal, 2010: 65-87). This means that better pronunciation of English suprasegmentals can ease communication, boost self-esteem, and possibly lead to a better future. Therefore, in English oral communication, an emphasis on suprasegmental features needs to be given.

Apart from the importance of wisely treating English suprasegmental features, a number of problems occurred when the author taught suprasegmental features. As an initial reflection of the teaching practice, a preliminary observation was carried out by a colleague in the author’s pronunciation class to record the pre-intervention condition and help identify problems. From a debriefing discussion, it revealed that the lesson had some weaknesses. It was uninteresting, lacked listening-to-model activity prior to production practice, and contained a greater portion of teacher talk time as well as too much drill. A formative test on connected speech showed a very low result, with only one student (4.16%) achieving the existing standard. An agreement then was made

that the lesson needed to provide the chance for the students to have reflective learning process.

The term ‘reflective’ (as it appears in ‘reflective learning’), used interchangeably with ‘reflection’ in the educational context, is associated with deep learning. In deep learning, it is targeted that the learners can understand and connect the new materials with their existing knowledge. Therefore, learners’ experience is very important in reflective learning. It has something to do with Kolb’s concept of experiential learning, in which the learner’s immediate experience becomes the focus of learning, giving life, texture, and subjective personal meaning to abstract concepts and at the same time providing a concrete reference point for testing the implications and validity of ideas created during the learning process (Benson, 2001: 38).

Dewey, as cited by Hillier (2002: 17-18) identified five main features of reflection or reflective thinking: (1) perplexity/doubt due to the fact one is implicated in an incomplete situation whose character is not fully determined; (2) conjectural anticipation, i.e. a tentative interpretation of the elements; (3) examination/exploration or analysis of all attainable considerations which will define and clarify the problem at hand ; (4) consequent elaboration of the tentative hypothesis; and (5) taking one stand upon the projected hypothesis as a plan of action, doing something overtly to bring about the anticipated result and thereby testing the hypothesis. This implies that the act of reflecting is not just a simple rushing into a trial-and-error approach. It is a way of minimising surface approaches.

In connection with the teaching of the pronunciation of English suprasegmental phonemes, being engaged in reflection process students will make use of existing experience for testing ideas and assumptions exploratively. They, though in uncertain situations or in trouble with such features (e.g. intonation, rhythm, and stress) which are indisputably complicated to master, will strive for a solution, a commitment to continuous learning by seeking new ideas, evaluating and reflecting on their impact and trying out new practices and ways of learning to

improve their own effectiveness in the learning environment.

Cercone (2008: 137-159) notes that adults need to have self-reflection practices on their learning process. For this, she suggests that teachers support the learners to engage in metacognitive reflection with the use of logs and reflective journals. In the present study, video is chosen to help create a condition which best favors reflective learning. Video has fixative property, with which it can record, save, and reproduce information when needed (Suwartno, 2012: 63-68). With these characteristics students can utilize video to record, play and replay events.

In recounting situations, the immediacy of the moment recorded in video is not lost, as is the behavior in relation to the emotion/feeling. This provides the opportunity to talk through the experience. In this way, the adult learners/students will have motivation to learn and get internal rewards, such as increased self-esteem and a sense of accomplishment. By using the recorded communicative events, students have video feedback on their development. This also shows their strengths, which often they find so easy to ignore. They can then modify their behavior accordingly, either in isolation or with teachers' or peer support. Facial expressions and gestures that often accompany accented utterances will be of special interest to students. This all helps raise learners' awareness. True, awareness develops in adult but not in child (Thompson and Gaddes, 2005: 1-5). However, degree of reflectivity can be fostered with reflection process. It is for this reason teachers should promote and take control over students' reflection process so that their self-awareness becomes optimized. With adequate awareness learners are able to self-monitor and self-evaluate their own learning. Monitoring and evaluating is an essential element of reflection process.

Reflection is even stronger when the learning of suprasegmental features is integrated into oral communication activities that include both reception and production practices. By playing a target model recording students can listen and watch and get insight into target linguistic and nonlinguistic (nonverbal) input that is useful for their production. Alip

(2009: 133-138) argues for the value of receptive activity prior to productive task in the teaching of English suprasegmentals pronunciation. A seemingly similar study by Wulandari *et. al* (2008: 1-10) has shown that teaching English pronunciation using audio visual aids resulted in improved suprasegmentals, notably intonation and stress.

Therefore, an effort to solve the problems was made through the adoption of reflective learning method using video as a reflective tool incorporated into oral communicative language activities. The current study was designed to describe the raising of English suprasegmental features through reflective learning method and to find out whether improved pronunciation of these features can be achieved through this method.

Method

The main objective of this research was to improve the teacher's own instructional practices. Action research was chosen to learn and improve classroom practitioner's own teaching activities (Gay and Airasian, 2000: 593). In this research, the researcher adopted The Kemmis and Taggart's model of action research. Twenty-four second semester students of Class C2 at the English Language Education Department of Muhammadiyah University of Purwokerto, Indonesia took part in this study. These students attended Pronunciation 2 course in the 2011/2012 academic year. The collaborative study contained two cycles, each of which comprised three weekly a hundred-minute sessions.

The colleague participated in most activities of the research. Each session was designed with the activities like listening to target model, rehearsing monologue or a dialogue, video-recording, and playing video clip. Scripts were provided just to help the students memorise what to say. Videos available on the campus language labs' computers were used to facilitate students' reflection process.

Two kinds of data were collected: data on teaching and learning process and data on learning outcome. The qualitative data consisted of teaching and learning activities, teacher's behavior, and student's

behavior and perception, while the quantitative data were in the form of the test result. Qualitative data were taken from observation, reflective diary, and interview, while the quantitative data were obtained from recorded conversation task and test.

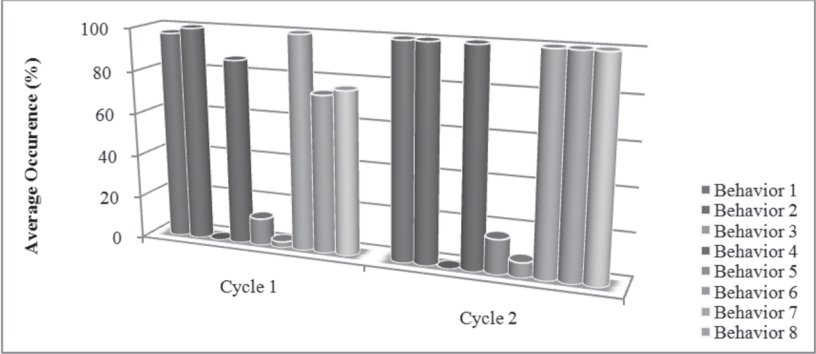
Observations were done by the colleague using checklist. The students were provided with small notebooks for writing diary and given necessary direction. Interviews with some students were conducted by the colleague to give the interviewees the freedom in responding. Monologue or dialogue practice video clips submitted by the students were reviewed, scored and then given written or oral feedback. Tests were administered before and after each cycle and rated by the colleague and the author independently. The technique employed in the test was reading aloud. A right answer was scored 1, whereas a wrong answer 0. To reduce inconsistency, both raters equipped themselves with guidelines developed beforehand.

Qualitative data were analysed by using analytic induction methods to identify common themes and to extract narratives of experience. The analysis of quantitative data resulted in the form statistical frequencies, percentages, and means. Triangulation – more than one methods of investigation – was employed to establish validity of the research (Bryman, 1988: 131-134), namely investigator triangulation and method triangulation.

Findings

In regard to the use of reflective learning method in this research, the intervention was an intentional attempt to improve the students' pronunciation of suprasegmental features. Reflective learning method using video integrated into communicative, meaningful language activities has encouraged student to get involved in the learning process. Involvement was primary concern of the pre-intervention condition. Student involvement increased as most observed behavior was detected during teaching-learning process. Behavior that fostered student involvement covered answering questions, spontaneously responding

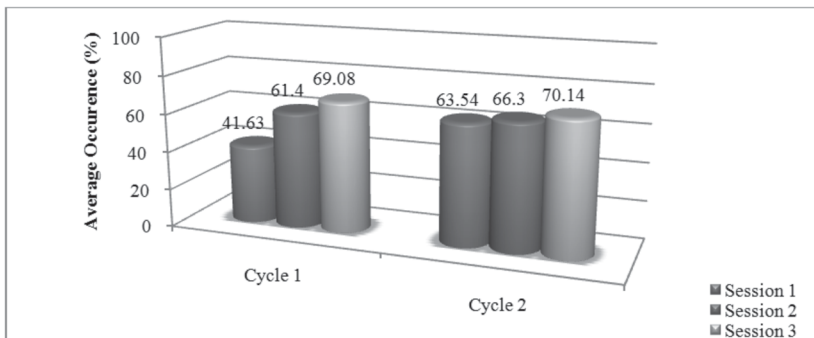
learning tasks, seriously doing in-class works, and completing learning tasks on time. The figure below shows the average occurrences of each type of behavior per cycle.



Number of Occurrences of Behavior by Type per Cycle

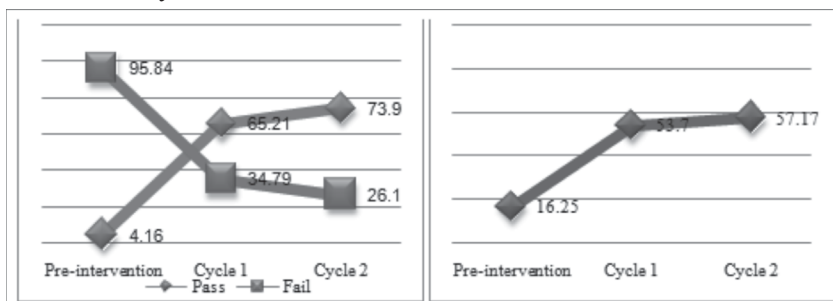
Until the end of intervention, three types of observed behavior: student question raising, feedback giving and self-criticism or self-correction remained a problem even though certain effort had been taken. Within six sessions no students seemed to show initiative for raising questions (behavior 3) and a few gave feedback to peers (behavior 5) and commented on own performance or self-corrected own errors (behavior 6).

Dealing with student learning process, in the the first cycle the indicator against agreed criteria for success of intervention: students' activity in following the teaching-learning process reaches an average of at least 60% was not fulfilled ($57.37\% < 60\%$). Minor revisions in intervention implementation eventually brought about better teaching-learning quality in the second cycle. As can be seen from the figure below, number of behavior identified from session to session tended to increase.



Number of Occurrences of Behavior per Session

The improved learning process was followed by a rise in learning outcome. Figure 4 shows the students' pronunciation mastery before and after intervention. From the pre-intervention formative test result (baseline), it was revealed that only 4.16% of the students passed, i.e., those achieving a score no less than 50. It rose sharply up to 65.21% in the the first cycle, and increased to 73.9% in the the second cycle. The average score reached was 16.25. It increased up to 53.7 in the the first cycle, and slightly went up to 57.17. It means the students' pronunciation mastery improved from cycle to cycle. Since the other indicator against preset criteria for success of intervention implementation was: 60% of students get minimum score of 50, this standard had already been met in the the first cycle.



Students' Pronunciation Mastery of English Suprasegmentals

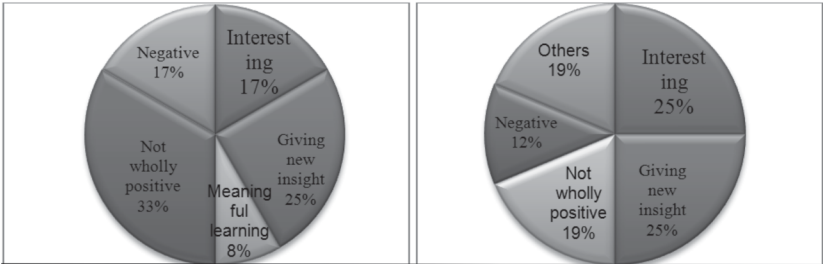
It is wise to value the gain from the first to the the second cycle, as the material taught in the second cycle, i.e. stress, is considered more

complicated than the one taught in the previous cycle, i.e. intonation. A student commented in native language in the diary: “... *Today I am learning the stress of English. I think it is more complicated than intonation...*”

Within two cycles the students’ result of doing in-class learning tasks in which pronunciation of suprasegmental features were rated reached an average score of 3.86 (using a 5 point scale). Except for intonation in wh-questions and question tags and stress in verbs, the students’ mastery in the suprasegmental learning materials taught was already as expected. Around 50% of the students faced difficulty pronouncing wh-questions. They tended to pronounce this type of question with rising intonation. Nearly 70% the students failed to pronounce the verbs taught with proper stress, i.e. misplaced prominence or no clear prominence at all.

The outside class work conversation recordings submitted in the last session of each cycle showed some students’ pronunciation has been much better than ever before the intervention was adopted. Their speech became no longer flat, filled with intonation and stress. Better segmental and suprasegmental features (i.e. connected speech) that had been previously poor were also heard in their speech. In short, students’ pronunciation to a some extent sounded “more English”.

It is interesting to see that a majority of the students responded positively to the instruction adopted. Based on the data elicited through diary, five to six categories of response have been identified, as illustrated in the figure below.



Sample of Student Responses to the Instruction

“Not wholly positive” constituted responses that contained partly negative responses. “Others” were responses that seemed irrelevant or did not fall into any category already mentioned, for example notes on stress patterns, or personal health. Figure 3 above shows that positive responses make up around 50 to 83 percent of the whole responses at the end of the the first cycle (left) and 50 to 69 percent at the end of the second cycle (right).

Discussion

The improved student involvement in the learning process after reflective learning method was adopted was thought to be attributable to the teaching and learning method that provided pronouncing experience in oral activities, though just rehearsing a monologue or dialogue in front of video camera. Pronunciation teaching was no longer explicit. Instead, it was immersed in oral communication activities. This is highly consistent with the views of many researchers and experts, including Derwing (2009: 24-37) that teaching pronunciation should be integrated into oral communication skills. When students were assigned the task to make a video clip, the students seemed very positive in responding to it. They were active, busy, and serious in rehearsing the text, recording, reviewing and correcting their own production. The class atmosphere in the process of video making was characterised by the students’ noise and serious faces. This kind of atmosphere emerged due to students’ active participation and full involvement in accomplishing the tasks and this active involvement was rooted in the the process of reflective learning. Further, the students were getting more familiar with suprasegmental features pronounced by the speakers shown in the target model video files. They developed the ability to recognize those features and then imitate the ways suprasegmentals were pronounced. The students then reviewed their own production critically (i.e. comparing own production to target model) and did self-correcting activities or worked with their peers to do mutual correction.

Interestingly, this part of the lessons was always longed for by the

students. A student wrote this in the diary: *'Making a video clip, it is fascinating. I can express...'* While making a recording, the students listened to/watched themselves on the computer screen verbal as well as nonverbal expressions produced. Once finished recording, they immediately replayed their recording (perhaps more than once), critically reviewed their speech and nonverbal expressions, quite possibly remembered prior errors, and corrected or refined them. In other words, the students did self-monitoring and self-evaluation for the pronunciation of English suprasegmental phonemes: on-line listening or monitoring (while speaking), off-line monitoring (after speaking), evaluating (whether criteria are being fulfilled), and correcting orally. With pronunciation model as found on the recording that was played before conversation recording activity (and already available on each lab's computer in the last session), it was assumed that progress checking process or monitoring and evaluating learning the pronunciation of suprasegmental phonemes, i.e. English intonation and stress patterns, by the students went on well.

As adult learners, the students took advantage of the development of self-awareness in the form of self-monitoring and self-evaluation, that does not exist in children (Thompson and Gaddes, 2005: 1-5). Their self-awareness was fostered by reflective learning method adopted. Self-monitoring and self-evaluating was associated with ability to manage learning (Wenden, 1991: 25-28). In the teaching of suprasegmental pronunciation especially with the adoption of reflective learning method, the majority of students perceived that they were self-aware of what was going on during, after and before learning. A student commented: *'My speech is a mess, but I am trying again. Honestly, I want this way of learning to take place so often that I get accustomed to speaking English, instead of nontarget-like English.'* Some students not only expressed learning difficulty being encountered, but also a clear plan, as in the following *'...today's lesson is confusing because verb and adjective stress seems uncertain. Need to learn much from dictionary, the internet, or wherever...'* The students' capacity for managing their

own learning has developed fast; hence, it is not hard to assume that the students' learning and practice has extended to outside classroom context.

One concern that emerged in the intervention implementation was the absence and lack of occurrence of those three types of observed behavior, in spite of a particular effort done. However, relative to cultural perspectives, perhaps it is understandable. Indonesia has emerged as one of the most collectivist societies (Giles, 2003: 1-6). According to Lee (2011: 75-81), in most collectivist cultures the people worry about losing face. Student culture exerts a potent effect on behavior in class. Taking this perspective into account, quite possible students in the current study were afraid of losing face, so they rarely asked questions. If they asked questions it could mean showing-offs. If a student asked questions in class, it may also have been considered as losing face because it could be interpreted as an indication that he/she could not follow the lesson. A student commented: *'I am still a bit confused, but if I want to ask a question to Mr. Ton using English I am afraid of making mistakes.'* This was written in the diary in the last session of the second cycle. It was a proof that the effect of the culture was so strong that the students got upset and forgot they had been permitted to ask in native language, and even on a piece of paper if they would like to.

In a previous study at secondary level, the similar crisis of self-confidence to ask questions had been resolved through encouragement and material reward, i.e. snack (Suwartono and Mayaratri, 2011: 24-31). Nonetheless, this was not fully applied to the present research considering that it would not work equally well to adult learners. Giving extra points was preferable instead. To ask questions in class requires high level of courage. A student with lower level of confidence has the tendency for not asking although she/he has no understanding of what is being discussed in the classroom. This kind of acts will prevent effective learning to occur as the student's confusion is not resolved. Some data in the students' diaries also strengthened the writer to conclude that several students in the class still had difficulties in their learning.

Still according to Lee, in collectivist cultures quite rarely students in class would take the initiatives; usually they just keep silent. They do not have any willingness to answer teachers' questions or to express their opinions in the class. Bearing the finding above in mind, those three types of culturally bound behavior are a challenge which faces teacher-researchers, in this case those who work in the context of Indonesia.

The problems that were initially found in the pre-intervention condition no longer emerged in the teaching-learning of pronunciation of English suprasegmental phonemes through reflective learning method. Previously, the "menu" of classroom activity was not really appealing for students; after the implementation of reflective method, the students perceived the classroom instruction more positively by mentioning that it was fascinating. The students had received inadequate listening to model activity prior to production practice; in the reflective learning, on the other hand, listening to/watching short segment of video file was a routine. Additionally, the greater portion of teacher talk time, too much drill, and teacher-centered activity in the former teaching-learning process had been replaced by communicative, meaningful teaching-learning process through conversation video recording task in reflective learning practice.

The better learning quality by using reflective method has impact on students' mastery of suprasegmental features being taught. Sufficient result of doing in-class learning tasks has affected their performance in completing outside-class assignment. An outside class pair-work conversation recording made by two very weak students in the first cycle, for example, contained mostly accented and connected utterances. Even, in the second cycle outside class work conversation video clips, another student managed to use nearly perfect intonation, stress, and connected speech. With this improved use of intonation, stress, and connected speech, most students' pronunciation of English was to some extent no longer a strong Indonesian or Javanese accent. Their utterances were less spoken in monotones and melodies of varying kinds became more often heard, with the voice rising and falling. In other words,

their pronunciation sounded foreign-accented to some degree, “more English”.

Several experimental studies on English suprasegmentals (e.g. Ducate and Lomicka, 2009; Ashby and Tanaguchi, 2009; Suwartono, 2012) failed to show effectiveness of intervention. Some action researches, however, revealed a promising result. Rudiyanto (2004), for example, reported the use of holistic teaching approach has enabled the students to speak like a native speaker of English. Another study by Wulandari, *et al* (2008) found that audio-visual aid has improved students’ English word stress mastery. The current action research study is of great value in solving the problem of English suprasegmental phonemes. Presumably, it is possible because the teaching and learning process within the framework of action research occurs in natural setting. Besides, in its methodology the current action research study used diary as a primary technique for collecting qualitative data. It turned out to be information rich and, therefore, led to more comprehensive findings.

Conclusions

To sum up, overall, the reflective learning method using video incorporated into oral communication activities has improved students’ learning process of English suprasegmental phonemes. The method adopted has boosted students’ involvement in learning the pronunciation of English suprasegmental phonemes. The students got involved in adequate language practice and monitoring as well as evaluating their own learning. In addition, a majority of the students gave positive response to the instruction adopted.

The students’ pronunciation mastery of English suprasegmental phonemes considerably increased and reached the preset standard. With sufficient improvement in the mastery of suprasegmentals, notably intonation and stress, the conversation video clips handed in have apparently shown that most students’ English pronunciation to some extent sounded “more English.”

Suggestions in light of the key findings of this research are the

following:

1. As action research is unique within its context, for college instructors of English who face a similar problem in teaching suprasegmental features, reflective learning method is a recommended solution to such problem adapted to existing condition.
2. Teachers of English should care enough for suprasegmental features, that are important to improve communicative competence yet have been so far neglected.
3. Finding a way to encourage learners of English to convey intention through questions, comments, ideas is a challenge that faces instructors of English at tertiary education in Indonesia.
4. Creativity and innovation is quite needed by teachers, including teachers of pronunciation. Through this being essentially *naturalistic* action research study, they can autonomously sharpen their creativity, innovation, critical thinking and reasoning skill while their students learn naturally. The present study provides a starting point and framework of such research.
5. Students are hopefully inspired with the learning experience obtained from the lessons. Then, with the reflective learning experience, they creatively initiate search for relevant ways to learn pronunciation on their own. Let's say, for instance, the use of video feature on cell-phones to make video clips. Control over own learning in class that extends to outside class like this often leads to the growth of learner autonomy, as whether being aware or not learners feel committed to their own learning.

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Chapter Nine

The Adoption of Social Inquiry for Teaching Academic Writing

Introduction

Being a part of future academic society, a teacher trainee should ideally have an adequate writing ability, including scientific or, some call it, academic writing in English. In his/her future professional business a teacher of English will surely deal with English writing tasks, as writing and publication are two inseparable activities in academic context beside teaching, investigating, presenting seminal papers, and reading (Indriati, 2001). However, the teacher trainee's writing skill impossibly develops well without a proper teaching and learning process. Such a problem used to be faced by the writer as a scientific writing course teacher. The students sat still listening to the teacher giving explanation. They were very slow in doing the writing tasks given and wrote on their papers, but unproductively.

The scientific writing lectures that had been practiced so far began with presenting patterns, dictions and idioms typically found in scientific papers written in English. The lecturing attendants were always required to study the developed module they already had prior to every classroom session. The next presentation step was question and answer, and the last step was inside classroom writing tasks and/or outside classroom writing assignments. With this procedure, however, the students generally demonstrated very little or no positive response to the lecturing activities. Even when the teacher gave students great chance to ask, they chose to be quiet. Their unproductive writing tendency was easily monitored, too. To get started to write took them very long, let alone to write adequate and proper writing – a mission impossible.

With regard to all the facts above, all needed was a scientific writing teaching and learning process that includes a variety of suitable activities, reduces teacher domination, provides students with extensive opportunity for writing creativity, and challenges or stimulates them to get involved in writing activities. A rise in lecturing activities involvement will, in turn, contribute to student writing proficiency. A source accessed from the UNESCO (2001: 2) says: *"People learn best when they are directly involved in all aspects of their leaning"*. In line with this idea, Dryden and Vos (1999: 25-27) state that even the most complicated knowledge can be easily absorbed and remembered when full involvement exists on the part of learner. Thus, the so-called 'involvement' is not only a matter of physical involvement but also emotional one. Even, it is emotional involvement which more affects learning product (Malia, 2004).

Just as other learning skills, writing highly requires frequent and regular exercises in order that they develop well. In the context of scientific writing, writing skill can also benefit from reading. In general, the learners of English face the problems in writing and their problems relate not only to vocabulary and grammar, but also to content, conventions and general form of writing for specific academic purposes. By reading scientific writing papers written in English, the learners of English will not only learn the linguistic aspect of scientific writing papers but will also learn the writer's flow of thought or reasoning and content (i.e. theory and methodology). For this reason, it is not exaggerating that Hataaja (<http://radio.weblogs.com>) claims that writing cannot be taught, it can only be learnt. Based on the facts discussed above, a study was done to improve the practice of the writer's teaching of advanced writing.

Method

The method applied to this research study is Action Research. The study involved the students who took 'Scientific Writing' course at the English Department of Teacher Training Faculty in the Academic Year

2006/2007. The observational object was student involvement in all course activities.

The core activities of the course teaching and learning process consisted of discussion, collecting information (in the field, reading/information centers), writing (summarizing, making critical papers), and presentation. The writer as the chief investigator, as well as the course teacher conducted teaching and learning processes. In the meanwhile, the co-investigator worked as a classroom observer. This CAR employed Lewin's cyclic model (Burns, 1994: 294-99). The model procedures are: (1) identification, evaluation and formulation of the problem; (2) fact finding; (3) review of literature; (4) information gathering to test hypothesis; (5) selection of the planned action procedures; (6) implementation; and (7) interpretation of the data and overall evaluation.

The action research success was based on observational records, questionnaire responses, and testing result. The action itself would be considered successful if all the following measures were fulfilled: (1) according to the observational records, student involvement reaches minimum 70%; (2) based on the questionnaire calculation at least 70% of the lecturing attendants state that the implemented lecturing system is positive; and (3) based on the testing result the average score is not less than 50. When the conditions were met, the investigation was stopped. Otherwise, alternative solution was immediately needed for being implemented in the classroom action research's next cycle (cycle 2).

This research used a non-participatory observation. The observer took notes and/or coded data on the check-list. The check-list covered both physical and emotive aspects of 'involvement'. These aspects, then, were broken into relevant indicators, such as class attendance (number, arrival time), work enthusiasm, and attention to teacher and tasks. The questionnaire was intended to elicit information especially on students' perception and assessment towards the teaching and learning system implemented. And, the testing instrument was carefully written by considering logic validity, i.e. highlighting material relevance. Inter-rater reliability, where the writing products were assessed by more than

one rater, was done for the sake of objectivity.

Data on both student involvement recorded in check-list and perception gathered through questionnaire were analyzed using percentage basis. Other data relevant with the check-list coverage were coded on 'Others' column as additional data. Similarly, the questionnaire included extra open-ended items to anticipate for information the closed items failed to elicit. Data on student scientific writing progress collected through the test was analyzed using descriptive statistical tools, i.e. *mean* and frequency distribution.

Findings and Discussion

Session 1 was conducted on Saturday, September 16th, 2006, at 07.00-09.05 a.m. The lecture began with showing sample of English-written scientific journals on education. Shortly afterwards, sample of journal articles copies were also delivered to the attendants. They, in pairs, were expected to summarize the article on their hands. The teacher walked around the class while the co-investigator (teacher research collaborator) was sitting, observing the class progress from the back row. In this very first time, the students looked very enthusiastic. Once in a while, the collaborator spoke with some students nearby. The pairs had been seriously working when the teacher told them that the time was over. The teacher, based on his notes, chose three pairs to present their writing work at the front, using transparencies and overhead projector. Many other students looked so provoked to give response to the presenters. Unfortunately, since the time was limited, the teacher suggested maximum three were given chance. Interestingly, almost all those speaking at the front preferred using *English as the means of communication*. The whole class were attentive, and they were given chance to select the best presenter-pair along with their reasons. The teacher also proposed his own favorite pair, supported with reasons, comments and feedback. Those who took part were also given credit points.

In the very first session there were a few problems: (1) not all registered students were present; (2) some students came late (3) some students were very slow in doing the tasks. Nevertheless, in general, the first session was successful enough, as out of 10 involvement indicators, 5 had come up during *the teaching and learning process*.

The next session was held on September 23rd, 2006 at 07.00-09.15 a.m. The teacher began with a warm-up activity related with that of the previous week session. About 5 attendants proposed their ideas, writing an outline of scientific articles on the board. The teacher directed the class to attend to themes around the teaching and learning of English in Indonesia. The attendants, once again, looked active and in turn they offered opinions. Having finished theme elicitation, every student, working with another, was given opportunity to discuss their selected theme considering the feasibility for field study follow-ups. From the idea survey, two most selected themes had been made the class inquiry agenda, and it was the time for the teacher to help the students formulate research problems associated with the class selected themes. All attendants looked very active, trying to formulate the research problems by themselves, while the teacher walked around the class monitoring. Based on his notes, two pairs were given a chance for presenting their work and writing using transparencies. Some responses (either substantial or linguistic) had been addressed to the presenters. This activity went on interestingly enough. The presenters used English in their presentation. The ‘audience’ was given chance to chose the better-performing presenters, including the writing aspects. In the meanwhile, the teacher gave feedbacks and inputs, and credits to both the presenters and response givers. The teacher launched a field study follow-ups task whose problems had been formulated in the previous session and reports would be submitted in the following week session. The lecture ended late up to nearly a half an hour.

In the session student involvement ascended. Three indicators which failed to come up in the first session then remained only one, i.e. not all registered attendants were present. Note that more students

were absent. Two indicators related with outside classroom tasks had not been yet taken into consideration in the session, because in the previous session no home-work was delivered.

The third session was carried out on September 30th, 2006, at 07.00-09.00. It began with home-work submission. Then, the submitted works were returned to the attendants for peer-reviews. All attendants worked in groups, including those who failed doing their assignment. These students joined other groups. In this *peer-evaluation* activity class participants were expected to criticize another participant's work. In this session they seemed to better understand what they had to do and work more seriously as well. In this session one attendant or so did not seem to work seriously, for, as they excused, they belonged to no group. Having completed their work, some groups were given opportunity to present their writing work at the front, while the teacher was monitoring the course of discussion and the collaborator teacher was observing the class from the back row. *At the end of the session, the teacher gave inputs, comments and feedbacks around the discussion and writing performance.*

Involvement intensity in this session a bit fell. Two indicators that failed to come up in the first session appeared this time – not all registered attendants were present and the students were slow in doing the tasks. Outside classroom tasks that had been instructed at the end of session 2 were checked out and discussed then and made use as credit points for the better performers.

Finally, session 4 of cycle 1 was held on October 7th, 2006. The session began with requesting the students to submit the last week assignment works (writing a paper on language education accessed from the internet). After the works were collected, they were distributed back to students. But, every student had one belonging to a friend. They had to examine the language use found in a friend's writing. In the meanwhile, the teacher walked around the class and the collaborator teacher observed the students evaluating the peer's works. The attendants did this activity seriously. Four participants were purposefully chosen to present their

work. The discussion especially on linguistic errors (format, style, grammar, convention, and diction) found in the peer's writing work did not go on smoothly enough. However, no single student paid attention to things other than the on-going open discussion. And, as soon as the discussion was over the teacher asked the audience to propose their favorite presenter and provided feedbacks, correction, and assessment.

Though not all registered attendants were present, student attendance rate was recorded highest in this session (over 90%). This suggested that involvement remained imperfect. The imperfect involvement in this session could also be seen from the student slow writing tasks completion.

Overall seriousness and enthusiasm of the participants could be seen from the way they do every single task offered by the teacher, especially those completed inside the classroom. When instructed to have discussion, for example, they hurriedly positioned themselves for operation. Readiness of the participants pointed to present their work/writing at the front was also considered high.

The assignment submission (the second round home assignment) has shown that the lecture attendants had commitment to the tasks given. From 63 attendants 55 papers were collected (84.12%). From that rate, three were considered improper (not as instructed): size/type of paper, length of writing, etc. The remaining 8 students failed completing the assignment because they had not accomplished it or been turned down for overdue reason. Thus, students who had succeeded in the task were 50 in number (79.4%). Those who failed in the task turned out to be the course re-takers (re-taking the course the following year for remedial purpose), who had been taking 'Teaching Practice' course, i.e. having teaching and learning experience at schools. They did not seem to have enough time to get involved in the lectures. The seriousness and enthusiasm in doing both inside and outside classroom activities might have been attributable partly to the credit point scheme applied by the teacher.

Though full attendant lectures had never occurred within the four sessions, the student attendance rate was categorized high and even tended to rise (in session 1 = 85.7%, 2 = 74.6%, 3 = 87.3% and 4 = 90.5%). Once again, majority of the absent were those class members who retook the course.

Based on the participant response to the 3 questionnaire open items it has been found that there was a congruency in favorable things and un-favorable things associated with the implemented lecturing model. For the favorable things, 83.3% responses have been addressed to those having something to do directly with lecturing system, e.g. open discussion, teaching method in general, and scientific papers analysis. Other responses were addressed to the teacher personally, e.g. his explanation, flexibility, and use of target language. For the un-favorable things, typically, responses were addressed to the teacher personally. Only 27.3% un-favorable responses were linked to the lecturing system, e.g. type of assignment and presentation. This has revealed that from the students' perspective, in general, the implemented lecturing system or model was the one they had expected.

Based on the observational success indicator, i.e. involvement average is no less than 70%, the action implemented in cycle 1 (consisting of 4 weekly sessions, 100 minutes each) was considered successful. It was shown from the check-list that the average reached 77.5% (session 1 = 62.5%, session 2 = 87.5%, session 3 = 80%, and session 4= 80%).

In the meanwhile, based on the questionnaire success indicator, i.e. at least 70% of the lecture attendants state that the implemented teaching and learning process was favorable, the action in cycle 1 could also be considered successful. According to the response tallying over the seven closed-questionnaire items around the implemented lecturing system, ratio between the attendants having positive attitude and those having negative attitude towards the on-going scientific writing lecturing was 79.13% : 20.87%.

And, from the writing test that was meant to see the students' writing capacity rise under the new teaching model, it was shown that

the result was not satisfactory yet (53.9). However, quantitatively, the gained average score had reached the pre-stated passing grade, i.e. 50. The relatively low achievement might be attributable to the little attention to the individual work during group writing activity.

Conclusion

To sum up, this classroom action research has demonstrated that the use of social inquiry teaching model in scientific writing classes was able to promote student involvement in any English-written scientific writing activities. In addition, the application of this teaching model was able to support inter-student interaction in group discussions.

Based on the research results, *Social Inquiry* teaching model is recommended for alternative use in English-written *Scientific Writing* classes, for the facts have shown that it was able to promote student involvement in instructional process. But, specifically related to the relatively unsatisfactory learning outcome, more attention should be paid to the individual writing activity during teamwork activities.

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Chapter Ten

Handling the EFL Students' Crisis of Self-Confidence to Ask Questions

Introduction

Responses always arise everywhere when people interact. Their responses could be either positive which support the stimuli, or negative which deny them. In teaching learning process, complex responses come from the students. It is generally known that the complexities are influenced by not only internal but also external factors. The internal factors are related to the students and the external factors deal with the teachers, material, time, place, school facilities and students' social environment. The complexities of students' responses also exist in language learning process, including the English learning process in high school. In the English learning process, students' responses are one of the important factors supporting student achievement. It is generally believed that students' responses influence both the students in following the learning process and the teachers in conducting the instructional process. Asking questions in the English classes is a form of positive responses from the students. Questions give focus and direction, and provide goals to both the teachers and the students. And when the students generate questions personally, the impetus for education belongs to them. On the contrary, if questions are presented by the teachers and then students are asked to answer them, then education would miss.

Unfortunately, students—even higher level students—often run into problems when asking questions. They are often quiet and hang their heads in class when the teacher wants them to ask something they do not understand yet. This is what happened to the second year students of Physics Department at senior high school 4 of Purwokerto. The students were actually clever and highly motivated, but most of

them had no desire to ask questions when joining English lessons. The teacher had to be patient waiting for questions raised by them. From pre-observations, it was inferred that the condition had rooted from a number of causes. Firstly, the teachers were the ones that usually asked questions. The students did not usually tend to ask questions to their teachers, but just answered questions from their teachers. The students felt anxious about their bad pronunciation and poor grammar. Secondly, the students had limited vocabulary that made them feel unconfident to say something in English. Thirdly, they felt afraid of being thought of as stupid students or being judged as “sensation hunter” students, or they were afraid of being laughed at by their friends or teacher, or they were still shy to say something in English. These all are actually rooted from a personality problem, i.e., self-confidence as stated by Ling (2004):

My students often told me that they refused to participate classroom activities because they were afraid of making mistakes and because they didn't know how to do it. They also avoided eye contact with me in class. Consequently, I had to spend a lot of time persuading and encouraging my students and sometimes I couldn't finish my teaching plan. I would try my best to change the situation, and realized I should focus on improving my students' self-confidence.

Unfortunately, sometimes, teachers are unwise in response to students' questions by getting angry or saying something that hurts their students. The authoritarian teachers and unorganized teaching methods are other factors. Material factor may also be responsible for lacking of confidence for asking questions. The material may make the students feel bored (e.g., grammar), or the material that they have to learn is so much that they cannot manage themselves to concentrate. Those above may be the reasons why the students used to appear quiet with no questions raised while the English classes were going on.

Huang (as cited in Ling, 2004) argued it becomes very important for the teacher to boost students' confidence because those with low self-confidence do not have much initiative to develop their abilities. Students' silence and inactive participation in classroom activities are partly due to the teacher's lack of general and professional knowledge,

which also result in lack of self-confidence in their study.

All the reasons mentioned above are enough to cause students to have low or even no self-confidence, which finally make them reluctant to ask questions to the teachers, although they perhaps really want to and need to do so. This condition of course makes teachers worry a lot, and brings about disappointment as well. However, it is important to help teachers organize students improve their self-confidence for asking questions in classroom more effectively in order to enable them to progress well in their language learning. To solve the self-confidence problem, the author and the teacher collaborators agreed upon the use of respect and encouragement as a mode for motivating students to develop self-confidence in learning English. The method is focused on psychological treatment to the students.

Method

This research is a CAR (Classroom Action Research). The CAR employs the Kemmis and McTaggart's (1988) spiral model. With this model, the research steps taken were as follows (see Figure 1):

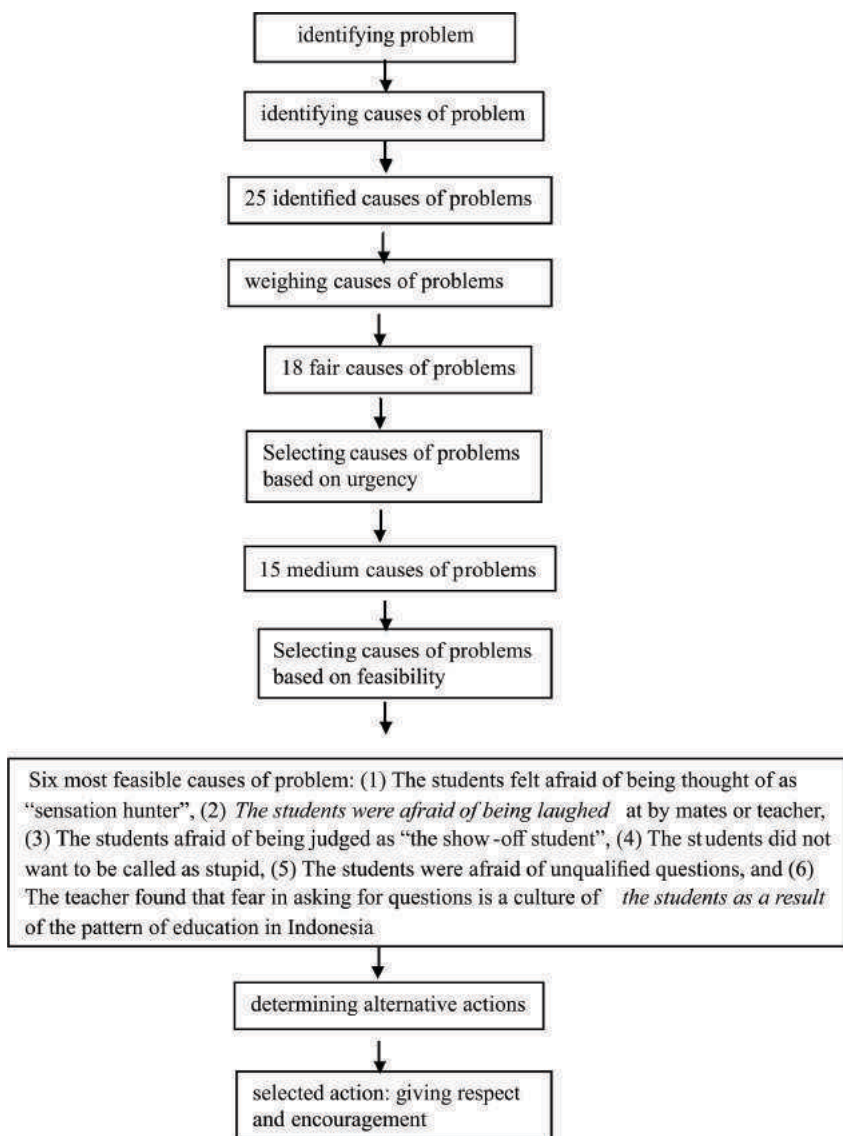


Figure 1. Main steps taken in the research

The research lasted for three months and consisted of two cycles. Each cycle comprised of three sessions. The research data were collected through interviews, classroom observation, questionnaires and photos. The first stage in analyzing the collected data was to assemble the data across sources. The next step was to code the data. This is a

process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types (Burns, 1999, p. 157). Once they have been put in categories, comparison was done to check if themes were repeated or developed across different data gathering techniques. After assembling, coding, categorizing and comparing, the next point was to build interpretations to make sense of the data. It was done together with collaborators.

In attempt to get the valid data, triangulation was done. The triangulation method type (Burns, 1999, p. 272), i.e., using different methods to compare data (e.g., observation and interviews) to see whether they corroborate with one another. These were valuable to help the author decide the specific focus of the research. The author also kept other documents relevant to the research, such as lesson plans and checklists of classroom monitoring and students' questions quantity checklists. Data were also gathered through questionnaires to evaluate the effectiveness of the implementation. The author delivered questionnaires to all students at the end of the pre-observation and at the end of each cycle to assess students' perception about the classes in relation with problems under investigation. The teachers also completed questionnaires on problems they have in classes. And the author also interviewed the students during pre-observation and at the end of each session to get some insight into changes in self-confidence for asking the teachers and how they had felt about the implementation. The teachers had been interviewed to get some insight into their perception of the implementation and suggestions on how it might be improved.

Results and Discussion

Cycle 1

Session 1

Implementation of Cycle 1 started on April 27, at 8:30 a.m. in 2006 with a session in which the author acted as the teacher. The collaborators sat in the last row to do the observation and completing the checklists on the teacher's actions. Encouraging students to see the importance of

questioning became the first priority of this session.

It was a reading class. The teacher (the author) began the lesson with a list of difficult words from the text. They were written on pieces of paper, a piece for each word, and then were attached on the whiteboard. The teacher asked students whether they knew the meaning of the difficult words. The teacher invited them to ask, because none of them knew the meaning of the words given. The teacher started to encourage students, emphasizing that questioning was an important thing, especially when they found confusion or did not know about something, and ensuring them that asking teacher questions did not necessarily mean stupidity. Finally, a student raised her hand and asked one of the difficult words followed by another four students, which meant that all the words had been answered. The teacher said “thank you” to students before they gave answers.

The lesson continued with the text. The students were expected to read and comprehend the text carefully and do the exercises that followed. The teacher, once again, asked them to ask questions if they found difficulties while reading or doing exercises. No question was addressed until the first break bell rang.

The students continued the exercises. The teacher encouraged them to ask questions if they experienced difficulties about the lesson in that day. No student raised their hands. The lesson continued with checking the exercises results until the time was up.

Session 2

On Wednesday, May 3, 8:30 a.m., the author and the collaborators implemented the action in another session. It was a writing lesson on weather. It began with checking homework instructed in the previous week lessons. The teacher offered the students who wanted to answer voluntarily. Because nobody wanted to do that, the teacher pointed out two students for the first two items. The remaining items were checked together. The teacher asked students to read the text which talks about weather in England. Then, students were asked whether they liked the

weather as described in the text. The first break bell rang.

The teacher got students to write about weather in Indonesia within 50 words in no more than 20 minutes. The teacher offered students chances for asking if they found difficulties, but nobody asked. After 30 minutes, the teacher walked around the class for checking students' works one by one, corrected mistakes and answered students' questions. The students asked the teacher individually when the teacher came to their desks for checking their writing. It took the remaining time for the lesson.

Session 3

The following day after session 2 (May 4), the planned action was once again implemented. The action remained the same as that implemented in the previous lessons, focusing on encouraging students to ask questions and respecting those who did it. The class activity that day was just reviewing "the future tense", the material that had been taught in the first year.

The lesson began with discussing homework given the day before. The students collected their homework to be corrected. After checking student assignments, the teacher gave some new ones to students. They were asked to find out difficult words in the text "Flood" and write down the meaning under each word in the text, then write down the results on the paper. Then, the lesson break came. The lesson continued with a review of "the future tense". Having given explanation, the teacher gave the students opportunity to ask if they still felt puzzled with the material. As the students replied that they did not have any questions this time, the teacher continued to explain. Having finished the explaining, the teacher once again gave time to students to ask. Almost all of the students seemed to agree that they had nothing to ask the teacher. The lesson continued with practicing "the future tense" through pictures on the book. Some students practiced it in turn until the time was over.

In the first session, the students had no idea of the meaning of the vocabularies presented to them. Besides, they looked hesitated,

afraid and also doubtful in responding the chances given to them to ask. Some students together asked the teacher a question which could not be understood. When the teacher invited them to ask individually, they just said nothing. The teacher encouraged them, told them some reasons why they did not have to feel afraid of asking and also told them that teacher would help them when they had problems in arranging the questions. Students still looked hesitated and seemed to wait for others to begin. Finally, a student raised her hand and asked with hesitation. Other students looked at her, as if an extraordinary thing had happened. Out of 38 students, there were only seven questions asked by seven students who delivered questions during the first session. Unfortunately, there was no maximum effort from the teacher in giving praise words as a form of respect after the students delivered questions.

In session 2, the students were just as quiet as they had been in the first session. When the teacher offered them a chance for asking a question on something unclear, they looked confused, but no single question was addressed. The teacher asked students more than he/she was asked by the students in spite of the fact that he/she had offered students a chance for asking some questions. It was because the material did not allow the students to have chances for asking during the class. While doing the writing task, many students asked the teacher individually when walking around the classroom whether their grammars were correct or not. Some of them looked shy to ask when teacher approached them.

The last session in Cycle 1, session 3, was dominated by teacher questioning, which was responded actively by the students. When the teacher offered them a chance for asking, they replied by saying “No” meaning that they had nothing to ask. Every student seemed to understand the material well. It was because the material under discussion was an old material. Questions that were raised during the first cycle was tabulated in Table 1.

Table 1 *Number of Students' Questions During Cycle 1*

Session Cycle	1	2	3	Total
1	7	0	0	7

The success of the planned action implemented in the first cycle was analyzed by using SWOT (Strength, Weaknesses, Opportunities and Threats) paradigm as follows: (1) Strength: It is effective enough in motivating students for asking. Students are more active, the material is not disturbed, (2) Weaknesses: It needs more time to implement the action, (3) Opportunities: It still has a big chance to solve the problem, and (4) Threats: The students will wait for the encouragement and respect from the teacher before they ask.

Based on those aspects, discussion together with collaborators was conducted to decide whether the action needed revising or not. The form of the revised planned action was presented and implemented in Cycle 2. The revised plan was to give rewards to those who asked the teacher. Actually, a reward here is a concrete manifestation of respect and encouragement scheme. The planned action of Cycle 1 was still implemented in Cycle 2, however, it would be implemented more effectively.

Cycle 2

Session 1

The research entered Cycle 2 on May 10, 2006. The first session was a writing class whose topic was application letter. The author had a discussion and agreement with the collaborators about the use of reward in this cycle. Except for the first session, a reward in the form of snack was not included, because it would be given if the result was still unsatisfactory this time. The teacher began the lesson with touching on the last daily test administered in the previous meeting. Then, she asked the students about their ambition after graduating from a university. The teacher elicited their responses. Then, the teacher asked the students

to mention kinds of jobs around them. About 39 kinds of jobs, which came from students' answers and the teacher herself, were written on the board. The teacher also asked students to explain each job. Every student got a turn, because the number of the students was the same as that of kinds of jobs available. The teacher invited the students to ask her if they did not know the meaning of the words on the board. The teacher encouraged them not to be afraid of asking questions and told a story which described the importance of questioning. Having finished telling the story, the teacher encouraged them to ask again. Panji was the first influenced student. He raised his hand and asked the meaning of the word "genecology". After expressing thanks, the teacher answered it and made Panji as an inducement for others in order not to be afraid of asking. Then, the second asker finally delivered a question after having looked doubtful. The teacher said "good" and told her that asking was better than feeling confused. All students had their turns to describe the jobs. The lesson continued with material on application letter. The teacher asked if there was something unclear, but no single question was asked. In the last 15 minutes, the teacher asked students to write application letters and submitted them at that time or the day after.

Session 2

The second session was held on May 11th in 2006, and the author was the teacher. The material was reported speech. At this meeting, reward was given to those who asked the teacher. The teacher still encouraged the students who never asked. The teacher explained the material for several minutes, and then gave the students chances for asking questions. It was also announced that every question meant a snack. Students smiled widely and looked happy. A student raised her hand and asked the example of the present perfect and the future used in direct and indirect speech. After the teacher said "very good" and got a name, the teacher let the student choose the snack and answer the question. Having noticed that, some students looked more passionate than before. Four students followed to receive rewards from the teacher because of their questions. Three of them asked after the break time.

About 20 minutes was left before the time was up. To spend the remaining time, the teacher asked the students to do exercises in the book.

Session 3

The last planned action implementation was conducted on May 24, 2006. It was a grammar class, reviewing all the English tenses that had been learned before. The teacher offered rewards for every question students asked. More students tried to put questions forward. The teacher asked them to remember the pattern of some tenses orally. She invited the students to ask if they had difficulties. She encouraged them by showing the rewards they would get for their questions. Two students got rewards for their questions after they got praise words from the teacher. Then, the teacher trained the students' abilities in making interrogative sentences with simple past tense type. They were just invited to ask the teacher about the activities that had done the day before by using the pattern being trained. The questions with right pattern would deserve rewards. In the first round, there were about three students who raised hands to try and the fastest was chosen by the teacher. Not all students could deliver questions with the correct pattern. When this happened, the chance was passed to others. About three students raised their hands to try the teacher's challenge in the beginning. Once a student was incorrect, others looked more enthusiastic while raising their hands. The teacher offered a chance for questioning before going ahead to the exercises. Finally, a student who became the first asker of the day asked again about the differences between the English past perfect continuous and present simple. She got her second reward. The teacher gave brief explanation to her and the whole class as well. The teacher distributed copies of exercise paper to all students. It was a 40-multiple-choice-item exercise to do. The teacher gave 15 minutes for the first 20 items and then checked it out by getting students in turn to answer. When the bell rang, all the exercises had been done and discussed.

At the beginning of Cycle 2, the students still showed their hesitation when receiving teacher's invitation for asking. A female student looked

shy, hesitated, and unconfident to ask question, but finally, she delivered a question after the teacher kept on encouraging her. It also happened to other students who needed to be more encouraged until she asked her question. The students tended to ask their friends. At last, another female student also asked a question. So, there were only two questions from two students.

In the second session of Cycle 2, students responded better for the chances of asking. The teacher kept on encouraging them. Some students smiled and looked more enthusiastic when the teacher offered them to ask. Other students did not look at those who asked anymore. The class atmosphere was happier than before. More students

delivered questions. Five questions came up at this stage.

In the last session of the project, the students were enthusiastic in responding for the chances of asking. They did not wait for the teacher’s encouragement any more. They looked very happy, and were not afraid of delivering questions to the teacher. Even some students who had chance for asking got their second chance without feeling shy or afraid. For every chance given, there was more than one student raising hands. It was because the teacher did not blame them but kept encouraging them not to be afraid of making mistakes. In short, their attitude towards invitations for questioning had changed: They looked more active for asking. Moreover, 12 questions were raised by the students during the last session. Questions that were raised during the second cycle were tabulated in Table 2.

Table 2. *Number of Students’ Questions During Cycle 2*

Session Cycle	1	2	3	Total
2	2	5	12	19

The questions raised in sessions of the Cycle 2 increased. The biggest increase occurred in the last session. From Cycle 1 to Cycle 2, there was an increase of 32.1% in number of questions: from 7 to

19. Based on the SWOT analysis model, threat was the factor worth underlying. It is partly right to say that the students asked because they desired for the reward, not being challenged by the question itself. In the beginning, reward might become the target, but for some time the students would have become accustomed to asking activities, as stated originally in Indonesia by the teacher when being interviewed: “Yes, there is a progress although not too big, it’s enough. Though the motivation is to get reward at first, hopefully it becomes a habit for them that they will ask whenever they don’t understand, like that...”. Building confidence takes time. The author has identified similar opinions elicited through interviews in the Indonesian language with the students:

My motivation for asking was just to know what I don’t know yet. Second, it becomes clearer, if we don’t understand yet, then asking doesn’t mean stupid, don’t we? Next was ... reward also one of the factors, Miss.

Yeah ... looking at my friends asking, I also motivated in doing the same too, because ... because ... what is it...reward could be support.

Very confident because ... what is it ...I’ve practiced so often, which makes me more confident now.

Yes, confident because my classmates were enjoyable, so I didn’t shy.

Very confident because I’ve asked many times so...I don’t feel nervous to ask any more.

The students said that they were encouraged to ask because of rewards, but this finally built confidence for them. When the author asked them whether they felt more confident afterwards, all the respondents said that they were confident. Some said “quite confident” for asking, because they had asked several times, which made them familiar with questioning activities. So, the material reward was a temporary target to the students. This had led them to a questioning habit formation.

Conclusion and Suggestions

Based on the data analysis that has shown a steady increase in the questions quantity over time and an improvement on behavior and

attitude, it could be concluded that the integrated respect-encouragement approach applied to solve the students' crisis of self-confidence for asking questions has been appropriate. Thus, this approach, while seemingly old-fashioned, is highly recommended for use when similar problems happen in classroom. One obvious and serious weakness of this classroom action research is the absence of clear criteria predetermined to judge success of an implemented action. It is suggested that other classroom action researchers consider this, for action success criteria predetermination, is part of the classroom action research fundamental principles.

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Chapter Eleven

Film Conversation: Informalities and Sound of Naturalness

Introduction

For a decade, the term ‘discourse’ has been perceived as fashionable. It has been found in nearly all fields of life. Unfortunately, however, within the term itself there has been no clear concept or meaning. Under this circumstance, the definition that suits best is perhaps of the following sort: a particular way of talking about and understanding the world (or an aspect of the world) as proposed by Philips and Jorgensen (2002) on the first page of their work. But this definition does not seem to be the one which the rest of the current paper refers to. The concept of discourse employed here is close to Renkema’s (1993) or many other linguistics-oriented works. Renkema further argues that studies focusing on discourse will be in the form of investigation which aims at revealing the relationship between form and function in verbal communication.

Discursive studies on verbal communication are still few in number. Those available so far have dealt with spontaneous conversations. By “spontaneous conversations” here the author means the conversations that naturally take place without preparation such as a conversation between travellers on the train, in a parking area, between footballers or a soccerer and the referee in the football field, between a shopkeeper and a customer, and so forth. On the other hand, the conversational aspect of plays, drama, and film has not extensively been brought into research.

It is true that drama is drama, and film is film, never natural things. However, viewers of films have their own expectations about how the filmic medium presents a real or fictional story. Above all, people usually have the assumption that the film resembles the world, a world that runs on laws of nature and logic and is, by and large, compatible with what might count as a fact or a possible experience in our own world

(Jahn, <http://www.uni-koeln.de>). To achieve excellence in the eyes of viewers, of course, film making requires high professionalism in the part of characters and artists behind the screen. As an example, some film directors, make a point of not using written scripts, but plan the ‘route’ of the conversation with the actors and allow them to ad lib until they have settled on a comfortable expression of ideas (Wray, *et. al.*, 1997: 58). So, it is not wholly right to overgeneralize all film conversations as being far from spontaneity.

Apart from the fact that most people like watching films and life reality is often served in films, when associated with education, films can give benefit, especially in the area of language education. See, for instance, the prospective utilization of film in foreign language teaching intergrated with audio-visual aids technology.

The arguments briefly noted above value the discursive research that takes film conversation as its object of study. And as you will immediately see, the present study used conversation analysis as the approach to discourse. Conversation analysis deals with organization or management of conversation by speech participants. Within its practice this approach to discourse gives little attention to social identities, such as sex, occupation, and other social attributes. Schiffrin (1994: 364) labels this approach as “*text*” *based* – to focus upon the propositional meanings that are linguistically realized through units such as clauses or sentences and through the relations conveyed or implied between such units.

Main topics of conversation analysis approach to discourse among others are turn-taking (Laurier at <http://web.ges.gla.ac.uk> & Slembrouck at <http://bank.ugent.be/da/da>), interruptions, overlaps, adjacency pairs, and self-repairs. It also pays great attention to things like inbreaths, outbreaths, laughter, fillers (e.g. *ah*, *ahm*, *err*), and so forth.

A research on turn-taking irregularities among black African American characters in film (Tiono dan Ansori, 2005) was conducted in a different way from the present research, as their research used sociolinguistic interactional approach. While Ripich, *et. al.* (<http://www>.

ncbi.nlm.nih.gov/sites/entrez), that studied relation between turn-taking and speech patterns in discourse (i.e. use of words per turn-taking, speech act category, e.g. request, statement, etc., and intelligibility and age of participants used another approach, speech act.

The current study was aimed at examining the structure of a selected film conversation. The research questions were centered on main topics of conversation analysis such as turn-taking, adjacency pairs and self-repairs and details of speech such as pauses, inbreaths, and fillers. Results of such study are expected to enrich a repertoire of discursive studies, for, in this study, conversation analysis is applied to artificial rather than natural conversation. Results of the study are also expected to widen insights into language pedagogy, more specifically in material selection of foreign language spoken texts.

Method

The film whose conversation is under investigation is entitled “Shall We Dance”. It is a drama film worth viewing to any family members. The story told is considered familiar to anybody as well. According to preliminary listening, the film conversation sounded highly natural.

In collecting the data the first step to take was to determine fragments of conversation which contain speech events (between 2 people or more at a time). Some fragments were selected to cover a wide range of settings (*see* Appendices). Nine fragments were chosen and they were, then, carefully transcribed as nearly as heard of the original conversation.

Data analysis was based solely on the conversational transcriptions. Nonverbal expressions or personal attributes as seen in the screen were ignored.

Result and Discussion

Based on the conversational transcriptions, some facts related to the research questions can be presented here:

In some fragments (e.g. 8 and 9) the conversational participants

take talk-turns well. Meanwhile, gaps and turn-takings irregularities are commonly found in other fragments. Upon transition between turn-takings 13 and 14, for example, there is a gap. This gap occurs because the participant that is about to take turn outbreathes first indicating the need for enough time to think before deciding what to say. While gaps take place between turns, pauses or silence occur within a turn, as we can find in (53) "*Single. I mean, not but I'm...single, just me*". In most fragments (e.g. 4, 5, 6, 7, and 8) interruptions and overlaps take place. Within turn-takings 5 – 6, for example, where B is surprised and makes A stop talking for a short while and in 10 – 11, where C2 interrupts B in attempt to give positive response to B's talk. In turn-takings 86 – 87 D's statement overlaps G's expressing a listener's hesitance in answering an incomplete question from the present turn-taker. And in talk-turns 93 – 94 an overlap occurs because a listener is already sure of what comes out immediately from the current turn-taker's mouth, something once said by G, the dance instructor.

In almost all fragments adjacency pair irregularities are found. These indeed help increase naturalness of the conversation. In real conversation pairs are not always adjacent. Next talk-turn is sometimes unpredictable, yet connected to the previous. At other times they have nothing to do with each other. We cannot always expect a simple pattern of question-answer as in (152) "*What are you doin here?*" and (153) "*Spying*". Some reasons are possible, and it is interesting to get into this matter. Within utterances 12 and 13, for instance, after expression of feeling relief "*Oh yeah*" from the mother whose daughter has responded her positively, then outbreath "*Eeeh*" continued with "*you're happy now?*" from the daughter addressed to his father is heard. It is most possibly attributable to the weak intensity of the former utterance. Another possibility is the daughter wants to change the topic of conversation. Utterance 35: "*[...] you Dad!*" said by daughter to her father does not suit to utterance 34: "*Check [...] okey? Don't wait up*", which is addressed by wife to the husband because they three are not at the same speech event.

Again, the conversation sounds natural simply because of

irregularities it has. Just as frequently found in real world talks one may expect more than one topic of conversation at a time. Fragment 6, for example, has a single topic of suspicion about husband's love affair by the wife. Some fragments with multiple topics might have superordinate topic. Let's see. Fragment 3 consists of three topics under "dance course", i.e. introduction between junior and senior attendants, dance practice activity, and new attendant enrollment. Change of topic may be initiated with introducing connector (68) "*So, you dance much?*"; ending previous topic and simultaneously starting a new one (119) "*Eheh...Is any pepper here? n perhaps some*"; being stimulated by situation (the music playing) as found in (158) "*...Ah, at last the song I know. Oh love the song...Oh come on John, let's try it*".

Fillers such as "ah", "arr", "oh", "yeah", "aem", "aep" and outbreaths are widely heard. Interestingly, self-repairs expressing hesitation, e.g. "*...i is is it Chick, or Sheek?*", or other reasons underlying them (e.g. doubt) as in H (78): *Yes, I mean no, I mean... [hey] you look experienced*" build natural nuances in the conversations. Let's see another example.

- (114) (asking the reason the partner has for joining the course)
 A (115) : Oh, w I'm I'm err dancing for exercise like Vern (small laughter heard)
 (116) (unsure of A's answer)
 A (117) : W because I'm [...] in bed like Chick ...(another laughter from distance)

The underlined /w/ can be predicted as initial sound of the canceled word "*well*". This might be due to quick reconsideration that the previous intended word would give no effect on the listener. Similarly, some utterances real but have hardly ever given attention in English as foreign language classrooms as "*Hwhat*", "*be maybe*", "*course*" /kəs/, as well as ungrammatical speech like "*there's lots of*" or "*many thing*" are present in the conversation and together with other features bring atmosphere of spontaneity.

Conclusion

Based on the previous section, the following conclusions can be drawn:

Apart from being scripted or unscripted, irregularities, gaps, pauses, non-adjacency pairs, details of speech such as fillers, outbreaths, and self-repairs as well as other “informalities” that the film conversation under study contains all bring nuance of spontaneity or language use in real world. A variety of factors that cause these informalities to occur also has contribution in strengthening the level of naturalness. This finding is of importance because unspontaneous speech including film conversation has so far been ignored in discursive studies.

Another point is that film, though in fact artificial, can provide the language teacher with authentic teaching material, best illustrating to the students how a spontaneous or natural conversation is carried out by its speech participants as well as useful language input.

The conclusions above offer several implications:

First, as done in this research, to get insights into structure of a film conversation through analysis is indispensable. Second, ready-for-use film-based materials can be used alternatively with, let us say, less authentic recordings. In addition, language learners do not have to worry about making mistakes because this kind of feeling hinders learning progress. Native-speakers cannot produce flawless speech, let alone non-native ones.

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Appendix

Fragment One

Setting : At home

00:01:36 (CD1)

Together (1) : Happy birthday to you. Happy birthday to you. Happy birthday, you Dad. Happy birthday to you.

A (2) : Oh. Well. [It’s] beautiful.

B (3) : Ah... (outbreath) Make a wish.

C2 (4) : [cell phone rings] Sorry. I’ve [...] something [...] call. Did you [...]? (uttered hesitantly)

A (5) : Take this call. She’s fourteen. And I could [and] should’ve

B (6) : [Oh] my God...

B : [...] Jen. Not now. It’s not the time. (phone conversation far heard)

- A (7) : Remind me up ...Why was we agreed to give her the phone?
- B (8) : Emergencies
- C1 (9) : Which this is by the way serious problem [...]
- B (10) : Get off. Jen, now, please, come on Come on, get off
- C2 (11) : Alright. Yeah my Dad's gonna [blure] about million candles.
- B (12) : Oh yeah. (cell phone cut-off connection sound)
- C2 (13) : Eeeh (outbreath) [...] you're happy now?...
- A (14) : Eeeh (outbreath) ...(hard, long air blow, then applause)
Thank you. Thank you. Thank you. Thank you very much...

Fragment Two

Setting: At home

00:03:55 (CD1)

- A (15) : Hello (sound of door closed) I'm home...(sound of door opened, ladies' big laughs and hard music heard, then quick and hard sound of closed door) Eh (outbreaths)... female bonding [...]
- B (16) : [They] (while laughing) No.
- A (17) : What are they doing in there?
- B (18) : Actually [...]
- A (19) : [...] Why d you say like that?
- B (20) : [They] say "Don't get any blood [...]"
- A (21) : (outbreath) [...] Janna is too beautiful. That's [you awful]
- B (22) : Yes. Sign /is/
- A (23) : What is it?
- B (24) : [It's] your mom's birthday card

- A (25) : Ah. Thank you
- B (26) : How was your work out?
- A (27) : Same. (sound of barking dog far away) How [...] you?
- B (28) : [...] know [...] springline at the store (sound of dining utensils) and the other. I get to get to go on
- A (29) : [But] you's just got here (sound of kitchen utensils)
- B (30) : Yeah. But s the [...] school so you dinner's in the oven and the girls [...] eaten.
- A (31) : We go see a movie ...some time?
- B (32) : Yeah. Arr. At least we could look [...] (laughing together)...How are you doing?
- A (33) : Fine (sound of big kiss)...
- B (34) : Check [...] okey? ... Don't wait up.
- C2 (35) : (far ladies' big laughs heard, door open, shouts) [...] you Dad! (door closed again, laughs continued)

Fragment Three

Setting: At Dance Course

00:07:44 (CD1)

- D (36) : (laughs) Oh great class...(quite noisy)
- E (37) : (quick stair steps heard) Come on, we gone up or for what?
- A (38) : I'm just [...]
- E (39) : Here. (stair steps continued) Okey, don't do that.
- A (40) : Do what?
- E (41) : Stay there looking [...]. [It's] just guy [...] your age. Be adult, help me carry my clothes. Come on (again stair steps sounds), stop [...]
- A (42) : I try
- D (43) : T-A-N-G-O, T-A-N-G-O, T-A-N-G-O (spelled in

- harmony with the music play, ended with surprised tone)
- E (44) : I [...] the stair
- D (45) : Aem, aep, Paulina, could you help?
- F (46) : Excuse me (far, soft voice, steps approaching) May I help you?
- A (47) : (on-going dance practice backsound heard) The sign said [feel] free to watch.
- F (48) : Oh you have a lesson?...
- A (49) : Yes. (sound of book pages turned over)
- F (50) : Mr?
- A (51) : Clark
- F (52) : Are you registering as a couple or a single?
- A (53) : Single. I mean, not but I'm...single, just me (weakly uttered)
- F (54) : (sound of book on table) A single private are (pages turned over) forty thousand hour [six...time...class], have you ever danced before? (dance practice instruction far heard)
- A (55) : No, no. [But] I'm a fast learner.
- F (56) : [...] starting [...] serious for singles are recommended begin at start with that...[there] still woman in the class [...] every (pages turned over) Wednesday at seven-thirty for eight weeks.
- A (57) :[Great..], Wednesdays seven-thirty. Great, great, [don't] (dance practice backsound heard)...I come back then [thank].
- F (58) : Mr. Clark,...where are you going? Class starts tonight (sound of door closed)
- A (59) :Tonight? Right, yow, Wednesday seven-thirty, right
- F (60) : You can wait over there. We begin shortly...

A (61) : Okey

Fragment Four

Setting: At Dance Course

00:10:08 (CD1)

G (62) : Hey, I'm Vern

A (63) : John

G (64) : You beginning ballroom?

A (65) : Yeah, looks that way

H (66) : Chick, hey

A (67) : Hey

G (68) : So, you dance much?

A (69) : Eh (small laughter) High school prompt, Stairway to Heaven, ...you?

G (70) : Yeah nothing to prompt. I think girl

H (71) : [Are they] city gilrs? I mean I'm here for the babes, right?
I mean er. [...] you know? No [...] sir.

A (72) : [non-takin'] (crowded, door closed)

H (73) : Come on (softly heard) [...] That's me If you don't mind.
I know you won't mind

A (74) : Be my guest

H (75) : Alright (softly heard)...[...] oh yeah they come to papa
(crowded and door open and closed again)

E (76) : Ouch...memories of high school harm boys?... Ha...ha...
ha

D (77) : (foot steps approaching) Good evening gentlemen, and
welcome to the beginners ballroom class. My name is
Miss Mitsi, I'm the owner of this dancing establishment,
and I ['m gonna] be your teacher. Disappointed that I'm
older?

H (78) : Yes, I mean no, I mean...[hey] you look experienced.

- D (79) : Forward, side, closed, back, side, closed...very good
Chick, i i is is it Chick, or Sheek?
- H (80) : Oh, Chick
- D (81) : Chick
- H (82) : Chick
- D (83) : Yes very good
- H (84) : Easy
- D (85) : Remember to [use təf] alls əf your feet. Wait a minute
Vern, where is your right foot?
- G (86) : If back right back [iər...] see?
- D (87) : Yes I know [...] it hasn't moved, has it?
- G (88) : Not yet.
- D (89) : Ah ha. [And] now [would] be your three time.
- G (90) : Okey
- D (91) : Okey? Close
- G (92) : Close
- D (93) : Keep your sticks up. Promptin on...and... counter
promptin on. Let me
- G (94) : counter promptin on
- D (95) : Oh (a stick hitting)
- A (96) : Miss Mitsi... [...]
- G (97) : Ah (like a pain) [...]
- A (98) : [...] your stick down. You...[...] stick down
- D (99) : You cannot play with these sticks anymore if your [...] is
hang. A little faster this time, and... heel toe toe toe toe
heel toe toe
- A (100) : Excuse me, [one] we go on side, when we go forward
isn't heel toe toe
- D (101) : It's forward heel toe

- A (102) : So what's [built] when (sounds like fallen down, can hardly breathe)
- D (103) : Harder than it looks, isn't it, gentlemen?(small laughter) [...] done very very well for your first lesson. And before you leave tonight I'm gonna give you a little incentive to keep on dancing. Paulina, would you and Francisco mind giving on your students a little demonstration?
- F (104) : Certainly, Miss Mitsi.
- D (105) : Dephnie!

Fragment Five

Setting: At Café

00:15:22 (CD1)

- E (106) : Anyway you guys don't go t gyms [and better...] problem there around the corner. You gonna go anywhere after class [...] come here, okey? Thank you. Why you guys [...] take dance anyway?
- G (107) : I'm gettin marryin in September (soft interruption heard) Yeah, my bride [...] losin pounds. She thinks a dance can help. I said em all. Ah, thank you
- A (108) : Thank you. [...] argument.
- H (109) : I'm taking (laughter) classes [...] the ladies. [...] can dance, righ?
- E (110) : Such a great [...] (while eating) [...] you get that stupid [...] ...?
- H (111) : Yeah babe Everywhere everywhere, what do you think? Everybody knows guy [...] dance floor can move the [...]
- E (112) : So, (sounds like door opened) that leaves you.
- A (113) : Leaves me how, what?

- E (114) : Leaves you the only one here [...]
- A (115) : Oh, w I'm I'm err dancing for exercise like Vern (small laughter heard)
- E (116) : [ball]
- A (117) : W because I'm [...] in bed like Chick ...(interruption from distance, laughter)
- E (118) : You didn't have to, come on, why?
- A (119) : Eheh (small laughter) Is any pepper here? n perhaps some
- E (120) : [That's what I] thought...She's a [Blackful] finalist, dyou know?
- A (121) : Who?
- E (122) : The princess, the other teacher, Paulina.
- A (123) : What "Blackful"?
- E (124) : Every year all the best dancer [...] all over the world go t England to compete there...

Fragment Six

Setting: At Boutique

00:20:34 (CD1)

- I (125) : My husband is having an affair...
- J (126) : How do you know that?
- I (127) : I picked up the receiver last night to phone a friend, not knowing that [they are] on the other line in [the date]. He was whispering"
- J (128) : Hwhat, what was he whispering?
- I (129) : I don't know. I was so scared, I hung up before I can hear anything
- B (130) : [course] there's lot /səf səf/ reasons why could be whispering.[I mean] be maybe (while laughing lightly) they [...] the kids.
- I (131) : Ha?

- B (132) : Or, aem, he could be planning a surprise for you. I mean your birthday's comin up, isn't it?...
- I (133) : In two weeks. (inbreath) Haah... aah (outbreath), is it ?
(laughters) aah...aah
- B (134) : Take a breath, go get [some] brownie in the kitchen, [things] 'll be fine
- I (135) : Okey (laughter)
- B (136) : So used you

Fragment Seven

Setting: At Detective's Office

00:26:45 (CD1)

- B (137) : (hardly breathes, steps upstairs) Oh
- K (138) : Hi...haha...I err..I give free consultation during my luncheon... Ah, you sure you don't want come in? (While chewing) So he comes home late on Wednesdays, and when he comes home the first smell like perfume. Even s he making strange by movements, and you feel [...] secret.
- B (139) : That's correct
- K (140) : [everybody] comin out asking?
- B (141) : Yes, I thought about
- K (142) : [...]Mrs. Clark, (while swallowing)...things happen in a long [marriage] (cleaning hands) t the best of people... And sometime the things [that] happen look many thing. Just [needing] investigator [...] for a while
- B (143) : My husband is a serious man, Mr. Devine. [and that he's] having affair is not casual, in which case...th sooner I know th better.
- I (144) : (sucking drink) Alright. Give me more I call my associate, Mr. Harcourt. Scottie! (sound door opened)...Scottie Harcourt, It's Mrs. Clark. She [suspect] er husband up to

no good.

- L (145) : Ah, to catch your husband is an art, to hold /im/ s a job.
(French word?) say that. It's very nice to meet you, Mrs.
Clark.
- B (146) : [The same here]
- K (147) : I think we can start the investigation without too much
cost t Mrs. Clark
- L (148) : Oh yes. [...] that husband around for a few days, takes /
əm/ pictures, see what's up.
- K (149) : May I have to warn you, to goes to trial can be extent
In the defend
- B (150) : Trial?

Fragment Eight

Setting: At Dance Floor

00:30:28 (CD1)

- D (151) : Having fun? (crowded)
- A (152) : What are you doin here? (surprised)
- D (153) : Spying (crowded and laughter)
- D (154) : Link always insists on dancing with the youngest girls.
I've never seen /im/ with /is/ perfect partner. Not [...] easy to find.
- A (155) : You've ever found one?
- D (156) : Once. He [was] my dancing partner for fifteen years,
we're husband and wife for fourteen
- A (157) : Wow
- D (158) : Err. He was my perfect partner. [It] doesn't happen twice
in a lifetime. I'm lucky it even happened once. Ah, at last
the song I know. Oh love the song. (singing along, "Shall
we dance", laughing).

D (159) : Oh come on John, let's try it.

A (160) : No, no no no I can't No way I can't

D (161) : Why not? Oh John,...

Fragment Nine

Setting: Somewhere Romantic

00:12:04 (CD2)

F (162) : I just w engaged and carried away, you know working hard with th two /əf/ you. I guess I like it. Feels good you know?

A (163) : [For] me too... Alright, eh, [phone] home

F (164) : Hey, wait...I [was] to talk to you about that night that you ask me the dinner. I'm sorry about how I [...] you. Just you know that people get a wrong idea about me all the time

A (165) : Paulina, you don't have to explain anything to me, ever.

F (166) : W, I know I don't have to explain anythings anyway, because I don't care what people think about me.

A (167) : Good, good.

F (168) : [And] I mean it

A (169) : Yeah, aha, good, good... (Paulina crying) I'm sorry, may may,...I I shouldn't be here right now, eh

F (170) : No, it's okey, eh...I think I'm just...hungry [or] something. Ah..

A (171) : Hungry?

F (172) : Very...Oh, it's so stupid (still crying)

A (173) : No, no not at all, no, no. I cry too when I'm [waiting...]. You?

F (174) : Cake (laughing together)

- A (175) : careful those [... old nd] new coat
- F (176) : Old coat, new colour, I had it dyed
- A (177) : Yeah?
- F (178) : Yeah, my Dad did it [...] dry cleaner. As is my Mom, my brother, my *toldest* sister, and me, I told you [...]
- A (179) : You're dry cleaner.
- F (180) : [course], I was. Until I was eight. [Actually], that's when I started dancing. I was helping er at the store one day after school [when] my Mom asked me go in the back in gettin order.

Chapter Twelve

The Use of Songs for Promoting Student Participation in the Teaching of English Structure

Introduction

In the EFL teaching and learning, the term ‘structure’, which refers to sentence patterns, is often discussed. Sometimes, this term is interchangeably used with the grammar. Learning English structure is not a simple matter to many Indonesian learners of English. In the meanwhile, it is still given priority in the EFL classrooms, including the ones at the vocational schools throughout the nation. English structure is taught to help students master communicative competence. In TOEIC (Test of English for International Communication), for example, mastery of the structure plays an important role for a success in the test. Unfortunately, based on a classroom pre-observation, some problems were identified (eg. students looked passive and less attentive to the learning of the structure of English) and believed to have been rooted in deductive teaching, i.e. the students were not given enough sample of real use. Rather, the students were spoonfed with structural formulae. Inductive approaches to teaching grammar have proven superior (Sahib, 2007: 231-233). Inductive approaches is believed to enable and support students to participate more in their learning.

Student participation is very important in a teaching and learning process. Student participation involves many things and being present alone is not enough. Participation itself is defined as an activity or situation to take part in order to obtain an optimum advantage (Dusseldorf as cited by Sukidin 2002). Moreover, in terms of students’ participation, two types of participation are identified, namely contributive participation and initiative participation. The former deals mainly with participation that drives individual students to follow the lessons well within the classroom structured tasks. The latter, however, encourages more

autonomous, unstructured activities beyond the classroom.

To overcome the problem of lacking students' participation, the use of media seems promising. The appropriate use of media can help students to arouse their interest and motivation in learning. By having high interest for learning, it is unlikely that students will only sit in the class. Rather, it is likely that they will participate actively in the class and perceive classroom activities in a more positive way. It can also be expected that those active and motivated students will learn and get involve in any learning activities not only in the classroom but also outside the class.

Songs are alternative media for facilitating language learning. Suwartono (2012: 149-151) notes that rhythm and authenticity in songs present fun to the listeners. As songs are authentic material, they are genaraly able to motivate the listeners to repeat all parts or some parts of the lyrics. Song lyrics expose the students with authentic examples of how language is used and how sentence are arranged in a pattern. For instance, in the song lyrics we can find the expressions like "I don't wanna *see* you *crying*", or "I'll never *let* you *go*". Those expressions can be used and brought in the classroom to help the teacher teach the sentence patterns in which verbs of senses and special verbs like *let*, *make* etc are used. Therefore, this advantage can be utilized by an EFL teacher to facilitate students' learning. Nurhayati (2009: 278) argues that songs constitute multi-function media when used for language learning. Features in songs support the development of all language skills as well as components. In her presentation paper, Sari (2009: 180) writes that grammar can be taught with "entertainment" using songs. When students feel excited to learn, their learning participation improves. Although a lot of Indonesian EFL learners perceive it is hard to learn and master the English structure, they make effort to find a way to learn it when their learning is fun.

Method

The present research is a classroom action research study

carried out in a grade 10 class of Computer Network Engineering 2, at *Bina Teknologi* Vocational School, in Purwokerto, Central Java, Indonesia. The research employed various data source: observation, questionnaires, and tests. To collect the data related to the teacher's intervention implementation and students' classroom participation as well as their behavior observation checklists were used. The data were then presented in the form of percentage. Similar process is done to data from the questionnaires. Test results were presented after descriptive statistics analysis was performed. In addition, researchers' subjectivity and research bias were reduced and minimized by using both method trinagulation and researcher triangulation.

The team had come to the agreement on several pre-set criteria for determining the success of the intervention implementation: student participation increases, positive response toward the teaching and learning process implemented, and student scores increase with average no less than 60.

Result and Discussion

Cycle One, Session 1

Prior to first session a test was administered to see the baseline. Session one was specifically designed for teaching The Present Continuous Tense. The teacher began by asking "What is he doing?" while showing a picture on the screen. A lot of students replied communicatively with *singing* for a picture of a swimmer in the swimming pool. Then, the teacher played a song entitled "Sailing" by Rod Stewart. Students were expected to fill in the blanks while listening to the song. After that, the teacher gave feedback and exercises. The teacher spent the rest of the time initiating a game *London Bridge*. At the end of the session, students did the post-test.

Based on a discussion on the class intervention, it was revealed that the teacher felt sufficiently comfortable to teach the students using the *Power Point*. From team members who observed comments were

addressed. Firstly, students could have been given clear instructions as to how many times songs would be played while filling in the blanks task was taking place. This is especially important to make the students serious in accomplishing the assignments. Secondly, students mastery checking was not convincing. Questions like “Is it clear for you?” tend to be answered “yes” by students. Questions like “Which part of my explanation is not clear? maybe more reliable. Thirdly, the exercises provided did not support students’ understanding. The use of contextual instead of isolated sentences without appropriate time markers such as “The baby is crying” would have been better.

An observed progress achieved in that session were students’ enthusiasm and joy when the song was being played. Overall, the lesson seemed exciting to the students. All students payed full attention and spontaneously did the tasks/exercises provided. A few students, for instance, turned to a friend sitting behind just to discuss the topic.

Cycle One, Session 2

A test was given before the lesson began. Soon after the test, the teacher started the lesson by showing a picture through the *power point*. Then, the teacher played a song “Nothing to Loose”. A session for question and answer was followed by brief discussion. The topic of learning was “There is/There are”. The teacher presented the material through the *Power Point*. Exercises and an oral feedback were given untill the end of the lesson.

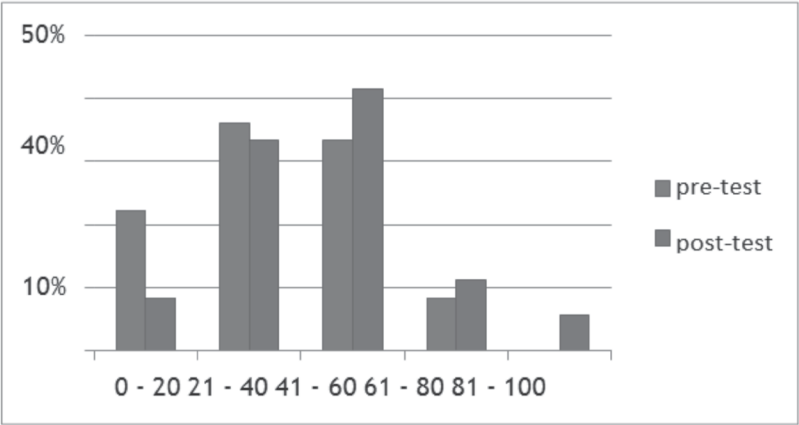
In this cycle , the research team did the discussion as an overall evaluation. In the discussion input from team members who observed the class was put forward. Firstly, too much Indonesian was clearly observed to be used as the language of instruction. Secondly, the examples given were not contextual. The teacher could have used things around the classroom to support understanding. For example, there are two pictures on the wall, there is no fan in the classroom.

Overall, students looked active in doing the tasks and exercises given. For the teacher performance in implementing the intervention,

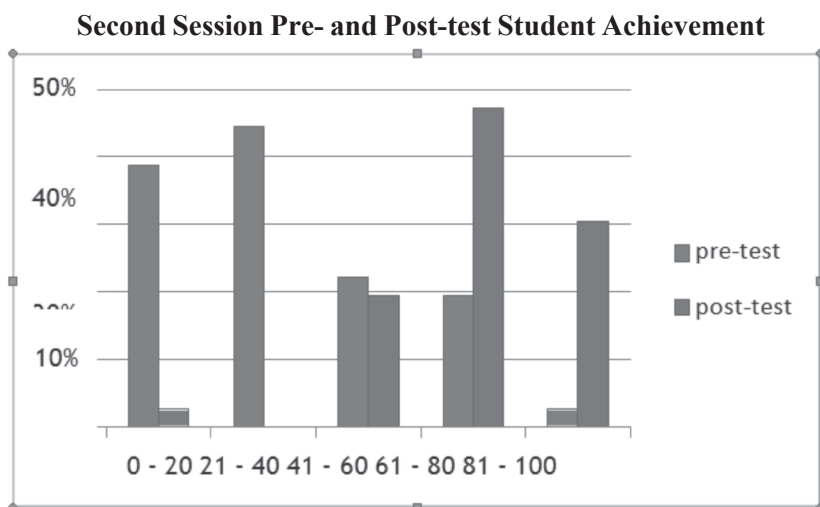
the research team members agreed that out of 13 indicators only 1, i.e. “answering student question” remained untouched just because no student asked questions during the lesson. The teacher performance achieved score 50 out of 65 (Excellent). Therefore, the observation already showed improvement in student participation and teacher performance in implementing the intervention.

Result of the tests administered showed that pre-test and post-test of the first session presenting “The Present Continuous Tense” reached average scores of 41.67 and 48.89 respectively. The distribution of the first session pre- and post-test scores can be seen in the chart below.

First Session Pre- and Post-test Student Achievement



Result of the tests administered in the second session presenting “There is/ There are” showed that the pre-test and post-test reached average scores of 42.47 and 67.75 respectively (an increase by 60%). Regardless of material complexity, the scores gained by the students in the second session are better.



In pre-test eight students got score 60. In post-test, however, twenty-eight students or 77.7%, achieved the score.

This means implemetation of the intervention, namely, the use of songs in the teaching of English structure has brought about big changes in both student participation and learning achievement.

The questionnaire that was administered to see the student perception toward the lesson in which the intervention was implemented revealed some interesting facts. First, at least 52% of the students perceived that the lesson gave new insight/knowledge. Besides, over 55% students stated that they liked the material taught to them. It was also found out that nearly 75% of the students liked the audio-visual utilized. Above all, around 86% of the students enjoyed the songs as the teaching media.

All those findings tend to be consistent with the observational data, that showed the students looked cheerful, more active, serious, and attentive when the teaching and learning process took place. Viewed from student participation, learning gain, and positive response towards the instruction using songs as media, it can be said that the implemetation of the intervention, namely, the use of songs in the teaching of English structure has brought about big changes in both student participation and learning achievement. The improvement met the pre-set criteria.

Since time availability was a problem at the end, the team decided not to proceed to another cycle.

Conclusion and Suggestion

Based on data analysis that obviously showed a trend of improved learning outcome as expected, it can be concluded then that the use of songs in the teaching of English structure is the right solution for the student participation problem in the class under investigation. Thus, the intervention chosen is recommended for use as an alternative to student participation problem in the teaching of English structure in specific and grammar in general. Limitation of this study includes the minimum cycle due to time availability. With only one research cycle there is a threat of bias.

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Chapter Thirteen

Teacher's Creativity in ELT

Introduction

The essential role of a teacher is to help students' learning to occur. For this to be done, a teacher plays certain roles. One popular role is teacher as facilitator. This role is crucial because, when learning takes place, students are basically being engaged with problems. Therefore, teachers need to create a condition or an atmosphere conducive for their students' learning. Unfortunately, in playing such a role, a teacher is not always successful. One thing worth taking into account is creativity.

It is fair to say that creativity is an important factor in achieving success, including success in English language teaching/ELT. As a foreign language, English is neither easy to learn nor to teach. English teachers need to be creative in an effort to create an environment for their students to learn in. This paper highlights the significance of teacher's creativity in English language teaching, suggesting approaches to the development of teachers' creativity, and sharing examples of classroom practices, notably the expression of creativity in ELT, based on the author's own teaching experience, research career, and teacher training, as well as workshop-tours.

The author's interest in teachers' creativity was triggered by his noticing that most of the participants in his teacher training and workshops had very limited insights into ELT methodology, classroom activity, media, and resources. For example, a talk about the use of games in English classes often provoked an argument. Some trainees strongly disagreed with the use of games in English classes because it was time-consuming. Later discussion and feedback opened their eyes to the relevance of games in a classroom situation. It seemed that their attitude had been generally rooted in ignorance due to low motivation in nurturing professional development. In peer teaching sessions of in-

service teacher training, the activities the trainees brought to the class predominantly involved merely listening to the teacher. Most pre-service teacher training students who had had teaching practice at schools voiced issues consistent with this upon returning to campus.

Before going any further, it is better to discuss what is meant by teacher's creativity here. Creativity itself is actually a complex notion. It depends on the ability to analyse and evaluate various situations and to identify novel ways of responding to them. This in turn depends upon a number of different abilities and levels of thinking. That is why, a teacher's creativity can *inspire* other teachers. However, two creative teachers may do the same thing in different ways.

It is interesting to discuss what characterizes creative teachers. Creative teachers are in some ways similar. Richards in his online article mentions that creative teachers possess the following qualities: (1) creative teachers are knowledgeable; (2) creativity in teachers requires their possessing confidence; (3) creative teachers are committed to helping their learners succeed; (4) creative teachers are non-conformists; (5) creative teachers are familiar with a variety of strategies and techniques; (6) creative teachers are risk-takers; (7) creative teachers seek to achieve learner-centered lessons; (8) creative teachers are reflective.

With regard to those qualities mentioned above, here are the author's brief personal opinions. Creative teachers learn a lot from a variety of sources. With all their knowledge and efforts, they tend to enjoy *trying out* ideas in the class to help their students learn better. They do not feel worried about being different from what other teachers think or do, or – borrowing the term used in a classic work of Postman & Weingartner – “teaching as a subversive activity”. They enjoy looking back at their own teaching practice, such as from notes (teaching journals), students' feedback (usually by getting them to scribble on a piece of paper, or questionnaires), video-recording, or colleagues' feedback (through observation).

From the discussion above it could be inferred that pre-service English teacher programs alone are not enough to generate creative

English teachers. According to Brewster (2007) a few problems in initial English teacher education include: 1) an insufficiency of suitable training materials; 2) an inappropriate theory-practice balance; 3) trainers who are not sufficiently experienced in ELT; 4) insufficient demonstration, too much lecturing, too little participation; and curricula which are out-dated and out-of-touch with current world developments.

In addition to in-service teacher training, within their teaching career participants are also expected to continue with professional development, such as by actively taking part in workshops and conferences, extensively reading professional journals and proceedings in the field, and seriously participating in the events held by professional organizations. As far as the author is concerned, the teachers of English are weak in this matter, especially in their use of resources and participation in professional forums. The majority of them do not enjoy reading books and lack familiarity with journals and proceedings. Neither are they encouraged to attend professional development training forums and workshops. Often teachers attend forums merely for the sake of obtaining a certificate!

Journals and proceedings are superior to textbooks. Recent research findings and creative and *innovative* ideas are shared in journals, proceedings, as well as professional forums. Updated information contained in them could be very valuable and inspirational to teachers of English. Teachers' common excuse relates to the unavailability of text-books in the first year of the current curriculum implementation in this country; a situation conditioned by a lack of resources and access to information rich media. Only creative teachers could have *survived* within such a scenario, as they could perform equally well with or without standardized material.

Like journals, conferences and symposiums are very valuable resources or accesses to the development and sharpening of teachers' creativity. For example, a university teacher of English shared her research finding. In her collaborative work with a colleague she conducted a team teaching and learning in her English class. She was very happy

with her students' response to the team teaching and learning. Eighty-five per cent of the students stated that they preferred a class taught by a team having two members who were always present in the class instead of a team whose members come in turn. She was also excited to see the fact that with team teaching that adopted the Oral Presentation Approach both students and teachers were encouraged to collaborate amongst themselves, especially within their own groups cognitively – in getting knowledge by discussing the assigned readings, affectively – in developing empathy and friendship, and psychomotorically – in preparing power points and operating the computer and LCD during the oral presentation. The teachers could share ideas and experiences, especially during the discussion after the students' presentations – which is actually the essence of team teaching.

Conferences and symposiums often include workshops given by some of the delegates. The practical experiences shared in these events are valuable and could be inspiring to other teachers of English. For example, one teacher shared an experience of innovative and effective strategies for teaching English. The teacher explained how to create a classroom climate in which students were eager to take risks and practice a new language. Or, a workshop given by another teacher who explained how to select/design/adapt/ materials and interactive activities to make students better motivated through imaginative, creative, and innovative teaching techniques suitable for productive learning.

Creativity in ELT can find itself expressed with regards to methodology, media, resources, material, classroom activities, or in some combination of these. Nowadays, with the rapid advancement in ICT, teachers are challenged to make use of computer and internet in ELT. Research has reported that English teaching and learning has become more practical, “appetizing”, efficient, and effective with technology. However, it requires a lot of *open-mindedness* and *curiosity* in the part of teachers. Besides open-mindedness and curiosity, at times, creativity needs *imagination* and/or *problem-solving* skill too. The following are actual, more detailed examples of teacher's creativity in ELT.

First of all, the use of dubbing to help students learn English sounds. Teaching pronunciation using drills so far has not been fruitful. Even though during the teaching and learning process student involvement was apparent, in fact, the learning outcome was less than what was expected. It seemed that a new, more subconscious teaching technique was necessary to help them learn.

The author considered using the film dubbing, similar in form to karaoke in music, as a way of indirectly getting students to develop phonic skills. Within the context of dubbing, the individual was to memorize and concentrate on the verbal and non-verbal behavior of the film artist whose voice he/she was dubbing. The process required a degree of reflection in that the dubber was to produce “professional” voice – one sounding like that of the original speaker. The “Dubbing Group” students learned in a fun and exciting context which resulted in their developing better pronunciation skills, even though statistically the result showed insignificant difference compared to that of “Drill Group” students.

On another occasion, the author employed songs as media to help students learn English connected speech. Connected speech is an important aspect in the pronunciation of English. Mastering this aspect will not only improve the speaker’s fluency and give positive impression of the speaker to the listener, but also help him/her comprehend the overall language better.

In relation with English connected speech, the writer considered that songs could be quite helpful. One argument is that some songs, different from films, are so slow that recognizing how the words flow becomes easier. Beat in songs and music in general makes it possible for speech to be easier to apprehend in spite of the speed of the speech. Initially inspired by this part “And I...” of a song entitled *I will always Love You*, as a teacher the author selected and explored some songs material for this purpose.

The students taught English connected speech have benefited from the use of songs as the teaching media. Their perception toward the lesson

was better than that of ‘Drill’ Group students. The rates were 70.8% for “Song Group” students and 59.5% for their counterparts. According to the open-ended questionnaire, students’ impressions toward the use of media were likely to make up around 57% of the total feedback given by the Song students. Based on the statistical analysis, the gains of both sample means were, however, insignificant.

Another example of teacher’s creativity is shown in the following collaborative work. An English teacher of a private vocational school in a district in central Purwokerto came by to consult her students’ motivational problems when following English ‘structure’ lessons. She complained that her students were passive, while structure was predominantly taught in the school subject.

To solve the problem related to student’s poor participation, the author suggested the teacher to use songs as media to foster the students’ classroom participation. Media can attract students’ interest in learning English and at the same time motivate them. By having the interest in learning students can be involved more in their learning activities. Being present in the classroom is not enough. It is necessary for them to participate actively in each of the activity done. Active participation is possible when they have great interest and positive response in the learning. Two features of songs are rhythm and authenticity. These features in songs present fun to the listeners. When students are excited to learn, their learning participation develops.

As authentic material, songs motivate the listeners to imitate and repeat the lyrics either wholly or partially. In addition, song lyrics contain samples of language in use, including sentence patterns. Let us consider, for example, the expressions ‘I don’t wanna see you crying’, or ‘I’ll never let you go’. Within its context such an expression can be brought into the classroom when a teacher intends to introduce the sentence patterns that use verbs of senses and special verbs like *let*, *make*, etc. Sari (2009) points out the power of songs for teaching the grammar of a language.

The collaborative work has indicated a positive effect of the

intervention implemented in the lesson. Based on the data analysis, there was a trend of improvement in both student learning participation as well as achievement.

The next example might be the greatest instance of creativity evinced by the author in the teaching of English pronunciation. Suprasegmentals, such as stress and connected speech, are worthier of attention mainly because these features contribute heavily to intelligibility in spoken English and convey better impression of the speaker (O'Neal, 2010). Apart from the significance of these features, several problems emerged during the author's pronunciation teaching: uninteresting lesson, lack of listening-to-model activity prior to production practice, greater portion of teacher's talk, and too much drill.

In an effort to solve the problems, reflective learning method with video as a reflective tool incorporated into oral communicative language activities was adopted. Reflective learning with video was hoped to enable the students to self-monitor and self-evaluate their own speech performance. They were able to modify their behavior accordingly, either in isolation or with support of teacher and/or peers. Facial expressions and gestures that often accompany accented utterances were of special interest to students. Students' pronunciation class activity during the lesson covered rehearsing monolog or dialog, video recording, replaying, and revising. In this way, the students could be motivated to learn by internal rewards, such as increased self-esteem and a sense of accomplishment. Above all, the method could be done autonomously by the students outside the classroom.

An outside class pair-work conversation recording made by two very weak students on one occasion, for example, contained mostly accented and connected utterances of English. On another occasion, another couple of students even managed to use intonation, stress, and connected speech almost perfectly through their outside class conversation video clips. With this improved use of intonation, stress, and connected speech, most students' pronunciation of English was to some extent no longer strong in Indonesian or Javanese accent. Their

utterances in monotones were ameliorated; meanwhile, melodies of varying kinds became more often heard, with rising and falling intonation. In other words, the students' pronunciation to some degree sounded "more English"/foreign-accented.

Some writers argue that writing cannot be taught. It can only be learnt. Others argue that a good writer is one who is a good reader. In fact, the experience of teaching academic writing is felt to be the most challenging and energy-consuming work by the author. Initially, the academic writing class had begun with a presentation of patterns and dictions/terms/phrases most commonly used in academic writing. When writing activity began students showed no positive response to it. When given chance to ask questions, they tended to keep quiet. When they were being monitored or their writing product was evaluated, almost nothing or very little was written. They just found it hard to get started, let alone to write properly.

To solve the problem above, an academic writing class that offered relevant activities, minimized teacher's domination, provided students with greater opportunity to write, and encouraged them to get involved in writing activity was required. As UNESCO (2001) writes, "People learn best when they are directly involved in all aspects of their learning". In line with that, Dryden and Vos (1999) makes the point that most complex knowledge can be best absorbed and memorized by learners if they learn with full involvement.

The author this time tried out a teaching model named *social inquiry*, which is suggested for use in the social studies. This teaching model gives an emphasis on problem-solving. Another characteristic is the open climate of discussion. Students are provided with an opportunity of making use of most possible sources in/outside schools. In the context of ELT, this teaching model is expected to help students inquire about or search for facts about academic writing, including its corresponding linguistic dimensions, and then communicate the results of the inquiry within the classroom. There came an idea to give students a project-based and library work assignment. The students, in pairs,

were asked to write an article based on their mini-project and writing task as if they had been an author and a co-author. They were invited to make a presentation and receive feedback from peers and teacher.

Through such a teaching and learning process, writing lesson was no longer tiring and time-consuming to either students or teacher, at least in the classroom. One clear, powerful impact of this social inquiry teaching model on the academic writing teaching course was that the students seemed to get involved in the class activity. Was it because they learnt by doing?

The next example of creativity in ELT was based genuinely on the author's ideas and experiences as a teacher, and partly on his survey. An example of common poor ELT practice is a reading comprehension class in which the teacher gets the students to produce oral or written answers to a series of 'wh' questions that follow a reading passage. It is too demanding, as reading comprehension is receptive, so students should not respond far beyond comprehension. It is enough for them to show a choice among options provided. When the choice is right then it is assumed that the students comprehend the text. In a classroom teaching and learning context, this even could be simplified by modifying the options-based test item in such a way that students find it appealing.

Many language learning activities, mainly those related to receptive language skills and knowledge, can be presented using options-based tasks. Generally speaking, with options students have choice. With choice they feel secure. The first type of modified options-based task is the multiple-choice technique. With this technique, the teacher helps students get the right answer (e.g. search for meaning of new words in authentic materials) by providing the students with options that include both key and distracters they are already familiar with. By doing so, the teacher helps the students attend to meaning without telling them directly. This somehow supports inquiry learning.

Other modifications of objective test items for classroom ELT are possible. While, normally, matching test items are presented complete with distracters (B list is longer than A list) in tests, for classroom

teaching and learning purpose the matching test item is intentionally presented without distracters (A list is the same in length as B list) to attract students to complete tasks. With this matching technique, the students spontaneously draw lines connecting entries within both lists. Included in this technique are completion exercises in which options are provided in the box, identifying pictures while listening, and sticking labels under pictures. What might be matched might include synonymous words, antonyms, words and definitions, words and pictures, etc.

On a smaller scale, there are other examples that reflect the teacher's creativity in ELT. To raise students' interest in learning pronunciation, the author has once in a while used a game illustrated as follows:

1. Two groups of five to seven students are asked to stand in line (usually through classroom aisles).
2. The two "head" students are asked to listen (using the headset) to the speaker on the recording at the front.
3. The two groups compete by trying hard to whisper the word heard by the head student across the members to the tail student.
4. The competition is scored on the basis of speed and/or accuracy.

It has always been exciting and challenging. Quite often the author should wait a minute before proceeding with the next step.

Since too many to mention here, the last example is derived from the author's experience as a certified TEFL TESOL Trainer of Trainer. As a variation, when introducing descriptive texts, once in a while the class was challenged to go through a cooperative learning. Tools/aids/media, namely several pieces of large drawing papers, color markers, and copies of text had been prepared. The class was split into groups of 3 – 5 students. Each group was given a copy of text, a paper, and markers with different colors. It was timed. They drew a picture after or while reading the text. On completion of the task, the picture was stuck on the wall near their joining seats. Usually, a little noise and laughter broke down at this point. Two or three members of each group with notes should leave to visit "neighbors" for information sharing. Quite often, they were involved in debate and managed to settle it when referring

to the text. Reading comprehension and speaking were supposed to develop well and excitingly this way. All domains in individuals were supposed to be activated!

To sum up, overall, our teachers of English are not/less creative. Here are some alternative suggestions for this condition:

1. Teachers' creativity in English language teaching is important in order to help the students learn better.
2. Some important words/phrases related to teachers' creativity are knowledgeable, confident, experimenting, imaginative, open-minded, curious, and problem-solving.
3. Teachers of English should develop and sharpen their teaching creativity by nurturing their professional development.
4. Teachers of English should familiarize themselves with journals or periodicals and read them a lot to explore information or insights into and development of recent ideas and research findings.
5. Teachers of English should actively take part in conferences, symposium, seminars, trainings, and workshops. Such activities open the opportunity for or accesses to direct and intense communication with better experienced colleagues as to obtain practical ideas and experiences.
6. Practical experiences have been shared in this paper. These could be inspiring and are, of course, subject to adjustment.

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Chapter Fourteen

Option-Based Tasks: An Effort to Encourage the EFL Students to Learn

Introduction

This paper is based genuinely on the writer's ideas, experiences as a teacher trainer and partly on his survey. In Indonesia, the EFL learners' proficiency is generally still low. It is likely to have something to do with the teachers' low competence and/or performance. As we all know, a teacher is a classroom facilitator. But unfortunately, according to the writer's survey study, in relation with the classroom activities, the teachers practising peer-teaching during in-service training in the teacher certification program were poor in the use of teaching media, did not offer appetizing learning activities, and used no hand-outs but one particular book at hands. Most of the lesson time was spent by the students listening to the teacher and writing few points (Suwartono, 2009). When being introduced to "something new", they seemed to find it hard to accept it. In addition, questions and signs of denial frequently arose when coming to the idea of full use of target language in the EFL education. It has been not easy to ensure the teachers that discussing new words of the text after whilst-reading activity is better than that done prior to whilst. They hardly believed that this sequence was beneficial to the learners instead.

The global image is that the condition above is rooted from the practice of teacher-centered education which remains persistent at all levels in many places. This could be seen from the teaching performance of the student teachers, at least because they were trained by the classroom practitioners at the schools. Some teachers gave the trainees a chance of sitting in the classroom for observation before they started to practice conducting a lesson. In the meantime, informal dialogues with students of primary schools (when they attended home-tutoring)

indicated their English teachers had rarely given home assignments, feedbacks, and were often absent.

The tasks given for students' activities in most of the time were similar pattern – therefore monotonous, and frequently too demanding. They did not seem to be able to make these classroom activities “delicious menu” that would always drive the students to learn. By doing so, it is hoped that EFL students are encouraged to take risks and participate (Hashemi, *et. al.* 2012). Up to this point, creativity plays a vital role. The rest of the paper will deal with option-based tasks as a form of teacher creativity in an attempt to facilitate the students' learning.

In this paper, techniques usually used for testing are adopted (or adapted) for instructional purpose. It is an ordinary thing that the so-called close-procedure, multiple-choice, matching and gap-filling is used in language testing and educational evaluation. Here, however, these testing techniques are empowered to help students learn.

The Rationale Behind the Adoption of Each Technique

Teaching is basically to create a learning environment for students. The environment provided is certainly the one that sooner or later leads to learning sustainability. This further requires the promotion of the idea that learning is something interesting. The teachers need to be able to make learning something that students do not want to miss. To do this, teachers should avoid monotonous activities and too burdening tasks. Option-based tasks are one of the recommended alternatives. Many language learning activities, mainly those related to receptive language skills and knowledge, can be presented using option-based tasks. Generally speaking, with options the students have choice. With choice they feel secure. This is why it is quite possible that difficult and challenging tasks become simple rather than demanding. In other words, this type of tasks is likely to make the students enjoy going through the given tasks, away from feeling stressed. This above all saves time – that means more learning activities and/or reinforcement can be covered.

Perhaps, the commonest issue for option-based procedures is

reliability – the likelihood of choosing a correct answer by chance. It is true in the context of evaluation. In the context of teaching and learning process, however, it is not a matter. On the other hand, it can be even intentionally made for facilitating learning. In order not to worry about students' seriousness in doing the tasks the teacher can once in a while ask the students to propose supporting ideas by signalling (underlines, circles) at or inserting to (the provided spaces) the parts of learning materials they think of as clues for choices. This will be discussed in more detail later under 'Things to Consider when Preparing the Tasks' section:

1. Multiple-Choice Technique

One important aspect of a language is vocabulary. There is no language acquisition and learning without vocabulary development. In the context of EFL learning, option-based tasks will surely help learners develop the target language vocabulary. This of course requires the teacher's intervention in order to facilitate learning. Take, for instance, to help students search for meaning of new words found in authentic materials, the teacher can provide the students with options that include both key and distracters they are already familiar with. By doing so, the teacher *helps* the students find meanings without telling them directly. This somehow supports inquiry learning.

In helping the students arrive at meaning, a vocabulary development employing multiple choice exercises is an alternative technique to avoid shift to mother tongue, which means communicativeness is maintained, linguistic input/exposure is supported, and students are made to stay tuned. They sooner or later will see the need to follow the content being spoken or written in the target language during the lessons. Too much use of mother tongue will only make them neglect it.

By manipulating the options (e.g. that include familiar words/ longer linguistic units), the teacher gets the students to practice known linguistic items. It is a good practice as it can recall inactive vocabularies which are otherwise likely to be forgotten.

In daily English classroom practices, multiple-choice can also be

used to help students learn to comprehend a text properly. For example, it has been a long tradition that questions which require longer responses follow the reading passages (most noticeably *essay*). It is, of course, monotonous and to many students essay items perhaps seem demanding and can lead to reluctance to learn. Multiple-choice questions, however, can be suitable approach to reading or listening comprehension classroom tasks and/or home exercises. In the first place, since the response is limited, multiple-choice questions enable the students to focus on meaning. Covering things other than perception of meaning in reading (and listening) comprehension tasks would seem unfair! And this will happen if students have to give written or oral responses (productive). In the second, it is likely that the students will be encouraged to read the texts, as they have options, which let them feel having less risk. Even at times, when intended, the options can serve as assistance for text comprehension, meaning that students do not have to always go from text to questions.

Instead of those benefits pointed out above, this technique has been so far known in the area of testing only.

2. *Matching Technique*

As far as vocabulary building is concerned, it is a very good idea to use matching exercises. In its appearance, this technique looks like a puzzle; and therefore, attractive. Students spontaneously draw lines connecting entries within both columns. Included in this technique is completion exercise in which options are provided in the box, identifying pictures while listening, and sticking labels under pictures. What might be matched might include synonymous words, antonyms, words and definitions, words and pictures, etc.

3. *Binary Technique*

This technique is uncommon in testing. One reason is that it gives too much possibility to the candidates for being right by guessing. However, it is because of this reason this technique is expected to give its contribution to the teaching of EFL. With this procedure students are likely to find clues while trying to comprehend spoken texts too fast

for them, or written texts too hard for their level. In addition, with this technique the students spend less time giving the response, because they just, for example, check the box before each option. Included in this technique are (S)ame - (D)ifferent, (T)rue - (F)alse, and other binary questions often found in listening skill exercises as can be seen below:

Listen and circle the words you hear

1. a. sheep	4.a. cherry	7.a. share
b. cheap	b. sherry	b. chair
2.a. chips	5.a. sheep	8.a. cherry
b. ships	b. cheap	b. sherry
3. a. share	6. a. chips	
b. chair	b. ships	

4. Arranging Technique

Organizing ideas might be still difficult to some students. Providing these students with jumbled words or sentences is perhaps a good idea. The activity will let the students work through trial and error. This technique might be best for teaching reading comprehension. It is quite stimulating, for instance, for many students to be faced with jumbled paragraphs in reading comprehension class. The students are expected to re-arrange them into a good order. But, since it involves idea organization, it is of great value to use it for training productive skills as well. In a writing class, sequencing could be a good step to take for writing competence development.

5. Categories

In a reading comprehension class, a teacher trainee began with an activity which was exciting enough to the students. She split the board into three parts and labelled each with a category name. The students were invited to attach cards (on which a word was written) they received under the most possible category. The students looked very active. In turn, they went to the front to be volunteers. Ur and Wright (1992) call this kind of activity as 'category'. It is a game that they consider powerful for teaching listening comprehension or writing of

isolated words.

With the options already available, the responses expected are narrowed. Consequently, the activity made the students learn with no or just little burden. Another advantage of doing such an activity is that the students activate what they have learned. Generally speaking, this type of tasks is good to form associative links between different things. Included in this type of task is odd one out, e.g.

chair table window cupboard desk shelf

It might be used satisfactorily to start a speaking class because it is provoking. Instant arguments can be expected from the students when making association or comparison.

Things to Consider When Preparing the Tasks

In general, preparing option-based tasks for instructional purpose does not have to follow strict rules that are imposed on assessment test. While in a test battery a multiple choice question is considered poor because one of the options appears extreme, this might not be a problem so much in learning tasks. The inclusion of more than one acceptable answer is still possible here, because discussion might follow shortly after the students do the task. Even, in the use of multiple-choice questions for learning exercises the teacher can manipulate the options in such a way that the students will find a clue. When four-option questions are employed. For example, four words presumably familiar to the students are then chosen, but three are made impossible to the question stem. So, this needs a touch of creativity in the part of teacher.

While it is considered a must to provide a few extra options as distracters in matching tests, in the context of teaching and learning both questions and options may be set in an equal number. It is intended to ease the way for the students to match the entries. As is the case of multiple-choice, the modified matching exercises can be a brilliant technique for giving students clues, or teaching something new. In an English teachers training peer-teaching session most of the “students”

were complaining when they received the task sheet. They said they never had seen the Rafflesia before. It would not have happened if the “teacher” had not apparently just copied the material. The conversational material contained 4 blanks. The options provided, however, were doubled.

Fill in the blanks with the words provided

What does a Rafflesia look like?

Let me see, it's a very ____ flower. The colors are ____ and ____

Anything else?

Yeah, the smell. It smells pretty ____

tall pale brown bad

big yellow strong

long red Black

Some exercises adopting this technique use option numbering. It is allright in receptive skills training or linguistic knowledge development. However, for productive language skills instructional objectives, indeed the absence of numbering is advisable in order to prevent the students from mentioning only the numbers or letters. The task below belongs to matching technique. But since many of the entries are minimal pairs or nearly minimal pairs, binary technique may be more suitable

live	love	rest	still	book
life	talk	rich	steal	hook
afraid	attend	reach	fight	village
asleep	send	curse	give	kingdom
sleep	arrest	course	gift	

The major threats to reliability of binary techniques are perhaps the lack of clarity and the wild speculation in the part of students. That is why prior to implementation the teacher should make sure that the statements used (usually ranging from words to sentences) do not lead to misinterpretation or confusion. In the meanwhile, to ensure students' seriousness in doing the tasks the teacher can once in a while ask the students to suggest supporting ideas by, for example, underlining the learning materials or inserting key words in the spaces provided. When working with good EFL learners, it is wise for the teacher to provide paraphrases instead of quotes.

Students may find it hard to do arranging task. This may result from the lack of clues and length of text. Within some genres, such as narrative and procedural texts, or conversational texts, clues are often easy enough to find out. When clues are rare, it is safer to provide students with smaller number of entries. However, in general, shorter texts might look more hospitable to students. Blunders such as badly jumbled entries or unevenly-cut slips of paper (on which a text is written) should be avoided. The following task is irrational and too demanding. The Primary School level students will find it hard to rearrange the letters while listening. When a listening task is intended, matching technique will be a good choice. The students are supposed to choose answers by, say, for example, numbering the pictures. Rearrangement of the jumbled letters could be set for a writing task separately from the listening task.

A. Listening

Task 1

Listen to the teacher and then arrange the jumbled letters based on the pictures!



1. x - i - b - e - t

Answer :



2. n - i - t - e - r

Answer :



3. c - y - i - e - b - i - c

Answer :



4. c - m - y - o - c - t - l - o - e - r

Answer :



5. s - u - b

Answer :



6. h - i - e - l - r - e - t - p - o - c

Answer :



7. h - i - p - s

Answer :



8. i - e - p - c - a - d - p

Answer :



9. c - t - u - r - k

Answer :



10. e - g - a - i - r - r - a - c

Answer :

In preparing a categories task, one crucial consideration is the students' level. Since options do not affect each other or one another in this technique, except One Odd Out, selected proper categories or items would possibly be to the students' taste. When the given tasks offer categories and/or items totally new to their level, the students would lose their interest, as they can rely solely on familiarity.

Examples of the Techniques in the Context of ELT

Multiple-choice technique for teaching reading comprehension

Read the following text and answer the questions

I went to China for 3 weeks and it was an eye-opening experience. First of all the City of Beijing is simply huge with hundreds of tall apartment buildings in every direction. The roads and highways are wide and very clean with gardens and shrubs each side of the road. Traffic was not as chaotic as in many other large cities. The majority of cars and buses that I saw were new models, with very few cars older than a few years.

The word 'chaotic' in line 4, paragraph 1 is closest in meaning to

A. uninteresting	C. impossible
B. disorganized	D. misunderstood

To most Indonesian Secondary School students of EFL, there are several new words/phrases in the text above, including *eye-opening*, *simply*, *huge*, *highways*, *shrubs*, and *chaotic*. Among these words, perhaps all but *chaotic* is the most difficult one. The neighbouring words alone cannot lead the students to the substitute for sure. In a reading comprehension class, with quite rare clues for a difficult word like this a teacher can still help the students by using multiple-choice questions with more 'identifiable' key and distracters. In the example above, when the teacher assumes that the words set in all option are familiar to or will be most probably detected by the students, and that A, C, and D are intentionally made impossible; he can expect much that the students will

choose B as the answer and therefore acquire a new vocabulary item together with its synonyms.

And now let's suppose the students have got limited clues from the text below, e.g. 'year' and 'to the old', because the familiar words such as 'happy', 'wonderful', and 'warm' can be misleading (the words might give positive sense; and therefore reject option A), the following multiple choice question may be helpful to the students in that both the key and distracters proposed are all presumably recognized by the students (with reference to syllabus/curriculum) and at the same time B, C, and D are made totally impossible. The students are introduced to the new word 'adieu'.



Happy New Year to all my friends

Here's to a wonderful new year. And a warm adieu to the old!

Here's to happiness, good times and good cheer. And the many joys yet to unfold!

The word 'adieu' in the text can be best replaced with ...

A. goodbye	B. sunlight
C. Spring	D. night

True-False Technique for Teaching Listening Comprehension

True or false? If it is false, correct it. Say the correct fact to the class.

1. Calon Arang had a son

False. Calon Arang did not have a son. She had a daughter.

2. People were afraid of Ratna Mangali.

3. Nobody wanted to marry Ratna Mangali because she was not pretty.

4. Calon Arang was angry because nobody wanted to marry her daughter

5. Calon Arang killed the villagers.

6. The king sent his men to arrest Calon Arang.

7. Mpu Baradah was Mpu Bahula's teacher.

8. Mpu Bahula married Ratna Mangali because he loved her.

9. Mpu Bahula asked Ratna Mangali to steal her mother's magic book.

10. After losing her book, Calon Arang became powerless.

Matching Technique for Teaching Vocabulary

Draw lines to connect the words in A with the definitions in B

A

1. nationality
2. district
3. multiculturalism
4. religion
5. community

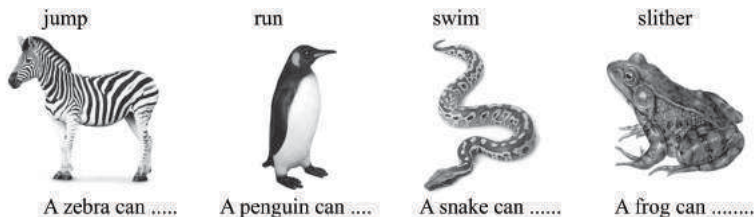
B

- a. a smaller part of town
- b. group of people (who share interest)
- c. citizenship
- d. many different cultures
- e. system of belief

Let us suppose, a teacher of English has been thinking about the word "religion" as a potential problem to the students in his reading class, he can prepare and use the exercise above to introduce the word successfully, provided the other words listed are assumed to be fully recognized. This exercise can be either included in the whilst-reading activity or presented only when a student asks the meaning.

Matching Technique for Teaching Vocabulary

Complete the sentences with the following words



The word 'slither' is new to the ninth graders of primary education in Indonesia. But, the word can successfully be introduced to them using this matching technique. The other three words (*jump*, *run*, and *swim*) are already familiar, though usually limited in their relation with human. As the concepts also apply to animals, this task is simple enough to complete. So, the students finally find 'slither' the way hoe a snake travels.

Matching Technique for Teaching Lstening comprehension:

Listen to the song and number every line you hear

Edelweiss

- (...) Bless my homeland forever
- (...) Every morning you greet me
- (...) Edelweiss, edelweiss
- (...) Blossom of snow may you bloom and grow
- (...) You look happy to meet me
- (...) Bloom and grow forever
- (...) Edelweiss, edelweiss
- (...) Small and white, clean and bright
- (...) Edelweiss, edelweiss

Arranging Technique for Teaching Reading Comprehension



Mr. Smith, an Ordinary Lawyer

..... At weekends, he and his wife sometimes play golf but that doesn't happen very often. They never have much time to relax together.

.... Mr. Smith is married and he has a daughter, aged 17. His wife works for an NGO (Non-Government Organization). They has a beautiful house in Semarang. It's a big house with eight bedrooms. He is rarely home because so much of his time spent at his office or travelling.

.... Mr. Smith is a lawyer. He is paid very well, but he usually has to work long hours. He works for a national company in Jakarta so he travels a lot in his job. At the moment, he is working on a case in Kendari

Arranging Technique for Teaching Writing:

Write adjectives from these jumbled letters. The initial letter has been given as a clue

1. ticaev : active
2. iteblufau : b.....
3. norgst : s.....
4. gelar : l.....
5. lamsi: s.....
6. kard : d.....
7. ikcht : t.....
8. lentsi: s.....
9. lexeIntce : e.....
10. orths : s.....
11. llta : t.....
12. dlo : o.....
13. ngyuo : y.....
14. yttpre : p.....

Conclusion

This paper mentions techniques that are believed to give potential benefits to the students when adopted and/or adapted for EFL teaching and learning process. These techniques, which are all option-based, are a reflection of creativity in the part of teacher. Many others might be equally good or better for arousing students' learning interest, but still waiting for teachers' wisdom. Of course, this requires EFL teachers' commitment to their profession.

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Chapter Fifteen

Pembelajaran Pelafalan Bahasa Inggris melalui Teknik Sulih Suara

Pendahuluan

Umumnya, pengajaran pelafalan (*pronunciation*) bahasa Inggris menggunakan teknik utama tubian. Memang tubian pada umumnya diakui memungkinkan terbentuknya kebiasaan (*habit formation*). Namun, praktik melafalkan bunyi ‘baru’ bahasa asing dalam kondisi sadar melalui tubian rupanya belum mampu memfasilitasi penguasaan pelafalan bahasa Inggris.

Pengalaman mengajarkan Mata Kuliah *Pronunciation* bahasa Inggris melalui teknik tubian selama ini menunjukkan bahwa keterlibatan dan keberhasilan belajar mahasiswa terbilang masih kurang. Di dalam setiap perkuliahan di laboratorium bahasa yang diikuti oleh 25 hingga 30 peserta hanya sekitar seperempat dari jumlah tersebut yang aktif merespon *learning task* (tugas pembelajaran) atau mampu mengerjakannya dengan baik. Selain kejenuhan yang tampak pada saat berlangsung latihan pengucapan, peserta kuliah umumnya juga mengalami kesulitan dalam melafalkan bunyi bahasa Inggris. Sekor rata-rata untuk mata kuliah ini hanya mencapai 2.12 (dalam rentangan skor 0.0 – 4.0) pada Semester Gasal Tahun Akademik 2004/2005.

Kondisi demikian tentu saja memprihatinkan dan harus segera diatasi guna menghasilkan lulusan berkualitas. Apalagi peserta Mata Kuliah *Pronunciation* ini adalah para calon guru, yang *notabene* akan menjadi model bagi para siswanya kelak. Dari permasalahan di atas, perlu dicari sebuah solusi alternatif pembelajaran yang memungkinkan terciptanya suasana belajar menyenangkan serta menantang, hingga peserta kuliah tidak lagi sadar bahwa mereka sedang mengalami sistem bunyi baru.

Sementara itu, sadar akan peran guru sebagai fasilitator dan *orchestrator* pembelajaran kreativitas dan keberanian mencoba sesuatu

yang baru (*adventurous strategies*) perlu diasah. Sistem sulih suara, yang berkembang dalam dunia *entertainment*, terpikirkan dapat dimanfaatkan dalam pembelajaran pelafalan bahasa Inggris secara kreatif dan aktif. Kelebihan sistem sulih suara ini berkaitan dengan pelafalan bahasa adalah sistem sulih suara menimbulkan rasa senang atau keasyikan tersendiri bagi orang yang menggunakannya. Sebagai contoh, dapat kita amati orang yang sedang mengisikan suaranya pada sistem karaoke. Bahkan aspek-aspek penting dalam pembelajaran bahasa seperti kerjasama, keikutsertaan, pengulangan, serta pengingatan (Tellefson, 2002) ada semua pada teknik sulih suara ini.

Sulih suara pada film tentu melibatkan lebih dari satu orang dan, bila dipersiapkan dengan baik, siswa akan dapat melaksanakan tugas pembelajaran bersama-sama. Bahkan, di antara peserta dalam kelompok-kelompok akan bisa saling mengisi, terutama yang kemampuannya kurang akan mendapatkan contoh atau model, sehingga timbul rasa percaya diri. Pertanyaannya adalah: Benarkah teknik sulih suara ini akan mengantarkan kepada penguasaan pelafalan bahasa Inggris yang lebih baik dibandingkan pembelajaran dengan teknik yang selama ini digunakan? Lebih rinci, pertanyaan yang akan dicarikan jawabannya melalui penelitian ini adalah sebagai berikut: (1) Bagaimanakah hasil belajar pelafalan bahasa Inggris dalam perkuliahan menggunakan teknik sulih suara?, (2) Apakah hasil belajar pelafalan bahasa Inggris menggunakan teknik sulih suara akan secara signifikan lebih unggul dibandingkan dengan menggunakan teknik tubian?, dan (3) Bunyi manakah yang paling sulit dikuasai pelafalannya, baik oleh peserta perkuliahan dengan teknik sulih suara maupun peserta perkuliahan dengan teknik tubian?

Sulih suara, yang dalam bahasa Inggris dikenal dengan istilah *dubbing* dan biasanya digunakan di dalam dunia *entertainment*, diperkirakan akan mampu membuat peserta kuliah lebih terlibat dan termotivasi untuk belajar karena penasaran, keasyikan, serta tertantang untuk menghasilkan suara yang terdengar bagai suara penutur aslinya. Rasa penasaran, keasyikan, dan tantangan juga akan menjaga

kesinambungan (*sustainability*) pembelajaran hingga di luar lingkungan akademik – di luar sekolah.

Sistem sulih suara adalah sistem pengisian suara terhadap rekaman yang banyak diterapkan oleh stasiun-stasiun televisi untuk tayangan film atau sinema asing. Dalam sistem sulih suara biasanya bahasa asing diganti dengan bahasa Indonesia. Dalam dunia *entertainment* juga terdapat sistem serupa untuk seni tarik suara, yang populer dengan istilah karaoke. Kita bisa memanfaatkan sistem ini sebagai teknik melatih pelafalan bahasa asing. Dengan cara menggantikan suara penutur atau penyanyi aslinya, seseorang yang sedang belajar bahasa asing dapat berlatih menghasilkan suara sesuai dengan tampilan sinema ataupun lantunan musik. Belajar yang demikian memberikan keuntungan ganda: (1) siswa belajar pelafalan sekaligus mengekspresikan seni, (2) siswa mendapatkan rasa senang, dan (3) kecenderungan pembelajaran di bawah sadar, seperti yang berlangsung dalam pembelajaran bahasa pertama.

Pengoperasian sistem karaoke sangat praktis, tinggal mengaktifkan fungsi ‘*vocal*’ atau yang diberi label lain yang terdapat pada perangkat pemutar rekaman (*video player*) atau pada *remote control*. Perangkat lunak sistem sulih suara lagu atau karaoke telah banyak beredar di pasaran, sedangkan sistem sulih suara film atau sinema tidak (atau belum?) beredar di pasaran. Hal ini menantang kreativitas guru untuk menciptakan sebuah *kara* ‘drama’ dengan misi utama memberikan kesempatan kepada siswa untuk melafalkan bahasa Inggris. Beberapa alternatif sederhana adalah dengan mengaktifkan fungsi ‘*mute*’ atau cukup dengan mengurangi cara mengurangi intensitas suara. Untuk kepentingan *karadrama* guru perlu menyiapkan naskah film pada bagian yang akan diputar.

Penerapan teknik sulih suara, baik karaoke ataupun *karadrama* di dalam kelas bahasa sebaiknya dilakukan selaras dengan prinsip-prinsip pembelajaran bahasa. Misalnya, praktik belajar dan mengajar bisa diawali dengan kegiatan menyimak agar siswa dapat belajar mengenali terlebih dulu bunyi-bunyi bahasa sasaran sebelum memulai

melafalkannya. Mekanisme sederhana kegiatan ini dapat dilakukan, misalnya, dengan cara menutup layar, menge-nol-kan fungsi-fungsi ‘picture’, atau fungsi ‘freeze’ sehingga gambar tidak bergerak.

Bunyi vokal bahasa Inggris terdiri dari vokal murni dan vokal geser (*glide*) atau vokal rangkap (*diphthong*). Vokal murni sendiri sebagian ada yang dilafalkan lebih panjang. Uraian berikut disarikan dari Gimson (1980: 93-100).

Tabel 1. Bunyi Vokal Bahasa Inggris

Simbol	Cara Melafalkan	Contoh
[ɪ]	Seperti pelafalan ejaan e pada kata ‘sate’	City
[e]	Seperti pelafalan ejaan e pada kata ‘jengkel’	
[æ]	Bunyi a yang diucapkan dengan mulut lebar	Bed
[u]	Seperti bunyi pada kata ‘kompor’	Bad, sad
[ʌ]	Seperti pelafalan ejaan u pada kata ‘bahu’	Foot
[ə]	Bunyi a seperti pada kata ‘akal’	Bud
[ə]	Seperti pelafalan ejaan e pada kata ‘mertua’	Sitter, accept
[i:]	Seperti bunyi ejaan I pada kata ‘mari’, tetapi lebih panjang	Pea bead
[u:]	Bunyi [u] yang diperpanjang Bunyi	Do food
[ɑ:]	[ʌ] yang diperpanjang Bunyi []	Par bard
[ɔ:]	yang diperpanjang Bunyi [ə] yang	Paw board
[ə:]	diperpanjang	Purr bird
[ei]	Pertama-tama lafalkan bunyi [ɪ], lalu geser ke bunyi ejaan i bahasa Indonesia	Pay paid
[aɪ]	Pertama-tama lafalkan bunyi apa? [á], lalu geser ke bunyi [ɪ] bahasa Inggris	Pie hide
[cɔɪ]	Pertama-tama lafalkan bunyi [], lalu geser ke bunyi [ɪ] bahasa Inggris	Coy coin
[uɪ]	Pertama-tama lafalkan bunyi, lalu geser ke bunyi [ɪ] bahasa Inggris	Ruin
[əʊ]	Pertama-tama lafalkan bunyi [ə] lalu [u]	Low load
[aʊ]	Pertama-tama lafalkan bunyi [a], lalu [u]	Bough shout
[ɪə]	Pertama-tama lafalkan bunyi [ɪ], lalu [ə]	Peer beard
[ɛə]	Pertama-tama lafalkan bunyi [ɛ], lalu [ə]	Pair bearbared

[ə]	Pertama-tama lafalkan bunyi [], lalu [ə]	Soar
[uə]	Pertama-tama lafalkan bunyi [u], lalu	Poor Moored

Bila kita cermati, sebagian bunyi vokal bahasa Inggris sama dengan yang terdapat dalam bahasa Indonesia, sebagian mirip, dan sekitar 50% lainnya merupakan bunyi yang benar-benar baru bagi pembelajar bahasa Inggris di Indonesia.

Terdapat ketidakkonsistenan antara tulisan dan ucapan dalam bahasa Inggris. Barangkali hal ini merupakan penyebab utama permasalahan penulisan dan pelafalan bahasa Inggris bagi pembelajar Indonesia. Mereka yang kurang berlatih melafalkannya akan mengalami kesulitan dalam pelafalan. Dapat dicontohkan beberapa ketidakkonsistenan antara tulisan dengan ucapan bahasa Inggris sebagai berikut.

Tulisan sama diucapkan berbeda:

Fruit [u:] guitar [I] guide [ai] ruin [uI] Should [u:]

Shout [au] enough [^]

Tulisan berbeda diucapkan sama:

Pear [ə:] Sir [ə:] Hurt [ə:] Colour [ə:] Her [ə:]

Guard [ɑ:] Sharp [ɑ:]

Di dalam penelitian ini pelafalan bahasa Inggris dibatasi hanya bunyi vokal dengan pertimbangan materi perkuliahan dalam semester pada saat dilakukan penelitian sebagaimana termaktub dalam silabus perkuliahan. Materi perkuliahan mencakup dua belas bunyi vokal bahasa Inggris yang diasumsikan merupakan bunyi vokal paling potensial bermasalah bagi pembelajar bahasa Inggris setempat. Bunyi-bunyi ini mendapatkan prioritas dalam pembelajaran bunyi vokal bahasa Inggris. Hal ini didasarkan pada prinsip pembelajaran bahasa kedua (asing) bahwa persamaan akan memfasilitasi pembelajaran, sedangkan perbedaan menimbulkan masalah belajar. Kedua belas bunyi vokal yang dimaksud adalah sebagai berikut: [I], [æ], [i:], [u:], [ɑ:], [əu], [au], [Iə], dan [εə].

Melafalkan bunyi-bunyi vokal baru seperti di atas, yang tentu saja akan menjadi masalah tersendiri bagi pembelajar bahasa Inggris di tempat penelitian ini dilakukan, kemungkinan besar akan terasa lebih mudah melalui pembelajaran dengan teknik sulih suara, sebab penggunaan teknik ini untuk pembelajaran pelafalan akan memberikan keuntungan ganda: di samping rasa senang, siswa akan cenderung belajar di bawah sadar, seperti yang berlangsung dalam pembelajaran bahasa pertama. Karenanya, dapat dirumuskan hipotesis dalam penelitian ini bahwa “teknik sulih suara akan secara signifikan lebih baik dibandingkan teknik yang digunakan sebelumnya, tubian, untuk mengajarkan pelafalan bahasa Inggris”.

Bila hasil penelitian ini menunjukkan bahwa penguasaan pelafalan bahasa Inggris melalui pembelajaran menggunakan teknik sulih suara mampu mencapai hasil menggembirakan dan secara meyakinkan lebih baik dibandingkan dengan hasil pengajaran menggunakan teknik yang selama ini diterapkan, yaitu tubian, maka hal ini akan merupakan sebuah kemajuan dalam pembelajaran bahasa Inggris dan, selanjutnya, akan memicu eksplorasi serta pemberdayaan lebih lanjut kemajuan teknologi (khususnya *audio-visual*) guna pengembangan pembelajaran bahasa Inggris. Di samping itu, hasil penelitian ini akan memberikan informasi tentang aspek-aspek tertentu yang perlu menjadi penekanan atau prioritas pembelajaran, sehingga pembelajaran pelafalan bisa lebih fokus, efisien waktu, serta intensif.

Metode

Untuk memastikan apakah teknik sulih suara efektif untuk digunakan dalam pembelajaran pelafalan bahasa Inggris, di dalam penelitian ini digunakan pendekatan penelitian eksperimental, tepatnya “Rancangan Kelompok Kontrol Tidak Sepadan” (Sevilla, *et al.*, 1999:112-113). Rancangan eksperimental jenis ini dapat digambarkan dalam diagram berikut.

(E): O₁ X O₂

(K): O₃ O₄

Keterangan:

(E) : Kelompok Eksperimental

(K) : Kelompok Kontrol

O₁ : Pra-uji Kelompok Eksperimental

O₂ : Pasca-uji Kelompok Eksperimental

O₃ : Pra-uji Kelompok Kontrol

O₄ : Pasca-uji Kelompok Kontrol

X : Perlakuan

Pendekatan eksperimental dipilih karena penelitian ini menyelidiki dampak adanya perlakuan tertentu, dengan menutup peluang terjadinya berbagai sumber bias. Adapun rancangan yang dipilih – Rancangan Kelompok Kontrol Tidak Sepadan – memiliki kelebihan utama yaitu sangat sesuai digunakan untuk meneliti kelompok-kelompok yang terhimpun secara alami seperti murid-murid di ruangan kelas (Sevilla, *et al*, 1999:113). Jadi, di dalam penelitian ini anggota masing-masing kelompok sampel penelitian bukan merupakan hasil pemilihan acak.

Instrumen pra maupun pasca-uji disusun dengan mempertimbangkan validitas logis. Bahan yang diujikan dalam pra-uji maupun pasca-uji pada masing-masing kelompok penelitian adalah dua belas bunyi vokal bahasa Inggris yang diajarkan, sebagaimana terdapat dalam silabus perkuliahan dalam semester dilakukannya penelitian ini. Teknik yang diterapkan pada pra maupun pasca-uji adalah *reading aloud* (membaca keras) tiga bagian naskah soal: kata atau frasa, kalimat, dan paragraf yang telah disediakan. Kedua belas bunyi vokal diujikan pada tiap bagian soal ini. Tiap bunyi diskor hanya sekali. Bunyi yang diharapkan dari responden (kunci jawaban) didasarkan pada Kamus *Oxford Advanced Learner's Dictionary of Current English* karangan A.S. Hornby, bersama A.C. Gimson, pakar ternama dalam bidang pelafalan bahasa Inggris.

Pra-uji dilakukan terhadap populasi penelitian (lebih kurang 120 mahasiswa semester 1) yang sebelumnya telah terbagi kedalam 5

kelompok kelas. Pembagian kelompok oleh pengelola Program Studi didasarkan pada nomor registrasi mahasiswa dan mempertimbangkan kapasitas laboratorium bahasa sebagai tempat berlangsungnya pembelajaran Mata Kuliah *Pronunciation*. Hasil pra-uji digunakan untuk melihat kondisi awal masing-masing dari kelima kelompok kelas. Dari hasil pra-uji ini telah ditetapkan 2 kelompok sampel penelitian yang taraf capaiannya paling berdekatan – kelompok A1 (terdiri dari 21 peserta) dengan capaian rata-rata sebesar 27.00 sebagai Kelompok Kontrol dan kelompok A2 (terdiri dari 19 peserta) dengan capaian rata-rata sebesar 26.50 sebagai Kelompok Eksperimen.

Pada saat pelaksanaan penelitian, peneliti bertindak sebagai dosen yang mengajarkan mata kuliah yang diteliti. Pada Kelompok Eksperimental perkuliahan diterapkan teknik sulih suara sebagai teknik utama, sedangkan pada Kelompok Kontrol perkuliahan digunakan teknik yang paling umum dipakai, yaitu *drill*. Pada akhir pembelajaran diadakan test (pasca-uji). Hasil pasca-uji ini dianalisis menggunakan operasi statistik deskriptif, seperti persentase, sebaran sekor atau distribusi frekuensi, dan rata-rata hitung, serta alat statistik *Uji-t* untuk uji signifikansi perbedaan capaian dari kedua kelompok yang dibandingkan.

Hasil dan Pembahasan

Data yang telah terkumpul selanjutnya diproses melalui prosedur berikut ini: (1) memutar hasil rekaman, (2) memberikan penilaian, (3) menghitung sekor rata-rata dari masing-masing kelompok penelitian, (4) mencari sebaran sekor Kelompok Eksperimental, (5) menentukan rumus t-test yang sesuai, (6) mengoperasikan rumus yang ditetapkan, (7) menginterpretasikan hasil analisis, (8) men-*tally* kesalahan pelafalan, (9) menghitung dengan persentase, dan (10) menginterpretasikan hasil analisis.

Tingkat Keberhasilan Belajar Pelafalan melalui Teknik Sulih Suara

Data hasil penilaian terhadap pelafalan kedua belas bunyi vokal yang terkandung dalam naskah soal pasca-uji berupa skor persen.

Penghitungannya adalah jumlah bunyi vokal yang dilafalkan dengan benar oleh setiap individu peserta dibagi dengan 12 dan dikalikan dengan 100%. Berikut adalah tabulasi sebaran skor hasil pasca-uji pelafalan dua belas bunyi vokal yang diteliti.

Tabel 2. Sebaran Sekor Pasca-uji Kelompok ‘Sulih Suara’

Nomor Urut	Kelas Interval	Frekuensi	Persentase
1	81 - 100	4	21.05
2	61 - 80	4	21.05
3	41 - 60	9	47.36
4	21 - 40	2	10.52
5	0 - 20	1	0
		19	100

Gambaran lebih rinci mengenai kinerja Kelompok Sulih Suara dalam pasca-uji pelafalan bisa dilihat pada tabel berikut ini.

Tabel 3. Gambaran Kinerja Kelompok ‘Sulih Suara’

N	Range	Min.	Max.	Sum	Mean	Standard Deviation	Variance
50	50	33.33	83.33	1149.94	60.523	15.7285	247.3857

Efektivitas Teknik Sulih Suara Dibandingkan Teknik Tubian untuk Pengajaran Pelafalan

Uji-t telah digunakan sebagai alat bantu statistik untuk menguji signifikansi beda rata-rata hitung (mean) skor dua kelompok penelitian. Dalam hal ini rata-rata hitung skor pasca-uji Kelompok Eksperimen dibandingkan dengan rata-rata hitung skor pasca-uji Kelompok Kontrol. Berikut ini adalah rangkuman hasil uji statistik signifikansi beda rata-rata hitung skor kedua kelompok.

Tabel 4. Rangkuman Hasil Uji Statistik Beda Rata-rata Hitung antara Kelompok Sulih Suara dan Kelompok Tubian

	Kelompok Sulih Suara	Kelompok Tubian	Selisih
N	19	21	
Rata-rata hitung	60.523	51.996	8.527

$$t_{\text{hitung}} = 1.378$$

$$db = 38, \alpha 5\% \text{ (one-tailed test)}$$

$$t_{\text{tabel}} = 1.690$$

Kesalahan Umum Pelafalan Bunyi yang Diteliti

Untuk keperluan ini data pelafalan bunyi sasaran, yaitu bunyi vokal yang terdapat pada soal pasca-uji, di-*tally* kemunculannya. Bunyi yang sama hanya dihitung sekali. Selanjutnya, berdasarkan jumlah peserta pada masing-masing kelompok dapat diketahui jumlah peserta yang salah dalam melafalkan tiap bunyi sasaran. Berikut ini adalah tabulasi hasil analisis kesalahan pelafalan bunyi pada Kelompok Sulih Suara dan Kelompok Tubian.

Tabel 5. Persentase Peserta Salah Melafalkan Bunyi

No	Bunyi Vokal	Kelompok Sulih Suara			Kelompok Tubian		
		Respon Salah	Total	Persen	Respon Salah	Total	Persen
1	[ə:]	4	19	21.05	7	21	33.33
2	[au]	4	19	21.05	8	21	38.09
3	[:]	1	19	5.26	1	21	4.76
4	[i:]	8	19	42.10	5	21	32.80
5	[lə]	5	19	26.31	7	21	33.33
6	[æ]	16	19	84.21	21	21	100
7	[əu]	16	19	84.21	20	21	95.23
8	[ei]	14	19	73.68	18	21	85.71
9	[u:]	8	19	42.10	11	21	52.38
10	[εə]	15	19	78.94	12	21	57.14
11	[I]	3	19	15.78	5	21	23.80

12	[ɑ:]	3	19	15.78	6	21	28.57

Pembahasan

Berdasarkan Tabel 2, yang menampilkan hasil belajar peserta kuliah *Pronunciation* menggunakan teknik Sulih Suara, sekor yang berada di atas 60 sebesar 42.1%. Artinya, jumlah siswa yang berhasil dalam pembelajaran pelafalan melalui teknik sulih suara ini masih kurang dibandingkan dengan jumlah siswa seluruhnya. Konsentrasi sekor terdapat pada kelas interval ketiga (sebesar 47.36%), dan sisanya, 10.52%, berada pada kelas interval keempat dalam lima kelas interval yang disiapkan. Artinya, sebagian besar peserta kuliah pelafalan dengan menggunakan teknik sulih suara masih belum berhasil menguasai pelafalan bunyi bahasa Inggris secara menggembirakan. Pembelajaran pelafalan bahasa Inggris melalui sistem sulih suara memberikan hasil belajar yang belum menggembirakan. Hal ini juga dipertegas dengan hasil analisis statistik deskriptif. Berdasarkan Tabel 3, capaian rata-rata Kelompok Sulih Suara hanya 60.523. Rentangan nilai cukup besar, yaitu 50, yang dapat diketahui dari nilai terendah 33,33 dan nilai tertinggi sebesar 83.33. Baik pada Tabel 2 maupun Tabel 3 terlihat tidak satu pun peserta kuliah pelafalan dengan teknik sulih suara mampu mencapai penguasaan pelafalan bunyi yang diteliti secara gemilang. Dengan memperhatikan ukuran-ukuran keberhasilan kelompok sebagaimana dibahas di atas, dapat dikatakan bahwa pembelajaran pelafalan bahasa Inggris melalui teknik sulih suara mengantarkan pada hasil belajar yang belum dapat dibandingkan.

Pada Tabel 4 terlihat bahwa dari uji-t diketahui t_{hitung} lebih kecil dibandingkan t_{tabel} . Dari olah data yang berasal dari lapangan didapatkan t_{hitung} sebesar 1.378, sedangkan nilai t pada *Tabel of T values* pada db 38 dan taraf signifikansi 5% uji satu ekor sebesar 1.690. Secara statistik ini berarti H_0 penelitian diterima dan H_a ditolak. Dengan demikian, berdasarkan bukti empirik yang diperoleh di lapangan H_a penelitian ini yang menyatakan bahwa teknik sulih suara secara signifikan akan memberikan pengaruh lebih dibandingkan dengan teknik tubian ternyata

tidak terbukti. Secara statistik selisih capaian kedua kelompok tidak cukup signifikan. Tidak terbuktinya hipotesis penelitian ini kemungkinan besar disebabkan: (1) cakupan bunyi yang dikaji hanya terbatas pada bunyi vocal saja, (2) implementasi pembelajaran dengan sulih suara, baik dalam teknis pembelajaran maupun pengoperasian media, masih cenderung menyita waktu.

Pada Kelompok Sulih Suara, dampak penggunaan teknik sulih suara kemungkinan akan lebih besar bila melibatkan pula aspek-aspek bunyi yang lebih luas seperti bunyi konsonan, *cluster*, *stress*, intonasi, serta cara-cara khusus penyambungan antar kata (*connected speech*). Pada gilirannya, hal ini juga akan berpengaruh pada hasil penelitian. Proses pembelajaran yang cenderung berlangsung lambat karena persiapan setiap pemutaran CD yang belum otomatis serta respon praktik sulih suara yang lebih terbuka (khususnya karena peserta diperkenankan berimprovisasi dalam pemakaian kata-kata) dibandingkan sistem tubian menyebabkan kurang intensifnya latihan pelafalan dengan teknik sulih suara ini dan kurangnya waktu untuk penyampaian balikan kepada peserta. Maka, bila kajian bunyinya diperluas dan masalah teknik operasional dapat diatasi maka peluang sulih suara menjadi teknik yang efektif untuk mengajarkan pelafalan bahasa Inggris akan terbuka.

Tampak pada Tabel 5 bahwa bunyi [æ], [əu], dan [ɛə] merupakan tiga bunyi yang paling sulit dikuasai oleh peserta kuliah pelafalan yang menggunakan teknik sulih suara, sedangkan bagi peserta kuliah yang menggunakan tubian sebagai teknik utamanya bunyi [æ], [əu], dan [ei] merupakan tiga bunyi vokal bahasa Inggris paling sulit untuk dikuasai, yang ditunjukkan melalui persentase jumlah responden salah melafalkan secara mencolok. Dengan demikian, bunyi yang berbeda tingkat kesukarannya bagi peserta kuliah kedua kelompok adalah dua bunyi yang disebutkan terakhir. Namun demikian, bunyi [ei], walau bukan bunyi paling bermasalah bagi umumnya peserta kuliah pelafalan dengan teknik sulih suara, tetap perlu mendapatkan perhatian serius bagi peserta kelompok ini. Hal ini ditunjukkan dengan intensitas kesalahan bunyi tersebut pada urutan keempat setelah bunyi [ɛə]. Dengan demikian, bila

diurutkan sesuai dengan besarnya persentase kesalahan pelafalan, maka empat bunyi vokal bahasa Inggris paling bermasalah bagi peserta kuliah yang sedang diteliti berturut-turut adalah: [æ], [əu], [ei] dan [ɛə].

Baik [æ], [əu], [ei] maupun [ɛə] merupakan bunyi tersulit untuk dikuasai pelafalannya karena paling asing atau paling berbeda dengan bunyi yang terdapat dalam bahasa ibu peserta perkuliahan. Berbeda dengan bunyi-bunyi ‘panjang’ bahasa Inggris yang secara kuantitas tinggal memperpanjang bunyi berkualitas sama dalam bahasa ibu. Rupanya pada saat melafalkan bunyi ini alat ucap (organs of speech) kita relatif lebih tegang. Bunyi [æ], misalnya, merupakan bunyi yang diucapkan dengan mulut lebih lebar. Demikian pula bunyi [ɛə], tidak tersaingi dengan bunyi vokal ‘tetangganya’ [Iə] sebab bunyi ‘ɛ’ pada awal bunyi [ɛə] relatif lebih sulit dilafalkan dibandingkan bunyi ‘I’ pada [Iə].

Kesimpulan

Berdasarkan hasil olah data pada bagian sebelumnya diketahui bahwa tingkat penguasaan pelafalan bahasa Inggris hasil pembelajaran menggunakan teknik sulih suara masih belum menggembirakan. Di samping itu, dibandingkan dengan teknik yang sudah biasanya diterapkan, yaitu tubian, ternyata teknik sulih suara juga tidak secara meyakinkan menunjukkan superioritasnya. Jadi, menurut hasil penelitian ini teknik sulih suara belum secara meyakinkan memfasilitasi pembelajaran atau penguasaan pelafalan bahasa Inggris. Sementara itu, bunyi [æ], [əu], [ei], dan [ɛə] merupakan bunyi yang paling sulit untuk dikuasai pelafalannya oleh subjek penelitian ini dalam belajar pelafalan bunyi vokal bahasa Inggris.

Saran

Berdasarkan temuan-temuan di atas disarankan hal-hal berikut. *Pertama*, untuk sementara teknik sulih suara tidak direkomendasikan sebagai teknik pembelajaran pelafalan bahasa Inggris karena belum terbukti mampu mengantarkan kepada hasil belajar yang memuaskan dan efektifitasnya yang masih diragukan. Namun demikian, perlu dilakukan

penelitian serupa lebih lanjut dengan cakupan aspek pelafalan yang lebih luas, bukan hanya pada bunyi vokal, serta penerapan teknik sulih suara yang lebih praktis dan efisien waktu. Hal ini untuk memastikan apakah hasil penelitian ini benar-benar berlaku untuk setiap penelitian yang mengkaji efektivitas sulih suara, sebelum akhirnya kita mengambil sikap bahwa kita tidak perlu menggunakan sulih suara sebagai teknik dalam pembelajaran pelafalan bahasa Inggris, atau menggunakannya hanya sebagai teknik selingan. *Kedua*, dalam pembelajaran pelafalan bunyi vokal bahasa Inggris perhatian perlu diberikan pada bunyi [æ], [əʊ], [ei], dan [ɛə].

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PART C
LANGUAGE PROGRAM
EVALUATION

Chapter Sixteen

An ESP Program Implementation in the Eyes of Its Participants

Introduction

In response to the increasing competitive world, Muhammadiyah University of Purwokerto has launched a more intensive English training program for all students attending non-English Department classes in the higher educational institution since 1999. In this program English becomes an integral part of the curricula. For the four-hour credit, the students spend 3.3 hours per week in the language program completing the listening and reading skills activities (in semesters 1 and 2) and speaking and writing skills tasks (in semesters 3 and 4). But, interestingly, like in non-formal education, having completed the training program, the students receive a certificate.

Since the participants of the program under investigation are people doing activities in their particular departments, they are assumed to have certain reasons or motives for learning the language. Talking about reasons or motives, we cannot separate it from the needs underlying them (Brown, 1980). In a language program where the participants are learners with special needs an analysis of the learner's language needs prior to program implementation is central because the learner's reason for learning is made use as the base for developing content and its teaching methodology (Richards & Rodgers, 1986:156). Based on the following absolute characteristics of ESP postulated by Dudley-Evans and St John in Gatehouse (2001):

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, register),

skills, discourse and genres appropriate to these activities.

The English training program that has been developed at Muhammadiyah University of Purwokerto obviously belongs to ESP. As the participants of the four-semester English training program have specialized academic activities in their study environment and have been preparing for their target workplace settings, the learning-teaching *activities* along with the *language* introduced to the program should be highly relevant with the participants' needs.

Learners are motivated by different needs and interests in learning a second language. A distinction has been made between two different types of motivations: instrumental and integrative motivations (Wilkins, 1972: 181- 4). The instrumentally motivated learner requires the language as a means to some other end, e.g. to pass an examination, to use in a job, to use on holiday in the country, or because the educational system requires it, whereas for the integrative learner the language and all that it brings by way of culture is an end in itself – to make contact with the speakers of the language, to know more of the culture and values of the foreign language community, or because one wants to live in the country concerned.

The meaning of 'specific' in ESP [English for Specific Purposes] as opposed to 'general' refers to its purpose. Three features common to ESP courses, according to Carter 1983 in Gatehouse (2001), are as follows:

- Authentic (using a variety of different resources, including the Internet)
- Purpose-related orientation (the simulation of communicative tasks required of the target setting)
- Self-direction (ESP is concerned with turning learners into users)

As a program, the four-semester English course at *Universitas Muhammadiyah Purwokerto* has a goal. However, since ESP courses put student need high upon a pedestal, whatever the program initiator or policy maker of the ESP wishes will surely never succeed unless its

implementation is in harmony with what the participants need. This is why this research tries to find an answer to the following questions: (1) How is the implementation of the four-semester English training program at *Universitas Muhammadiyah Purwokerto*?, (2) What do the students really need from the program?, and (3) To what extent does the on-going program meet the students' needs for learning EFL?

Method

This language program evaluation employed the Goal-Free Evaluation model that is meant to evaluate a language program implementation from participants' needs' point of view. With this language program evaluation approach, the program goal is ignored (Lynch, 1996). This model has been chosen because the English instruction program under investigation is considered as a form of ESP, in which a learner need analysis is central.

Data was gathered through non-participatory observations and questionnaires. To describe the program implementation as precisely as possible, an observation instrument adopting COLT [Communicative Orientation of Language Teaching] observation scheme was used. This observation scheme categorizes features of language teaching implementation into two main dimensions: classroom activities and classroom language (Nunan, 1992: 99). Data reliability of this research was enhanced by the use of multi-observers. Both members of the researchers held independent observations. Two sets of questionnaires were administered to the program participants to see their perceptions and needs of the program. The questionnaire on participants' perception was meant to check the same data of what is really implemented in the program from a different perspective.

Since a goal-free language program evaluation research requires a detailed description of what is observed and a great deal of direct contact with the program and its participants, the observations and contacts were not done to all departments in the research place. Four out of nineteen departments have been chosen as the research settings.

The four departments chosen are the Department of Biologic Sciences and the Department of Civic Studies of Faculty of Teacher Training, Pharmacy Department, and Accountancy Department. The instructors teaching in the four departments were different. A total of twelve learning and teaching sessions have been observed (event sampling).

The data recorded on observation sheets were carefully reduced and verified. The two observers discussed field notes and reached some agreement. The data collected from program participants concerning with the program implementation were analyzed on the basis of percentage and used to support observational data. The data on participant language need were analyzed on the basis of percentage as well.

Findings

Program Implementation

The following is the result of observations to twelve sessions of learning and teaching at the four departments.

Observation Result

Features Observed	Notes
A. <i>Classroom Activities</i>	
1. Activity type (drill, role play, dictation, and so on)	Ten times reading activities with reading or listening comprehension – question and answer pattern; once question and answer between teacher and groups before the class; and once presentation
2. Participant organization (teacher – whole class, group work vs. individual work, and so on)	Eleven times between teacher and class or between teacher and students or particular group; once student – student
3. Content (Selected by teacher, students, or both)	Eleven times by teacher; once by students

4. Student modality (listening, speaking, writing, reading, or combinations)	Once speaking; four times listening; seven times reading
5. Materials a. Types of materials b. Length c. Source	Texts (written or spoken) 3 – 15 minutes Handout, tapes
<i>B. Classroom Language</i>	
1. Use of target language	Spoken English 30 – 70 per cent in the part of the teacher
2. Information gap	Enough, e.g. reading passage about “the heart” for Pharmacy students
3. Opportunity for learners to initiate discourse	Limited

From the participants’ point of view, the questionnaires that consist of four main sections have revealed the following data.

Program Participants’ Assessment towards the Program*

Things to be Assessed Unfavorable**	Percentage	
	Unfavorable	Favorable
Variety of classroom activities	58.36	33.48
Opportunity for communication among students during lessons	49.52	31.4
Agreement between the lesson materials and students’ needs	30.51	51.63
Opportunity for the use of English	68.23	32.69
Practical benefits or directly-felt benefits from joining the program	40.64	33.63
Concordance between classroom activities or learning tasks and students’ needs	42.05	28.03
Lesson exhaustiveness (including time spending, material completion, and learning material mastery)	32.7	49.52
Improvement of knowledge obtained from joining the program	30.68	55.05

Brief comments on the program	Program is not as expected	51.42
Implementation	Program is appropriate	48.57
The most interesting things of the program	Program improves English knowledge and ability	45.65
	Listening to native speakers through the tapes in the lab	20.28
Suggestions for future program development	The use of the language lab needs to be optimized	25.92
	More language practice or use is needed	15.87

* Some responses belonging to the last two items are eliminated due to their insignificant distribution (each below 10 per cent)

**Originally appeared on the questionnaires as a double-minus sign (- -)

Participants' Language Needs

The questionnaires that were intended to assess the participants' language need have revealed that there were two items that had extreme responses. Below are the two items and the gained percentage.

Program Participants' Language Needs

No.	Statement	Percentage	
		Favorable Response	Unfavorable Response
1	I want to study English because I think it will someday be useful in getting a good job	98.59	0
2	I want to study English because I need it for my job	94.17	5.81

Discussion

The observations carried out by the two independent observers have indicated that the activities offered in the four-semester English course were highly monotonous. In twelve event samples of learning and teaching sessions, ten were found to be listening or reading

comprehension – question and answer patterned-activities. It is confirmed by the fact, based on the questionnaires, that 58.36 per cent of the respondents chose the unfavorable options at item statement “variety of classroom activities”. Only 33.48 per cent of the respondents addressed their choice to the favorable options, and the remaining 8.13 per cent responses fell into in- between options, or in doubt. Varieties of classroom activities are necessary to avoid boredom in the part of students due to the repeated “menu”. In listening comprehension, for example, the teacher can act as the speaker (especially if he or she has relatively native-like speech), dictate texts; students may summarize, do peer-correction, play roles, or discuss about the styles found in the spoken language they have heard. In a reading comprehension class, students can be trained to summarize, discuss about certain potentially problematic grammatical points, comprehend or comment on reading articles of newspapers related with their disciplines, or even read aloud as a post-activity. The classroom activities should provide the students with more realistic, meaningful experience, and authenticity.

Classroom social interaction that went on in the program was mostly teacher – whole class or specific groups of students. Reverse direction took place only when students answered teacher’s questions. Student-student interaction was nearly never seen, let alone the one using English as a means of communication. In the part of teacher spoken English was used roughly 30 – 70 per cent in communication. Once in a while the teacher gave meanings of words and translated his or her own speech. In the meanwhile, students sat listening to the teacher. However, opportunities for multi-direction interaction and communication in the target language to take place during the sessions are widely open. Language lab, for example, was equipped with facilities for this purpose. Nearly 26 per cent of the suggestions written on the questionnaires concerning the utilization of language lab use were perhaps rooted in the fact that the lab was used merely for listening to tapes.

An opportunity for students to take part or get involved in the classroom communication was small indeed. Based on the questionnaires,

nearly a half (49.52%) of the total responses to questionnaire statement “opportunity for communication among students during the lessons” were addressed to the unfavorable options and 34.1 per cent responses were given to the counterpart options. As an illustration, during a reading class in Biologic Sciences Department, groups of 5 up to 10 students were invited to come before the class facing the teacher. They seemed to answer the questions asked by the teacher dealing with materials they had had to prepare as home assignment given in the previous lesson. Such an activity, of course, does not promote active and student-centered learning to take place. The rest of the class did not participate in and pay attention to what was happening at the front because they were busy preparing for their own upcoming turn, got noisy about things out there, or just stayed quiet wasting time. The teacher was just unable to monitor them all. A teacher has some professional key roles: class manager, counselor, orchestrator, facilitator, director, and even researcher. With reference to these roles, the learning and teaching principle of “student-centeredness” should come up to surface. The learning activities the teacher prepares should be the ones that enable students to “work” and communicate multi-directionally – student-student and student-teacher. When students need help, the teacher assists them. Such a learning and teaching activity can promote the development of self-directed learning, which is one of features common to ESP courses (Gatehouse, 2001).

While the content of reading classes was mostly relevant enough with study scope of each department – that was confirmed by the data: 51.63 per cent of respondents agreed with the related matter, for listening classes the materials presented in the classroom activities were too general, e.g. listening to numbers, people’s description, etc. The content or materials’ selection was done by teacher. Students were hardly ever invited to propose lecture topics. In this case, since ESP is also intended to alter a learner into user, it is better to involve the students in the selection of topics. The department management head may also be invited to bring forward his or her ideas.

In the implementation of the program, there was not sufficient

portion of productive language skills training, especially speaking. Even though the courses were labeled “Listening” and “Reading” then, it does not necessarily mean that speaking skill and writing were secondary. There should be more time allotted for work on speaking and writing tasks up to, at least, balanced. Consistent with this condition is that 68.23 per cent of the respondents opposed the questionnaire statement “opportunity for the use of English”. So, it is not surprising that they tended to think the program has given no practical use (40.64% vs. 33.63%). It is clearly seen from the data that the program participants felt the presence of effect just in term of language knowledge. But, unfortunately, they desired more opportunity to use the English language for communication.

Based on response distribution found in the data obtained through questionnaires on program participants’ language needs, there are two questionnaire statements which are really worth highlighting. The responses to these two questionnaire statements were dominantly concentrated on one pole of the rating scale. From statement “I want to study English because I think it will someday be useful in getting a good job” the data revealed that 98.59 per cent of the respondents were in favor of the statement. This has shown that to most respondents or program participants English was really needed and considered significant for good job hunting. Therefore, the position of the four-semester English course at *Universitas Muhammadiyah Purwokerto* is actually something strategic. The globalization era has made the mastery of English as the most international language at the present time become one of the qualifications in many types of job and position. Consequently, all that is needed by the program participants is a skill and ability in *using* the language. Relevant with this matter is, based on the questionnaires, that 15.87 per cent of the respondents suggested language practice or use be encouraged both inside and outside academic settings.

To questionnaire statement “I want to study English because I need it for my job”, 94.17 per cent of respondents agreed with it. This means that the program participants wanted to get a job that requires

the English language skills and ability. Consequently, there should be a concordance between the activities and learning experiences exposed to the participants of the program and their discipline as well as target occupational settings.

To sum up, let us see the table below.

Program Implemetation v.s Participants’ Needs

Program Implementation	Participants’ Needs
1. Monotonous program activities 2. Teacher-centered 3. Less relevant learning and training content 4. Improportional language skills training	1. Skill and ability in the English language use 2. Content and language skill relevant with their academic content and target workplace settings.

All the facts above led to general image that the program has not fitted the participants’ need. This is consistent in particular with the respondents’ common opinions saying that the four-semester English instructional program was not as they had expected, and with the evidence shown in Table 2, in general. Responses to the three open questionnaire items can be summed up: the program has to some extent been beneficial to the participants, but it has not been all they expected.

Conclusion

In general, the four-semester English training program implemented to students of non-English Departments at Muhammadiyah University of Purwokerto has not exactly matched the needs of the program participants. The program participants needed an English instruction program that provided them with adequate language use and relevant content with their academic activities and target occupational settings as well. What happened, however, was that the lectures had not developed communicative language activities relevant with their areas of interest.

This suggests that in the context of ESP the program initiator (policy maker) and instructors as the “front liners” should always take student need into consideration to anticipate any trouble or, even, failures.

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Chapter Seventeen

Another Evidence in Support of the Early Introduction of EFL in Indonesia

Introduction

Early foreign language teaching has nowadays become a trend in Indonesia. In many elementary schools English is taught as a compulsory subject ranging from grades 1 to 4. Everywhere, foreign language courses, kindergartens, and play groups offer special programs for young children and pre-school attendants. This is apparently a step in the right direction, since as a foreign language, English is learned almost exclusively in classrooms, where the very influential factor, exposure is inadequately presented. Success in foreign language learning badly needs extensive linguistic exposure as inputs. Seen from the language pedagogical perspective, the teaching of English for elementary school level students indicates the developing growing awareness of the need for giving an early start in the process of learning a second/foreign language.

There are some explanations as to why learning a language is better at a very early age. First, the speed for acquiring new things in this stage of life is amazing. Second, acquisition (unconsciously) of language is possible. Then, the elasticity of the young brain makes it possible to accommodate for a great number of inputs. And last but not least, children by nature enjoy working with words of which a language consists.

The eminent Canadian neurosurgeon, Penfield & Roberts (1959: 235-6) for many years has argued that the human brain loses 'plasticity' after puberty and language learning after that age becomes increasingly difficult. He states that "The child's brain is plastic compared with that of an adult. Before the age of nine to twelve, a child is a specialist in learning to speak. At that age he can learn two or three languages as easily

as one...”. This potential should be exploited. Therefore, promoting children’s vocabulary mastery is a good idea in order to optimize their speaking capacity in the target language. To speak one needs vocabulary knowledge.

Another expert that has got involved much in the field of neurophysiology and its relevance with the process of language development, Lenneberg has viewed the early second or foreign language as beneficial. This expert’s idea written in *A Critical Period Hypothesis* (1967: 248) point out that before puberty comes the human brain works best for language acquisition. This is due to the incompleteness of cerebral lateralization of language function, which becomes irreversible after cerebral growth phenomena have come to a conclusion.

The ideas of the two outstanding experts above are not supported with evidence from foreign or second language studies. Nevertheless, their arguments are still rational, convincing, and likely correct in the light of existing knowledge.

Stern, however, presents a summary table of the pros and cons of the early teaching of a second language. The table below is slightly modified from:

- 1) Age of acquisition: before adolescence (ages 3-10)
 - (a) Advantages
 - (i) Accord with the neurophysiology of the brain
 - (ii) Easiest and most effective
 - (iii) Natural good pronunciation
 - (iv) Leaves richer linguistic memory traces for later expansion
 - (v) Longer time for language can be allowed
 - (b) Disadvantages
 - (i) Possible confusion with first language habits
 - (ii) No conscious acquisition of language learning process
 - (iii) Time spent not commensurate with results
- 2) Age of acquisition: at adolescence (ages 11-school leaving)
 - (a) Advantages
 - (i) Increased capacity to appreciate many aspects of language and

culture contacts

- (ii) Still sufficient time to attain high standard
- (iii) Improve memory and higher level of intellectual growth
- (iv) First language skills are well-established, hence no confusion

(b) Disadvantages

- (i) More laborious than early learning
- (ii) Success demands tenacity
- (iii) Self-consciousness
- (iv) Possible refusal to memorize
- (v) Experience has shown poor results frequent
- (vi) Already crowded curricula and specialization of studies

3) Age of acquisition: adulthood

(a) Advantages

- (i) Specificity of purpose
- (ii) Good motivation added to reasons mentioned for adolescence
- (iii) Greatest amount of learning in least amount of time

(b) Disadvantages

- (i) Not enough time
- (ii) Other preoccupation
- (iii) Irregularity of study

Several of the listing above are either in error (e.g. 1. a. i) or contradictory (e.g. 1. a. ii with 3. a. iii); others are best highly controversial. No mention is made of the potential balance effect. Despite the shortcomings, however, the table is useful because it poses the problem of early foreign language teaching in terms of relative advantages and disadvantages rather than in terms of the pseudo question of which is the best time.

Generally speaking, children aged between 3 through 5 know the language use and know partly how to use their first language. They have mastered some vocabulary, been able to use basic grammatical structures, and started to know when, where, and to whom certain linguistic skill continue to increase in sophistication during the school years, the foundations have already been developed by the time a child

is of preschool age (Tabors & Snow in Genesee, 1994: 7). During preschool years some children have not only developed these linguistic skills in a first language, but also have developed them in two languages simultaneously.

According to Foss and Hakes (1978: 264-65) the language development of children includes changes in number, type, and complexity of semantic structures, and capacity in producing complete expressions. These potential facilities develop very fast, and by the time children reach the age of 4 or 5 they will have been able to produce expressions similar to those used by adults.

The fact that where children like imitating and repeating words adult say is another thing that we should take into account as far as early second language learning is concerned. Even, too frequently they do this with comfort and enthusiastically, a recent pilot project research on teaching of English to students of two elementary schools in the *Minang* setting has shown some interesting findings. According to this research study, ninety per cent of the students have eventually been able to do simple conversations in English, especially that dealt with numbers (<http://uptbahasaitb.tripod.com/conf2004/parrall.rusdi.htm>).

They have shown considerable motivation and positive attitude to wards the language and the program implementation. Another finding highly relevant is the students' English vocabulary mastery which reaches an average of 300 within a period of two semesters. Obviously, it is a great achievement and appealing to those who have interest in second language teaching.

As has been discussed earlier, children enjoy working with words. It is in line with Coady's & Huckin's idea (1997:227) that "... it appears with logical for beginning L2 learners to put most of their emphasis on learning words". Consequently, it is strategic, in this period of life, to teach them vocabulary. Vocabulary is arguably central to language acquisition and use, because no language is with out of vocabulary. Unfortunately, little emphasis has been placed on the acquisition of vocabulary in research and in the classroom. Most contemporary

academic approaches to language learning and appear to assume that somehow words will be learned as by-product of the other language activity.

In the meanwhile, the English programs implemented needs a careful evaluation. The attempts to bring positive changes might come true or, in the contrary, fail. In connection with this, a research on the English experience at elementary school level and its effect on the learners' vocabulary mastery at junior high school level has been conducted. The research question is: "Does a significant difference in the mastery of English vocabulary exist between the junior high school students who had received English lesson at their then elementary schools and those who had not?"

The answer to this question is expected to give a valuable input to the government and education practitioner that had taken part in introducing English to young children regarding the efficacy of their policy or program. The extent to which the implementation of English for elementary school students has certain special merit to the success of learning the language in the later stage can be seen from whether or not there is a significant difference in English vocabulary mastery between the two groups under investigation. The hypothesis to the research question is that a significant difference in the mastery of the English vocabulary exists between the junior high school students who had received English lesson at their then elementary school and those who had not.

Method

In regard with the aim of this research and nature of the research problem a survey study was conducted. According to van Dalen in Stephan Isaac (1971), one of the aims of survey studies is "to take comparison and evaluations". Two groups of students with different English learning backgrounds were compared in order to evaluate the effect on the English vocabulary mastery at the later learning stage (Junior High School). An *ex-post facto* design was used for the

comparison. By this design, this means that the data collected was not a result of certain intervention by the researcher, as commonly found in experimental studies.

This research did not involve the whole population. For convenience, four Junior High Schools were chosen as sample school, i.e.: SMP Negeri 1, SMP Negeri 8, SMP Al-Irsyad and SMP Susteran in the town of Purwokerto. According to an initial survey into a document on Elementary School history the number of the students who had received English lessons at their elementary education and those who had not was found most nearly balanced at the four Junior High Schools above. The sample of this research was 142 students. To achieve a representativeness, the following procedures were taken: (1) the data that include student name and elementary school history were borrowed from the four school authorities (a survey that identified the Elementary School which had been implementing the introduction of English to their students had already been done before); (2) group membership, identifying a student as to belong to “Elementary Schools with English” or “Elementary Schools without English”; (3) twenty up to twenty-five per cent of the name were randomly selected from each group member as sample.

The research data on Junior High School vocabulary mastery was elicited through a test. The test instrument was carefully developed, especially in terms of content and construct validities. The test materials are based on syllabus of English study of the first four months of Junior High School. It consists of 30 objective test items (10 of multiple choice, 10 of matching, and the other 10 of one-word gap filling type).

The data (score) obtained were, then, processed using the t-test statistical tool in order to compare means of the two independent samples (Wood, *et. al.*, 1986: 177).

Finding and Discussion

The research data statistical test has resulted in the following summarized statistic.

Group A	Group B	Different	t-value
N	73	69	
Mean	4.0246	3.0898	0.9348

3.0692

df = 140, $\alpha = 5\%$ (two tailed-test)

t-critical value = 1.960

It is clearly seen from the test statistic that $t_{\text{critical value}}$ is much greater than $t_{\text{critical value}}$ or $3.0692 > 1.960$ with 140 df, at the 5% level or significance. It necessarily means that the alternative hypothesis: “a significant difference in the mastery of Junior High School mastery between students who had received English as a compulsory course at their elementary schooling background and those who had not exists” is confirmed. Therefore, it is statistically proven through this research study that the teaching of English at elementary schools contributes to the students’ English achievement. The students who attended English lessons at their elementary school level benefit from it, in this case their vocabulary mastery is better than those who did not.

Conclusion

This research study has convincingly shown that the teaching or introduction of English to young learners (Elementary School attendants) have positive effect on the learners’ achievement at their later learning stage (Junior High School).

This evidence that Junior High School students vocabulary improves as a consequence of the teaching of English at elementary school level is significant. A pedagogical implication emerged from this finding is that the introduction of English as a foreign language to children attending elementary schools or those of earlier grade is worth boosting. The government policy launch and public initiatives in the program of introducing and socializing English to young children

should be supported by all elements of the society within this country. I am very optimistic that the steady growing introduction of English to young learners today is promisingly fruitful and helps us keep a pace with other countries in the foreseeable future.

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Chapter Eighteen

Authentic Assessment in ELT: Hopes, Challenges, and Practices

Introduction

English Language Teaching (ELT) is a program. Main components of a program include goal, implementation, and evaluation. Any program needs evaluation. In its broader sense, evaluation is a process which determines the extent to which objectives have been achieved. In the education program, more specifically in the context of teaching, the evaluation methods could be test or non-test. However, before the so-called “2013 Curriculum” – which globally refers to Discovery Learning – was launched, evaluation had been always linked to tests and examination due to the emphasis of cognitive domain in the earlier KTSP (Education Unit Level Curriculum). It has been a revolutionary change from this “mere” cognitive domain evaluation mode to more holistic domains of cognitive – affective – psychomotoric evaluation method implemented in the recent curriculum.

Authentic Assessment: More Than Just a Test

Tests methods could be objective tests as opposed to subjective tests, spoken tests as opposed to written tests, and so on. Non-test methods could be observation (using checklists, observation sheet), questionnaire (e.g. rating scales), journals (e.g. logs, diaries), document (e.g. portfolios), etc. So, time has changed. Now with the 2013 Curriculum, classroom practioners without exception, willy nilly, have to become familiar with techniques for data collection like researchers. It is not surprising, as a teacher serves also as a classroom researcher.

Some terms that are closely associated with evaluation in education program are assessment, test, examination, rating, marking, and scoring. Assessment, according to many articles in International Journal of

Testing (IJT), covers data collection and decision making activities. Tests and examinations are quite similar (no need to distinguish!). Rating, marking and scoring are also similar. Since the 2013 Curriculum was implemented, the so-called Authentic Assessment has been popular. The rest of this paper will discuss assessment and authentic assessment in particular.

Let us start with assessment in relation to teacher's role. As touched on previously, assessment covers the activities of data collection and decision making. In the earlier curriculum, a teacher collected data on student competence, knowledge, performance, ability, skill, and mastery through tests for a decision. As a form of assessment, tests and testing are very crucial. First of all, "...tests are important tools with significant consequences for the persons tested and organizations using the scores..." (Evers, *et. al.*, 2017). Secondly, tests and testing are as important as teaching. It is because tests and testing can bring effect to teaching and learning. Some writers use term "washback" or "backwash" for describing the effects or influences brought by tests or examinations (Pan, 2016). Numerous studies have shown that test and testing influences beneficially and harmfully in teaching and learning. If the effect is beneficial, then it is stated as positive backwash and if the effect is harmful, it is called as negative backwash. Siddiek (2010) states that positive backwash can yield good influence on both the teacher and learner and negative backwash can yield bad results on the teaching and learning processes. Negative backwash happens if the test material is not consistent to teaching content. Just imagine what happens to students if your test material is not consistent to your teaching content? Now, with the recent curriculum, a teacher needs to use methods other than test too for a better insight and right decision, i.e. the one that considers varied aspects. This refers to authentic assessment. To most teachers this dramatically leads to a harder job!

In the field of assessment, traditional assessment methods are often contrasted to authentic (real world) assessment. Other sources label traditional assessment as formal assessment, while authentic assessment

is also known as informal assessment, performance-based assessment, or alternative assessment. However, those all are just names. Sunarti and Rahmawati (2014) and also Lampiran Permendikbud RI tentang Standar Penilaian Pendidikan (2013) define authentic assessment as an assessment that is done comprehensively to assess learning input, process, and output. By doing so, the assessment covers all domains of cognitive, affective, and psychomotoric as to consider learners characteristics and level. In the lower level affective aspect is loaded more heavily. In contrast to, in the higher level cognitive aspect is given more portions.

While in traditional assessment an assessment is very formal in the sense it is done at the end of teaching, in authentic assessment an assessment goes along the way the teaching, in such a way that both seem inseparable. In other words, assessment is done continuously and sustainably in the course of teaching and learning process. This seems realistic because in real life situation learning takes place this way. It can be achieved by using varied evaluation methods. The advantage is that the teacher is able to obtain the whole picture of learners' learning progress, to monitor process, progress, and continuous improvement. With regard to domains coverage authentic assessment does not only measure what learners know, but also what they can do.

Why is It Then Authentic Assessment?

Long before the present curriculum was implemented, a teacher of English had been supposed to see that in communicative language teaching (CLT), the capacity or ability to use language communicatively involves both competence and demonstration of the ability to use this competence. Therefore, the performance tasks candidates are faced with in communicative tests should be representative of the type of task they might encounter in their own real life situation and should correspond to normal language use where an integration of communicative skills is required with little time to reflect on, or monitor language input and output. The emphasis is no longer on linguistic accuracy, but on the

ability to function effectively through language in particular contexts of situation.

It has been unfair so far, for example, that students are not sufficiently trained to write just because teachers assume that writing is difficult both to teach and rate. While this could be a matter of ignorance in the part of teachers, writing can be taught and assessed in a simpler and more communicative way. With technology advancement, students' writing performance can be assessed more practically by using certain scoring programs (see Almond 2014).

Teachers can also administer more communicative tests of English such as: 1) Students write a letter to the editor in response to a newspaper editorial about a local issue, 2) Students discuss and analyse a current event, 3) Students write a journal entry after reading a thought-provoking story, 4) Students write and illustrate their own autobiographical memoirs, 5) Working in pairs, one student assumes the role of a character from a story read in class, while the other student interviews the character to learn about his or her life, 6) Students write and perform poetry to demonstrate understanding of figurative language.

Likewise, in discovery learning, where the teacher employs real-world teaching, assessment should be in favour of the teaching. Let us say Project-Based Learning explicitly mentioned within the recent curriculum. Alternatively, Social Investigation or Social Inquiry where learners are involved in intensified team-work and student-centered learning mode, it might seem unfair if their mastery is measured using language only subskill test of grammar or vocabulary. Even, it remains unfair if their learning mastery is measured using isolated skill test of writing, speaking, listening, or reading.

As far as discovery learning is concerned, assessing students using traditional assessment modes (i.e. essays, multiple choice, fill-in-the-blank, etc.) will also not make sense. Simply testing an isolated skill or a retained fact does not effectively measure student's collective abilities. Limited English proficient students frequently have difficulty expressing their mastery of content unless they have a certain level of English

proficiency. These students with collective abilities but inadequate English proficiency will take the benefit of more varied assessments, such as portfolios, mini-projects, products, and self-assessment.

Authentic Assessment in ELT

As briefly discussed above, authentic assessment covers wider domains of cognitive, affective, and psychomotoric through more varied methods of tests and non-tests.

1. Assessing Cognitive Domain

According to Bloom’s taxonomy, cognitive domain consists of six levels, from the simplest level to more complicated one, namely: knowledge, understanding, application, analysis, synthesis, and evaluation. These can be assessed through tests/questions or assignment.

Let us assume that good teachers of English recognise tests and testing, and therefore, it is unwise to discuss tests and testing here in more details.

a. Written test

1) Subjective Test (Essay, Composition, etc.)

Example:

Directions: Write a paragraph of about fifty-five words describing a store or business that you know very well. Base your paragraph on answers to the followig questions.

- 1. What is it called?
- 2. When did it start to do business?
- 3. How many employees does it have?
- 4. What do the employees have to do?
- 5. Does it have a lot customers/clients? Why (not)?

In order to help teachers assess testees’ work a rubric or scoring criteria is required. Consider the following:

Mechanics	20%
Vocabulay choice and diction	20%
Grammar & usage	30%
Organization	30%

TOTAL	100%

2) Objective Test (Multiple-choice, Matching, etc.)

Sample (error identification):

Directions: Identify the one underlined word or phrase, (A), (B), (C), or (D) that should be corrected or rewritten.

One of the girls lost her wallet and

A

doesn't have some money for the game

B

C

D

b. Spoken/oral test

The formats for the testing of oral test or techniques of elicitation are interview, interaction with peers, response to tape-recordings, pictures, role play, reading aloud (not recommended), interpreting, imitation (not too short sentences). Which one is chosen depends a lot on learner's level and scoring criteria.

Example (role play):

A friend invites you to a party in an evening when you want to stay at home and watch the last episode of a television serial. Thank the friend and refuse politely. (The friend is acted out by the tester)

Consider the following (sample):

Accent	
1	Pronunciation frequently unintelligible
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
3	Foreign accent requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary
4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding
5	No conspicuous mispronunciation, but would not be taken for a native speaker

6	Native pronunciation, with no trace of foreign accent
Grammar	
1 – 6	
Vocabulary	
1 – 6	
Fluency	
1 – 6	

When a rubric itself is considered not enough, do scoring using an inter-raters procedure.

c. Assignment/Projects

Example (Pronunciation Class):

Find a video on YouTube that shows a conversation in which wh-questions are used. Make a video clip of similar kind in which wh-questions are used and submit it to suwartono2006@yahoo.co.id no later than 1.00 PM, May 10, 2017.

A scoring rubric is also needed here. It might read as follows:

Fluency	25%
Intelligibility	25%
Grammar	15%
Vocabulary	15%
Focused material (?)	20%

2. Assessing Affective Domain

Non-test assessment methods can be used to measure affective domain. Affective domain covers perception, interest, attitude, emotion, and values. With regard to English as foreign language two very important variables are interest and attitudes. Questionnaire and observation are mostly popular for collecting data on these variables.

Attitude is a tendency to respond to an object, situation, concept, or person, either like it or not like it. Student attitude toward English as a school subject constitutes an indicator of the teacher's success in conducting the English lesson. Many studies show the more positive

student attitude is the more likely he/she will achieve success in learning. The most popular instrument for collecting data on student attitude is questionnaire. Here is a sample of attitude questionnaire.

No	Statements	Scale			
1	I like studying English	4	3	2	1
2	I like doing English assignments				
3	I like asking the English teacher about the lesson				
4	I like reading English books				
5					

Interest is learner’s curiosity to an object condition organised through experience that drives someone to have the object, understanding, and skills for attention or achievement purpose. Research shows the higher student interest is the more likely the students will achieve success. Data on student interest can be measured by using questionnaire. The following is a sample of interest questionnaire.

No	Statements	Scale			
1	I pay attention to English lessons	1	2	3	4
2	The English lessons are useful for me				
3	I am, happy when the English teacher is teaching				
4					

To prepare a questionnaire, as any other instruments for data collction, first of all, we must think about conceptual definition (aspects to cover) and operational definition (indicators). One thing necessary to note is that one indicator cannot always be broken down to more than one item – under such condition then the indicator itself is the item (question/statement). In addition to questionnaire, data on affective domain can also be gathered through observation. Consider the following observational checklist of student activity in discussion:

No.	Statements	Category		
		good	fair	Poor
1.	Actively sharing ideas in front of friends			
2.	Actively asking questions			
3.	Actively giving response to friends' ideas			
4.	Actively completing group discussion task			
5.	Obeying rules in discussion			
6.	Being responsible of group task			
7.	Together doing group task with friends			
8.				

Other methods that can be taken to assess affective domain are journal reports, inter-peer assessment, and interviews.

3. Assessing Psychomotoric Domain

Assessing performance is done by observing the students doing something. The aspects assessed consist of: 1) imitating, 2) constructing, 3) doing with a procedure, 4) doing well and precisely, and 5) doing an action naturally. In ELT, performance is language use, either spoken or written. In order to be practical when doing assessment a rating skill or checklist is needed. For instance, teacher asks students to deliver a speech. For assessing students' speech, teacher can use check list and rating scale as in table 1 and table 2 below.

Tabel 1.

1) Checklist for assessing psychomotoric domain

Checklist

Name :

Class :

No.	Aspect	Good (Score: 2)	Average (Score: 1)	Low (Score: 0)
1.	Organization (<i>Introduction, body, conclusion</i>)			
2.	Content (<i>depth of knowledge, logic</i>)			
3.	Fluency			
4.	Language:			
	<i>Pronunciation</i>			
	<i>Grammar</i>			
	<i>Vocabulary</i>			
5.	Performance (<i>eye contact, facial expression, gesture</i>)			
Score				
Total Score				

Tabel 2.

2) Rating scale for assessing psychomotoric domain

Name :

Class :

No.	Aspect	1	2	3	4
1.	Organization (<i>Introduction, body, conclusion</i>)				
2.	Content (<i>depth of knowledge, logic</i>)				
3.	Fluency				
4.	Language:				
	<i>Pronunciation</i>				
	<i>Grammar</i>				
	<i>Vocabulary</i>				

5.	Performance (<i>eye contact, facial expression, gesture</i>)				
Score					
Total Score					

Competency:

1 = low 2 = average
 3 = good 4 = very good

a. Projects

Project based learning uses learning by doing principle (Sa'idah, Yulistianti, dan Farida, 2017). For assessing the learning, it is done by evaluating an assignment which covers the activities of designing, implementing and reporting. The assignment must be completed within a certain period/time (Ditjen Pendidikan Dasar dan Menengah, 2017). For example, teacher gives an assignment that students in a group of 5 must create a video of narrative story. For assessing students' work, teacher can use both check list and rating scale.

1) Checklist

Group :

Class :

No.	Aspect	Good (Score : 2)	Average (Score : 1)	Low (Score : 0)
1.	Designing	2019		
2.	Implementing			
3.	Reporting			
Score				
Total Score				

2) Rating scale

Group :

Class :

No.	Aspect	1	2	3	4
1.	Designing				
2.	Implementing				
3.	Reporting				
Score					
Total Score					

Competency:

1 = low

2 = average

3 = good

4 = very good

b. Portfolios

Several studies (e.g. Hung, 2016) report that portfolio is good for use in language teaching and assessment. It is supported by Akhter (2017) that using portfolio in language teaching; knowledge can be shown by students and information to judge students in their learning progress can be accumulated by the teacher. Portfolio assessment alleviates students' anxiety towards English tests. Some students also expressed they have higher English learning motivation while their teachers implemented portfolio assessment to replace traditional assessment. This authentic assessment can directly portrait the students' attitude, knowledge and skill is portfolio. It is an assessment based on a collection of reflective-integrative information that shows the development of students' abilities in a given period. Practically speaking, with portfolio students may collect their work in a folder and will submit it to the teacher at a specified time. For instance, a teacher will assess students writing skill whose topic is 'My Diary'. For this, students should write minimum two products of written form work every week for three months and collect them in a folder. At a specified time, students submit their works to the teacher and the teacher can use the form below to assess the students' works, for example:

No.	Student's name	Preparation	Implementation	Results	Report	Score	Mark
1.	Ahmad	60	75	75	70	280	70
2.	Budi	75	80	70	75	300	75
3.	Citra	50	60	65	60	235	59
4.	Deni	60	65	R365	65	255	64
5.	Endang	75	70	70	70	285	71

c. Products Assessment

Products assessment is an assessment of the students' productive skill. In learning English, the skills assessed are speaking, reading, listening, and writing. From the four skills, speaking and writing are skills which are usually assessed by teachers as a product assessment. For assessing the students' work, teacher can use rubric and a teacher is also free to choose which rubric is appropriate for the need.

Types

1. Oral interviews
2. Story or text retelling
3. Writing samples – generating a text, paper
4. Projects/exhibitions
5. Experiments/demonstrations
6. Constructed-response items – responding in writing to open-ended
7. Portfolios – focused collection of student work to show progress over time

Weaknesses of Authentic Assessment

As written above, authentic assessment to most teachers dramatically leads to a harder job. It is because applying the authentic assessment is time-consuming. Take for an example, a teacher who teaches 24 hours per week has to teach 12 classes each of which consists of 36 students. It will be equal to a 432-student work correction. It does not only take time and energy to do, but also there will be threat of evaluator bias (accordingly in need of inter-raters procedure and rubric).

Aliningsih and Sofwan (2015) state that the teachers' main problem

in applying the authentic assessment is that they have large number of students, exhausting and time-consuming activities, and complicated administration. Therefore, it is challenging for teachers of English to implement authentic assessment.

Strengths of Authentic Assessment

Good chance for students who have high anxiety level under traditional testing situations (heavily language dependent). Not only the language is important in learning a language, content is also important. What happens if a student writes in a very good English, but unfortunately it does not make sense? Empowering students to take control of their own learning/to become independent thinkers and users of language. Bridging the “distance” between learning within the walls of the school and that of informal life (no wonder if adults outside the schools and parents are involved).

Those all above are promising in the sense that our English language teaching, learning, and testing would most probably be better sooner or later with the implementation of authentic assessment. It is because authentic assessment is beneficial in most learning contexts and it is necessary for every age (Reynisdottir, 2016). It is also stated by Fox, et al, 2017) that authentic assessment also touches a socio-cultural standpoint; it offers students the opportunity to learn through engagement peers and with the wider community. Complaint in the part of teachers is most likely a temporary reaction over a demanding new system, until they recognise this as a valuable investment that gives positive impact on their teaching and learning, as wise words say ‘no pain no gain’.

Conclusion

In the context of teaching, authentic assessment uses multi-sources of data to get a comprehensive picture of student’s capacity with regard to a particular course. The multi-sources of data demands that teachers have good teaching learning administration such as teaching journal, students’ attitude assessment, students’ knowledge assessment, students’

psychomotoric assessment, teaching learning diary, etc. It is hoped that the administration make teachers stay comfortable in their class and feel more enthusiastic in teaching their students.

To better practice authentic assessment willy nilly a teacher must learn data collection (and, of course. data analysis) techniques. By doing so, an EFL teacher also practices their knowledge of research. Hopefully, by practicing authentic assessment well, teacher's research passion would also increase because a teacher also serves as a classroom researcher.

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PART D
TEACHER PROFESSIONAL
DEVELOPMENT

Chapter Nineteen

The Necessity of Synchronizing the EFL Teachers' Perception with Their Behavior to Upgrade Professionalism

Introduction

Perception affects one's behavior. Perception is the way one thinks about something or the way one understands things. Unlike behavior, perception is covert. Nevertheless, on occasion, perception is important to reveal in order to look for the "hidden" truth, or the truth behind a condition. In the field of psychology there is a statement "your perception is your projection". At times, perception is more likely to investigate than behavior under certain circumstances, such as when an observational study is not welcomed or rejected by the people being observed.

Professionalism is defined as the skill and high standards of behavior expected of a personal person. Perception of teacher roles and all their manifestations affects the teacher's professionalism. Teaching profession is not identical with speaking in front of the class or sharing knowledge with the students. Joyce and Weil (1972) view teaching as creating environment for children. Closely related with this broad view is the role of teacher as a classroom facilitator. Regardless of student learning autonomy and competency, professional teachers should be good learning facilitators. With all their efforts, they are committed to effective learning. In order to be successful in teaching implementation, a teacher should make preparations ahead of time. It is often time-consuming. As class time allotment is limited, a teacher should prepare assignments for out-of-class activities.

A teacher is also a classroom director. He should organize classroom activities in such a way that the activities can run as planned and targeted. At times, when needed, a teacher should improvise. A teacher

is a counselor. He should be ready to help find solutions to problems (at least those related with the nature of the knowledge he teaches) faced by the students, including doing a research study for the sake of betterment in his teaching practice.

As touched on earlier, teaching profession is not identical with speaking in front of the students and sharing knowledge with them. It is part of the role of teacher as source person. These and many more done by the teacher during pre-, whilst- and post-class activities are meant to help students learn.

In the perspective of language teaching, a teacher has additional roles. A language teacher serves as a model for his students. The teacher is the authoritative reference in the class when it comes to the use of the language he teaches, just as a dictionary is the authoritative reference for meaning, pronunciation, and other necessary aspects of the word. This means a language teacher should, not necessarily all the time, use well the language he teaches in both speech and writing. Reluctance and comprehension problems in the part of students can be anticipated through consistent use of the language taught and mastery of some techniques (Suwartono, 2007).

In a more specific context, the communicative language teaching, Littlewood (1981: 19) proposes another possible teacher's role – a communicator. In Communicative Language Teaching an EFL teacher can take part as an independent participant in the student activities. The manifestations of each role described above may vary in the classroom practice. As classroom facilitator a teacher is not dominant and more active than the students in the classroom. As classroom director a teacher spends most of the time in the classroom monitoring the students working or performing. As counselor a teacher either explicitly or implicitly constantly tries to develop student learning autonomy.

In relation with those discussed above, when the writer criticizes the practices, some extreme conditions happen to our teachers of EFL. It was true when they were doing peer-teaching in the teacher training program; it was true based on the students' opinion through informal

dialogue; and it was also true based on the teaching performance of the students of the teacher training college, at least because the trainee teachers were trained by the classroom practitioners at the schools where they were experiencing the atmosphere of the “real world”.

There is no guarantee that the graduates of teacher preparation colleges are ready to be qualified teachers. Even, many of those who have been teaching for years remain unqualified. What do you think if an EFL teacher talks most of the lesson time when the lesson focuses on speaking skill development? What would you say if an EFL teacher speaks most of the time in the class using the native tongue? And what would it be if an EFL teacher teaches monotonously either within a lesson or inter-sessions?

Two main aspects affecting the quality of teachers can be adapted from Brewster (2007: 79). The poor quality of teachers may arise from the curricula which are out of dated and out of touch with the current world development. Some students of EFL teacher training college have complained about what they receive at campus, which does not keep pace with those practiced in primary and secondary level ELT. A common example is the case of genre-based learning materials of ELT at the target schools, which has not been given stress so far during their study. The curricula may also provide an inappropriate theory-practice balance and inadequate portion of teaching practices. The qualified trainers are not less important. Students of teacher training courses will benefit from qualified trainers (for example, having a good command of English and interesting methods of teaching, mastering the knowledge and skills required to prepare excellent teachers, and inspiring).

In-service teacher training programs are needed to compensate for the weaknesses of initial teacher education. Ali (2007) proposes a model that has three characteristics: reflective, collaborative, and developmental. By ‘reflective’ he means the role of the trainee teachers is to develop, and the responsibility for development resides in the trainees, who must constantly reflect on their practice. ‘Collaborative’ is in the sense that the trainer helps the trainees to develop and refine

their reflective practices. And, ‘developmental’ means that the trainees are given chance to develop their own judgements of what goes on in their own classroom ... sharpen their awareness of what their pupils are doing and the interactions that take place in their classes ... and heighten their ability to evaluate their own teaching practices. But , there is a serious doubt as to whether such a model would work with our teachers. Experience has shown that peers/colleagues are not welcomed to enter and sit in a teacher’s class.

Method

It is a survey study. Perceptual survey rather than observational one here was preferred for the sake of practicality. Sample of the survey was EFL teachers of primary and secondary schools in the area of Central Java Province. It used *convenience sampling* (Gay and Airasian, 2000: 137) where 61 respondents were chose as sample because “they were there”. They were teachers of English who did not pass in-service teacher certification program following the training sessions that included peer-teaching. Few respondents were teachers of English who served as mentors to college students taking a teaching practice at their workplace. Some others were participants of in-house trainings who volunteered to complete the questionnaires.

The questionnaires used for collecting data consist of 16 closed-ended items and one free response item. The items were constructed with reference to main roles of language teacher, in this case, teachers of EFL. Each of the main teacher roles (e.g. teacher as a classroom facilitator) was broken down into statements of manifestation (e.g. As long as I know a lot about my lesson materials, though without any pre-teaching preparation my students will master the teaching materials). The questionnaire used native tongue.

Result and Discussion

Overall, the survey has shown that teachers of English had “suitable” perception of EFL teachers’ roles. Of the sixteen close-

ended items, the average percentage of favorable response to thirteen statements such as “As long as I know a lot about my lesson materials, though without any pre-teaching preparation my students will master the teaching materials”, “It is always enough to teach as I usually do”, and “Too much teaching time allotment makes me do my job just as I usually do” reached above 80. While the rate of favorable response to the other three statements, i.e. “The main job of a teacher is to give explanations to the students”, “A teacher should always be present among students in the class, because it is unlikely that they can learn alone in the absence of teacher”, and “I am not tolerant of noise that is in my class, because it disturbs the classes nearby” was only under 50.

The findings that have shown the lowest EFL teachers’ perception of language teacher roles are respectively: (i) the perception that students are unable to learn without the presence of teacher in the classroom (63.15%); (ii) the view that the main task of teacher is to give explanations (54.09%), and (iii) the idea that noisy (English) classes are always bad (42.37%).

More than sixty per cent of the respondents agreed or strongly agreed with the statements that a teacher should always be present among students in the classroom, because it is unlikely that they can learn alone in the absence of teacher. This perception is not acceptable for some reasons. First, it is against the widely-acknowledged position of teacher as facilitator. A good classroom facilitator should be able to prepare and design effective learning tasks. It is fairly easy to understand the idea that an effective learning task can enable students to learn with little or even without teacher’s help. In practice, it is not always simple, though quite possible to work. Secondly, such teacher’s view is not acceptable because learners (students) should be trained and prepared for autonomy and responsibility with age. And, finally, it is unrealistic that a teacher should always be present among the students all the time. For the sake of students too teachers are expected to constantly develop and maintain their skills and high standards of behavior. There are times they need to participate in seminars and forums of ideas exchange at their

workplace. There are also times for them to join trainings elsewhere. Where a sudden call to leave the classroom comes, for instance, a teacher does not necessarily give the students a rest period – they can learn normally with best optional activities the teacher has well prepared for every single lesson.

A good example is proposed here. Given that students have learnt adequate reading techniques for comprehension, the teacher can rely on them working with few short texts of different genres on their own. In order to help them, comprehension exercises using multiple choice items would be a good alternative. When necessary, they can be designed for an individual work. Of course, feedback to every task or assignment is necessary to provide, and when possible, rewards are given.

As a source person in the class, a teacher gives explanations in the classroom. Nevertheless, explanations are given only when considered badly needed or when students ask questions. Over explanation will only lead to lecturing as well as teacher domination. Whether acknowledged or not, this is indeed what more frequently goes on in our English classes. Eric Pollock in “Asian EFL Journal” (1999) argues our language classrooms today are filled with the teachers that are active or dominant in the classroom. “The traffic cop syndrome is all too common in the language classroom”. In his opinion, this condition is due to poor educational values.

The roles of teacher as a classroom facilitator and manager should have been prioritized in such a way that students will and are able to learn with least or no guidance from adults (teacher). It is true that for this reason a teacher should be creative in classroom scenarios, which will possibly take time prior to implementation. But, it is something often fruitful and sweet to both teacher and students when the lesson is underway.

Language class to some degree is different in characteristics from other classes. Practice in language use as found in role playing, language games, and audio (visual) aids-based speaking-listening activities is typical of a language class. The class dynamics as the result of these

activities is of course not the same as that of shouts. When a language class' noise happens to disturb the class nearby, there must be something wrong there, e.g. unclear instruction, too demanding task, no time limitation, no control, monotonous given task. A good example is that when a Indonesian teacher of English is applying a language game, he gives emphasis on the game itself rather than the language use. Even a reading comprehension activity is not a silent moment when variations for excellence are made, for example, a discussion for reconstructing the jumbled text is integrated. This is especially good for teaching the texts that are too difficult for individual tasks. Concerning the free response questionnaire item, only one respondent filled in it. Therefore, the data was ignored then.

Even though the teachers had suitable perception of their roles as EFL teachers, in reality they have shown inconsistent behavior. A testimony to this inconsistency can be put forward here. First, even though the teachers disagreed with the statement saying teachers should not make pre-teaching preparation (referring especially to statements 2 and 3) commonly the teachers practicing peer-teaching during in-service training within the teacher certification program were poor in the use of teaching media, did not offer fascinating learning activities, used no hand-outs but one particular book at hand. The class activities were colored with listening to the teacher and writing.

Secondly, the teacher perceived that they needed to always improve their quality no matter how hard it is for them to withdraw from their routines, e.g. due to overloaded teaching hours (statements 4, 5, and 7). In reality, the writer has many times heard a teacher say he/she had no interest in joining trainings anymore just because he/she already obtained a "professional educator" certificate from the govt. The writer has also noticed several teachers cancel their participation in a workshop that was about to begin. Strangely enough, they insisted on deserving certificates of participation. It is quite clear that their spirit was to afford a certificate rather than to search for knowledge or acquire skills.

The teachers' general opinion about out-of-class assignments

(statement 9) was a good thing. This opinion is contradictory to what most students told in informal dialogues with the writer, who is also their home tutor. According to them, their English teacher rarely gave home assignments or the like.

Last but not least, the teachers agreed with the questionnaire statement saying that a teacher should conduct a research (statement 6). Unfortunately, they have not yet shown commitment to this stance. Based on the writer's professional experience as a portfolio assessor, quite rare was found one teacher's research report in every ten portfolios. It has been in line with sporadic criticisms in mass media lately concerning the very low interest of our teachers in doing (classroom action) research.

Conclusion and Suggestions

Since professionalism is generally seen from behavior, and the teachers' perception that was revealed in this survey study was too some extent inconsistent with their behavior, an increased portion of practice in either initial teacher training or in-service teacher training should be taken into account.

This survey is preliminary to preparing for a research of the same topics but which is likely to provide the genuine picture of the teachers' professionalism due to more accurate data, especially those employing observational and interview method. For example, the teachers disagreed or strongly disagreed with the statement that pre-teaching preparation was not needed for an experienced teacher. By observation we can see the consistency between the perception and behavior through, say, for example, the lesson plan available, or media/teaching aids. Through interviews, we can ask the teachers what things related with the lesson they have done before they teach. Through interviews too, information about daily learning-teaching routine can be revealed from the students.

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Chapter Twenty

Digital Teaching Tools in 21st Century EFL Classroom: Are Our Teachers Ready?

Introduction

In traditional mode of teaching, including the teaching of EFL (English as a foreign language) in Indonesia, teachers used to be a source of everything in the classroom, while students were only the recipients. Teachers were the center, while students were the silent, passive objects. This concept has changed today: students are the center of teaching and learning process. Teachers with all their efforts and main roles as the classroom director, manager, counselor, and a model in the use of the language they teach, facilitate learning inside the classroom and, possibly extended to, outside formal learning context.

Today, every teacher of English in Indonesia is demanded to teach English with the ‘student-centered’ concept. Every teacher is given responsibilities to achieve teaching and learning goals by involving students in the process of learning the language. The change of the teaching and learning process concept is partly influenced by the development of human life, especially the development of technology in the modern life.

The development of technology has entered the classroom. The presence of technology in the classroom is represented by the teaching media, from simple to the sophisticated forms as commonly available in language laboratories and computer-assisted language learning centers. The media are there to support the teaching and learning. This paper aims to discuss how teaching media help teachers and students in teaching and learning process, outlines problems encountered by teachers, and, finally, suggests possible solutions to the problems.

Advantages of Digital Teaching Media Use

According to Kemp and Dayton (1985) the use of media in teaching is beneficial in the following ways:

1. Uniformity of presenting learning materials. Teachers may vary in understanding a concept. With media their various interpretations are reduced, and therefore, the messages are conveyed uniformly.
2. More interesting learning process. Media help convey audible information (audio) and visible (visual), in such away that they are able to describe principles, concepts, process and procedures abstract and incomplete to more concrete and complete.
3. More interactive learning process. If accurately selected and well-prepared, media can help teachers and students communicate in two ways actively. Without media, teachers may tend to speak 'one way' to the students.
4. Reduced teaching and learning time allotment. Quite often, teachers need much time explaining the learning materials. When done correctly, the use of media save time. This means students may spend more time doing exercises and varied learning tasks.
5. Improved student learning quality. The use of media does not only make learning process more efficient, but also help students absorb or master learning material more comprehensively.
6. Student's less dependence on teacher. It is another way to say media "talk". When planned carefully, media enable learning process to occur anywhere and any time the students want, with little or no help from and even in the absence of teacher.
7. Optimized positive attitude towards learning process. The use of media that is interesting to students will in turn enhance student's favor/love of and appreciation for knowledge and skill given and its inquiry.
8. Teacher's wider roles. Through media, teachers do not have to repeat explanation again and again. They can save their time giving oral explanation. Consequently, they have time paying more attention to students, encouraging them, giving help, etc.

Media as teaching aids should be utilized by teachers in their

teaching and learning process, but in fact this aspect is often neglected for some reasons, such as limited time for teaching preparation, difficulty finding suitable media, no funding, etc. These are all not necessary, since actually many sorts of media will do in accordance with certain conditions and needs, such as time, financial support, and material to be taught. A certain kind of media have certain characteristics and capacity in conveying messages and information (Kemp and Dayton, 1985).

Teachers should know the characteristics and capacity of each type of media in order that they can select which one best suits the condition and need. Audio CDs, for example, are good to let students have adequate experience of verbal learning materials (sounds and pronunciation).

Some audio CDs are available on the market. When the available audio materials are not suitable, teachers can prepare one by themselves with a simple way and relatively low cost. Audio media making for a classroom use just needs a recorder and a better speaker of English, that might be the teacher him/herself. The key word is creativity.

Talking about creativity in teaching and learning, the writer had most difficult moments trying to persuade his audiences that media would make their practice much better. In his professional experience of giving trainings to EFL teachers of Junior and Senior High Schools in some areas, the writer found that the vast majority of the teachers have not seemed to show interest in utilizing any kind of media. They preferred talking in most of the time, leaving an impression of monotonous teaching and learning process. In other words, today's English language classrooms are filled with activities referring to deductive teaching.

Creativity in the use of technology in the language classroom has resulted in teaching innovations. Digital (video/photo) camera, laptop, computer, and LCD projector are often seen available in the classrooms. A good teacher of English might download songs, games, texts, images, or other materials from the internet, integrate them to those media/tools above, and use them to support his/her teaching and learning. The internet is an unlimited source of downloadable materials. From YouTube, for example, video files can be downloaded and made use for

a speaking class. From inside a laptop, Power-Point perhaps remains the most popular among those few teachers skilled in dealing with the media.

The use of media in ESL/EFL language classrooms is “the wind of change” – as a form of teaching innovation. According to Hassel and Hassel, digital media have potential to transform teaching process through three ways.

1. Enabling excellent teachers to reach more students.

Great teachers will increasingly be able to teach more students in person as digital learning replaces portions of instruction in an individualized fashion and provides time-saving student data; reach students remotely via technology; and capture and share their performances and methods widely through video and smart software that individualizes learning. Even among excellent teachers, various people will thrive in different roles.

2. Attracting and retaining more of these excellent teachers.

As excellent teachers reach more students, they will be able to earn more out of regular per-pupil funds. The combination of higher pay and career opportunities made possible by digital learning will, in turn, help teaching attract and keep the best performers.

3. Boosting effectiveness and job options for average teachers.

Average teachers will benefit as digital technology and the extended reach of their excellent peers take complex tasks off their to-do lists, enabling them to focus on the parts of teaching at which they can excel. Through technology, they can also obtain real-time data and advice about how to help each of their students succeed, saving time and improving performance. Digital learning makes it easier to personalize instruction, which many average teachers find it difficult or impossible to achieve with whole classrooms of students with a wide array of needs. Some new roles will pay less, but many will also require hours far shorter than today’s typical fifty-hour teacher workweek.

The development of digital teaching media need teachers of English to

always adapt themselves to be technologically literate and work with media to support their teaching and learning process, of course if they are committed to professionalism.

EFL Teachers in Digital Era

Teachers as an important element in teaching and learning process cannot avoid the influence of digital era which has already created technologies. A digital age has opened up the new dimensions to the learning which are not visible in our existing traditional school system. Twenty first century learning is more complex than ever before as it includes various skills that must be acquired by the learner.

Besides creating a more complex teaching and learning process, digital era influences the teachers' role. Teachers are demanded to play their roles as a facilitator, manager, and advisor by keeping with the development of technology in digital era. Based on the article entitled *Teaching and Learning in the Digital Age*, the main roles of teachers are building linkages between their students' individual interests and understandings and the common skills and knowledge society expects them to acquire. It is the task of teachers to tackle with the technology and to grow their learners to acquire "skills of the 21st century".

In reality, on the contrary, many teachers of English seem unaware of "conventional" teaching media, let alone digital media. In the classroom, during peer-teaching training of the teacher professional certification program, where the training participants had been provided feedback on teaching performance, they did not seem to care about the comment given, highlighting the absence of teaching media. Though digital technological devices were already made available in the room, namely laptop and LCD projector, they remained relatively the same as in the second day peer-teaching.

Surprisingly, when asked if the presence of technologies in the classroom would be beneficial to students, almost all teachers' response fell into the favorable side of the scale (Suwartono, 2009). This means there is no consistency between the teachers' perception and their

behavior. This could mean they only pretended: they were not honest in giving response to the survey. It could also mean they had inadequate computer skill (or not at all), and consequently, they were not self-confident.

In his career development, the writer has some experience in using technology in the classroom. Once, he was so keen on utilizing video to stimulate student learning interest in a listening class. It turned out that video was an extraordinary medium to help language learners listen and speak. Later, he conducted a classroom action research study involving the use of internet materials to develop the students' scientific writing performance (Suwartono, 2008). Last year, he conducted another classroom research study on the use of video as a reflective tool in the English suprasegmental features teaching and learning. The study has also led to some promising pedagogical implications for the teaching of pronunciation in specific and the English language in general.

We cannot deny that students who live in digital era are more knowledgeable about technology than their teachers who just know about it recently. As pointed out in *Teaching and Learning in the Digital Age*, students are ahead of their teachers in using the technology and accessing information in various fields. They are less dependent on teachers and prescribed text books. They build upon their existing knowledge and derive their own meanings. It has provided them freedom and flexibility which was not available earlier. Learners have active, reflective role in this digital age.

Today's children are "growing up digital." Their view of the world is very different from that of adults, thanks to exceptional access to information, people, and ideas across highly interactive media. Today's children are the latest model of human being. Looking at the world of children is not looking backward at our own past – it is looking ahead. They are our evolutionary future.

In the meanwhile, the technology that develops in digital era helps teachers do their job better. For instance, in old time, teachers used to use blackboard and chalk to explain the material. Those teaching aids

can be replaced by Power-Point, which is more effective and efficient for delivering the material.

Even though there are positive effects that emerge from technology, problems may also arise. The biggest one, according to an article untitled *Teaching and Learning in the Digital Age*, is a classroom filled with digitally literate students being taught by linear-thinking, technologically obstructed teachers. Students have been exposed to these technologies or similar ones early on during their formative years while their teachers have just been exposed to it only recently. As a result, the students are sometimes more capable with the technology.

Some schools today were equipped with digital media. However, it seems only few teachers use them in the classroom. The germane question is: are they rarely given the chance to learn how to use this technology, or do they not have interest in the technology? Answer to either question means that the teachers are left behind in term of digital media, at least the ones applicable to classroom use. If it is true, then, these teachers of English do not optimally benefit students.

Suggested Solutions

Here are alternative solutions to the problems faced by the EFL teachers in keeping pace with technological advancements in the classroom. The solutions are proposed considering the aspect of empowerment rather than the assistance from authorities, which means dependence and uncertainty.

Being Actively Involved in Teaching Professional Association

The local association of teachers of English is strategic to improve the EFL teachers' teaching competency and quality. Within the organization, teachers of English can create environment for their own professional development. They cannot only share ideas, knowledge, skills, and experience among themselves, but also initiate preferred sources of up-dated information, eg. journals, and source persons or trainers with their own funding.

Observation shows most teachers are unfamiliar with scientific journal. Few teachers have adequate insights into the methodology of teaching because they have got the chance to attend very much top-down or centralized trainings by the government. It is a problem to be done in a country which is geographically and demographically very large.

The associations can actively participate in trainings held by the local government board or within university-based services. For example, in regard to teacher professional development, in China, Yang (2008) mentions the merit of a digital training system developed by the project for the teaching of writing in English in an area. The result is that it opens a fruitful way to professional teaching, efficient learning, and innovative writing. So far, trainings on teaching media for teachers of English have been very, very rare, at least in our local area and the vicinity. The association can then initiate close cooperation with teacher training and professional development institutions nearby.

Doing a Classroom Action Research

A study aimed to improve the professional skills of teachers through a change of mindset (Sukarni, *et. al*, 2009) concluded that the EFL teachers involved in the classroom action research program were encouraged to enhance their competency level, believe in their own capacity in the English language competence, and were willing to cooperate with issues such as the importance of IT facilities for the improvement of education, were eager to attend international seminars, publish the paper in seminar proceedings, and in an international journal. It means that EFL teachers are ready to improve their own practice, including the use of technology in the classroom by learning and working together with colleagues.

Teachers more capable in digital teaching media can share knowledge and experience with their peers in collaborative action research projects. That is why, Burns (2007) asserts that action research is "... a way of empowering teachers – especially when it is used collaboratively to share ideas and explore classroom issues with

colleagues.” It can be said that it is a kind of an implicit – learning by doing – approach to teachers’ professional development.

Conclusion

Technological advancements in varying fields of life have entered the language classroom. EFL teachers should warmly welcome the technology progress and optimally make use of it as medium to support their teaching and learning, of course if they are committed to professionalism. Therefore, they should continually sharpen their creativity by exploiting the technology for teaching innovations. Teaching Professional Association activities and collaborative classroom action research are strategic to empower EFL teachers in keeping pace with the development of today’s digital technology applicable to the English language classroom. With the activities EFL teachers do not have to wait until they are too late!

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Chapter Twenty One

Attitude of EFL Teachers towards Their Dormant Consultative Forum

Introduction

Local English teachers' consultative forums, if utilized properly, will be able to empower the members. With diverse background knowledge, competences, and skill, English teachers can learn and practice together, and share as well as work with one another with little or no limit of space and time. Unfortunately, the forum seems to be slowly dying. So, it is interesting to investigate as to why the members have recently become less busy with this professional development oriented-forum. If time is their problem, then, they are already committed to a weekly gathering. This research aimed at describing attitude of EFL teachers towards the forum and identifying the aspects affecting their attitude.

Attitude constitutes opinions and feeling that an individual has towards something (Eshghinejad, 2016). Human attitude is quite complex. It consists of thought or perception, emotion, and potential to act or behave. Those affecting attitude vary, such as experience, belief, other people considered to be influential, culture, mass media, personal emotion and education (Azwar, 1995: 30-37).

A survey on EFL teachers' perception in relation with their roles as language teachers documented that response the teachers gave on the questionnaire was inconsistent with their actual performance (Suwartono, 2009). Through questionnaires they expressed that conducting a research was an important thing for them as language teachers. However, in practice nearly none of them had done it. This indicates that at times perception is inconsistent to behaviour.

As far as education world is concerned, teacher is central. That is why, in many parts of the world, attempts to boost teachers' professional development have been continuously made. In Indonesia, these efforts

to support teachers' professional development have been increasingly felt for the last decade. Different models have been employed so far. Within teacher certification program a few models have been revised and changed from time to time – initially portfolio system, then short training, and currently intensive training with a longer period.

Are those schemes alone sufficient to generate professional, quality teachers? The portfolio system adopted in the early teacher certification program received lots of reactions. Now, even with the intensive training there is no guarantee for the trainees to become better English teachers as intended. They also need experience, share of ideas, practice time, and reflection extensively beyond the walls of training rooms.

The government and other relevant institutions (e.g. universities) have periodically held training programs, workshops, symposiums, seminars, or the like to improve teachers' quality. However, for the sake of autonomy and sustainability there should be alternative events and activities that teachers can manage alone.

Local consultative forums have been popular among teachers. Indeed, the forum could be a powerful communication arena if it works normally. Many things can be done, not just a meeting time for teachers of the same discipline, in this case English. They can learn together under the guidance of a more experienced teacher. Within their limited number of members they can autonomously plan a series of programs and implement them along the year. They can empower themselves instead of just waiting for aids from the government and institutions (Suwartono and Anurianti, 2013). When the government, either central or local is not conducting an activity or providing a grant, then, they can still do a thing for developing their own professional competency. Unfortunately, some English teachers do not participate in the local consultative forum's program. It is not hard to think that the members become inactive due to mismanagement, for instance. The author investigated the attitude of English teachers in the urban area of Purwokerto towards their local consultative forum and the possible key factors affecting it.

A survey study on state primary school Indonesian language

teachers' perception and expectation of their consultative forum had been done earlier. It used questionnaire and document. The study reported that some teachers had positive attitude towards the existence of local consultative forum. They also had a strong expectation that the forum would often hold teacher trainings (Sugiyanti, 2014). The present survey will cover a wider population that includes those teachers working at private schools as well. The current survey also makes it possible to get a more comprehensive understanding of the issue under investigation by means of interview.

One thing worthwhile when discussing attitude is satisfaction. Studies on attitude and satisfaction have been done in many fields of interest, including education. Even though attitude and satisfaction are two different concepts, both were said to have relation. If it was stated that satisfaction constitutes someone's opinions or feeling towards something, then satisfaction strongly affects attitude (Caprara in Salehi *et.al.* 2015).

Method

This survey study involved twenty EFL teachers from thirteen out of thirty state as well as private primary schools in the urban area of Purwokerto, Indonesia. Each school had about three English teachers. Convenience sampling was applied in this study, where some volunteer participants were those attending a meeting on the forum reorganisation and a few others were those joining a teacher professional program.

Data were collected through questionnaires and interviews. Questionnaires were used to elicit data on attitude. Interviews were used to elicit more comprehensive information or to ask respondents for confirmation. The questionnaires as the main instrument consist of both close and open items. Close items deal directly with attitudes. A few open items elicit general data and reactions.

Data were analysed through descriptive statistics and inductive procedure. In line with the main aims of the present study, data analysis was targeted to seek average attitude score and identify questionnaire

items with lower scores (1 and 2).

Results

With regard to its aims, results of the present study are organised as follows.

English Teachers' Attitude towards Their Consultative Forum

The twelve 5-scaled questionnaires have shown the following information. With twenty volunteer respondents participating in the study, the possible highest score for a respondent is 60 and the lowest 12. The questionnaire average score was 45.15. It belongs to category 'Positive' (lower).

Interviews with participants whose questionnaire scores deviated sharply from the average have led to a comprehensive insight into EFL teachers' attitude towards their consultative forum. An English teacher who rated '5' to all questionnaire items commented as follows. '... A new cluster of members have joined us for the last few years ... Initially, we had only 13 in-town member schools joining the forum...' When asked if there was any difference between after and before cluster mergence, the teacher argued that the former had given more contribution. The teacher mentioned the then-benefits, mainly: 1) test writing in turn by members from different schools, 2) quick top-down information delivery, 3) intensified share of knowledge among members, 4) competence-based representative for teacher competition, without regard to workplace. The now-consultative forum, the teacher said, lacked those all things, in spite of the fact that it was still under the leadership of the same chairperson.

Though, overall, the EFL teachers had positive attitude towards their area consultative forum, some of them considered the forum performance ineffective. There were a few concerns that required immediate advancement.

Weak Aspects within the Consultative Forum

Based on responses given to closed and open questionnaires, as well as results of interview, some problems facing the consultative forum under investigation have been highlighted. According to responses to closed questionnaire, five items gaining low rates of 2 and 1, namely 1, 2, 3, 8, and 9 were identified.

Over twenty percent of the respondents gave low rate to item no. 2 – that deals with intensity of the activities done in the forum (“So far, there is much to do in the forum for each semester.”) The low rating to the item probably means that so far the consultative forum has held too few (if any) activities. This was supported by some interview data, as a teacher commented below:

‘... For the forum meetings, so far, in the previous academic year we had nearly no meeting... If any, then, there was only once just prior to the national exam. So, it was indeed not a routine. So far during this academic year we have arranged only a couple of meetings. The first one when we had post-Ramadhan month gathering...and the second one when we held re-organisation’

In line with the comment above, another English teacher stated as follows: ‘Meetings remain very rare. Activity held is not varied’.

The next position goes to item no. 3 – that has something to do with “charm” of activity brought to the forum (“Variety of activity presented in the English teachers’ consultative forum so far has not been boring.”), where more than fifteen percent of respondents gave low rates. The low rating has indicated that EFL teachers joining the forum found the activities unappealing, e.g. always the same old ones. A teacher wrote the following brief comment: ‘The English teachers’ consultative forum program has run ineffectively’.

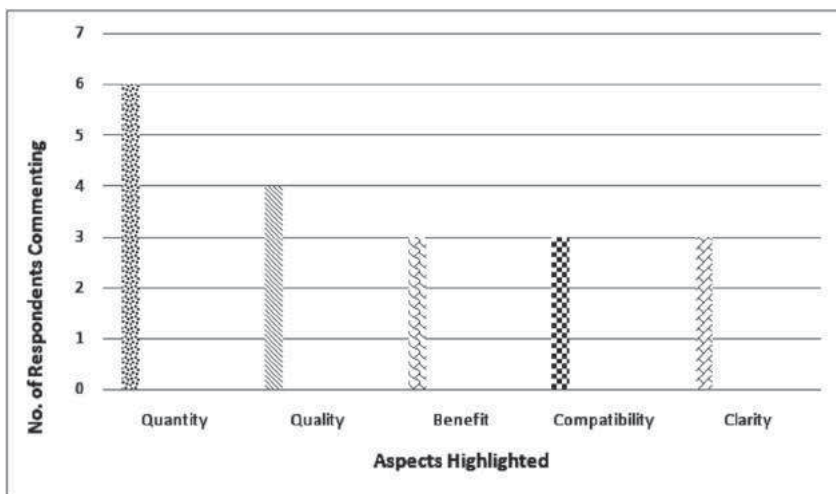


Chart of Members' Feedback

The next place goes to item numbers 1, 8, and 9, which were rated low by 11.5% of the participants. Those 3 items respectively deal with benefit of joining the forum, interpersonal compatibility of all members and/or organising chairs, and clarity of the forum's program. According to comments shared by respondents through open questionnaires, the English teachers' consultative forum in their area suffered from serious issues, including poorly-informed activity, unpunctuality, low attendance, monotonous activity, rare meeting, and unplanned program's activity. The latter was the most sharply criticised by the teachers, reaching almost 50% of all comments. The forum's activity has not been well-planned, and tended to be incidental.

The positive attitude of the EFL primary school teachers towards their area consultative forum could mean that they remained loyal to the forum. That they criticised a few things of the forum probably means that they felt unsatisfied with the current condition of the forum. The idea is confirmed by the fact that the attitude falls into category "Positive" (lower).

It is also a good idea to look at the teachers' profile whose information was collected through questionnaire items. Of all 20 respondents, their ages ranged from 24 to 50 years or above. Majority graduated from a

bachelor's degree program. Only 2 hold a master's degree certificate. Two respondents sat in the organizing committee, while the rest were members. Eight respondents had a status of civil servants, while the rest served as private school teachers.

Teaching experience of the EFL teachers varied, ranging from < 5 years to > 21 years. Experience in professional development activities was generally still unsatisfactory. Participation of each teacher in professional development activities averaged only once within teaching experience span. Activities attended varied, such as book writing, instructional document preparation, action research, quality teacher, pioneer teacher, national instructor, learner teacher. However, most dealt with the national current curriculum – Discovery Learning.

Excellent achievement remained very rare. Of twenty respondents, only seven were considered to hold 1 or 2 kinds of achievement. For example, a regency level-high performing teacher, teaching overseas, national instructor, and peer-assessor; or else, such as consultative forum manager, teaching practicum coach, and contest jury. In general, the teachers had been joining the consultative forum for less than 15 years.

The profile shows that, overall, quality of the EFL teachers joining the local consultative forum is still low. Therefore, those who complained about the real condition of the forum were not many in number (see the chart above). The more qualified and better experienced the teachers, the more challenging they become oriented to higher standard.

When requested to provide suggestions in relation to the existing condition, member teachers and organizing chairs involved mostly proposed well-planned programs, more frequently events, and more qualified activities (up to 85%). A young member teacher who joined only a year ago wrote like this: 'Arrange meetings clearly, for example once a month first week. Plan programs for next year. Make meetings more interesting'. Another member commented: 'Once in a while, it seems necessary to have a study trip to another area consultative forum, just hold an outbond activity to strengthen interpersonal cohesion, or

invite a reputable sourceperson’.

A member teacher, who held a master’s degree certificate, commented very strongly: ‘I hope the English consultative forum has clearly-planned programs to enhance quality of teaching and learning at school, improve achievement, and boost teacher professional development.’ This teacher did not forget to share a best suggestion as follows: ‘Have regular meetings with clear goals and well-planned, continuing, as well as effective activities.’

There was an impression that the two respondents discussed above did not feel happy with the condition. In the meanwhile, in response to the open questionnaires, the forum chairman only left a few words uncommon to any other research respondents. He highlighted the low support from some school managements, i.e. the authorities did not issue permission letter of attendance and support funding. In addition, he gave a suggestion regarding with invitation to reputable speakers with funding from the schools where the forum members had been working at. It was likely that the chairman was unaware of opportunities for mutual corporation established by the consultative forum and higher educations in the area, where universities yearly grant lecturers’ social service and, therefore, the forum and the schools do not necessarily budget for this. The forum organizing committee can determine a choice as to which social service proposals arriving at them would be accepted and implemented for free.

It is clear that data collected through the research instruments have shown attitude of EFL teachers involved in the study towards their local consultative forum was positive, though not convincing enough. However, some member teachers felt unhappy with the forum’s program. A few aspects were considered poor and, needed reforms, accordingly. The finding was also consistent to the author’s statement at the beginning of background section.

Conclusion

Overall, results of this study have shown that the primary school EFL teachers under investigation had positive attitude towards their area

consultative forum. However, some teachers strongly proposed concrete actions for a better condition. Their urgent needs can be summarized into: (1) well-planned program/agenda, (2) higher quantity of activities, (3) and better quality of events.

Concerning results of this study, the author put forward the following suggestions for betterment. Firstly, the primary school EFL teachers in the area should be encouraged to take an active part in the forum's program. Secondly, the forum organizing committee should set a well-planned program, paying special attention to quantity and quality of selected activities/events. Last but not least, the forum organizing committee should periodically evaluate the program implemented and care about members' voice to assure their participation in every single activity held.

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Chapter Twenty Two

Kekomunikatifan Penggunaan Bahasa Guru Bahasa Indonesia di Kelas

Pendahuluan

Sudah dimaklumi bersama bahwa bahasa merupakan alat komunikasi dalam kehidupan berinteraksi antara individu yang satu dengan individu yang lainnya. Proses interaksi itu sudah tentu dalam kehidupan lingkungan masyarakat. Lingkungan masyarakat itu beragam, seperti masyarakat luas pada umumnya, masyarakat nelayan, petani, industri, masyarakat didik, dan masyarakat yang lain-lainnya. Dalam dunia pendidikan, masyarakat didik dibagi-bagi lagi menjadi satuan-satuan pendidikan. Satuan-satuan pendidikan itu terdiri atas satuan pendidikan dasar, menengah, maupun tinggi.

Dalam interaksi berbahasa terjadi komunikasi. Dalam berkomunikasi mungkin terjadi interaksi komunikasi yang komunikatif dan mungkin juga tidak komunikatif. Perlu diketahui bahwa penggunaan bahasa yang komunikatif itu ialah penggunaan bahasa yang dapat dipahami oleh kedua belah pihak, sehingga tidak terjadi kesalahpahaman. Banyak isu yang terjadi bahwa ketidakpahaman murid dalam menerima pelajaran disebabkan oleh penggunaan bahasa guru yang kurang efektif. Akibatnya, terjadi kesenjangan komunikasi sehingga sasaran atau target pembelajaran tidak tercapai.

Teori yang relevan berkaitan dengan kekomunikatifan berbahasa adalah teori komunikasi bahasa. Teori komunikasi berbahasa berinduk dari fungsi bahasa. Bahasa berfungsi sebagai alat komunikasi. Penggunaan bahasa yang difungsikan dalam proses belajar mengajar itulah yang menjadi sasaran utama penelitian ini.

Komunikasi "... is a process by which information is exchanged between individuals through a common system of symbols, sign or behavior" (Webster, 1991: 225). Berdasarkan pengertian yang diberikan

oleh Webster tersebut, dapat disimpulkan bahwa komunikasi sebagai suatu proses melibatkan: 1) pihak yang berkomunikasi, 2) informasi yang dikomunikasikan, 3) alat komunikasi. Pendapat tersebut senada dengan yang dikembangkan oleh Kinneavy, dkk., yang disebut *communicative triangle* (Kinneavy dalam Palmer, 1981: 15). Mereka menyatakan bahwa terwujudnya bahasa tutur disebabkan oleh adanya: 1) pelaku tutur, yaitu yang menyampaikan pesan tutur (encoder) dan penerima pesan tutur (decoder), 2) tanda (sign) yang merupakan bahasa sebagai penyalur pesan atau *message*, dan 3) realitas atau kenyataan yang mengacu kepada pesan.

Peristiwa berkomunikasi tersebut diatas oleh Chomsky disebut sebagai *inner speech* (Chomsky dalam Leech, 1972: 21). Dengan demikian, semua tingkah laku manusia menurut pengalaman tertentu bersifat komunikatif. Misalnya, ada seseorang yang berjalan tergesa-gesa dan lambat-lambat. Orang tersebut sebenarnya sedang memberikan informasi yaitu hal-hal yang menggambarkan perilaku orang tersebut. Peristiwa tersebut diamati oleh seorang pengamat. Pengamat itu tidak diketahui oleh si pelaku. Pengamat itu memperoleh informasi dari tingkah laku seseorang walaupun orang itu tidak menyadari atau tidak bermaksud berkomunikasi dengan si pengamat tadi. Hal inilah yang disebut kesan. Tingkah laku itu pun dapat pula dinyatakan kepada si pengamat informasi lewat tuturan. Misalnya, “Saya berjalan tergesa-gesa karena harus naik kereta api pukul 07.00 pagi.”

Pakar lain yang mengungkapkan masalah komunikasi di antaranya Jacobson. Ia menyatakan bahwa fungsi bahasa yang komunikatif memiliki tiga komponen, yakni: 1) *speaker*, 2) *receiver*, 3) *the channel of communication*, 4) *the linguistic message itself*, dan 5) *subject matter* (Jacobson dalam Leech, 1984: 49). Pendapat ini memperjelas kedudukan komponen-komponen yang terlibat dalam peristiwa komunikasi, yaitu dengan adanya *speaker*, yang berfungsi sebagai *expressman* (pencurah, pengungkap, pemernyata), yaitu orang yang mengekspresikan gagasan, ide, kehendak kepada pihak pendengar (listener).

Bila dikaitkan dengan proses belajar mengajar, maka hal tersebut

sama dengan fungsi guru dan siswa. Demikian pula dengan *subject matter* atau bidang studi yang disampaikan guru kepada para siswa di sekolah. Pesan ajar itu ternyata memiliki fungsi *phatic* “kesan”, *informational* “informasi”, dan *aesthetic* “indah”.

Pokok permasalahan dalam penelitian ini ialah kekomunikatifan penggunaan bahasa dalam proses belajar mengajar bahasa Indonesia di SMP di Kecamatan Purwokerto Selatan. Adapun secara lebih rinci masalah yang menjadi kajian penelitian ini mencakup: 1) bagaimanakah taraf kekomunikatifan penggunaan bahasa oleh guru dalam menyampaikan pesan ajarnya kepada para siswa?, 2) bagaimanakah taraf kekomunikatifan penggunaan bahasa siswa dalam mempersepsi materi ajar yang disampaikan oleh guru selama kegiatan belajar mengajar berlangsung, 3) faktor apa sajakah yang menyebabkan terjadinya ketidakkomunikatifan?

Metode

Metode penelitian yang diterapkan di dalam penelitian ini lebih menekankan pada metode kualitatif. Metode kualitatif diterapkan karena proses penggunaan bahasa di kelas hanya bisa dijangkau dengan cara observasi dan perekrutan data ditempuh melalui media perekaman. Selain data kualitatif, di dalam penelitian ini juga dibutuhkan data kuantitatif berupa nilai capaian belajar guna mengkaitkan kekomunikatifan dalam penggunaan bahasa dan pemahaman serta hasil belajar di pihak siswa.

Prosedur penentuan populasi dan sampel penelitian berbeda-beda, bergantung pada pendekatan, masalah, tujuan, hasil yang dicapai serta komponen-komponen lainnya yang terkait. Unit-unit populasi penelitian ini terdiri atas: 1) unit inti masalah, yakni kekomunikatifan penggunaan bahasa dalam proses belajar mengajar di dalam kelas, 2) unit manusia, yakni guru dan siswa (kelas VII – IX), 3) unit situasi, yakni proses belajar dan mengajar di dalam kelas, dan 4) unit tempat, yakni SMP Negeri di Kecamatan Purwokerto Selatan.

Berhubung hanya terdapat dua sekolah menengah pertama negeri di wilayah penelitian, maka diupayakan pembelajaran bahasa Indonesia

dari seluruh guru bahasa Indonesia dijadikan unit penelitian. Namun demikian, pada saat yang bersamaan, juga perlu didapatkan kedalaman analisis data penelitian, dari masing-masing guru diambil sampel pembelajaran di satu kelas. Selain itu, unit situasi pembelajaran tidak diambil secara utuh selama kurang lebih 40 menit, melainkan petik kejadian (*event sampling*). Penentuan sampel penelitian dilakukan sementara, sambil penelitian berlangsung (*emergent sampling design*). Caranya yaitu dipilih unit sampel tertentu yang diperkirakan paling mungkin akan memberikan data yang diperlukan. Beberapa pertimbangan digunakan dalam penentuan SMP Negeri di Kecamatan Purwokerto Selatan. Informasi dari kepala sekolah, kepala dinas, serta guru-guru sekolah tersebut yang menyangkut kualifikasi guru, NEM siswa, dan capaian nilai KKM yang umumnya sudah cukup baik.

Mengingat kekomunikatifan ini ruang lingkungannya sangat luas dan kompleks, maka dalam penelitian ini dibatasi sampel permasalahannya pada makna logis dan komunikatif. Dengan logis dan komunikatif itulah pesan tutur dapat diserap dan dipahami oleh siswa sehingga tuturan guru dapat dikategorikan komunikatif.

Data kualitatif penelitian dihimpun melalui pengamatan proses pembelajaran. Pengamatan dilakukan secara tidak terstruktur dan direkam secara audio-visual. Juga dilakukan wawancara dengan guru guna melengkapi data kualitatif yang terjaring melalui pengamatan. Adapun data kuantitatif capaian belajar siswa yang sifatnya hanya sebagai data pelengkap dikumpulkan melalui dokumen hasil tes di sekolah.

Data kualitatif penelitian ini dianalisis secara induktif. Apa yang tertangkap dan terekam, baik selama pengamatan berlangsung, dari rekaman audio-visual, maupun hasil wawancara di-display, dikerucutkan dan ditarik simpulan. Dalam pengerucutan data kualitatif tersebut diperlukan mekanisme *coding*, kategorisasi dan persentase.

Data kuantitatif capaian hasil belajar siswa diolah dengan menggunakan statistik deskriptif untuk mengetahui rerata, sebaran, maupun *display* data secara visual. Pada akhirnya dari hasil analisis data

ini diperoleh temuan tentang taraf kekomunikatifan penggunaan bahasa guru dan siswa berikut faktor-faktor yang mempengaruhinya.

Hasil dan Pembahasan

Tuturan Guru dan Siswa

Data yang terekam dalam kegiatan pembelajaran bahasa Indonesia ini berbentuk wacana dialog, misalnya:

Guru : ...Nah, sekarang Ibu coba beri contoh kalimat...

Kalian cermati ya!

Membaca ya! Siswa

: Ya Latihan?

Guru : Ya, ya... baik. Banyak contoh. kalimat seperti ini, ya!

Kaliankan belajar menyunting?

Siswa : Ya!

Guru : Menyunting karangan. Coba kalian sunting ya!

Menyunting apa?

Kalau menyunting bisa bermakna apa, menyunting?

Siswa : Meminang.

Guru : Oh, meminang. Ya pintar sekali. (siswa terlihat senang).

Dalam wacana diatas terdapat tuturan yang tidak komunikatif. Guru menyuruh siswa menyunting kalimat. Kemudian, guru menanyakan makna kata “menyunting”. Siswa memberikan jawaban dengan merespon “Meminang”. Meskipun ditinjau dari segi makna leksikal kata “menyunting” berasal dari sunting yang juga bisa berarti melamar atau memperistri, peran guru sebagai narasumber dan fasilitator sangat diperlukan untuk memperjelas makna kata berdasarkan konteknya.

Dimaklumi, tampaknya guru sengaja bermaksud untuk menanyakan kemungkinan makna lain di luar konteks. Namun demikian, tidak sepatutnya pembicaraan berlarut-larut ke dalam makna lain itu, sebagaimana kelanjutan dialog berikut:

Guru : Iya ya? Karna itu bisa bermakna meminang. Kemarin yang baru dipinang siapa? (sebagian siswa tertawa kecil)

Masa Yang meminang siapa?

Siswa : Rafi (maksudnya Rafi Ahmad, selibriti) Guru :
Yang dipinang siapa?

dst.

Dialog selanjutnya cukup panjang, hingga ada seorang siswa yang bergurau mengatakan "...pohon,...pohon pinang." Guru, dalam hal ini, perlu secepatnya memberikan kejelasan dan penegasan mengenai makna kata yang dimaksudkan di dalam kontek pembicaraannya.

Dalam hal ini, guru yang berperan sebagai narasumber sepatutnya untuk menyampaikan bahwa suatu kata yang memiliki kesamaan bunyi mungkin saja memiliki makna lebih dari satu, seperti "menyunting", "bisa", "bang", dan kata-kata yang lainnya. Dengan demikian, dari hasil interaksi melalui kegiatan berbahasa secara dialogis dalam pembelajaran di dalam kelas akan bisa komunikatif secara kontekstual.

Perlu ditegaskan pula bahwa komunikatif bukan semata-mata hanya mengerti, melainkan harus diperhatikan juga satuan-satuan linguistik atau kebahasaan secara formal, sebab kriteria penggunaan bahasa Indonesia dalam kegiatan belajar mengajar didalam kelas wajib memperhatikan bahasa Indonesia yang baik dan benar. Terlebih, pada saat dilakukan penelitian ini sedang dilaksanakan pembelajaran bahasa Indonesia oleh seorang guru bahasa Indonesia. Komunikatif meliputi empat kompetensi, yaitu: 1) kompetensi gramatikal, 2) kompetensi sociolinguistik, 3) kompetensi wacana, dan 4) kompetensi strategis (Savignon dalam Hidayat, 1999: 14).

Berikut disajikan contoh penggunaan tuturan yang tidak komunikatif.

Guru : Gitu, ya! Kita cermati. Terus apa lagi?

Siswa : April

Guru : Ya!

Dalam interaksi ini guru membenarkan jawaban siswa dengan menyatakan "Ya". Padahal jawaban siswa itu belum lengkap, seharusnya

yang tepat adalah bulan April. Selain ketidaklengkapan kosakata, juga ada ungkapan yang diucapkan guru “Gitu ya!”. Ini bukan ungkapan baku, seharusnya “Begitu ya! Guru tidak menyadari dalam tuturannya terungkap kata-kata santai, padahal saat itu sedang melaksanakan kegiatan pembelajaran bahasa Indonesia.

Hal senada juga terungkap dalam dialog berikut ini.

Siswa : Ya, mbuka dulu.

Guru : Nggak papa. Nanti, yang lain nanti bisa melengkapi atau menam- bah, jika ada yang kurang. Oke dengerin, ditambahi.

Siswa : Pertama-tama, rebus airnya dulu hingga mendidih. Kedua, buka Bungkus mie. Ketiga, masukkan mie. Keempat, apa ya, masukkan ke dalam piring. Terus, tiriskan mie.

Bila diperhatikan konteks wacana dialog di atas ditinjau dari aspek kekomunikatifannya secara keterhubungan makna, maka dapat dikategorikan komunikatif. Ternyata, masih ditemukan banyak penggunaan kosakata yang tak baku, baik dari segi morfologis atau pembentukan kata-katanya maupun dari segi fonologis, misalnya kata “mbuka”, “ngga papa”, “oke”, “dengerin”, “tapi”, “yo” dan masih banyak lagi contoh-contoh seperti itu yang tak laik diungkapkan oleh guru bahasa Indonesia dalam situasi formal pembelajaran bahasa Indonesia.

Contoh berikut menunjukkan ketidakruntunan (*coherence*) dan ketidakruntutan (*cohesiveness*).

Guru : Agak suka mie goreng (siswa turut mengucapkan). Terus, bisa masak?

Siswa : [Nggak] suka!

Interaksi di atas tidak runtun dan tidak runtut sebab pertanyaan guru yang diajukan kepada para siswa tuturannya tidak lengkap dan tidak jelas, sehingga menimbulkan berbagai penafsiran makna di pihak siswa, misalnya “agak suka mie goreng”. Seharusnya guru mengungkapkan tuturan “Apakah kamu suka mie goreng?” Jawaban siswa ada dua

alternatif, “ya” atau “tidak”. Dialog seperti itu akan mudah dijawab oleh siswa karena antara pertanyaan dan jawaban runtun dan runtut atau terjalin komunikasi yang berkesinambungan.

Hasil analisis data kekomunikatifan penggunaan bahasa dalam proses belajar dan mengajar bahasa Indonesia di dua sekolah tidak ditampilkan kalimat per kalimat sebagaimana yang telah dipampangkan diatas, melainkan dianalisis secara keseluruhan, yang kemudian dipilah-pilah kedalam dua kategori, yaitu kategori penggunaan bahasa yang komunikatif dan yang tak komunikatif.

Penggunaan Bahasa yang Komunikatif dan Tak Komunikatif

Data yang terhimpun dari dua sekolah ada empat pokok bahasan, yaitu pokok bahasan menyunting, struktur kalimat, wacana prosedural, dan peristiwa penutupan jalan umum. Keempat pokok bahasan disajikan guru dalam kegiatan belajar mengajar dengan menitikberatkan pada strategi dialogis sehingga terjadi interaksi antara guru dan siswa.

Dilihat dari satuan linguistiknya, yang dihasilkan pada saat peristiwa tindak tutur antara guru dan siswa berupa satuan wacana dialog. Petikan wacana dialog antara seorang guru dan para siswa selama kegiatan belajar mengajar yang diamati di kelas VIII SMP Negeri 5 Purwokerto terdiri atas 51 kalimat tutur. Dari angka itu, setelah dianalisis menurut tingkat kekomunikatifannya, terdapat 14 kalimat tutur (28%) yang tidak komunikatif. Dengan kata lain, yang komunikatif ada 72%. Dengan demikian, kekomunikatifan guru dan siswa dalam proses pembelajaran bahasa Indonesia di kelas yang diamati dapat dikategorikan cukup baik.

Sementara itu, data kekomunikatifan yang terhimpun dari pengamatan terhadap seorang guru lainnya dan para siswanya dengan pokok bahasan “Menyunting Karangan” di kelas IX di sekolah yang sama menunjukkan ada sekitar 117 kalimat tuturan. Dari angka itu 85 diantaranya (72,6%) dapat digolongkan kedalam kalimat komunikatif. Dengan demikian, kekomunikatifan penggunaan bahasa guru dan para siswanya tersebut dapat dikategorikan cukup baik.

Selanjutnya data kekomunikatifan yang terhimpun dari seorang

guru dan para siswanya di sebuah kelas yang sedang membahas “Wacana Prosedural” di SMP Negeri 7 Purwokerto menunjukkan bahwa petikan tindak tutur yang diekspresikan guru dan siswa dalam pembelajaran bahasa Indonesia tentang cara memasak mie ini setelah diverifikasi berjumlah 72 kalimat tutur. Dari angka ini, 70,7% diantaranya dapat digolongkan kedalam kalimat tutur yang komunikatif. Jadi, tingkat kekomunikatifan guru tersebut dalam menggunakan bahasa Indonesia pada saat kegiatan belajar mengajar dapat dikategorikan cukup baik.

Hasil pengamatan yang lain lagi terhadap seorang guru di sekolah yang sama yang membahas teks observasi tentang peristiwa penutupan jalan umum menunjukkan bahwa jumlah kalimat tutur yang terekam dalam petikan wacana dialog seorang guru dan siswa dalam kegiatan belajar mengajar ini ada 81 kalimat tutur. Kekomunikatifan penggunaan bahasa Indonesia oleh guru dan siswa tersebut mencapai 68,5%, dan yang tidak komunikatif 31,5%. Dengan demikian, kekomunikatifan penggunaan bahasa Indonesia guru dan siswa di kelas ini baru mencapai taraf sedang.

Faktor Penyebab Kekurangkomunikatifan Bahasa Tutur Guru dan Siswa

Setelah ditemukan masih banyaknya penggunaan bahasa tutur guru dan siswa yang kurang komunikatif dalam pembelajaran bahasa Indonesia di kedua sekolah penelitian, maka perlu dibahas kemungkinan penyebab kekurangkomunikatifan penggunaan bahasa tersebut. Sebagaimana telah disinggung pada bagian Pendahuluan, menurut teori komunikatif (Savignon) faktor yang menyebabkan kekurangkomunikatifan itu terdiri atas: 1) kompetensi gramatis, 2) kompetensi sosiologis, 3) kompetensi wacana, dan kompetensi strategis.

Dari keseluruhan data penggunaan bahasa tutur guru dan siswa yang diteliti di dua sekolah, ditemukan faktor yang menyebabkan kekurangkomunikatifan penggunaan bahasanya, yaitu:

1) Kompetensi Gramatikal

Penggunaan bahasa Indonesia guru dan siswa banyak ditemukan yang tidak gramatis, seperti yang diungkapkan guru “Bagaimana

menyusun”. Ungkapan guru itu membingungkan para siswa, sebab berupa ungkapan aktif transitif. Ungkapan jenis ini wajib diikuti objek, sebab akan memunculkan pertanyaan, yaitu menyusun apa. Berdasarkan analisis keseluruhan ungkapan yang dihasilkan guru dan siswa ternyata kekurangkomunikatifan yang disebabkan oleh faktor ketidakgramatisan itu mencapai 38,5%.

2) Kompetensi Sosiologis

Setelah dilakukan analisis data, ternyata penyimpangan atau kesalahan penggunaan bahasa guru dan siswa pada saat proses pembelajaran bahasa Indonesia yang terkait dengan aspek kompetensi sosiologis ini ialah diksi atau pilihan kata-katanya. Pilihan kata-kata yang terungkapkan guru dan siswa banyak diambil dari penggunaan kata-kata santai atau penggunaan bahasa Indonesia yang tak formal, seperti kata: nggak, oke, dikasih, gitu, cuman, dan kata-kata lain yang seperti itu, sehingga mengganggu terhadap kekomunikatifan penggunaan bahasa. Jumlah kosakata yang terinterferensi penggunaan bahasa keseharian atau secara sosiologis berkisar 34,8%.

3) Kompetensi Wacana

Perilaku penggunaan bahasa pada dasarnya berbentuk wacana, baik monolog maupun dialog. Wacana itu bisa diekspresikan secara lisan atau tulisan. Komponen-komponen pembentuk atau pembangun itu bermacam-macam, diantaranya keruntutan dan keruntunan berbahasa atau kekoherensian dan kekohesifan bahasa. Analisis menunjukkan bahwa penggunaan bahasa tutur guru dan siswa yang berbentuk wacana dialogis itu ternyata masih banyak ditemukan yang tidak runtut dan runtun, seperti seorang siswa mengatakan “Itu ta cerita” kemudian siswa yang lainnya menjawab “Menghargailah” lalu disambut oleh siswa yang lainnya dengan mengatakan “Tiriskan”. Rangkaian kata yang diungkapkan siswa itu tidak berkesinambungan satu dengan yang lainnya karena tidak runtut dan runtun.

Berdasarkan hasil analisis, jumlah tuturan yang tidak runtut dan runtun itu mencapai 29,6%. Dengan demikian, penggunaan bahasa guru dan siswa dalam pembelajaran bahasa Indonesia yang tidak

komunikatif disebabkan ketidakruntutan dan ketidakruntunan dalam penyampaian pesan-pesan ajarnya kepada siswa pada saat pembelajaran di kelas.

4) Kompetensi Strategis.

Pada saat guru berbicara di hadapan para siswanya, sudah tentu tidak terlepas dari strategi, taktik, siasat, atau teknik berbicara, terkadang pembicaraannya diikuti mimik, gerak-gerik badan, tangan, gelak tawa serta gestur yang lainnya. Hal itu dilakukan untuk menarik perhatian siswa dan yang paling penting agar pesan ajarnya tersampaikan kepada siswa. Kegiatan yang dilakukan guru itu tergolong kompetensi strategis.

Yang menjadi masalah adalah bagaimanakah cara yang dikembangkan guru dalam menerapkan kompetensi strategis pada saat pembelajaran bahasa Indonesia itu berlangsung? Pada saat penelitian ini dilakukan, guru menerapkan strategi pembelajarannya dengan berdialog. Dari dua SMP yang dijadikan objek penelitian, pada umumnya guru menerapkan strategi dialog diiringi senyum, tertawa, gerak-gerik tangan sebagai perintah, misalnya guru menyuruh berdiri kepada siswa yang akan mempraktikkan cara memasak mie. Walaupun demikian, masih ada strategi yang belum diterapkan, misalnya pada saat kegiatan tanya yang dilakukan tidak hanya sepihak atau dua pihak saja, melainkan perlu diterapkan multi-pihak. Yang dimaksud dengan multi-pihak ialah semua pihak dalam hal ini siswa diberikan peluang untuk menjawab atau menanyakan materi yang dibahas serta membenarkan dan mengoreksi kesalahan pun diserahkan kepada siswa dan akhirnya guru sebagai narasumber meritensi apakah jawaban siswa itu benar atau salah. Dengan demikian, suasana belajar akan hidup, proaktif, kreatif, serta menyenangkan. Secara umum, tingkat kekomunikatifan guru sudah cukup baik, yaitu mencapai rata-rata 78,6%. Hal-hal yang masih dianggap kurang komunikatif rata-rata mencapai 21,3%. Kekurangkomunikatifannya itu disebabkan penggunaan strategi yang monoton dan mengembangkan pola bertanya sepihak atau dua pihak saja.

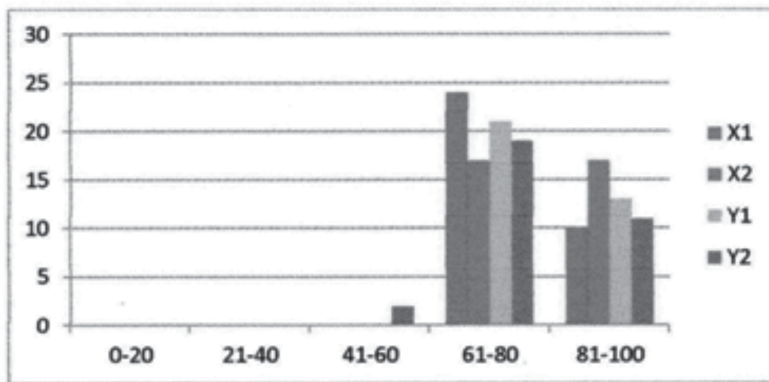
Hasil Belajar Siswa

Dilihat dari sisi capaian belajar siswanya, maka kegiatan pembelajaran yang dilaksanakan para guru yang terlibat dalam penelitian ini telah memberikan hasil yang memadai. Meskipun hasil belajar dipengaruhi oleh banyak faktor, hasil belajar siswa yang menjadi objek pengamatan dalam penelitian ini sesuai dengan tingkat kekomunikatifan guru dalam penggunaan bahasa Indonesia selama proses pembelajaran berlangsung. Diakui nilai-nilai yang dimanfaatkan untuk penelitian ini ada kemungkinan kurang relevan karena bukan nilai yang dihasilkan dari pengetesan harian atau formatif tes selepas pembelajaran yang penggunaan bahasanya direkam, melainkan nilai ulangan akhir semester (UAS). Namun demikian, setidaknya sedikit memberikan gambaran umum mengenai kontribusi tingkat kekomunikatifan penggunaan bahasa Indonesia oleh guru selama pembelajaran berlangsung terhadap hasil belajar siswa.

Dari empat guru dalam empat kelas yang diamati dan direkam penggunaan bahasanya selama pembelajaran berlangsung diketahui hal-hal berikut:

1. Rerata UAS terendah sesaat sebelum penelitian ini dilakukan adalah 77,5 dan tertinggi 82,9. Keempatnya jika digabungkan reratanya menjadi 80,2.
2. Nilai-nilai per kelasnya dapat dikatakan sudah baik, sebab telah mencapai kriteria ketuntasan minimal (KKM) per angkatan di sekolah masing-masing. Dari sebuah kelas yang diamati, misalnya, hanya terdapat satu orang siswa yang tidak mencapai nilai KKM (kurang dari 3%).

Secara visual data capaian hasil belajar yang dimaksudkan dapat ditampilkan dalam grafik berikut:



Gambar diatas menunjukkan bahwa capaian siswa untuk bidang studi bahasa Indonesia yang proses pembelajarannya direkam dan dianalisis tingkat kekomunikatifan penggunaan bahasanya secara umum sudah baik. Hasil ini menguatkan informasi awal sebelum penelitian ini dilakukan bahwa hasil belajar bahasa Indonesia di kedua sekolah yang diteliti sudah baik.

Kesimpulan dan Saran

Dalam konteks data penelitian ini, secara umum tingkat kekomunikatifan penggunaan bahasa guru dan siswa dalam kegiatan belajar mengajar sudah cukup baik. Namun demikian, dalam penggunaan bahasa masih terdapat ungkapan yang dapat mengganggu kekomunikatifan berbahasa. Kekurangkomunikatifan berbahasa yang terjadi ini disebabkan oleh beberapa faktor, yaitu: 1) penggunaan bahasa Indonesia santai, informal, atau keseharian yang melekat, sehingga baik tuturan guru maupun siswa tidak gramatis; 2) nalar berbahasa kurang diperhatikan sehingga penggunaan bahasa lebih didominasi oleh faktor kebiasaan berbahasa, yang berakibat penggunaan bahasa tidak runtut dan runtun; 3) kompetensi strategis berbahasa kurang bervariasi, sehingga penggunaan bahasa menjadi monoton. Untuk capaian siswa dalam mata pelajaran bahasa Indonesia dapat dikatakan sudah baik.

Ada beberapa saran yang perlu diperhatikan dalam kaitannya

dengan hasil penelitian ini. Pertama, penggunaan bahasa seharusnya menekankan pada aspek penalaran, bukan semata-mata keterampilannya saja. Situasi berbahasa seperti ini akan berdampak pada kreativitas berpikir, inovasi, keproaktifan, dan kekomunikatifan. Kedua, guru harus menjadi model dalam berbahasa, terlebih dalam konteks penelitian ini, guru yang dimaksudkan adalah guru bahasa Indonesia, yang seharusnya menjadi teladan bagi para siswanya. Selanjutnya, kekomunikatifan penggunaan bahasa Indonesia dalam pembelajaran pada mata pelajaran bahasa Indonesia di kedua sekolah yang diteliti masih perlu ditingkatkan agar capaian belajar siswa bisa maksimal.

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Chapter Twenty Three

Preparing Qualified Multiple-Choice Test Items: What Should a Language Teacher Realize?

Introduction

Insights into and competence in testing is often neglected by teachers. In the context of education, testing is inseparable from teaching. To some degree, testing affects learning (backwash) either harmfully or beneficially. Of course, what we expect from a testing is a beneficial back wash effect on teaching and learning. Students' dissatisfaction due to poor testing technique or scoring system, for instance, may result in bad attitude towards learning. Accumulation of learned materials with quite rare or no periodic evaluation may hinder rather than help students learn because they do not know the level of their learning mastery. Advance notice of upcoming test will motivate students to learn. Testing with proper level of difficulty might raise or maintain students' positive attitude towards teacher, teaching and learning. Therefore, a good teacher will never ignore test methodology as an integral part of his teaching profession.

In the meanwhile, the fact has shown that most tests in language education across this country involve multiple-choice items. For many years, this type of test item has taken an important role in language testing in our national final examination. The majority or even the entirety of the test items constitutes this test item type. The world's leading language testing program, named "TOEFL" uses almost exclusively this item type.

In daily English classroom practices, multiple-choice can also be used to help students learn better. For example, it has been a long tradition that questions which require longer responses follow the reading passages (most noticeably essay). It is, of course, monotonous and to many students essay items perhaps seem demanding and can

lead to reluctance to learn. Multiple-choice items, however, can be an alternative approach to reading or listening comprehension classroom tasks and/or home exercises. In the first place, since the response is limited, multiple-choice items enable the students to concentrate on meaning. Covering things other than meaning in reading or listening comprehension assessment seems unfair! And this will happen if students have to give written or oral responses (productive).

In the second, it is likely that the students will be encouraged to read the texts, as they have options, which let them feel more secure (when they do not know the answer, they still can be the so-called “correct by default”. To check this, it is good practice to ask students to propose a supporting line.

By applying multiple-choice items to reading comprehension class the teacher can help the students arrive at meaning through inquiry (nature) instead of direct provision (nurture). Right, generally, context contributes greatly to the making of deductions about the meaning; nevertheless, control over the options put forward can activate the students’ learned language. Imagine how three out of four options are assumed to have been familiar to students. Instead of saying “Well, the meaning of “X” is ... “ (in the first language), it is better for a teacher to get the students to choose options which require reduced analysis. It would be possible that a well-prepared exercise of this kind is viewed as a game or fun. The following are fairly good multiple-choice items for teaching reading:

I went to China for 3 weeks and it was an eye-opening experience. First of all the city of Beijing is simply huge with hundreds of tall apartment buildings in every direction. The roads and highways are wide and very clean with gardens and shrubs each side of the road. Traffic was not as chaotic as in many other large cities. The majority of cars and buses that I saw were new models, with very few cars older than a few years.

4. The word ‘chaotic’ in line 4 is closest in meaning to...

A. mistake C. inexpensive

B. unknown D. disorganized

While in a good reading comprehension test a candidate is expected to make use of context (as clues) to lead him to an answer, in a reading comprehension class with quite rare clues for a difficult word a teacher can help the students by using a multiple-choice item with more ‘identifiable’ non-answer options. In relation with the example above, when the teacher assumes that clues are not enough and that the words in A, B, and C are most possibly detected by the students; he can expect much that the students will choose d as the answer. Though, it is not certain whether the students get right along with the understanding of meaning or not, hurt for meaning can go on afterwards.

Let’s suppose the students have got only a very few clues, e.g. ‘year’ and ‘to the old’ from the text below, because the familiar words such as ‘happy’, ‘wonderful’, and ‘warm’ can be misleading (the words might give positive sense; and therefore reject option A), this multiple-choice item may be helpful in that the options proposed are all presumably recognized by the students (with reference to curriculum).



18. The word “adieu” in the text is most probably the same as...

A. good bye C. hope

B. greeting

D. welcome

As is the case of matching exercises under condition no additional alternatives are given in the right hand column (considered bad for a test use), it is obviously good for introducing and developing vocabulary and a promising alternative to avoid translation technique in reading comprehension teaching (as many teachers do) in specific, and recourse to mother tongue in EFL teaching in general. Let us consider this illustration.

A

1. Nationality
2. Diversity
3. Multiculturalism
4. Religion
5. Community
6. Approximately
7. Bilingual
8. district

B

- a. Roughly
- b. A smaller part of town
- c. Group of people (who share interest)
- d. Citizenship
- e. Variety
- f. Many different cultures
- g. System of belief
- h. Being able to speak or write in two languages

Let us suppose, a teacher of English has been thinking about the word “religion” as a potential problem to the students in a reading class, he can prepare and use the exercise above to introduce the word successfully under condition that the other words listed are assumed to be partly or fully recognized. This principle of “correct by default” – which is a weakness in testing – can be good in the uses of multiple-choice for teaching. The way it works depends a lot on how the test writer manipulates the options.

Last but not least, because students are familiar with such exercise, anxiety when they take a test can be reduced. So, it is hard to deny that a teacher’s good insight into and competency in language testing will be beneficial to the students. The knowledge about testing cannot only be good for its own sake, but also for learning.

Characteristics of Multiple-Choice Items and Its Consequence

As discussed above, in the context of language education, multiple-choice items type is really suitable for receptive skills training and testing because in receptive skills we deal with comprehension. It is, nevertheless, also relevant to the testing of language components, i.e. vocabulary and grammar.

A multiple-choice item usually consists of a stem (the part that is the question) and a number of options (ranging from 3 to 5). One of the options is the correct answer to the question and the others are called distractors. Here is an example:

(After a text of personal letter)

29. This letter was sent...

A. to Lizzy Ford	C. by Stacy Ford
B. from Canada	D. on August 15, 2008

As we all might know already, to the teacher, one of the advantages of using multiple-choice items is that the response is simple to score. Similarly, to the students or test takers the advantage is that the response is short, just by selecting a correct answer and marking the corresponding letter A, B, C, D or E. But, it does not necessarily mean that deciding the answer is as easy as marking. With 4 options the chance of “true by default” is 25 per cent. Mathematically speaking, adding option will reduce the probability. But, it is just a little helpful, because with a poor multiple-choice item, the probability will rise accordingly. A wiser solution is to minimize the likelihood of guessing correctly *to at most* 20 per cent (with 5 options) by well preparing qualified items.

With those all characteristics, multiple-choice item is a seemingly too easy matter either in the eyes of students/test takers of teachers. To teachers, such perception may lead to serious threats. As a matter of fact, preparing this type of test item requires more considerations in addition to validity.

Whether a teacher develops, adapts or adopts instruments for

testing, he frequently needs to take things into account. They include varying levels of the school or test population, content relevance, language use, and other features of the testing context, including culture. In the case of multiple-choice items, quality and all its consequences are often rooted in the options provided. One proof is that many canceled items are multiple-choice ones. Some teachers or good language learners rejected few items because no correct answers were provided.

It is necessary to note that in multiple-choice items it is not the answer that is multiple; but it is the option which is multiple. Therefore, in multiple-choice items the 'correct' answer must be genuinely correct. Sufficient literature, subject matter mastery, and item writing moderation.

The writer would rather not spend time discussing validity, because it is not confined to multiple-choice items type. It also applies to other test types.

(will be dealt with more fully later) is valuable to anticipate this problem. The following items have more than one correct or acceptable answer.

In cities__⁽⁴⁰⁾__ poverty sometimes occurs in__⁽⁴²⁾__ slums, ... People trapped in this kind of situation often have __⁽⁴⁴⁾__ income.

40. A. much B. enough C. sufficient D. insufficient E .
inadequate

44. How do you blow the air into the balloon?

A. gently B. tightly C. quickly D. a little

Option which looks extreme might affect decision; the odd one out is likely to be a favorable choice, especially to any candidate in doubt about the answer, regardless of the correct answer. This is because the apparent appearance can attract attention. This condition, if true, is also illogical in that the odd one out can ignore the existence of steam and the other options within the same item. This obvious difference from the rest can be in size (usually the length) or content. According to the writer's experience, this is a very difficult step. Below is a good example:

(After a text on whales)

The following are the proofs that whales are not fish, except ...

A. It has a single nostril	C. The skin is smooth and shiny
B. It cannot survive on land flat, horizontal	D. Its tail consists of a pair of broad, Paddles

To : Hendry

We invite you to attend our meeting. It will be held:

- ✓ On Saturday, April 12, 2008
- ✓ At 8 p.m.
- ✓ In the Village Hall

Agenda : ...

When will the meeting be held?

A. In the morning	C. In the evening
B. In the afternoon	D. In the village hall

Another equally important problem deals with regularity of the keys that may result. By regularity here the writer means any pattern that provokes test audience to answer by guessing, unnecessarily specific patterns. It can also be the constant repetition of the same key. e.g. a too long series of Cs. Once such regularity is recognized, decision can be interfered. It is easy for us to avoid this if we care enough. We can randomize or take another action in such a way that the key are not predictably patterned. It is good practice, therefore, to pre-determine the list of keys (the letters) on a paper.

Another requirement with multiple-choice items is that each option should fit equally well into the stem. The test writer who wrote the following item did not seem aware that the indefinite article a had made option E fail to serve a full function, as a distracter. To at least some students the option becomes unattractive. They would not be likely to choose it because it does not fit into the stem: the indefinite article a cannot be used before a word beginning with a vowel.

People know that Ateng was a... man. He was very good in playing a joke

A. Killer B. Usual C. Contrast D. Humorous E. Innocent

Moderation

When we work alone, at times we do not see any limitations in our works. Everything seems right with them. Unfortunately, when dealing with multiple-choice items, the writer is familiar with items where more than one of the options is correct or, at least, acceptable. In this section we shall be discussing the value of showing our test item writing product to other people.

In the writer's experience, teachers are very reluctant to show outsiders the test they have written. Wish they knew the significance of test item peer-reviewing. The rationales behind this are : (1) all kinds of test should be valid; (2) the audience being tested is expected to have no assistance from other.

A colleague's knowledge may help. An individual teacher may have different levels of competence in the subject matter and/or testing. He might compensate for his lack of these by, for example, having his colleagues check the test items he has planned. And you are lucky if a better experienced teacher is available at your workplace. It is highly advisable. Though when working alone you think an answer seems obvious, it is quite possible to write an answer that many colleagues would disagree with.

Test items have to stand on its own in that the students taking a good test have no possibility to get examples, demonstrations, or paraphrases for unclear parts. The test writer, therefore has an obligation to ensure that all items are unambiguous prior to administration. Again, test item moderation can lend a hand.

While test preparation is underway, all those considerations elaborated above can free a multiple-choice test writer from taking a more time and energy-consuming procedures such as reliability and

discrimination index analyses, which are strongly recommended for this item type. Moreover, it is too far for a teacher to carry out such analyses, which are identical to calculations and mathematical analyses. Rather than try-out/pre-test the prepared test items to a group of students to get the data for the analyses why not, for example, exchange ideas with some better colleagues and/or friends in the local association of English teacher? Quite often, for example, a reading test is poor just because the candidates can answer the questions with no reference to the reading passage/s. In the case of multiple-choice items, the test writer may copy down the items without the reading passage and have friends volunteer to “take” the test. Those items that nearly 50% or more get right are probably poorly written. It’s simple, and above all, likely to help promote academic atmosphere within your working environment.

The rest of this paper will be devoted to examples of good and bad multiple-choice items.

Poor

You will notice soon at least one thing wrong within each of the following multiple-choice items, partly taken from the national final examination.

(1)

Late in the afternoon, the boys put up their tent in the middle of the field. As soon as this was done, they cooked a meal over an open fire.....

“As soon as this was done,...”

What does the underlined word refer to?

A. Tent	C. The field
B. The afternoon	D. The activity of putting up the tent

(2)

Vanessa Mae Vanakom Nicholson is a musician. She is only nineteen years old, but she is a world-famous violinist. When she plays classical violin concertos on her electric violin, the world listen. Vanessa Mae is Tai-Chinese. Her mother is Chinese and her father is Thai. She from Singapore, but she now lives in London with her mother and her English stepfather. She's got cousins, aunts, uncles and grandparents in Thailand, Singapore, China and England.

What is the text about?

- A. A violinist C. A pianist
- B. A musician D. An artist

(3)

Dear Editor :

I am sick and tired of the traffic in this city! It is so bad that I can never get anywhere on time. There are many cars on the road, and most of them have only one person in them.

Another problem is the buses. They are so old and slow that nobody wants to take them. They are so noisy and very dirty. You can't even see out the windows!

Also the taxi drivers are rude. They never know where they were going, and they take a long time to get someplace. Taxis are expensive, too. And the subway is just too crowded and dangerous.

What are we going to do?

George Grady

George Grady is often late to somewhere because....

- A. The public transportation is rare
- B. The vehicles are very slow
- C. There are a lot of cars
- D. The traffic is bad

Good

Now, do you notice weaknesses such as those above in the following questions?

(1)

WOW...1000 Songs in Your Pocket!!!

If you love listening to music and if you like something small with an affordable price then having an MP3 player will be very handy. The digital audio player, often called the MP3 player, is very popular worldwide. This piece of technology is not something new. It's been around since 1998.

The good thing about having an MP3 player compared to a mobile phone or other audio player is that it comes in a range of colors and shapes. It's also very light and it fits perfectly in your pockets! They also have no moving parts so their batteries last a long time. You can jog or do other physical activities with then without causing skipping or damage.

Some MP3 players can store up to 40.000 songs. The more advanced designs of MP3s can store videos, data files, pictures and now there are even water proof MP3 players. This means that you can listen to music while swimming or having a bath!

34. Superiority of MP3 players over other audio players is discussed in paragraph/s...

A. 1 and 2	C. 2
B. 2 and 3	D. 3

35. The word "handy" in the first paragraph is similar to ...

A. Productive	C. Useful
B. Cheap	D. Safe

(2)

Kashmir is famous for its beautiful houseboats. Visitors to the Kashmir valley rarely leave without staying on one of these floating palaces. The houseboats float on the clam and jade-colored waters of Dal Lake, which has willow and chinar trees growing all around it. The houseboats are anchored among lotus fields and floating gardens.

Houseboats were first built by the British. When a Maharaja of Kashmir did not allow the British to buy and own land, they decided to build the house boats and make them their homes.

Today the Kashmiris live in these houseboats. They have made nice hotels in the houseboat, too. Built out of cedar wood and decorated with a lot of care, the houseboats are showpieces. They normally range from 24 to 38 meters in length, and three to six meters in width. A houseboat has a living room a dining room, and two or three bedrooms with attached baths and hot and cold running water. The room are built and decorated imaginatively to make guests' visit as comfortable and pleasant as possible.

39. The main idea of paragraph 2 is...

- A. The history of houseboats of Kashmir
- B. The size of houseboats of Kashmir
- C. The beauty of houseboats of Kashmir
- D. The fight of Kashmiris against the British

40. The following are right according to the text except...

- A. To visitors, staying on the houseboats is a good experience
- B. The houseboat of Kashmir float in the open sea
- C. The British do not live in the houseboats anymore
- D. The Kashmiris have decorated the houseboats

(3)

Football is the most popular sport played and watched in Indonesia. But now FUTSAL, which has been played in Indonesia since 2001, is becoming more popular than football. FUTSAL is an indoor game originally from Uruguay. The term FUTSAL is the international term used for the game. It is taken from the Spanish or Portuguese word for soccer, FUTbol or FUTebol, and the French or Spanish word for indoor, SALon or SALa.

FUTSAL is so popular because it: (1) is safer than football because there are less collisions with other players; (2) needs a fewer number of players (5 in a team) than football; (3) needs a small place to

play in; (4) has much simple rules; (5) teaches better skill development.

FUTSAL is played with a smaller ball with less bounce than a football. Even though the ball may go out of bounce, the ball must be put back in play within four seconds or the opposing team gets possession. This not only encourages better control but it also keeps players moving. The emphasis is in improvisation, creativity, and technique. It demands quick reflexes.

12. These are the reasons why futsal is more popular than football in Indonesia except...

- A. It needs small space famous player
- B. It uses simpler rules
- C. It is played by famous players
- D. It is played by fewer players

14. The word "This" in paragraph 3 refer to...

- A. Futsal
- B. Bounce
- C. The rule
- D. Possesion

(4)

Races in the Badwater Run in California ... ⁽⁴⁰⁾... 139 miles (224 kilometers), climbing 8,653 feet (2,637 meters). The race begins in Death Valley, a desert. The Temperature is about 130°F (54°C), and ... ⁽⁴¹⁾ ... sometimes run through sandstorms. The race ends near the top of Mount Whitney, ... ⁽⁴²⁾... the temperature is only 30°F (-1°C), and there ... ⁽⁴³⁾... sometimes ice stroms ... ⁽⁴⁴⁾..., winners can usually finish in about 28 hours.

40. A. Run C. Ran
B. Runs D. Will run

41. A. Winners C. Teams
B. Players D. Contestants

43. A. Was C. Are
 B. Will be D. Be
44. A. Amazing C. Amazingly
 B. Amazed D. Amazement

(5)

ROYAL PLUS Insulated Glass Vacum Bottle KEEPS IT HOT OR COLD PRE-CONDITION THE FLASK BEFORE FILLING FOR OPTIMUM RESULTS, FILL TO CAPACITY EACH BOROSILICATE GLASS SHOULD HAVE EXTENDED BEYOND INTERNATIONAL STANDARDS FOR BETTER PERFORMANCE

6. The product discussed in the text is ...

A.



C.



C.



D.



(6)

Maura, who like to be thought of as the most beautiful and powerful queen of Arabian, had many suitors. One by one she discarded them,

until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some left over food. The second Sheik gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheik's camp. The following day, the queen invited the three sheiks to dinner at her palace. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

38. How did Maura come to the camp of the three sheiks?

- A. By changing appearance
- B. By setting up a camp nearby
- C. By having a date with the sheiks
- D. By asking her servant to spy them

(7)

(Heard from recording)

4. Man : May I watch what you're doing?

Woman : Sure. You dig a hole, put in the seed, cover it with dirt, and then water it.

Third voice : Which one is the woman in the conversation?

(Seen on the test sheet)



(8)



ask Toni

Dear Toni

Someone told me that my brother's girlfriend was dating another guy. I felt I should let my brother know, and after I did, he confronted her with the story. Although she denied it, it caused a terrible argument and they almost broke up. Now it turns out that the rumor wasn't true, and my brother has stopped speaking to me.

Distraught Sister

Dear,...

Well, you learned a lesson. You shouldn't have listened to gossip. And you shouldn't have passed it on. Now you have to repair the damage. Apologize sincerely and hope that he will forgive and forget
Toni

16. This kind of text can most probably appear ...
 A. On TV screens C. In magazines
 B. On greeting cards D. On greeting cards
17. Who felt guilty?
 A. The writer C. The writer;s brother
 B. Toni D. Another guy
18. “Although she denied it, it caused a terrible argument and they almost broke up.”
 The underlined phrase is synonymous with...
 A. Got angry
 B. Separated
 C. Had relationship
 D. Married

Conclusion

Instead of its limitations, multiple-choice items can be considered as the most advantageous item type for either testing or teaching receptive language skills, which have nowadays been emphasized in Indonesia. Therefore, to help their students achieve considerable success the teachers should improve and maintain their competency in evaluating, preparing, and using this type of test items both for classroom exercise and testing.

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PART E
LANGUAGE, CULTURE, AND
POLICY AND PLANNING

Chapter Twenty Four

Behind the Banyumas Traditional Wedding Ritual of *Begalan*

Introduction

In this modern era, through science and technology progress and any global cooperations and relations, there has been a lot cultural changes. In the past, each group of society easily well-maintained their own culture. In contrast, at present cultures tend to merge. On the one hand, this phenomenon is positive, as awareness of cross-cultural understanding is developed; but on the other, sometimes negative impact is raised because the culture that develops in a society is not always suitable to another society. What happens when the concept ‘free’ in some western countries is adopted in countries whose citizens are mostly moslems? And what happens too if an explicit way of speaking without considering the speech partner typical Banyumas is practiced in the area of Surakarta or Yogyakarta?

People live within their own cultural contexts. We often hear the term ‘western culture’, ‘eastern culture’, ‘foreign culture’, ‘national culture’, ‘Javanese culture’, etc. In the meanwhile, we also hear the phrase ‘clean life culture’. So, what is actually ‘culture’? The existing literature offers varied definitions, depending on the perspectives. However, the end is the same, namely, culture lies in the mind. In the field of anthropology, for instance, according to Oswalt in Duranti (1997: 24) culture constitutes a characteristic of behavioral patterns as learning result in a social group. Human is born with no culture, though being equipped with a capacity for learning a culture, through, for example, observing, imitating, and trying out. This view emphasizes the role of environment in developing a culture. The consequence of this view is that a culture is knowledge of the world. In regard with this, Duranti quotes Goodenough’s cognitive view of culture, that is, cultures consist

of things to be known or believed in order to conform with standards in the social members.

Viewed from the term or phrase “culture” above, actually cultures are not limited to traditions only, as many people consider. Tradition is part of behavior that is indeed manifestation of human mind. A good example is the whale hunting tradition in Lambata, an area in eastern Indonesia, which has values of bravery, togetherness, and loyalty. Language is also manifestation of human mind. And, so is technology, that is a product of human mind, is also part of culture. If so, is the term ‘cultured nation’ right? The term might not be right, because there is no nation without culture.

Since culture lies in the people’s mind, there might be difference in thought among the social group members. Under this circumstance, awareness and understanding across members, races, religion followers and nations is required. In addition, for culture development each social group should have a positive cultural attitude, that is, maintaining values of their own culture and being open to foreign cultural values. In this study, the writer was deeply concerned with attitudes and behavior of the Indonesia’s young generation and those living in Java context with the attitude “as long as overseas”, in specific. In her research publication dealing with the use of Javanese by *Keraton* (palace) family, Nugrahani (2004) wrote that at present, Javanese young generation tends to disobey linguistic norms and prefer foreign cultures. The old generation, however, tends to be faithful to their culture.

In order not to erode the existing culture and subcultures, especially those containing local values, positive attitude towards one’s own cultures as well as selective attitude towards foreign cultures from generation to generation is needed. Adopting foreign cultures is alright as long as it is in line with positive values that are followed and believed to bring about better life in the society. The government and all components in the society should care about cultural issues, because cultures deal with people’s mind and behavior that is full of challenges in the future.

One of cultural aspects is language. Since a particular language

is used in a certain context and the nature of language itself as a form of culture, it has been quite often that studies on a language cannot be separated from the culture. In regard with this, *begalan* as a traditional art event in the area of Banyumas Regency and a manifestation of the Indonesia's national cultural varieties becomes the author's interest for some reasons. First, Banyumas constitutes one of Javanese cultural centers. Second, it conforms to the interest of this study, that is language, *Begalan* as spoken traditional event. And, as long as the the author is concerned, people living in the area of Banyumas still enjoy watching this traditional art event. This can be seen from the people's need and interest in watching and organising the ritual.

A general question arises from the existance of this ritual: Is it now the same as it was then? What makes it relatively the same, or different from it was? Nevertheless, in regard with the linguistic perspective of this study, then, this study was focused upon the speech uttered by the ritual performers. Therefore, this research study aimed to classify main ideas or themes contained in the speech of *Begalan* performers and find out relationship between linguistic items within the speech of the traditional event performers of *Begalan* and the characteristics of the Banyumas cultures. As the traditional event show is usually conducted in the weddings in the area of Banyumas Regency, it is also interesting to see the philosophy behind the Banyumas traditional wedding ritual of *Begalan*.

It has been stated before that language is part of culture. That is why, when used in the context of communication, it cannot be separated from culture. A particular language develops in a particular culture. It is easy to understand the differences in system across languages. The owners or users of a language think and see the world with their own way. A simple example is the Eskimos recognise some different words for *snow* in English. Likewise, in English there are some words for the word 'Selamat' in the Indonesian language.

Normal humans, wherever they are, have at least one language for spoken communication within the community. Actually, the spoken

language (speech) is language in its narrowest sense. Normally, humans learn a language by acquiring it from the environment. This occurs without being deliberately taught to them. Therefore, it is different from the written language. Then, what about gestures, body movement, or the like? It is right that gestures are used for communication, but the capacity is limited.

Sapir, an ethnographer, in Lyons stated that language is a human non-instinctive method used for communicating messages, emotion, and needs through symbols intentionally produced. With this definition, language includes written language and gestures. In the meanwhile, Hall in Lyons wrote a definition in line with the author's opinion above, i.e. "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols", meaning that language is spoken.

Language and culture are closely related. Language develops and is used in its particular cultural context. Consequently, people cannot learn a language without understanding the culture of its users. Both language and culture are system, and the system lies in human's mind. Both are acquired through learning, not gifted. Cultures can be passed on from one generation to another through, one of the ways, communication in the form of language.

That a language is affected by its culture can be seen from the fact that the concepts in the vocabulary existing in the language is affected by how the people see the world. Let us see, for example, the Eskimos have a few words for snow. In English there is the only word "ice" for the seeds, cereal grains, and the ones already cooked. Likewise, in the German grammar, there are three categories of sex. While in the Indonesian language and culture it is normal to ask one's marital status, in English it is considered impolite when the speakers involved in the speech event are new to each other. Kramsch (1998) points out that identity of particular social group culture can be seen from the conversation and narrative style of the social members.

Quoting what was said by Banyumas Mayor in one of his formal

speech deliveries, a Banyumas young public figure, Mukhsonudin, in “Radar Banyumas” (July 1, 2007 edition) stated that Banyumas has been the center of Javanese culture, beside Jogjakarta dan Solo. In this modern era, he said, Banyumas culture has been left by the people living in the area. He invited all elements of Banyumas community to maintain and conserve it, so that all will witness great cultural repertoire descended from the ancestors.

Banyumas culture, often known as Penginyongan Culture, characterizes itself from other areas in the province of Central Java, even though they both originated from one culture, Javanese culture. This is closely related with the characteristics of the people, who are egalitarian (believing that people are equal). Such characteristics can be recognized from the language they use -- Banyumas Javanese regional dialect -- that does not distinguish social status. If a Banyumas member is using high Javanese (*krama*) he/she actually intends to make intensive interaction with speakers living in the eastern parts of Central Java province, as the centers of standard Javanese, namely Yogyakarta and Surakarta/Solo, while showing the ability of a Banyumas person in appreciating other cultures. Respect to older people is usually manifested in kindness, affection, and politeness. In addition to being egalitarian, Banyumas people are also noted for their honesty, being just they way they are, and frankness, the so-called *cablaka* or *blakasuta*.

Between northern area, southern area, and the border in the west there is a slight difference in cultural nuances and characteristics, but they can be considered one culture family. Even, there is a local public figure that views Banyumas people as one separated ethnic, *Banyumasan* ethnic, just because the difference between Banyumas language and culture and those of the eastern standard Javanese centers of Yogyakarta and Surakarta is very large.

Begalan is traditional speech art event combined with Javanese dance as complimentary shown at weddings in the area of Banyumas, Central Java. The show is held in the beginning of wedding ceremonies, more exactly at the point when the bridegroom’s delegates start to enter

the yard of the bride's house. The traditional art event show is usually held when either the bridgroom or bride is the only child in the family (called as *kedana kedini*), one of two brothers, or two sisters in the family (*uger-uger lawang*), or the oldest child, or the youngest child in the family. The purpose of the traditional event show is to wish safety or luck for the newly married couple.

In the event show, a set of kitchen sets, such as *ilir* (waved bamboo wind blower), *iyen* (bamboo rectangle small napkin for cooling hot rice), *cething* (rice container on dining table), *kusan* (bamboo cone-shaped container for steaming rice), *kalo* (coconut milk filter), and *tampah* (bamboo large round flat container for cleaning rice before being cooked), *sorokan* (bamboo oil dryer on which hot fried food is put), *centhong* (wooden rice ladle), *siwur* (a kind of water dipper made from coconut shell), *irus* (bigger spoon made from coconut shell for taking soup or other cuisines), *kendil* (rice or soup pan made from heated mud), *muthu* (stone mortar for grinding spices), *ciri* (stone stamper for grinding spices), and several secondary crop plants, such as corn, paddy rice, and cassava all carried using *galangan* or *mbatan* (a carrying tool put on one's shoulder). Every single artifact mentioned above and some others have its own meaning.

The availability of all the artifacts and objects being carried during the wedding ritual event of Begalan can be explained. The narration can be traced back through naming or esthetic sounds which are the short forms of each item, the so-called *kerata basa* (Suwarna, 2004) or symbolically. *Cikrak* (a bamboo dust container used while sweeping), for example, stands for *barang becik aja diterak* "a good thing (according to the rule) should not be trespassed". *Tebu* (sugar cane plant) which is often made present to the ritual site implies *antebing kalbu* "toughness of heart", *jagung* (corn plant) means *aja ngegunaken* "never feel too proud of (wealth)". *Ilir* (waved bamboo wind blower) is meant to wish the newly-married couple peaceful happy years of family life. *Muthu* (a stone mortar for spices which looks like male reproductive organ) symbolizes a hope that the newly-married couple

will live a harmony life in the future.

This wedding ritual event art show of *Begalan* is full of wise advices for the newly-married couple in running their future family life. In addition, this traditional art show is always interrupted with jokes all concerning the relation between males and females. This traditional wedding event show is accompanied with Javanese traditional musical orchestra, the so-called *gamelan*. Two men perform this art show, one carrying all those things mentioned above, while the other acts as the robber.

The word "*Begalan*" is derived from Javanese '*begal*', which means people who rob people on travel. However, in the local traditional wedding ritual event of *Begalan*, according to the philosophy of people living in this part of the land, what is robbed is not belongings, but *bajang sawan* (bad luck carrier). Usually, upon completion of the ritual show, all properties made available for the event show are deliberately distributed to spectators for free.

The research results have shown that (1) there are, at least, 2 main ideas or themes delivered in the cultural event of *Begalan*, i.e.: the aim of conducting the traditional wedding rituals and the philosophy behind the cultural artifacts that were made available in the ritual event. The philosophy consists of wishes that the newly-built family not go through stormy days; (2) the adoption and adaptation of words from other languages or outside Banyumas dialect Javanese indicates the adaptability of Banyumas people toward other cultures, and the use of relatively rude words, the expression of impolite intentions and the porn-oriented actions in public reflect the frankness or straightforwardness of this kind of people.

Method

The research data were collected through observation and interviews. Notes were taken, and the traditional ceremony performers' speech and source person's interviews were recorded. Interviews to a key informant/source person were conducted. Data were analyzed

through coding and classifying procedures.

Results

1. Main Ideas in the Performers' Speech of Begalan

The event show began with Islamic greeting of Salaam and invitation to spectators or guests to thank God the Almighty for blessings and health they receive so that they are able to attend the wedding along with the traditional event of *Begalan*, as explicitly expressed in the following: “*Mangga sareng-sareng muji syukur dumateng gusti... badhe mriksani sing jenengane Begalan*” (1)

(Let us thank to God the Almighty...we are watching the so-called Begalan show)

Then, the performers state the nature of the traditional event show of *Begalan*, i. e. wishing that those being “robbed” – the newly-married couple – in running their family life will be away from difficulties. This can be interpreted from the following utterance: “... *Muga-muga bae mengko sebel puyenge kaki penganten nini penganten isa ilang sekang kene, ...*” (1)

(Just hope that later all troubles the bride and bridgroom are encountering will be gone from here)

The interesting thing deals with all those “cultural artifacts” brought to the wedding site. According to an ex-performer of the traditional event show, and supported by a local cultural source person/ expert, Mr. Asma, each item being carried had specific meaning, from a few types of plants (such as paddy rice, grass, and salam plant/leaf), and traditional kitchen equipment. Apart from the concrete benefits of those all carried items (such as salam plants/ leaf for healing gout, mortar for grinding spices while cooking, etc.), the spectators or crowd that are able to win the items that are distributed for free will find good lucks. For example, those who are still single will soon find a lover, as uttered in the following: “...*mbak-mbak yang belum punya pacar, ... rebuten barang ini saya berdoa semoga hari ini kayadene Mas Januar karo Mbak Eva indahui-indahui dadi penganten...*” (1)

(... girls that have no lovers,... if fighting for these items then I pray that you will be soon like Januar and Eva who are now feeling very happy to become newly-married couple...)

and children will achieve the greatest success. Further in (23) it was illustrated that salam plant/leaf which are among those items made available to the site is the short form of Islamic greeting to express "Assalaamu'alaikum Warohmatullaah Wabaarokaatuh" implying the hope that the newly-married couple will live a happy life in the upcoming years after till the end, being away from troubles.

In addition to salam plant/leaf, it was also explained a few other items with their meaning. This time, the meaning of *embatan* (bamboo for corresponding two burdens on its ends carried on one's shoulder) was examined. The *embatan* was told to have symbolized promotion of inter-family ties (31), the match of two families from the bridgroom and bride. It is hoped that the two families will help each other and be committed to resolve possible problems together. The *ilir* (bamboo hand wind blower) symbolizes the hope that the newly-married couple will be away from difficult life and live full of comfort instead, which is in Javanese culture often associated with keeping oneself breezed using a hand wind blower (38). Next is *siwur* (a kind of scoop made from coconut shell) which is the short way to say "asine aja diwur-wur" (the breast milk should not be shared). According to his explanation, this is another way to say love should not be shared. The bride will have to be faithful to her husband. (40). The Javanese philosophy of paddy rice was also discussed in the show. This philosophy is very popular, that is to say, when you grow older you will bend down (become wiser), will have to devote yourself to God the Creator (42).

Maybe, the biggest laughs and greatest noise from the spectators broke out when the show performers talked about *muthu*, namely a mortar for grinding spices (either stone one or wooden one) whose shape looks like a male reproductive organ. The *muthu* symbolizes virility, the bridgroom is truly male. It is hoped that the bridgroom will give happiness to the family (48). The *kendil* (cooked rice or soup pan

made from heated mud) means that the bridgroom will work hard for his family. For a larger size, *pedaringan* (rice container made from heated mud) symbolizes that the bride will be wise in managing wealth, far from being inefficient like leaking *pedaringan* (52). And, *irus* (bigger spoon made from coconut shell for taking soup or other cuisines), implying that the newly-married couple will never taste whatever each of them does not deserve. Last but not least, *tampah*, the large round flat container made from bamboo for separating rice from dirt. This tool symbolizes that in the future the newly-built family will always take wise actions.

There was not enough time to narrate all cultural artifacts carried to the wedding place. A few others remained untold, among others were *cikrak* (a bamboo dust container used while sweeping), yang according to the source person stands for *barang becik aja diterak* "a good thing (according to the social norms) should not be trespassed", *sapu sada* (broom made from ribs of palm leaves), dan *centhong* (large wooden rice spoon), and a few other secondary crops, such as corns and cassava. During the traditional wedding show the performers inserted jokes in order that the spectators or guests feel comfortable and stay longer till the end.

All we need to think deeply is the ideas behind narration of cultural artifacts carried to the wedding place during *Begalan* event show. When related to the nature of Banyumas traditional wedding event show of *Begalan*, the ideas or philosophy as discussed above need simple explanations. First, the cultural artifacts carried to the wedding place are symbols. These symbols constitute hopes and wishes, just like people's naming. This is supported by the repeated use of words "moga-moga" (hopefully) by the performers. Therefore, it can be inferred that Banyumas wedding traditional event show of *Begalan* is basically a ritual for rejecting stormy or troubled family life.

2. Linguistic Items in the Performers' Speech of *Begalan*

The language used by the performers of Banyumas traditional wedding rituals is not purely Banyumas dialect Javanese. The speech

partly contains Indonesian words, *wetanan* Javanese (those found mostly in eastern Central Java), "social language" and even English for entertainment purpose. Let us refer to the following expression: "...sapa bae sing ngrebut barang iki, mbak-mbak yang belum punya pacar, ha ha, belum punya /*Ai lap yu*/ (*I love you*), belum punya kikuk-kikuk, rebuten barang ini saya berdoa semoga hari ini kayadene Mas Januar karo Mbak Eva indahui-indahui dadi penganten". It is clear that a set of words "yang belum punya pacar" and "ini saya berdoa semoga hari ini" are derived from Indonesian. "iki" is an example of use of *wetanan* Javanese. Banyumas dialect Javanese has the word "kiye" for a equal meaning. The words "kikuk-kikuk" and "indhahui-indhahui" seem to be part of social language, even though it is not clear as to which specific area it is from, because in Banyumas itself as far as the writer knows there are not such words.

Maybe, due to the way how they were expressed this couple of words seemed to have been understood by audience. The proof? Laughters broke out once the audience heard these words. It also happened when the players tried to create a sense of humor by saying the English sentence *I love you* pronounced in wrong manner to generate a humor / *ai lap ju*/, another laughter burst. This quote below also contained a code mixing:

"Sandale jin *and* jun, ha ha. He titenana, rika sapa mung make pedang palsu, ha ha, wetenge mblendos, kakeyen mangan, [...] bali barang nggawe maring barang nggawe, ha ha. Sapa rika? Ing ngapa nyetop rombongan sekang Karangkoher mantune Pak Budimantoro?"

There are a few English words such as "and" and "nyetop" (*stop*), casual oriented language such as "jin" (astral being) that slips the word "jean" and the Indonesian language use, such as the word "palsu". This has indicated the cultural attitude of Banyumas people that is easily tures, or self-adjustable to other cultures or sub-cultures.

Besides the language used in the performance has many loanwords from diverse languages, semantically and sociologically speaking, part of the dictions chosen are not commonly used by

Javanese speakers at specified time. The speech event that happened was categorised as formal forum. Words like "*wetenge mblendhos*" (the stomach is quite full), "*akeyan mangan*" (ate too much)), "*menawi niki rai gedhek*" (while this face is plaited bamboo wall = it is to refer to someone that does not easily feel embarased). Though those words are addressed to a close friend, they are still not worth being spoken in forums as formal as traditional rituals. Even for raising sense of humor it is not a good idea to use those rude words.

Seen from the dictions, the following is indeed not rude at all. However, from the content it sounds impolite to be used before public in the "eastern" culture in general and Javanese people outside Banyumas. "... *Wetenge wis ndhangdhut ndhangndhut ndhangndhut...*" (the stomach is sounding = hungry). Also, impolite acts are to put *muthu* on the head. There is no doubt that being frank is part of Banyumas people's culture. It is confirmed by a particular culture in Banyumas region the so-called *Cablaka* or *Blakasuta*, which mean similar.

Conclusions

Based on the research data relevant to problems under investigation, consclusions can be drawn:

There are at least two pieces of ideas told by the performers of the traditional wedding rituals of *Begalan*, namely: the nature of *Begalan* rituals and philosophy behind the cultural artifacts for rituals. The philosophy behind the rituals are mainly Falsafah yang dikopes and wishes that all basically meant to rid the newly married couple of the storms of life.

The adoption of words from outside the Banyumas Javanese language actually reflects cultural attitudes and behavior of Banyumas people who are adaptive, and the use of words whose meanings are probably unacceptable to the rest of Javanese people shows that attitudes and behavior of Banyumas people are frank or just the way they are.

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Chapter Twenty Five

Boosting the Tertiary Students' Participation in Research Class through Group Investigation Teaching Model

Introduction

A teacher-centered learning has been considered to provide less benefits to both the teachers and students. With this kind of learning, students are passive in the learning process and the teacher has to use a lot of energy. The writer who teaches at Research in Language Teaching course at the ELT Department has been used to face this situation in the classroom.

The research course itself has undergone some methodological changes, i.e. from lecturing and Q/A session to paper writing assignment and presentation. From the beginning, the students did not show any active involvement during the course and they had poor learning outcomes. In the following semesters, however, the paper content, presentation quality, and material mastery of the students remained unsatisfactory. Moreover, the students remained inactive and their achievement was still low.

In fact, there is a requirement in a research course where students to have high level of reasoning. Materials related to why a particular research type is taken as an approach to investigate a phenomenon and how a sample is selected from a research population without making errors, are definitely not simple to learn. Therefore in a lot of higher educational institutions, writing academic papers has been a “monster”, especially in terms of methodology. Subiyantoro and Sulistyono (2006) pointed out that students' inadequate insights in the research methodology have led to many troubles in the implementation during their fieldwork. A few works (eg. Mulyatiningsih, 2004 and Waluyati, 2001) supported this issue, many students encountered problems in the writing process

for the research project, mainly in the aspect of methodology.

In the teaching methodology literature, the GI (Group Investigation) constituted one of the cooperative teaching models in which priority was put on students' involvement and activity in the knowledge or information construction from diverse sources. In this model, students could find many learning sources and therefore they will not depend heavily on the teacher. Rather, they can obtain and learn the materials from other sources like magazine articles, reference books, the internet, and competent people outside the classroom. With the use of GI, students' involvement in the construction of their knowledge began in the early stage of planning, both in determining a topic and learning it through an investigation. Consequently, the GI could foster students' autonomous reasoning skill.

As there is an association between a research course with an investigation, the application of the GI in the course is appropriate. The students' enthusiasm to actively participate in the course became a good indication of this. The enthusiasm could also suggest students' strong desire to be involved in learning.

Vosniadou, in Indonesia's National Commission for UNESCO in corporation with General Director of Primary and Secondary Education (2002), required involvement in learning as an aspect to be present in a course. In the meanwhile, to have students' involvement there are some principles that the teacher needs to pay attention to: (1) avoids a situation in which the students become a passive listener in a long duration; (2) provides direct activities, such as experiment, observation, project-based, etc. to the students; (3) encourages the students to have role and participation in classroom discussions; (4) manages time for school visits to museums and technological garden; (5) permits students to partly control their own learning process, meaning that the teacher allows them to make a decision of what and how to learn; and (6) helps the students to set learning goals in accordance with their interests and future aspirations.

In the application of the GI, the teacher serves just as a consultant

and/or a friendly critic (Joyce and Weil, 1972). The teacher is the one responsible for preparing, organizing, monitoring, and evaluating students' learning. For students, they are actively involved in constructing their knowledge. However, the concept of "Group Investigation" along with its implementation was perceived differently by teachers and researchers. According to Rusman (2013) the implementation of the GI in classrooms are reflected in the activities of: 1) identifying a topic and organize students into groups. Students review sources of information, choose a topic, and organize feedback, *etc.*, 2) planning learning tasks. Students and their group discuss what to investigate, how to do it, *etc.*, 3) conducting an investigation. Students search for information, analyze it, draw a conclusion, *etc.*, 4) preparing a report. The groups prepare essential things in the projects, plan to report, *etc.*, 5) making a presentation of the final report. Presentation is made to be presented to the whole class, and 6) evaluating. The students share feedbacks, affective experiences, teachers and students collaboration in evaluating learning and assessment are directed to evaluate the concept mastery and critical thinking skill.

This research aimed to improve the student participation in *Research in Language Teaching 2* course at semester 6 in the ELT Department of Universitas Muhammadiyah Purwokerto by applying the Group Investigation method.

Methods

This research was carried out through a Lesson Study. It had the objectives of studying the students' learning behavior. It was done by a group of teachers in which one served as the model teacher and the others did the observations when the teaching and learning process were held. The one becoming the model teacher was the teacher at Research in Language Teaching 2 class. Questionnaires, observation, and testing were used to collect the data. Questionnaires were mainly used to reveal the students' perceptions and opinions before and after the application of GI in the research class. Observation was used to record students'

behaviors. Testing was administered to measure the learning outcomes of the students.

Data obtained through the use of close questionnaires were analyzed by using descriptive statistics, whereas those elicited using open questionnaires were analyzed inductively and converted into percentage. Observational results recorded on the observation sheets were discussed by the group in order to determine the potential teaching and learning process. Data obtained from the test were analyzed by using descriptive statistics.

Results

Pre-intervention

Prior to the implementation of GI, some orientations were given to the students. Questionnaires were also distributed to discover the students' initial perception. From the close questionnaires, it was found out that the students' response to the instruction in the previous semester was sufficiently good with the average of 69.7%.

It was also found out that the students gave negative responses to the teaching media (24.4%), lecture content (22.2%), and learning activity/task (15.5%). The open questionnaires indicated that a number of students (27.7%) needed opportunities to practice their knowledge in the form of fieldwork, as a student originally wrote in the first language: "the research material should refer to paper writing research and [we should be] given a research simulation as in the graduate paper writing...". Others criticized the teacher personally.

Lesson 1

The GI was brought into practice on March 27, 2015. It was started with questioning students about their experiences and difficulties in their past research class. Surprisingly, some students shared their opinion in English. The teacher then told the students about the initial reflection dealing with the previous semester research course as well as the result of questionnaires administered in the pre-intervention

period. There was a similar opinion, especially in the involvement of the students in the class. The students were also recalled that the scoring system was emphasized on student participation.

In the main part of the lesson, the teacher informed the scope and coverage of the materials in research course within the whole semester. He asked the students to make groups of 5 (five) with a leader. Since the class consisted of 60 students or so, they were split into 12 groups for 6 (six) topics on types of research. Thus, each topic was assigned to 2 (two) groups. The teacher had the leader of each group take a lottery of material (type of research) in the front of the class. They exchanged the lottery with tags of the research type. They seemed to show high enthusiasm. The teacher gave necessary orientation dealing with the instruction during the semester and the assessment system.



Figure 1. A Group planned the assigned task.

The students were given twenty-five minutes to discuss the task planning. The teacher's task was to monitor the group activity and gave necessary assistance. The students looked serious in their group discussion.

Once the students finished the discussion, time was offered for one or two groups to present the result of their group discussion. Two groups showed their readiness to do the sharing. The students' performance was recorded and then feedback was given. As an example, the teacher told the students that choosing a school principal as a source person in the field of survey research was less appropriate. The teacher, then, recommended they should meet the head of statistics office in town instead. The teacher also instructed the students to relate any required information with research in the language teaching context.

In the last stage, the teacher invited the students to conclude the lesson together. The students tried to draw a conclusion based on their perceptions. Before the teacher ended the class, the teacher reminded the students that it is necessary for every group to construct their information/knowledge from various sources and submit it in the form of report. He also asked each group to be ready for presenting their first progress report in the following lesson.

Soon after the class finished, the model teacher and the colleagues had the discussion over the method being implemented in the lesson and they shared feedbacks for the next lesson. Based on the discussion, the model teacher and colleagues agreed that the students were relatively active and they showed appreciation.

Lesson 2

Lesson 2 began a few minutes behind the schedule. Soon after the teacher entered the classroom, the students looked calm and slightly distress. This might be due to their lack of readiness to do the presentation of the previous meeting task. After greeting the students, the teacher asked the students whether they encountered problems in collecting the materials and writing the report for class presentation. Quickly, some students representing their groups shared their experience. One of the students said his group faced an appointment problem with the source person. Another student told the class that the intended source person had refused to be interviewed. The teacher took notes on the obstacles

faced by the students and gave feedback.

Subsequently, the teacher instructed the students to join in groups. Quickly, they positioned themselves. Unexpectedly, when the “Survey Research” groups were called upon, only one group appeared. It was likely that the other group did not attend the class because the members did not complete the assignment yet. The teacher stated that the absent group had put the rest of the class at a disadvantage and, therefore, they deserved punishment at least in credit reduction.

The Survey Research group did not seem to have good preparation in the presentation. It could be seen from the slow physical movement and less self-confidence in the presentation, except for the leader (wearing the group identity tag), while the other members were busy with other activities.



Figure 2. The “Survey Research” group made a presentation.

When the presentation was carried out, the students paid attention to it seriously. Unfortunately, the teacher had to interrupt the presentation since the scope of material being presented was too broad. The teacher decided to have a discussion with the presenting group instead. It seemed

that the group failed to relate the developed material with the language teaching context. The teacher recalled that each group should relate the material with the language teaching, e.g. to be supported by the sample of factual problems or cases in language teaching.

In the Q/A session, one of the audience gave the criticism to the presenting group related to his group experience, i.e. the need to explore wider access instead of only on limited particular source. The teacher gave additional feedback that the group was not tough, as only the leader showed an adequate mastery of the material presented. In addition, the teacher gave some more critical comments such as the absence of eye-contact with the audience and the flat talk intonation due to the presenter's concentration on the notes and the texts on slides.

Since no more students gave responses, the teacher invited the class to draw a conclusion. A few students raised hands, but they turned out to give feedback instead. The class was ended by suggesting that the group should improve the material and the technique of presentation. In addition, other groups should be prepared seriously for their presentation.

Soon after the class was over, the research group discussed the progress of the students. The group reached an agreement that the majority of the students had learnt effectively. However, it was a drawback since the other Survey Research class was not carried out, thus, there were no comparison could be made or no mutual inter-groups completion was possible.

Lesson 3

At the beginning of this lesson, the students seemed to be in underpressured situation. Some students also came to the class late. After having them position themselves, the teacher gave them the opportunity for sharing the problems in accomplishing the group assignment. Two group leaders shared their group's difficulties. The first student said that the source persons gave no response to the questionnaire sent to them. The teacher suggested the students to interview the source person instead, as it would give more flexibility. The second student was persistent to

go through a wrong plan that had been commented upon by the teacher in the previous lesson, i.e. to dig information of causal-comparative research from a secondary school teacher, that was finally in vain.

Subsequently, the teacher instructed that the presenting groups were the “Quasi- Experiment” research group. Overall, the impression of the core activity of this lesson remained the same as previous lesson, with only one presenting group came to the lesson. In addition, team work and cooperation were not shown by the presenting group. The members had unequal performance in the presentation and only two of them showed an adequate mastery of the material. Both of them were free from any notes and slides. Nevertheless, the material presented was not comprehensive (centered around a certain aspect only), still conceptual (not backed up with sufficient illustration), and non specific (quasi-experiment was not discussed within the context of language teaching). Furthermore, part of the presentation was a mis-concept.

When Q/A session was opened, a student asked a few questions and addressed some qualified comments as well. Subsequently, the presenters counter-attacked him successfully.



Figure 3. Debates between audience and the presenting group.

The reasoning power of this student was incredible. His oral English proficiency was also excellent. This enabled a vivid discussion to take place between the student and two members of the presenting group. This probably made lesson 3 was different from the previous lessons.

Since none of students gave responses, the teacher continued with giving feedback. Feedback was still correlated with the issues of material relevance and members' performance. Concerning with the material, after the presentation session was closed, the teacher initiated to show a slide containing of 6 (six) main points of presentation coverage (among others were characteristics, typical questions/problems, and adequate real sample) that should be referred to by groups in the next meeting and explained them one by one.

Before the class was ended, as usual, the students were invited to draw a conclusion. They looked reluctant to perform it, even the teacher should encourage more. The only student spoke up was the leader of the presenting group, even though this student just repeated after the teacher. The class was ended with a recommendation for a better next presentation and participation.

In the research group discussion, the teacher proposed a suggestion to give the audiences a chance to discuss within their own groups about the material and performance of the presenting group. This was meant to maximize the response. It was approved. The colleague suggested that the teacher should instruct the students to mention his/her name while raising hands. This was intended to encourage them to give responses and avoid the domination of better achievers.

Lesson 4

The causal-comparative research groups were assigned to present their works on this time occasion. Overallly, the class condition was the same as the previous lesson. The only thing different was that the audience looked more focused and attentive when the presentation was carried out and active when the Q/A session was conducted. It might be due to the previous information that they were given chance to have their

group discussion before the Q/A session. Nearly all students actively participated in the discussions and criticized the presenting groups for approximately 10 minutes.



Figure 4. The audience discussions before the Q/A session.

Quantitatively, the number of audience students that gave responses remained relatively the same; however, the responses contributed were more qualified. Not only questions, they were able to deliver comments or critiques and even arguments in English. This probably meant that the students were accustomed to the reasoning, critical thinking, and scientific ideas.



Figure 5. A student critically criticized the presenting group.

In response to the “attack” received, the leader of the presenting group addressed a qualified counter-attack. But, again, the performance imbalance among the group members was remained unchanged. In a group consisting of four to six members, only one or two showed an adequate mastery of the material.



Figure 6. A presenter addressed a “counter-attack”.

It indicated that the group-work was not optimal in preparing the session. The provision of each individual in giving responses could be regarded as a reflection of how the group had prepared themselves for a presentation. If each individual had participated enough, there would not have been understanding or information gap among the members.

After feedback was given by the teacher and a conclusion was made, the class was ended. They were also reminded to make a better preparation another time.

Lesson 5

In this lesson, the students positioned themselves without any instruction. The teacher made a little joke just to reduce the tension by calling the groups in the classroom as delegates from different parts of the globe.

The teacher gave an opportunity to all students to share their problems while making preparation. However, none of the students took a chance. The teacher assumed that the students had found their way better at last. Therefore, he randomly chose the “Classroom Action Research” group to make presentation. This time, the teacher instructed the class that they would be given chance to prepare responses. They were also recalled to mention their name before they were allowed to give response. Overall, the presenting groups seemed more prepared than the previous ones. Both groups paid attention to each other’s presentation. Besides showing better interest in speaking up, they had more frequent eye-contact with the audiences as well.



Figure 7. Two presenting groups shared a good performance.

They also looked calm in their presentations. In terms of material and presentation technique, both presentations were better, i.e. covering more comprehensive and understandable material, though they were still highly theoretical and conceptual. In line with the increased quality of material and presentation, the audience's participation was also increased. Audience became more attentive and pre-Q/A session discussion went on very seriously. Some even spoke in English when having discussion for responses.



Figure 8. Pre-Q/A session discussions for feedback.

When Q/A session was begun, more students (between 6 and 7) raised hand. Two of them gave more than one responses. A student criticised and suggested that the presenters' comment upon material from an article or research report, hence, it was something empirical instead of theoretical. The question was qualified. A student asked the maximum number of cycles in a classroom action research. Discussion created in this lesson was very serious, similar to the previous lesson. The difference was that in this session, more students get involved in the Q/A session and new "players" came up. Out of 7 (seven) students who got chance to deliver feedback, only 1 obtained score B, the rest deserved A.

From Q/A session, it was revealed that the presenting group had a misunderstanding. For example, a presenter stated that the role of a collaborator in a classroom action research was to sit for a classroom observation. This statement could be misleading, as the classroom observation is done only when a lesson is going on. A research collaborator to some extent shares responsibility within the group.



Figure 9. The atmosphere of the research class learning process.

There was a problem in relation with the individual performance. The members of the presenting group had unevenly performance during the session, especially when giving response to the audiences. Among the 12 students who were the members of the presenting groups, grouponly three of them gave significant responses. It indicated that the groups' preparation was not maximum. However, in overall, the student participation in the lesson had a high progress.

After a little feedback from the teacher, the lesson was ended. Soon after the class was over, a discussion with the colleague was held. From the discussion, it was agreed that entirely, the students' participation in the class had improved. It was made possible by doing adjustment in the implementation of GI from lesson to lesson. In the discussion, the colleagues suggested that in the next lesson, the presenting groups would be given an opportunity to share their material for a moment in order to achieve well-organised presentation and to avoid an overlap. It was assumed that the next lesson would be the last and after that a quiz

to assess the mastery of the learning material would be administered.

Lesson 6

In this lesson, the students seemed to get accustomed to the condition. They took a seat

and mingled. The teacher asked if they still had problems in preparing the material for presentation. Only two of them raised hands. Having listened to while giving feedback to them, the teacher let the students sit with their group. As usual, they sat in circles. The teacher told the class that today's presenting groups was "Correlational Study" groups. The teacher instructed the audiences to pay attention as the session for discussion was available later. Both groups were given opportunity to share for a while.

Entering the presentation time, in overall, both groups seemed to show adequate mastery of the material, less impression in having other activities, and in contrast, more attention to the students who had a presentation, as well as the absence of reliance on texts and slides.



Figure 10. One of the good presenting groups.

Both groups performed relatively successful. After the presentation, the audiences were given 10 minutes to discuss within their own groups

to make a response for the presenting groups. The teacher monitored the discussions and gave necessary feedback.



Figure 11. The students' enthusiasm to give responses.

Some students seemed enthusiastic in giving response to the presentation. One of them was a new “face”. Both groups at the front gave “counter attack” to any “attack” from the audiences. However, as ever before, the members in the presenting groups did not distribute the performance evenly.

From the questionnaire administered at the end of the *Lesson Study*, several findings have emerged. *First*, in relation with randomized topic for group presentation (item no. 1) out of 16 sample students, 13 gave positive response to the use of lottery. A student commented: “In my opinion, it is good, as it is the fairest way”. For presentation turn taking (item no. 2), there were two opinions. Approximately 50% of the students stated that on the spot choice for the presenting groups was the appropriate step. A student wrote: “... it encourages all groups to be ready for presentation”. The other 50% gave negative comments, such as to cause the tension in the class.

In relation with effectiveness (item no. 3), as many as 14 students

gave positive responses. A student noted: “.... more challenge to learn and master the material”. In the meanwhile, in regard with presentation intelligibility, five students stated they had not understood the other groups’ presentation. It was likely that most groups did not maximize the member participation in preparing the material and presentation.

Result of mid-term test indicated that the average score only reached 51.2. Around fifteen percent of the students achieved “Good” scores. The majority (72.7%) of the students obtained scores considered as “moderate”. The rest, 12.7%, were categorized to “Poor”. This means that, in overall, the students’ material mastery was still unsatisfactory. From the questionnaires, it can be explained that some students did not understand the other groups’ presentation due to the complexity. Observations also indicated the students’ shortage in preparation for the presentation, especially in the beginning. However, the problem has gradually disappeared.

Discussion

In regard to the implementation of the course in the previous semester and feedback elicited through questionnaires, it can be inferred that the course implementation still faced several shortcomings that needed solution for a better learning practice. Those weaknesses included the poor use of instructional media and the inadequate practical learning tasks.

Problem in the use of power point and LCD projector as teaching media lied in the fact that slides were filled up with text, that implied limited mastery or presentation preparation– “hiding” behind slides. In the meanwhile, the absence of practical learning tasks such as field-work assignments were assumed to have led to an idea that the course was too much abstract, conceptual, and theoretical.

Learning/presentation material was gathered by the students themselves from resource and reference books. In general, groups presented the material conceptually in the way they obtained it from the sources, thus, there were possibilities that it would be uneasy for other

students to understand the material. As a consequence, students might sit listening to the presentation attentively. However, when Q/A session was begun, only one to three of them addressed low quality questions.

A few criticisms from students in the pre-intervention period were difficult to accept. While they criticised the scoring system, the teacher so far had adopted certain criteria when to assess and score to ensure objectivity, as agreed in prior to the teaching and learning process. The students had to submit papers on the first day before they made presentation, it was intended to reach objectivity in the assessment across groups of students, as well as to encourage them to get involved since the beginning of the process.

In conjunction to the aim of the study, i.e. to improve student participation in *Research in Language Teaching 2* course, some findings had emerged.

Information/Material Gathering

In *Group Investigation*, the students are expected to have a capacity to collect lesson information/material cooperatively with the group-mates. With initial orientation given by the teacher, the students searched for learning material in its widest possible accesses instead of only on limited reference books.

Before going deeper into the core of instruction in every lesson, the teacher used to give the students an opportunity to share their experience and problems in preparing and gathering the materials for presentation. At the beginning, several students took this opportunity. Several students reported that they had started collecting information by using the internet and interviewing the source persons. Since the teacher showed appreciation and gave necessary feedback, students did not seem to be doubtful and reluctant to share their problems.

Several students also complained that they had experienced obstruction in meeting up the source persons. Besides, several students seemed to make mistakes in determining the source persons. From those drawbacks, it could be inferred that the students' information/learning

material gathering activity was actual, even though it might be faulty to assume that the students had optimised the power of groupwork. However, it was obvious that from lesson to lesson, the number of students who reported their problems went down and none of the student had one.

Preparation for Information/Material of Presentation

The student participation in the collection of lesson material could be seen from the performance of each group members when presenting the material they had collected or prepared. It was obvious that within every lesson, the students were not able to present material as well as to give feedback to audience evenly. In regard to this, there was no indication for progress in the quantity. However, in quality there has been an improvement. The presentation quality improved from time to time. This could be seen from the tranquillity of the members of the presenting group. Besides, the reliance on texts or slides gradually disappeared while the frequency to have eye-contact to audience was higher. It was also clearly seen that coverage of presentation material became more accurate and material mastery became more comprehensive.

It has shown that the presenting group was more serious in preparing presentation material as well as the presentation itself. Unfortunately, this condition was not balanced by the active participation among the members of presenting group.

Students' Participation

In the beginning of GI implementation, the audiences came, sit, listened to the presentation or had a conversation, and ask questions if there were any questions. Subsequently, it was decided that the audiences were not allowed to have a conversation during the presentation session. They were given opportunity to have a discussion for responses after the presentation. It seemed that this initiative was effective. The audiences paid attention, showed enthusiasm in following the presentations, made discussion for responses, and addressed varied responses. Since then, quite often, the audiences seemed to be more active to argue, criticise, and give suggest. However, at times, discussions

led to endless debates due to the ignorance, misunderstanding, and/or misconception either among the audience or with the presenting groups. In this case, the teacher assisted the process. Teacher involvement was just to help in directing and searching for a way out, without providing the material/information instantly.

Students' Opinion on the Teaching and Learning Process

The fact that the quality of *Research in Language Teaching 2* teaching and learning process with the implementation of *Group Investigation* teaching model had improved the students' participation was supported with the data obtained from questionnaires. Overall, the students supported the teaching model.

Out of the 5 (five) items only one item received a negative reaction. The reaction is related to the teacher's on the spot determination toward the presenting groups. Fifty percent of the students disliked this 'frontal procedure'. While they thought that it might be more constructive if the presentation task was assigned a week earlier. However, the teacher had another opinion. By 'on the spot' or frontal strategy, the teacher encouraged all groups to prepare themselves better and be ready for a presentation anytime.

Even though the learning outcome was unsatisfactory, in line with the initial aim of this study, i.e. to improve student participation in the teaching of *Research in Language Teaching 2* course, in overall, this *Lesson Study* was a valuable experience.

Conclusion

An assessment on the process, *Research in Language Teaching 2* class with the implementation of GI teaching model had successfully improved the students' participation. The findings that supported this idea were as follows. *Firstly*, the students' material preparation by themselves (inquiry) gradually improved from time to time, as particularly indicated by the decline of task problems sharing at the beginning of every lesson. *Secondly*, even though the performance

of each group-mate of presenting groups seemed persistently unequal, there has been a slight progress in overall presentation quality from time to time, especially in terms of tranquillity, reliance on texts and slides, eye-contact with audience, coverage of presentation material, and material mastery. In association with the audience, there was an indication that the audience also learnt effectively as demonstrated by their attentions and enthusiasm in the presentation session, dynamic group discussion prior to Q/A session for reaction to a presentation, and more varied reactions.

Quality of learning process was revealed in students' voices. Overall, students had supported the teaching model applied in *Research in Language Teaching 2* courses. Out of 5 (five) items, only 1 (one) received negative reaction from approximately a half of class participants. Reaction was related to the teacher's on-the-spot determination toward the presenting groups. Meanwhile, examined from the learning outcome, test result indicated unsatisfactory gain. Student average score was only approx. 51.

In line with the aim of this *Lesson Study*, i.e. to improve student participation in *Research in Language Teaching 2* class, it could be concluded that this Lesson Study was valuable experience.

Suggestion

Based on the research finding, it was recommended that GI teaching model should be adopted as an alternative on the research class in the university. Up to the end of the research, it was likely that unequal performance across presenting group members had been a persistent issue. For a future reference, it was necessary to consider smaller groups of 2 - 3 students. It is expected that the smaller number of member, the group will be more solid due to little/no chance of depending on other group-mates.

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Closing Remarks

Clearly, the book has offered a practical source of scholarly work and academic enquiries. Assuming that the readers have studied all the papers or, at least, most of them, then they are expected to be able to propose one simple academic project idea of their of own despite its complicatedness.

While to deliberately understand reference books on research is not a simple matter, with these selected papers you are bridged to come into the academic world in practice. Your next steps to take now among others are to:

- add your knowledge of academic papers and research projects
- outline a draft of proposal
- practice a three-in-one activity of data collection, data analysis, and data validity assurance
- sharpen a reasoning skill by making a presentation and writing a a paper and project report.

Good luck.

Thank you!

Glossary

A

Acquisition

the learning or developing of a skill, habit, or quality, the process by which humans acquire the capacity to perceive and comprehend language.

Authentic assessment

real-world tasks that demonstrate meaningful application of essential knowledge.

Audio lingual method

a style of teaching formerly used in army used in teaching foreign languages.

Autonomous

having the freedom to act independently.

Auxiliary

a verb that adds functional or grammatical meaning to the clause in which it appears, such as to express tense

B

Babble

the sound of people talking simultaneously.

Backwash

the effect of testing on both learning and teaching

Blank stare

a look that shows one does not understand what someone has said or does not know the answer to a question.

C

Causal-comparative

a research design that seeks to find relationships between independent and dependent variables after an action or event has already occurred.

Code mixing

the mixing of two or more languages or language varieties in speech

Code switching

sometimes used to refer to switching among dialects, styles or

registers; code-switching is the use of more than one language in speech.

Collectivist cultures

a culture that values the group as a whole over individuals.

Consultative forum

a meeting to discuss something or to get advice, process of discussing something in a certain forum. e.g. teachers' consultative forum, musyawarah guru mata pelajaran (mgmp).

Convenience sampling

a non-probability sampling method used to create sample as per accessibility, readiness to be a part of the sample, availability at a given time slot or any other practical specifications of a particular element.

Cooing

to make the low soft cry of a dove or pigeon or a similar sound

Counter-attacked

an attack made in response to or in defense against an attack made by another.

Credit point scheme

a basic measure of study. (e.g. every course requires you to successfully complete a specified number of *credit points* , you will need to complete 72 *credit points* for a three-year degree and 96 *credit points* for a four-year degree).

Cross-culture

a comparative tendency in various fields of cultural analysis

D

Derivatives

a word derived from another or from a root in the same or another language.

Diphthongs

a vowel sound in which the tongue changes position to produce the sound of two vowels.

Directed attention

the allocation of attention in a “directed” manner to specific

information or cognitive processes. a variety of terms have been used over the years to characterize the varieties of attentional experience, including selective, focused, sustained, divided, split, and directed attention.

E

English utterance

the smallest unit of speech. it is a continuous piece of speech beginning and ending with a clear pause.

Ex-post facto

systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulated.

F

Features

a distinctive attribute or aspect of something

Filmic medium

the process by which a behavior, through regular repetition, becomes automatic or habitual.

Formal settings

places of formal learning.

Formative test

a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Fossilization

fossilization include fossilized morphemes and fossil words. the term fossilization or interlanguage fossilization is also used in linguistics

Fruitful

producing good or helpful results; productive.

G

Grammatical error

also known as error, usage error, grammar error or mistake, bad grammar) is a term used in prescriptive grammar to describe an

instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. also called a *usage error*.

H

Habit formation

the process by which a behavior, through regular repetition, becomes automatic or habitual.

Hinders learning

make slow or difficult the progress of learning.

Human learning processes

a process of human acquiring knowledge. our behavior, skills, values and ethics are acquired when we process information through our minds and learn.

Hypothesis-testing

the theory, methods, and practice of testing a hypothesis by comparing it with the null hypothesis. the null hypothesis is only rejected if its probability falls below a predetermined significance level, in which case the hypothesis being tested is said to have that level of significance.

hypothesis testing is the process that an analyst uses to test a statistical hypothesis. the methodology employed by the analyst depends on the nature of the data used and the reason for the analysis

I

Inductive approaches

the generation of new *theory* emerging from the data. the aim is to generate a new *theory* based on the data.

Instructors

may refer to: in education: a teacher, or professor, of a specialized subject that involves skill flight instructor.

Immersion language

a technique used in bilingual language education in which two languages are used for instruction in a variety of topics, including math, science, or social studies. (e.g. the languages used for instruction are referred to as the L1 and the L2 for each student,

with L1 being the native language of the student and L2 being the second language to be acquired through immersion programs and techniques. there are different contexts for language immersion, such as age of students, class time spent in the L2, subjects taught, and the level of participation by the native L1 speakers).

Immersion program

programs differ by country and context, most language immersion programs have the overall goal of promoting bilingualism between the two different sets of language speakers.

Impetus

the force that makes something happen or happen more quickly.

Instrumental motivation

a practical or pragmatic reason for language study. instrumental motivations for language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence, or having a better chance of getting into medical school.

Integrative motivation

a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language

Inter-rater reliability

the degree of agreement among *raters*, or a score of how much homogeneity or consensus exists in the ratings given by various rater.

L

Learner speech

a learners' speech planning and communication strategies; speech planning can have an effect on learners' spoken

Learning environment

an educational approach, cultural context, or physical setting in which teaching and learning occur.

Learning strategies

the processes and actions that are consciously deployed by learners.

Linguistic category

a class or division the scientific study of language

M**Misuse**

the use of (something) in the wrong way or for the wrong purpose.

noun: the wrong or improper use of something

Modifier

grammatical modifier, a word that modifies the meaning of another word or limits its meaning compound modifier, two or more words.

in grammar, a modifier is an optional element in phrase structure or clause structure. a modifier is so called because it is said to modify

Monosyllables

a word of one syllable

Morphology

the study of words, how they are formed, and their relationship to other words in the same language.

Multilingualism

the use of more than one language, either by an individual speaker or by a group of speakers. it is believed that multilingual speakers outnumber monolingual speakers in the world's population

N**Native-tongue**

the native language of someone; the language of the country where someone was born

Negative transfer

the interference of the previous knowledge with new learning, where one set of event could hurt performance

Neurophysiology

the physiology of the nervous system.

O**Oral feedback**

opportunities for teachers to identify learners' strengths and to give clear and constructive advice on which areas need improvement

P

Phonemes

any of the perceptually distinct units of sound in a specified language that distinguish one word from another, for example p, b, d, and t in the english words pad, pat, bad, and bat.

Phrase

any group of words, often carrying a special idiomatic meaning; in this sense it is synonymous with expression.

Positive attitude

a state of mind that envisions and expects favorable results. the willingness to try doing new things.

Pre and post-test

the probabilities of the presence of a condition (such as a learning outcome) before and after an achievement test, respectively.

Proficiency

a high degree of competence or skill; expertise.

Prominent approaches

important; famous approaches.

Pseudo

not genuine; spurious or sham.

Psychology-oriented taxonomy

the model of learning strategies in psychology by o'malley's.

R**Resourcing**

the provision of resources, provide with resources.

S**Self-encouragement**

the action of giving someone support, confidence, or hope.
self-encouragement is needed to obtain a positive result.

Self-esteem

an individual's subjective evaluation of their own worth

Self-evaluation

the action of own someone evaluation

Self-rewards

containing or producing its own reward

Semantic

meaning in language or logic.

Sense of accomplishment

the act or fact of accomplishing something.

Strategies-based instruction

the way of researchers and teachers on the application of both learning and communication strategies.

Sub-conscious learning

the part of the mind of which one is not fully aware but which influences one's actions and feelings.

Sulih

an indonesian word equal to the english 'dubbing'

Suprasegmental

intonation, tone, stress, and rhythm, and a few others; also known as prosody which reflects various features of the speaker's utterance:

Symposiums

a conference or meeting to discuss a particular subject.

Syntax

the set of rules, principles, and processes that govern the structure of sentences (sentence structure)

Symposiums

a conference or meeting to discuss a particular subject.

Syntax

the set of rules, principles, and processes that govern the structure of sentences (sentence structure)

T**Tentative hypothesis**

a supposition or proposed explanation which is not final made on the basis of limited evidence as a starting point for further investigation

Total physical response method

a language teaching method which bases the coordination of language and physical movement.

Tubian

an indonesian word equal to the english 'drill'

Two-folded perspective

having two parts or aspects.

W**Warm-up activity**

a period before a stage performance in which the audience is entertained in order to make it more receptive to the main act.

Whilst-reading

activities that help students to focus on aspects of the text and to understand it better. the goal of these activities is to help learners to deal as they would deal with it as if the text was written in their first language.

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About the Author



Suwartono – known as Tono Suwartono in the academic world and publication (Scopus Author ID: 57190977759; ORCID 0000-0002-9615-2257 – is an Associate Professor in the Department of English Language Teaching at Universitas Muhammadiyah Purwokerto, Indonesia. He holds a bachelor's degree in English Language Teaching, a master's degree in Linguistics for Language Teaching, and a Ph.D in Language Education. In addition, he is an internationally certified

TESOL trainer.

Since he joined the higher educational institution in 1995, he has conducted countless researches, extensively published articles in national, international, as well as internationally reputed journals. He has travelled to many parts of the globe to present papers in conferences and publish them in proceedings. He has also productively written reference books (e.g. *Dasar-Dasar Metodologi Penelitian*, *It Sounds like Native English*, *Strategi Belajar Bahasa Asing*).

He has trained thousands of teachers nationwide. His workshops include those on classroom action research, Lesson Study, scientific work writing, test, testing and educational evaluation, educational research studies, teaching methodology, learning methodology, TESL, TESOL, language education, and motivational programs. Besides working for the Govt programs such as Independent Watch Team for the school national examination and Instructor and Supervisor for Teacher Certification Program, he also sits in the editorial team and serves

as a peer reviewer for several journals within Indonesia and beyond, including Arab World English Journal and Athens Journal of Philology. For more details, please reach me via

Cell contacts : 08156993617

085725981105

082136656017

E-mails : suwartononewton@gmail.com

suwartono2006@yahoo.co.id

suwartono@ump.ac.id

Websites : <https://www.linkedin.com/in/tono-suwartono-98076417b/>

<https://web.facebook.com/suwartono.tono.92>

https://www.researchgate.net/profile/Tono_Suwartono

This book is worth reading. To those working in the fields of language, linguistics, language education, and second/foreign language teaching, this book is a must-read work. Its author, Suwartono (more known as Tono Suwartono in the academic world and publication) is expert in the areas and globally experienced.

He has bound together his best papers and articles in a one-stop reference book – **Ideas and Research in Language**. As its title implies, this book is expected not only to serve as an information-rich reference book, but also as a source of inspirations for further works and inquiries in the part of the readers. This is made possible by the simplification (to some extent) of the language use and the presence of unique, creative ideas, theoretical reviews and investigation methodologies of various concrete examples and practical applications throughout the book.

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