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**RETHINKING ENGLISH
LANGUAGE AND
LANGUAGE TEACHING
IN POST-PANDEMIC ASIA**

SANATA DHARMA UNIVERSITY

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THE 9th INTERNATIONAL LANGUAGE
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Editors:

Barli Bram

Patricia Angelina

Made Frida Yulia

Yohana Dian Rahayu

Cover Illustration &

Layout: Patricia Angelina

Front cover image: EFO

Layout:

Hanna Irma Wahyuni

Maria Paskalia Putri Nugraheni

Contributors:

Dwi Indra Aprilliandari, Rindu Handayani, Cahya Pratama Windianto, Esther Deborah Kalauserang, Elitaria Bestri Agustina Siregar, Soraya Grabiella Dinamika, Marie Louise Catherine Widyandana, Chusna Apriyanti, Agus Widyantoro, Enkhzul Buyandalai, Oyun-Erdene Tumurbat, Nurhafni Siregar, Firmansyah Firmansyah, Yulia Sari Harahap, Vivi Zurniati, Indri Astuti, Wuryani Hartanto, Pius Nurwidasa Prihatin, Surya Asra, Fadlia, Rahmiati Rahmiati, Evi Zulida, Anak Agung Putri Maharani, Ni Made Wersi Murtini, Anak Agung Putu Arsana, Yulia Nugraheni, Susilowaty, Bachrudin Musthafa, Gustine Gin Gin, Irmala Sukendra, Tri Pujiani, Ida Dian Sukmawati, Nunun Indrasari, Novia Fahlanita Saragih, Fidelis Chosa Kastuhandani, Arlis Dwi Siswanti, Anam Sutopo, Hepy Adityarini, Aldila Ihsania Mufidah, Irene Nany Kusumawardani, Siti Khusnul Fatimah, Annisa Hafizah Gamal, Ummi Khaerati Syam, Yohanes Heri Pranoto, Vewent Fest Levinli, Zulaikah, Eka Agustina, Enni Maisaroh, Meita Lesmiaty Khasyar, Anselmus Inharjanto, Lisnani, Agus Budiharto, Aminah Suriaman, Konder Manurung, Abdul Kamaruddin, Rofiqoh, Anna Patrisia Derianty, Patricia Angelina



English Language Education Study Program

Sanata Dharma University

Jl. Affandi, Catur Tunggal Depok, Sleman, Yogyakarta

Website:

www.usd.ac.id/fakultas/pendidikan/pbi/

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Contributors:

Dwi Indra Aprilliandari, Rindu Handayani, Cahya Pratama Windianto, Esther Deborah Kalauserang, Elitaria Bestri Agustina Siregar, Soraya Grabiella Dinamika, Marie Louise Catherine Widyananda, Chusna Apriyanti, Agus Widyantoro, Enkhzul Buyandalai, Oyun-Erdene Tumurbat, Nurhafni Siregar, Firmansyah Firmansyah, Yulia Sari Harahap, Vivi Zurniati, Indri Astuti, Wuryani Hartanto, Pius Nurwidasa Prihatin, Surya Asra, Fadlia, Rahmiati Rahmiati, Evi Zulida, Anak Agung Putri Maharani, Ni Made Wersi Murtini, Anak Agung Putu Arsana, Yulia Nugrahini, Susilowaty, Bachrudin Musthafa, Gustine Gin Gin, Irmala Sukendra, Tri Pujiani, Ida Dian Sukmawati, Nunun Indrasari, Novia Fahlanita Saragih, Fidelis Chosa Kastuhandani, Arlis Dwi Siswanti, Anam Sutopo, Hepy Adityarini, Aldila Ihsania Mufidah, Irene Nany Kusumawardani, Siti Khusnul Fatimah, Annisa Hafizah Gamal, Ummi Khaerati Syam, Yohanes Heri Pranoto, Vewent Fest Levinli, Zulaikah, Eka Agustina, Enni Maisaroh, Meita Lesmiaty Khasyar, Anselmus Inharjanto, Lisnani, Agus Budiharto, Aminah Suriaman, Konder Manurung, Abdul Kamaruddin, Rofiqoh, Anna Patrisia Derianty, Patricia Angelina

Editors:

Barli Bram | Patricia Angelina
Made Frida Yulia | Yohana Dian Rahayu

Preface

The organizing committee are pleased to present the e-proceedings of the 9th International Language and Language Teaching Conference (LLTC) 2022. The conference was organized on 4-5 November 2022 by the Undergraduate Program of English Language Education in collaboration with the Graduate Programs of English Language Education and English Language Studies, Sanata Dharma University. The e-proceedings contain full papers on various topics related to English language teaching, literature and linguistics.

Editors

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ENHANCING THE STUDENTS' 21st CENTURY SKILLS THROUGH WORDLESS PICTURE BOOKS: A NEED ANALYSIS

Dwi Indra Aprilliandari¹ and Rindu Handayani²

^{1,2}Universitas Muhammadiyah Bangka Belitung

dwi.indraaprilliandari@unmuhbabel.ac.id¹ and

rindu.handayani@unmuhbabel.ac.id²

*correspondence: dwi.indraaprilliandari@unmuhbabel.ac.id

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Abstract

This paper intended to find out the enhancement of the student's English skills through *Wordless picture books* based on 21st century learning. Through *wordless picture books*, the students get to know a story through pictures and will use their imagination to interpret the story. It also develops their reading habits. This paper focused on the use of *Wordless picture books as one of the strategies* to make students interested in learning English with engaging media. Furthermore, a need analysis conducted related to *wordless picture books* aims to describe the students' needs toward the enhancing their 21st century skills especially in English subject. The result from need analysis that *wordless picture books* were more attractive to use as media to improve the students' 4C skills. It is showed through the data were obtained by researchers from questionnaires. The students can be more creative in describe a picture and also sharpen the critical thinking just using *wordless picture books* the picture. And the result showed that there is still a lack of *wordless picture books* used among students. The students have no clue what is *wordless picture books* and need explanations further related to the pictures. The students also found difficulties when it comes to how to explain the storyline.

Keyword: 21st century skills, English skills, need analysis, wordless picture books

Introduction

21st century is also known as 4.0 era and the characteristics of society in the industrial revolution 4.0 include being able to innovate, be creative, utilize technology, and be collaborative. The need for skill development to deal with various aspects of the industrial revolution 4.0 prepares students with the various skills needed. Especially for students, 21st century skills or 4C's are needed for face the demands of jobs that require students to be able to master the skills. This skill is really necessary for them to find a good job which is an additional point (Aprilliandari, 2021). The opportunities to learn 21st century skills are essential for students who want to be successful in school, life and work. Because the students are not only providing the process for successful learning but also ensuring that they can thrive in a new side of the world that constantly change.

Education in the 21st century is the education that highlights globalization and internationalization (Boholano, 2017). It is widely recognized that English is

important for Indonesia and the reason most frequently put forward for this is that English is a global or international language (Lauder, 2008). It is possible to note that English has played an important role in education as it is a compulsory subject in schools. English as foreign language is taught to students in Indonesia since they were in elementary school. It is to make the students able to master English from an early age with the aim of being able to communicate and exchange information globally. And to answer this need, it prepares students with the provision of English language skills along with enhancing their 21st century skills. Through learning in the 21st century, the role of massive information technology also develops along with skills that must also be honed. Therefore, the use of *wordless picture books* by integrating with 21st century learning can improve soft skills of junior high school students in English.

Wordless picture books are a book contains of stories delivered with illustrations without words. *Wordless picture books* come in the form of images and without or minimal text to facilitate students who are not interested to read texts. It is also valuable tools for literacy development as it engages the students regardless of their critical thinking and creativity in deliver the meaning of whole story. In order to find out whether *wordless picture books* can enhance students' 21st skills or not, it needs an anlysis. Need analysis in the language education process develops within the scope of certain objectives depending on the purpose of the research (Sönmez, 2019).

It is necessary to do a needs analysis to find out the problems of some issues related to the *wordless picture books*. Furthermore, it hopes to be used as a reference to evaluate, develop and design the materials according to needs. A need analysis is very effective in evaluating students' needs in relation of English for academic, specific, and general purposes (Destianingsih & Satria, 2017).

Method

Regarding to the type of learning required and the approach teaching materials that best suit these needs, the researchers tend to used Research and Development (*R&D*). The researchers using 4D, the model that was developed by Thagarajan (1974). The Four-Door (4D) is a simple instructional design model that helps the researcher to design the product that will help the learner to improve their ability in learning process (Gorbi Irawan et al., 2018). 4D models divided into 4 steps namely; *define, design, develop, and disseminate*. However, since this research is as first stage from the five steps, so the research that will be carried out is needs analysis.

The students of SMP Muhammadiyah Pangkalpinang were the object of this research. The research data obtained using questionnaires and interviews with the students related to their learning needs, especially in English subject. The result of the research shown in the form of descriptive statistics. Furthermore, the statistical data explained in descriptive analysis.

Result & Discussion

According to the results, the first question is whether English is necessary to learn. 90% of the students answered that learning English is essential. It shows that the demand for English mastery will help them comprehend it well in order to face a work life in the future. The students mostly find difficulties when they are learning

English. And it is caused by some factors such as lack of motivation, learning methods, and diversified materials. Here are the following percentage in diagram form:

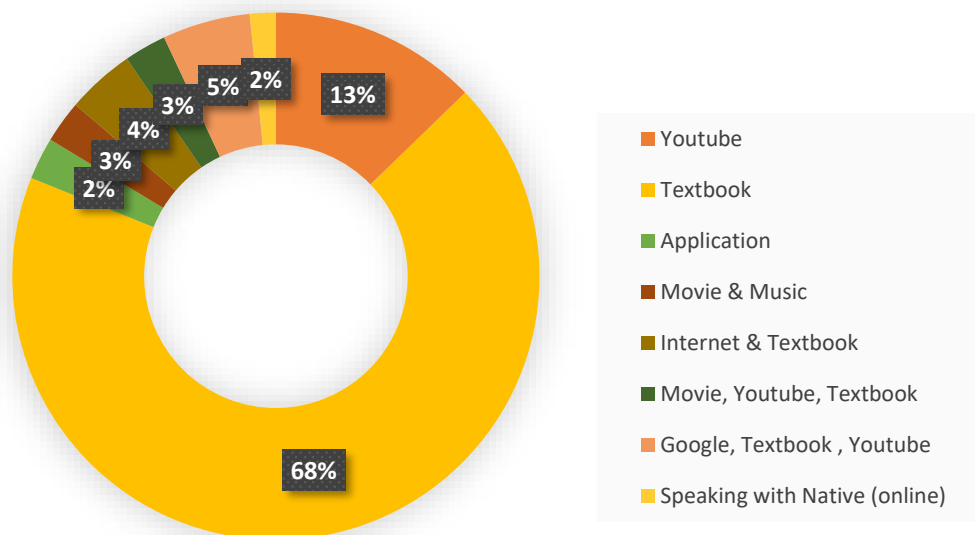


Figure 1. Media relevance in learning English

The figure above showed the most answers to the question about the relevant media in the teaching learning process, which is 69% for using textbooks. While the other media such as YouTube is 13%, the use of google, textbook, YouTube is 5%, internet & textbook 4%, movie YouTube, textbook is 3%, application is 3%, movie & music is 3%, speaking with native (online) is 2%. It can be concluded that textbooks were used mostly in teaching learning process rather than other media. It means that textbooks have a significant role in teaching learning process.

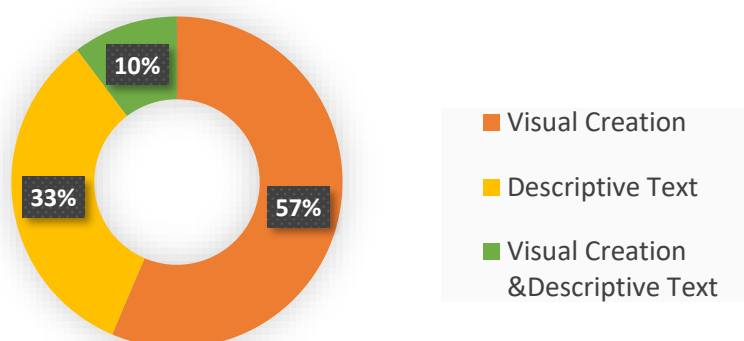


Figure 2. Illustrations in textbook

Next question were related to the appearance of illustrations in textbooks. 56% answered that they were prefer textbooks with a lot of illustrations. While materials served with descriptive text got 33% and 10% for mix or balance between

visual creation and descriptive text. It showed that the students expect textbooks that use illustrations in conveying meaning. The use of illustrations in conveying the material is very helpful for students in increasing the imagination. Regarded to the result, the next steps is to prepare teaching material according to the students' needs.

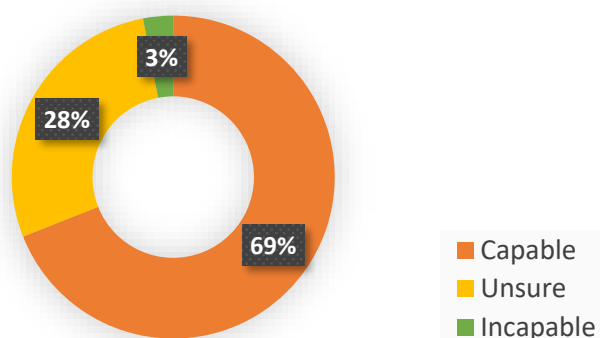


Figure 3. Illustration can stimulate students' English skills

The figure above showed the response toward the question about the illustration can stimulate students' English skills. The most of the students gave 69% to *capable*, 28% *unsure*, and 3% *incapable*. From the responses it can be seen the students expect the illustration can appears more in textbook in order to stimulate their English skills especially 4C's skills such as critical thinking, creativity, collaboration, and communication. In this case, the role of teaching materials for SMP Muhammadiyah Pangkalpinang students are able to influence them to increase their interest in learning English and also hone critical thinking.

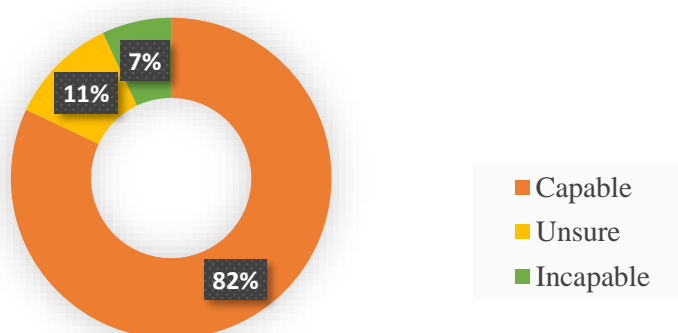


Diagram 4. Illustration can stimulate students' skills in solving the problem

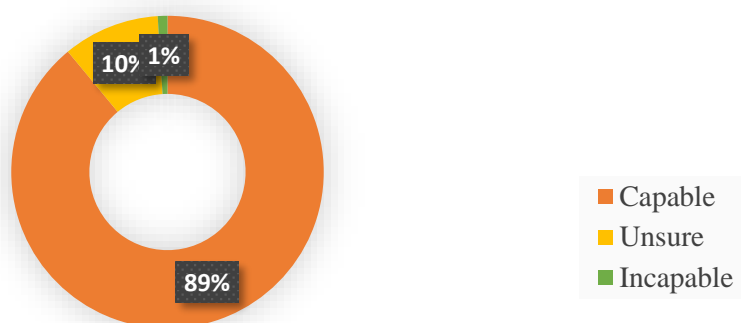


Figure 5. Illustration can stimulate students' critical thinking

The responses shown in diagram 4 was related to the question about the illustration can stimulate the students' skills to solve the problem and 82% of the students responded *capable*, 11% responded *unsure*, 7% responded *incapable*. Meanwhile diagram 5 shown that 89% *capable*, 10% for *unsure*, and 2% for *incapable*. From figure 4 and 5, it can be concluded that the capability of someone to solve the problem is help them to overcome the complex problems. In this case, the students need its ability as the basic skill of problem-solving. The ability of problem-solving will leads the students to improve the 21st century skills. The purpose of providing material in the form of illustrations to students is expected to attract interest in developing English language skills. The needs for students to enhancing their ability in English skills through reading the pictures. The use of *wordless picture books* can helps them to overcome the demands of teaching learning in foreign language.

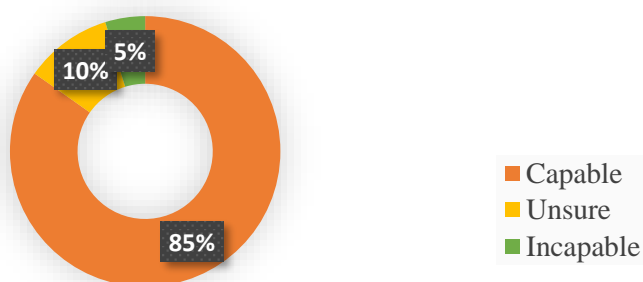


Figure 6. Illustration can stimulate students' literacy

The figure above was related to the illustration can stimulate students' literacy and the students' responded to 84% for *capable*, 11% *unsure*, 5% *incapable*. The use of illustrations in learning can certainly stimulate students' literacy skills.

The stimulus provided aims to improve students' reading skills, especially reading pictures or illustrations and can provide arguments related to illustrations both spoken and written. From the diagram, it also can be concluded that the students' literacy can be stimulate by giving them the illustrations. However, it is not enough just to provide illustrations to hone students' literacy skills. It is necessary to include exercises related to illustration to improve the 21st century

skills of students in English such as critical thinking, creativity, collaboration, and communication skills. Nowadays, it is known as 4.0 era and basically, these 21st century skills will help students face the demands of development in social life.

Conclusion

From the results of questionnaire and interview with the students of SMP Muhammadiyah Pangkalpinang related to learning using *wordless picture books*, it was found that learning English can be more attractive and innovative used textbooks contain more illustrations. Furthermore, the needs of the students who stated that books with more illustrations can make the imagination and helps them in honing their English skills spoken and written. The purpose of using *wordless picture books* as teaching materials integrated with 21st century skills is to answer the demands that are centered on students' ability to solve problems. This problem-solving ability can train students to make decisions independently, think logically, analyze and evaluate situations critically.

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VALUING MORALLY WHAT STUDENTS CAN DO BY ANALYZING THE DEEPER FEATURES OF THEIR WRITINGS

*Cahya Pratama Windianto¹ and Esther Deborah Kalauserang²

^{1,2}Sanata Dharma University, Indonesia

cahyapratama45@gmail.com¹ and debrakalauserang@gmail.com²

*correspondence: cahyapratama45@gmail.com

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Abstract

This paper aims to show how to value morally what a student, as a young learner, can write by analyzing his transactional writing through the theory of deeper features. Deeper features is a method to assess and analyze the students' language production which was invented by the Ministry of Education of New Zealand. This paper applies a descriptive qualitative research method as the methodology. The data instrument used in this paper is naturalistic observation and it involves a grade 1 student aged 7 years old and a grade 4 student aged 10. Based on the analysis, the students show different yet significant results. In terms of audience purpose, Student 1 can explain personal meaningful phenomena while Student 2 can write with clarity. In terms of content ideas, Student 1 attempts to write simple ideas while Student 2 can formulate and convey simple ideas with reasons or opinions. In terms of structure, both students are able to use mainly simple and some cod sentences. In terms of language, both students extend the usage of key topic-appropriate words along with high-frequency words.

Keywords: deeper features, transactional writing, valuing morally, young learner

Introduction

Depression has become one of the most concerning issues in the modern world. Supported by the World Health Organization (WHO), depression is stated as the most threatening illness in 2021 which can lead to many various diseases (WHO, 2021). The causes of depression are various, but, in the Indonesia setting, one of the major sources comes from educational institutes. Research conducted by Utami et al supported this statement through their findings which reveal that elementary schools become one of the major depression sources for Indonesian elementary school students (2017, p. 1). This happens because most Indonesian elementary schools elements do not embrace a stress-free environment for the students. Instead, teachers, as one of the school elements, tend to construct stress among students by discrediting students' abilities and work. As a result, students will be scared and demotivated, and this will lead them to depression (Barseli et al, 2017, p. 144). If the students have already experienced depression since their childhood, then this will result in a bad effect. In the future, they will turn into adults who are full of hatred and this will surely create a bad living environment.

Therefore, this can actually still be prevented since elementary school students or young learners are very sensitive learners. Sensitive means they can be mentally and physically affected during their growth and learning process (Morin, 2020, para. 3). Since it is easy to affect their mental state, therefore it is also easy to make them open-minded learners since open-mindedness is related to mental construction. Open-mindedness is indeed important during this globalization era because it helps human beings, young learners as students, in this case, to be open with plurality and to be able to understand many phenomena holistically (Cherry, 2022, para. 4). Thus, to help them to become open-minded learners in the future who are open to feedback and able to value others, teachers must value what they can already do. Valuing what students can do is described as valuing morally. Valuing students morally is even considered the zeroth law of education (Robertson, 2013, p. 1). This argument indicates its significant core in the world of education.

As it is indicated by the term, there are 3 different kinds of valuing students based on Robertson's theory. Those are valuing instrumentally, valuing intellectually, and valuing morally. First, valuing instrumentally focuses on valuing students if they can accomplish or complete a certain goal. Second, valuing intellectually refers to valuing students' intelligence or book knowledge. Third, valuing morality which becomes one of the core theories in this paper, is described as the act of valuing students as whole beings. The term "whole beings" is simply defined as a person (Robertson, 2013, p. 1). This further means that valuing morally helps students to be accepted, loved, and welcomed as human beings who still do imperfections in their life. This also implements the importance of being a caring person to young learners as students because valuing morals leads to the realization that the teachers care about the young learner's opinions. This is proven by Brittany cited by Robertson when Brittany's students gave a testimony of how happy they were when their teacher valued and welcomed their ideas completely (Robertson, 2013, p. 2).

Valuing young learners morally can be done in many ways by teachers. In the language education context, valuing morality can be done in the class by observing and analyzing their learning process and outputs. For example, teachers can observe, analyze, and conclude the speeches produced by young learners. The result is instead of focusing on and pointing out the errors as well as the mistakes, the teachers can understand what the learners can already do. Furthermore, the teachers can praise the learner's progress and share insights that can help the learners enhance their skills.

Analyzing and understanding the learner's output is related to the washback theory. Washback theory is the influence received by the students after the testing conducted by the teachers (Pitoyo et al., 2020, p. 4). To simplify, the washback theory is branched into two polarities such as the positive effect and the negative effect. A positive effect happens when students and/or teachers feel encouraged during and after the assessment process. It can also happen when the teachers want to self-reflect on their learning process, analyze and understand the pros and cons of the learning process, and finally maintain and improve the joy of learning with the students (Pitoyo et al., 2020, p. 4).

In relation to the washback theory, valuing morality in language education is strongly connected with enhancing the positive washback theory. As it is argued in

the explanation about valuing morally, this type of valuing focuses on praising and warmly evaluating what the students can already do with their language acquisition (Pitoyo et al., 2020, p. 4). One of the examples can be seen within the teaching-learning cycle. According to the theory of the teaching-learning cycle, there are four interconnected cycles such as building the context of the field, deconstruction, guided practices, and independent construction (Derewianka as cited by State Government of Victoria, 2019, para. 3). As an example, the implementation of valuing morally as a part of enhancing positive washback can be done during the independent construction. During independent construction, learners begin to independently construct verbal and/or written ideas based on what they have learned. This is a crucial stage since it is the time for the learners to finally portray what they have acquired from the lesson.

The process of valuing morality during the independent construction can be implemented by giving and enhancing spaces for the learners to express their ideas and think about further details. For example, when learners begin to produce their own opinions and ideas through speeches, teachers can trigger more discussion and welcome more ideas from the learners instead of shutting down the learner's ideas (Robertson, 2013, p. 2). As it is explained earlier, valuing morality can be done in many ways; thus, it can also be applied during the learner's writing, reading, and even viewing.

Valuing morally what learners can already do or understand is done, one of the examples, through the application of deeper features. Deeper features is one of the assessment elements which focus on the purpose, the idea, the structure, and the language of the learners (Te Kete Ipurangi, n.d.). This approach of assessment is proposed by the Ministry of Education of New Zealand. The rubrics and the descriptors of what the learners can already do are provided so that teachers can read, understand, and implement them during the teaching and learning process.

The deeper features are applicable to all language skills. An example of the application of deeper features is writing. According to the Ministry of Education of New Zealand, types of writing are defined as poetic writing and transactional writing (Te Kete Ipurangi, n.d.). To simplify, poetic writing is commonly known as fiction and transactional writing is commonly known as non-fiction.

Therefore, as the theoretical framework and as the conclusion of the theories, teachers can teach young learners how to be open-minded and caring human beings by valuing what they can already do or valuing morally. Valuing morality can be done in many subjects and one of them is in language class. Teachers can value what young learners can do in the language class, and one of the examples is by valuing morally what they can write. This can be implemented by applying the theory of deeper features promoted by the Ministry of Education of New Zealand.

This paper is going to present how to analyze what two young learners can already write in their non-fiction text production. To analyze what the young learners can already write, the writer applies deep features theory to analyze and understand the students' audience purpose, content ideas, structure, and the language used beneath the text. Since the paper elaborates on the analysis of the deep features, therefore it also aims to enhance the positive washback effect for young learners.

Since this paper belongs to the assessment analysis, the writer, therefore, has reviewed two papers related to the topic. The first reviewed paper is written by

Zuhri in 2017 which discusses how the students of English Language Education of Universitas Negeri Surabaya understand and implement the classic assessment instruments such as multiple choices, fill-in-the-blanks, and also short answers (Zuhri, 2017, p. 1). From the paper, it can be concluded that the mentioned students can understand the types of classic assessments and are able to conduct the assessment as well as analyze the obtained results from the assessment. The second paper conducted by Dharma in 2021 discusses how English teachers of Junior High School 1 Baturiti learn, understand, implement, and analyze the authentic assessment since they previously were not equipped with any knowledge and practice about assessment (Dharma & Oktaviani, 2021, p. 1). The result of the paper is that English teachers can eventually learn and understand the implementation of authentic assessment; an assessment instrument which aims at the student's performance in answering problems in real life. Furthermore, they can apply the instrument to assess what the students are not able to perform in their writing and speaking. Although those papers explain how to implement an assessment to test students' language skills and analyze the results, they do not explain the application of deeper features to analyze the results of the language assessment. Therefore, the writer views this as an opportunity to contribute another method to analyze the assessment results.

There are two contributions that can be presented from this paper. First, this paper promotes another way to assess students' writing, in this case, young learners, by applying deeper features to examine the purpose, idea, structure, and language. Second, this paper encourages but is not limited to, language teachers to also focus on analyzing, understanding, and finally valuing what the students can already do with their language skills. This helps them to become caring, critical, and open-minded figures in the future.

Method

This paper aimed to analyze the deeper features of young learners' transactional writing and described how the analysis was done; therefore, the writer applied a descriptive qualitative approach. This was done because this paper was constructed to explain non-numerical data which were related to "why" and "how" aspects (Kim et al., 2017, p. 23). The population was the grade 1 and grade 5 students who have started learning writing under the writer's personal online tutor. The writer chose a seven years old student named Jason (nickname) who is now in grade 1 of a certain elementary school in Bandung and a five years old student named Misael (real name) who is now in grade 5 of a certain elementary school in Purworejo. The reason why the students were chosen was that they match the criteria of the subject of the paper; young learners or students in grades 1 and 5 of two elementary schools who have learned how to write non-fiction texts. Therefore, this paper applied purposive sampling because the subject of the analysis was selected based on the matched purpose of the paper (Hidayat, 2021, para. 1).

The data were obtained through naturalistic observation. This observation occurs when the researcher observes, records, and analyzes the subject of the research in the natural environment. The definition of a natural environment does not simply mean an environment in nature such as ponds, jungles, and deserts. However, it means that there is no manipulation or controlled system during the observation (Mcleod, 2006, sec. 2). In addition, the participants do not realize that

they are being observed. In relation to the practice, the writer did not tell the students that the class was observed to obtain some data for the paper. This was done because the students would be shy and could not show their best performance during the class if the writer told them that they were being observed.

The obtained datum was in the form of a transactional writing or non-fiction text. It was recorded by screen shooting the platform used by the teacher and the student. There were 2 transactional writings produced by the students and it was written on May 4th, 2022, and September 6th, 2022. The data were analyzed qualitatively by focusing on the purpose, idea, structure, and language of the writings as what the theory of deep features proposed.

Findings and Discussion

The context of the teaching and learning for student 1

For Student 1, the English class was conducted on May 4th, 2022 and it involved a science unit about animals. The teacher welcomed the student to share his knowledge he had already known about animals around and even not around him to expand the discussion. The writing and its discussion were done during the fluency development (toward the end of the class).

At the beginning of the class, the writer who also became the teacher showed a picture of animals and invited the student to explain what the picture was. This was done to bridge the knowledge that the student had already obtained and the topic which he was going to learn. This stage, according to the theory of the teaching-learning cycle, belongs to building the context (Derewianka as cited by State Government of Victoria, 2019, para. 3). After that, the writer showed an ordered picture of animals, and each animal's name was also shown in the picture. This aimed to build up the student's vocabulary by introducing animals' names in English. The next activity was guessing the name of the animals by filling in the blanks. This activity was done by the following procedures: 1) The writer told the student that the writer was going to write clues about a certain animal, and 2) After reading and understanding the clues written by the writer, the student needed to answer what animal it was. An example of the writer's writing is "*I am a because I can swim and walk on the land. Look! I have four legs and a strong shell!*". This stage belongs to the guided practice according to the teaching and learning cycle theory (Derewianka as cited by State Government of Victoria, 2019, para. 3). Before proceeding to the next stage, the writer explained to the student that he was going to write anything about animals that he liked, and the teacher's writing was also considered as the writing example. The last stage was inviting the student to choose any animals he liked. After choosing his favored animal, he had to write anything in English about the animal. Based on teaching and learning cycle theory, this last stage can be considered as independent construction (Derewianka as cited by State Government of Victoria, 2019, para. 3). The transactional writing, the text which the writer analyzed further, was constructed by the student during the independent construction.

Teacher-student conversation during the transactional writing production for student 1

Before, during, and after the student constructed his transactional writing, the teacher and the student were involved in a conversation about what the student was

about to write and had written. The conversation and the result of the writing are shown below.

Before the transactional writing

Teacher : Thank you for helping Mr. Cahya mentions the correct animals!
Are you now ready to write about your favorite animals?
Student 1 : My favorite animals!?
Teacher : Yes! Your favorite animals!
Student 1 : Pig, pig, pig! I want a pig!
Teacher : Pig? Why not! Let's write something about pig!
Student 1 : Like this? (*Pointing previous assignment*)
Teacher : Bingo!
Student 1 : Okay!

During the transactional writing

Student 1 : Mr. Cahya, I want draw pig too, ya?
Teacher : Sure!

After the transactional writing

Student 1 : (*Showing his writing*) Finish, Mr. Cahya!
Teacher : Bravo! Could you read it, please?
Student 1 : (*Read his own writing*)
Teacher : Why does Piggy the pig love to eat carrot? (*Pointing the picture*)
Student 1 : I am read with mommy, Mr. Cahya. (*Short pause*) Piggy is love KFC and he is can dance and he is ten years old! (*Short pause*) Oh and he is similar Mr. Cahya! (*Drawing a glasses on the pig's face*)
Teacher : Wow, Piggy goes to KFC, loves to dance, and is similar to me! How do you know?
Student 1 : Aaah, I don't know.
Teacher : From your imagination? (*pointing the head*)
Student 1 : Yes!
Teacher : Oh, this is so cute! I like your idea and I love Piggy very much! Thank you so much! You are so good! You can express your ideas nicely! Your explanation is simple and I understand it! Your imagination is also good!
Student 1 : Thank you, mister!

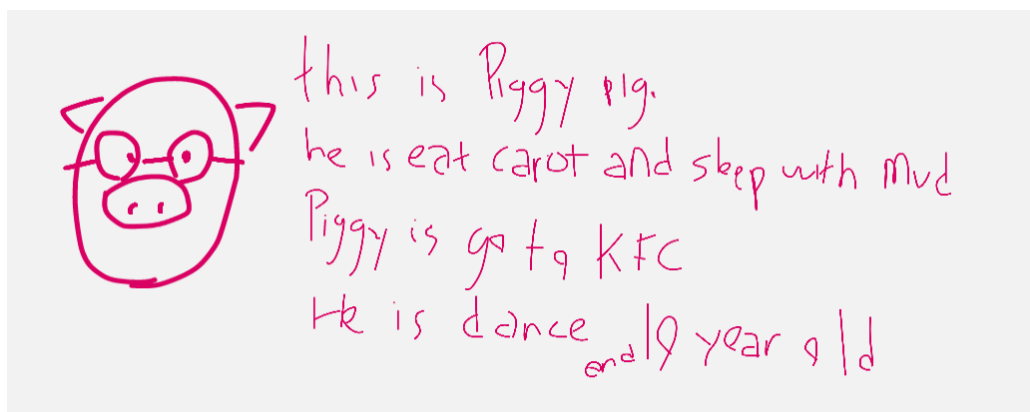


Figure 1. Student 1: Transactional writing about a pig

The deeper features of the transactional writing for student 1

The first aspect to be reviewed is the **audience purpose** of the text written by Student 1. As can be seen, the student aimed to deliver his knowledge about pigs. This was done by the student by attempting to write a simple explanation about the pig's appearance and habits. He even added a picture to strengthen his understanding of pigs. Besides adding more information to the writing, the picture also gained the writer's interest. According to the descriptor of deeper features in transactional writing by the Ministry of Education of New Zealand, the student's writing purpose is on **level 1ii**.

The next aspect is the **content idea** of the text. Based on the writing, Student 1 was able to form and express simple ideas from his knowledge and imagination. The knowledge and the imagination came from the student's personal perspective; the writer did not trigger the student with questions or clues which could inspire the student such as "*what is pig's favorite food?*", "*you can write about pig's hobby*", and similar clues. Therefore, the student's content idea is on **level 1ii**.

The third aspect of the deeper features is the **structure** of the text. Reviewing the student's transactional writing, the student mainly wrote his ideas in simple sentences. However, he attempted to produce a compound sentence by writing "and sleep with mud". Therefore, according to the descriptor of the deeper features, the student's writing structure is on **level 1ii**.

The last aspect which will be described is the **language** used by the student in his writing. Based on the text which was produced by the student, he already wrote words and expressions which were related to the topic. Not only limited to the key topic-appropriate words, but he extended the explanation by adding more words and phrases such as "KFC", "dance", and "10-year-old". Although these details are not logically related to the topic, they show students' vocabulary knowledge and add more flavor to the writing. Thus, the student's writing language is on **level 1iii**.

What the writing shows for student 1

Based on the conversation above, it can be concluded that Student 1 was already able to produce simple expressions and ideas in his writing. To strengthen his idea, he even added a picture to visualize his messages. In relation to the writing idea, he relied on his own understanding and imagination to describe and explain the topic of the writing. He could already use key topic-appropriate words in his writing and add more imagination-based information by extending the writing with some logically unrelated words. The table which shows the student's writing, the teacher's interpretation, and the analysis of each element of the deeper features is presented below.

Table 1. The results of the deep features analysis of the writing of student 1.

Student's Writing	This is Piggy pig. He is eat carot and sleep with mud. Piggy is go to KFC. He is dance and 10 year old.
Teacher's Interpretation	This is Piggy the pig. He eats carrots and sleeps in the mud. Piggy loves to go to KFC. He loves dancing and he is 10 years old.
The Audience Purpose - Level	The student is able to write simple explanations about the topic. He adds a picture as an illustration which helps him to gain an attention - Level Iii
The Content Ideas - Level	The student is able to write simple ideas as the basis of the explanation. He sticks with his own knowledge and personal imagination as the core of the ideas - Level Iii
The Structure - Level	He mainly uses simple sentences and attempts to write a compound sentence - Level Iii
The Language - Level	He applies words which are logically related to the topic and extends the explanation by adding more words which logically are not related to the topic, but they show student's vocabulary level - Level Iiii

Where to next? (For student 1)

To help the student move towards the next level, there are several considerations which can help him: 1) Audience Purpose, the student is guided to construct his clarity in delivering his ideas. 2) Content Idea, the student is encouraged to write supporting details to the idea. 3) Structure, the student is guided to produce more compound sentences and encouraged to try constructing a complex sentence. 4) Language, the student is helped to expand his vocabulary so that he can extend the idea by writing more key topic-appropriate words. He can also be implicitly introduced to basic tenses such as the simple present, simple past, and simple progressive tense.

The context of the teaching and learning for student 2

For student 2, the English class was conducted on September 6th, 2022 and involved a science unit about animals as well. The teacher told Student 2 that he is free to choose any animal. In accordance with the previous context of the teaching and learning for Student 1, the teacher welcomed the student to share the knowledge he had already known about animals around and even not around him in order to stretch the discussion. The writing and its discussion were done during the fluency development (toward the end of the class).

The flow of the teaching and learning of Student 2 is the same as the one conducted for Student 1. To begin with, the writer who is also the teacher showed a picture of animals and invited Student 2 to explain the teacher's picture to bridge the student's obtained knowledge and introduce the topic which Student 2 was going to learn in accordance with the building context of teaching-learning cycle (in reference to Derewianka as cited by State Government of Victoria, 2019, para. 3). Next, aiming to enrich Student 2's vocabulary of animal names in English, the writer showed sequences of animal pictures along with its names. Then, Student 2 was asked to guess the name of animals by filling in the blanks. The procedure was done in the following sequence as done for Student 1 previously: 1) The writer told the student that the writer was going to write clues about a certain animal, 2) After

reading and understanding the clues written by the writer, the student needed to answer what animal it was. An example of the writer's writing is "*I am a because I can swim and walk on the land. Look! I have four legs and a strong shell!*". Again, this stage refers to the guided practice stage in teaching and learning cycle theory (Derewianka as cited by State Government of Victoria, 2019, para. 3). Afterwards, the writer gave a brief explanation for Student 2 before entering the last stage of independent construction, to write on his own: Student 2 can write anything about his favorite animals while referring to the teacher's writing as an example. Hence, Student 2 chose his favored animal and wrote about it in English, including other information details about the chosen animal. Thus, the last stage of independent construction was completed (Derewianka as cited by State Government of Victoria, 2019, para. 3). The text that the writer analyzed further below is taken from the transactional writing of Student 2 during the independent construction stage.

Teacher-student conversation during the transactional writing production for student 2

As conducted during the teaching and learning for Student 1, the same is done for Student 2. Before, during, and after the student constructed his transactional writing, the teacher and the student were involved in a conversation about what the student was about to write and had written. The conversation and the result of the writing are shown below.

Before the transactional writing

Teacher : So, let's write about your favorite animal. Your favorite animal is

Student 2 : Bear. Strong and power!

Teacher : Yeah, a bear is powerful!

Student 2 : Can I draw too?

Teacher : Sure!

After the transactional writing

Teacher : Finish?

Student 2 : Yes, I'm finished! Jojo the bear, wahahaha!

Teacher : He looks so happy!

Student 2 : No, lah! Angry, very very angry! He go to school! He don't like school!

Teacher : Because he has to study?

Student 2 : No! He must wake up at 5 in the morning *bersama* rooster!

Teacher : Poor Jojo!

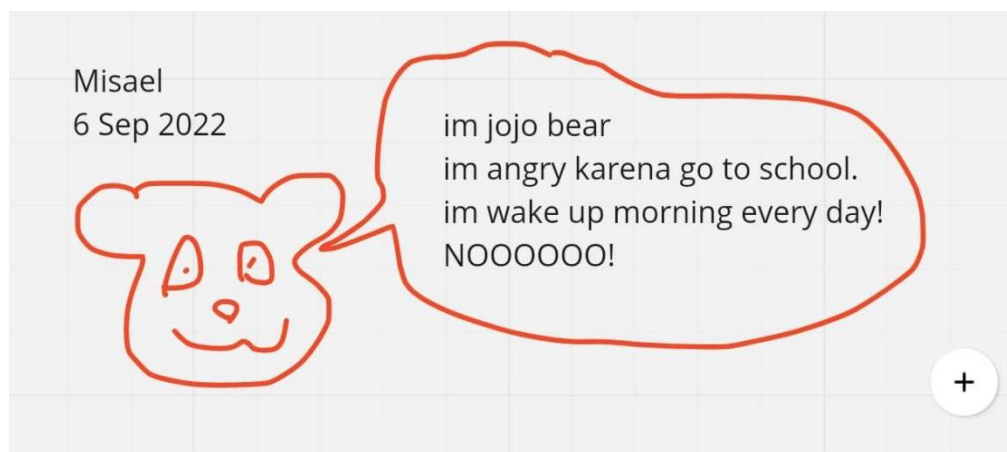


Figure 2. Student 2: Transactional writing about a bear

The deeper features of the transactional writing for student 2

This part repeats the step of the review process done previously for Student 1. There are four aspects to be reviewed in accordance with the descriptor of deeper features in transactional writing by the Ministry of Education of New Zealand. They are: the purpose, idea & structure of the text and the usage of language by the student in his writing.

The first aspect reviewed is the **audience purpose** of the text of Student 2. It can be analyzed that the student aimed to explain the profile of the bear. The student was able to write with clarity. This was done by explaining a personally meaningful phenomenon and opinion is also included: Jojo Bear detests going to school. He is angry. Why? Because he has to wake up early in the morning every day. Therefore, by doing so, Student 2 is able to describe Jojo Bear's dislike with clarity in relation to his profile to the audience. Moreover, Student 2 also attempts to write directly to the audience by beginning his transactional writing with "Im Jojo Bear" – this indirectly indicates that Student 2 is aware of the reader's presence. According to the descriptor of deeper features in transactional writing by the Ministry of Education of New Zealand, the student's writing purpose is on the **level 1iii**.

The second aspect reviewed is the **content idea** of the text of Student 2. Student 2 is able to formulate and convey simple ideas with reasons or opinions. This was done by indirectly presenting a simple argument that the school is not a pleasant place for Jojo Bear. Why? Because a great effort is required by Jojo Bear to wake up early and go to school. Moreover, this argument is delivered from a personal perspective since Jojo Bear had a personal sentiment against the school, indicated by the word "No" followed by another five "O"-s and finalized by an exclamation mark. In addition, the writer entirely did not give any clue to Student 2 that would inspire him to write. Hence, the student's content idea is on **level 1ii**.

The third aspect reviewed is the **structure** of the text. Student 2 is able to use mainly simple and some compound sentences. The simple sentence was stated in the first line where Jojo Bear introduced himself. Aside from the simple sentence, the usage of the compound sentence was seen from the second line where the student used the word '*karena*' in Bahasa Indonesia (meaning *because*) as a subordinating conjunction; the independent clause "Im angry" is linked to the rest of the sentence, which is the subordinate clause. Therefore, according to the descriptor of the deeper features, the student's writing structure is on **level 1ii**.

The last aspect reviewed is the usage of **language** by Student 2 in his writing. Student 2 extends the usage of key topic-appropriate words along with high-frequency words. High frequency words means words that commonly appear in every writing. For instance, two of the high frequency words which appear are “I” and “to”. The topic-appropriate words are “angry” and “no” since they correlate to Jojo’s personal distaste against school and waking up early. It can be concluded that the student’s writing language is on the **level 1iii**.

What the writing shows for student 2

Drawing implications from the discussion above, it can be affirmed that Student 2 was already able to write with clarity. As similarly done by Student 1, Student 2 also visualized the object of his interest – which is, the face of Jojo Bear with a bubble chat beside the head, indicating that the thought of Jojo Bear is contained in Jojo Bear’s mind – while solely originating his idea from his own imagination. He formulates and conveys simple ideas with reasons or opinions using simple and compound sentences along with high-frequency words and topic-appropriate words. Below is the table showing the student’s writing, the teacher’s interpretation, and analysis of each of the deeper features’ elements.

Table 2. The result of the deep features analysis of the writing of student 2.

Student’s Writing	Im jojo bear Im angry karena go to school. Im wake up morning every day! NOOOOOO!
Teacher’s Interpretation	I am Jojo Bear. I am angry because I go to school. I wake up in the morning every day! NOOOOO!
The Audience Purpose - Level	He is able to write with clarity. - Level 1iii
The Content Ideas - Level	He is able to formulate and convey simple ideas with reasons or opinions. - Level 1ii
The Structure - Level	He is able to use mainly simple and some compound sentences. - Level 1ii
The Language - Level	He extends the usage of key topic-appropriate words along with high-frequency words. - Level 1iii

Where to next? (For student 2)

These are the following considerations that can encourage Student 2 to excel more in his transactional writing: 1) Audience Purpose, the student is encouraged to explain a selected phenomenon instead of a personal one, showing awareness of the audience and start using figurative language. 2) Idea, the student is encouraged to include subjective ideas, data, reasons, or opinions. 3) Structure, the student is encouraged to begin writing with a definition or description of the topic and using simple sentences with variations at the beginning. 4) Language, the student is encouraged to include more topic-related vocabulary and use language features of explanation and arguments.

Conclusion

Valuing morally the student's writing through deeper features

Based on the findings and discussion above, the writer has already valued the students' writing morally by focusing on what they can already do instead of criticizing the students' weaknesses portrayed in their work. The way to value the students' work morally is by analyzing their work through deeper features. The findings show that the students can already write engaging simple explanations with some simple ideas and related words.

Suggestion for further research

The conclusion states that this paper focuses on valuing morally what the students can write. The way to value the students' work morally is done through deeper features analysis. To give further, broader, and richer results, further researchers and/or teachers can try to conduct research about students' perceptions after being valued morally. This can be done to find out whether or not students truly feel valued, welcomed, and appreciated. To simplify, future researchers can conduct research on analyzing students' positive washback effect after being treated with deeper features analysis.

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LANDSCAPE ASPECT IN THE NAMING OF VILLAGE IN SIPIROK REGENCY: AN ANTHROPOLOGICAL STUDY

Elitaria Bestri Agustina Siregar¹ and *Soraya Grabiella Dinamika²

^{1,2}Politeknik Negeri Jakarta and Sekolah Tinggi Ilmu Manajemen Sukma

elitaria.agustina@elektro.pnj.ac.id¹ and grabiella1993@gmail.com²

*correspondence: grabiella1993@gmail.com

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Abstract

Onomastics explains the use of linguistic aspects and other aspects such as history and culture, life, and passion, as well as the reasons for the motivation and the purpose of the naming. An area's landscape is commonly set as the background for its naming. This study aims to describe aspects of life in the village naming system based on the landscape in the Sipirok District. The data is in the form of village names. Sources of data in the form of written and oral data sources. Data collection techniques are brought by observation, interviews, and recording while the data analysis uses cultural-historical. Validation is done by triangulation of data and methods. The study found 6 elements of the landscape and several aspects of life behind the name of the village. The elements and aspects of life include aspects of landforms, plants, aspects of buildings, origins of places (functions of places, place markers, and directions of places), aspects of professions, and other aspects (expectations/ideals, customs, character of the population, legends).

Keywords: anthropological, landscape, onomastics, Sipirok district

Introduction

Research on onomastics or naming has often been done. For example, research on naming business entities such as shops and restaurants (Riani, 2014; Wijana, 2014; Wahyono, 2009), naming people/self-names (Wibowo, 2001; Nurhayati, 2012; Widodo, 2013), and naming places/toponyms. (Sugianto, 2017). Some of these studies found that in addition to knowing the linguistic aspects (language forms) used, other aspects, such as cultural and historical aspects, aspects of life, motivation, and goals, as well as the reasons for the motivation and purpose of the naming can be known. This is because language and society cannot be separated, language can never be separated from the people who use it. Language is closely related to culture, which is in the form of behavior, works, and human ideas or ideas. Language and culture can be analogous to a coin that is always side by side on both sides. The socio-cultural background of the speaking community greatly influences the realization of a language (Mardikantoro, 2016).

Some of these studies also found that there was a tendency to use foreign languages in naming business entities established by the community. In naming

business entities, the use of Indonesian and regional languages is shifted by the use of English. From business actors as respondents in the study, it was found that the use of English was preferred because English was considered classier and more prestigious. Business actors assumed that potential buyers would be more interested in their business if English was used in their business. Likewise, in some of these studies, it was found that the use of Arabic was mostly found in naming children by parents, apparently to show their identity as Moslems.

The tendency to use foreign languages, both English and Arabic in naming, does not seem to apply in naming related to geographical places/toponyms or street names, or village names. From the research that has been done on roads, none of them has found the use of foreign languages. Likewise, with the initial observations that have been made regarding the name of the village. Villages are usually named after the history of the village's formation. In addition, village naming is also often based on the hopes and prayers of the community. In addition to these two aspects, other aspects of life are widely used in village naming. From the initial observation, the naming of villages in Sipirok District, South Tapanuli, showed various aspects, both linguistic aspects, aspects of life, historical aspects, and socio-cultural aspects. In addition to the various aspects behind the emergence of village naming, it could also be seen the motivation and goals, as well as the reasons for the motivation and purpose of naming villages in Sipirok District. The names of these villages could be used to know the people of Sipirok from various sides. However, there were villages named after the landscape. Some of these villages were named after the arrangement of the land area and the visual representation of the area.

This study aims to explore aspects of the landscape and aspects of life behind the naming of the village in the Sipirok District. With this research, it is expected that the Sipirok community, both current and future generations, will know the linguistic aspects, aspects of life, history, and the socio-cultural situation of the Sipirok community as a whole. From the various aspects behind the emergence of village naming in Sipirok District, this study further aims to describe aspects of life in the village naming system in Sipirok District.

Literature Review

Anthropolinguistics

Anthropolinguistics is a branch of linguistics that concerns a) the use of language in a broad social and cultural context and b) the role of language in developing and maintaining cultural activities and social structures. In this case, anthropolinguistics views language through essential anthropological concepts and culture, discovering the meaning behind its use, and discovering language forms, registers, and styles. In terms of language with anthropology, language is part of the culture. Anthropolinguistics focuses on the relationship between language and culture in society (Sibarani, 2004).

Furthermore, Kridalaksana used the term anthropolinguistic study as a cultural-linguistic study. Cultural linguistics studies the variation and use of language concerning cultural patterns and language characteristics related to social, religious, occupational, and kinship groups. Cultural linguistics is the study of the position and function of language in a wider social and cultural context

which has a role in shaping and maintaining cultural practices and the social structure of society (Beratha 1998:42).

Landscape

In the Great Dictionary of Indonesian (KBBI), the landscape is defined as the layout outside the building (to regulate the natural scenery). It is a landscape with certain characteristics that can be enjoyed by all human senses, with characters blending naturally and harmoniously to strengthen the character of the landscape. According to Suharto (1994) landscape includes all elements on the site, both natural elements (natural landscape), artificial elements (artificial landscape), and the inhabitants of living things in it. It can be concluded; the notion of landscape is a land or outdoor layout with natural elements and artificial elements that can be enjoyed by the human senses. Generally, the landscape elements are categorized these landscape elements into 6 (six) basic elements (Booth in Simond 1983), namely:

1. Landform – role as the element of a place where other elements are placed.
2. Plant – all types of cultivated or natural plants from ground cover to trees, require special consideration in the placement to adjust their growth.
3. Building – aims to construct and delimit outdoor spaces, affect the landscape, modify the microclimate, and influence the functional organization of the landscape.
4. Site structure – elements built into certain landscapes such as ramps, fences, pergolas, gazebos, chairs, and so on.
5. Pavement – a landscape element to accommodate intensive use above ground level.
6. Water – elements that move, produce sound and are reflective.

Methods

A qualitative descriptive research design was used in this study. In this descriptive study, the aspects of life that underlie the naming of the village in Sipirok District are described. Descriptive research aims to describe the description of the characteristics of the data accurately in accordance with the nature of the data itself (Djajasudarma, 2006).

Sipirok District was chosen as the research location because in this district there are many names of villages that are named after various aspects of the life of the Sipirok people. The names of villages in the Sipirok District were the data in this study. The data sources of this research were written data and oral data. Sources of written data were obtained from the Central Statistics Agency (BPS) of South Tapanuli. In addition, it is also obtained from dictionaries, encyclopedias, folklore books, history, and culture. While the sources of oral data were obtained from cultural observers, cultural experts, traditional leaders, and librarians. The research instrument used was the researcher himself (human instrument). Interview techniques, note-taking techniques, and reading techniques were used as data collection techniques. To collect information from the interviewees, the interview technique was used. Meanwhile, reading and note-taking techniques were used to obtain information from the South Tapanuli BPS archives and from other written documents. Furthermore, from the data obtained, sorting was carried out for data classification.

The data were collected using a participatory observation method which in linguistics is called the Listen Libat Cakap (SLC) method. Data collection was also carried out using non-participating observation methods through shooting techniques. The data analysis technique used in this research was the historical cultural technique. Cultural-historical techniques whose determinants were in the language in question were used to analyze the life aspects of the names of villages in the Sipirok District. Data triangulation and method triangulation were used to test the validity. Direct observations from documentation and sources were used in data triangulation. While the triangulation method was carried out by using various methods, namely cultural-historical methods, direct observation, interviews, and recording.

Findings and Discussion

Findings

In fact, the Sipirok District contains 40 villages. Although there are several villages that have no connection with the naming of the landscape, based on the results of the study, several aspects of life were found behind the naming of villages in the Sipirok District. Table 1 provides information on several aspects behind the emergence of these village names. The aspect of life experienced by the local people of Sipirok District inspired the naming of the village, then it can be classified into nine categories of aspects of life.

Tabel 1. Aspect of life in the naming of villages in the Sipirok District

No.	Aspect of Life	Frequency (%)	Name of Village
1.	Geographical aspects (geographical location, mountain, river, natural phenomena, and so on).	37,5	Aek Batang Raya, Batu Satal, Dolok Sordang, Dolok Sordang Julu, Luat Lombang, Padang Bujur, Pahae Aek Sagala, Paran Julu, Paran Padang, Ramba Sihasur, Paran Dolok Mardomu, Sialaman, Simaninggir, Sipirok Godang, Hasang Marsada.
2.	Plants aspects	20	Baringin, Batang Tura, Batang Tura Julu, Bulu Mario, Bunga Bondar, Siala Gundi, Tolang, Sibadoar
3.	Location aspects (origin of place, the function of place, the mark of place, and direction of place)	10	Hutasuhut, Pasar Sipirok, Kilang Papan, Saba Batang Miha
4.	Building aspects (residence of empire officials)	10	Bagas Lombang, Pargarutan, Pangurabaan, Pangaribuan
5.	Profession aspects	7,5	Situmba, Situmba Julu, Situmba Godang
6.	Other supportive aspects (hopes/aspirations, character/residents of the village, folklore, traditional equipment, and way of thinking)	15	Janji Nauli, Marsada, Panaungan, Barnang Koling, Parau Sorat, Sampean.

Discussion

1. Geographical aspects (geographical location, mountain, river, natural phenomena)

The background of village naming originating from the geographical aspect was the most commonly found. Village naming based on the geographical aspect was very prominent in many names. In terms of geographical characteristics, the following could be exemplified: Simaninggir village means the village which was located at the very edge or on the outskirts of the area; Luat Lombang means a village located downstream; Ramba Sihasur means a village located near the forest; Sialaman, Paran Padang and Sipirok Godang mean villages that have a large area.

There was also a village naming originating from the mention of mountains and rivers which were included in the category of geographical aspects, for example, Aek Batang Raya, Batu Satail, Dolok Sordang, Dolok Sordang Julu, Pahae Aek Sagala. *Aek* refers to the river area. *Dolok* means mountain or hill. While *batu* which means stone in Indonesian indicates a rocky area. The following is a visual image of Batu Satail village, which until now the road to get there is still rocky.



Figure 1. Batu Satail Village

Another village named after the landform was Hasang Marsada village. *Hasang* means dry land, *marsada* means united. This village was named because long ago, this village was known as an arid and dry area.

2. Plants Aspect

Some village names derived from plant names include Baringin, Batang Tura, Batang Tura Julu, Bulu Mario, Bunga Bondar, Siala Gundi, Tolang, Sibadoar. Seeing a large amount of data on village names in the Sipirok District derived from plant names, it showed that the community that owned or gave the village name had a culture of life that was close or closely related to the plant world.

The plant world was the source of life for the people of the Sipirok District. Plants were an important part of their lives, providing motivation and inspiration as well as life expectancy for the community. The naming of Baringin village was based on the name of the tree, namely the banyan tree which was considered a symbol of strength and protection. According to the sources of this research, the naming of the village of Baringin was motivated by the many banyan trees in the area. The view that the banyan tree was a symbol of strength and protection was a source of inspiration for the community to name the village Baringin village. In addition, naming villages with the word "trunk" which in Indonesian is interpreted as a trunk or tree is also widely used. This is because the tree is an object that can

meet the needs of clothing, food, and shelter. In the Sipirok area, many objects in everyday life were made from tree parts, such as bags made of bark, broomsticks, broom fibers, etc. Even some types of tree stems could be consumed.

The naming of Sibadoar village came from the rattan plant. Rattan was a type of plant that was very useful in everyday life. In ancient times, rattan and furniture made from rattan were very expensive. Rattan furniture was a luxury item. Siala Gundi Village came from the name of the Siala plant which in Indonesian was called the makeup plant. Makeup plants are a type of spice that is always and must be presented in the traditional Sipriok cuisine. Spices that are widely planted by the Sipriok people besides make-up, for example, cloves, candlenuts, cinnamon, ginger, galangal, cardamom, nutmeg, turmeric, aromatic ginger, and so on. Apart from being used as kitchen spices or cooking ingredients, spices including make-up are widely used as medicine and raw materials for herbal medicines.



Figure 2. Sibadoar Village

Bondar Bunga Village was named after *bunga* ‘flower’, and *bondar* ‘sewer’. According to local people, there used to be a lot of flowers in this area. What distinguishes it from other villages was that many flowers in this village grow in *bondar* or sewers. Although now there are not many or almost no flowers growing in the sewer, the name of this village now referred to beauty and neatness.



Figure 3. Bunga Bondar Village

Based on the findings above, it can be concluded that village naming originating from plants in Sipirok District reflected the mindset of the Sipirok people who were very close to the plant world. This is also in accordance with the fact that the dominant livelihood of the Sipirok community until now is farming or known as an agrarian society.

3. Location aspects (Origin of place, the function of place, the mark of place, and direction of place)

The name of these villages came from the aspect of the origin of the place, for example, Hutasuhut, Sipirok Market, Papan Refinery, Saba Batang Miha. The village of Hutasuhut referred to the fact that the people with the surname Hutasuhut came from this village. Yet, until now this clan still occupies this village.

The naming of the village was based on the aspect of the function of the place, such as Kilang Papan and Saba Batang Miha. The Kilang Papan referred to the village that served as a plank factory. Previously, this village was inhabited by carpenters and was the only village that had a plank factory. It was located next to the village of Situmba, both were on higher ground.



Figure 4. Saba Batang Miha Village

While Saba Batang Miha meant an area that was very suitable for rice fields (*saba*: rice fields). This area was previously uninhabited by the community and used to be a vast rice field. As time went by and the population increased, people then occupied this rice field area so that over time they formed a community. The name of this village now retained its origins as a rice field area.

4. Building aspects (residence of empire officials)

There were several names of villages in the Sipirok District which were obtained from aspects related to the kingdom, such as Bagas Lombang, Pargarutan, Pangurabaan, and Pangaribuan. *Bagas* means home, it referred to the King's residence in the past. Bagas Lombang village was a village where there used to be a King's house. Pargarutan was the name of a kingdom that was the origin of the King of Harahap who descended from the Harahap clan. *Pargarutan* came from the word *garut* (scratch). Long ago, it was occupied as a bathing place for the king, in which, there, the servants used to scratch and clean the king's back. In addition, Pangurabaan and Pangaribuan were taken from the names of small kingdoms that once existed in the Sipirok District area.

Aspects of royal life had become an important part of people's lives in Sipirok. The data from this study were in accordance with the hypothesis of Saphir and Whorf (Sampson, 1980) that culture would affect language. Furthermore, language shaped the human perception of the reality of the external world. On the other hand, it could be said that how society perceived the reality of the outside world could be examined through its language. The same opinion was expressed by Wierzbicka (1992) that language reflected human conceptualization and human interpretation of the world.

In addition, language is a perfect reflection of the human mind and experience. This statement is in line with the theory that language is the perfect symbol of human experience, and that language cannot be separated from action (Bright, 1947). Herein lies the framework of the relationship between thought and language.

5. Profession Aspects

Situmba, Situmba Julu, Situmba Godang were villages that were named after the professional aspects. *Situmba* means ‘dancer’, meanwhile *julu* means ‘the upstream area’, and *godang* means ‘broad’. So, the meaning of the three villages in a row was a village of the dancer, a village of the dancer in the upstream area, and a village of the dancer which has a large area. If observed visually, the villages with a background in this profession were in an area that was higher than the surrounding area. According to the local community, in the past, dancers were a prestigious profession. The dancers were usually employed in the king's palace and would be given a better place to live than the others. In the Sipirok culture, the highlands were considered good places. The higher plains were usually occupied by kings and nobles.



Figure 5 Situmba Village

The existence of village names that came from the type of profession proved that aspects of professional life were an important part of the life of the Sipirok community. It could be depicted that the people of Sipirok respected the presence of professionals on a daily basis, besides, the profession had a close relationship with the typology of residence.

7. Other supportive aspects (hopes/aspirations, character/residents of the village, folklore, traditional equipments)

The naming of the village which was based on the character or physical characteristics of the population was Barnang Koling. *Koling* means ‘dark skin’. In Indonesia, the term or the words of the *Keling people* is a term referring to black people, usually addressed to Tamils or Africans. Previously, the village of Barnang Koling was occupied by many black people, so the local people called this village based on the physical characteristics of its inhabitants.

Hope and Dream

Several villages in Sipirok Sub-district were not named based on the physical characteristics of the village, but based on the hopes or aspirations of the community. Although it was not about landscape naming, it was important to dig a little bit about ideal naming. Naming a village based on hopes/ideals was believed to be able to inspire community members about how this journey of life

was going, where life would be taken, and what needed to be done to get there. Of course, the hopes/ideals contained in the name of the village were noble hopes/ideals so they were expected to be able to guide human life towards a noble life. For example, the name of the village was motivated by aspects of hope/aspirations, namely Janji Nauli, Marsada, Panaungan. *Janji Nauli* means hope for a good, peaceful, and comfortable life, *marsada* means unity, *pananungan* means protection, and *marsada* means united.

Folk Legend

The people of the Sipirok knew many folk tales. There was one village name related to the folk legend in the Sipirok District, namely Parau Sorat which means heavy boat. It was acclaimed that this village originated from the sinking of a boat carrying too many passengers and goods. As a result of not following the rules and taboos of the area, the boat eventually sank. Parau Sorat Village referred to the place where the events in the story occurred.

Traditional Equipment

A village name related to traditional objects was Saman. *Sampean* means money or cloth given by the invitees when inaugurating the placement of the house. In the tradition of the Sipirok people, there was a tradition called *marikut bagas*, or a ceremony performed when entering a new house. *Sampean* was a term for a gift from the invitation to the owner of the newly-entered house. In addition, *sampe-sampe* also means folded cloth hung on the shoulders, a scarf that was usually worn by women in everyday life and when attending traditional ceremonies. The use of customary terminology in naming villages in the Sipirok District showed that this community was thick with customs, and people's lives were never separated from customs or traditions. Thus, the tradition of *marikut bagas* is still being practiced today.

The Way of Thinking

Based on the description of several aspects behind the naming of villages in the Sipirok District above, it could be concluded that the way of thinking or insight of the Sipirok community in naming villages included a broad-minded community. The scope of aspects of life that formed the basis for naming villages was many and varied. Historically-culturally (anthropologically), this fact could be interpreted that the mindset of the people of Sipirok District in forming street names was at a complex level because language is a mirror of thought (Thomas & Wareing, 1999). Because the aspects of life behind the naming of roads in Sipirok District were quite varied, it could be said that the activity in giving/making village names were a reflection of a more complex and broader way of thinking.

The naming system (*onomastics*) can be derived from three basic principles of life. The three basic rules in question are the principle of harmony/kinship, respect, and the ethics of social harmony. Furthermore, the naming of roads can be sourced from the people's view of life. A view of life is a descriptive belief about reality insofar as it is a unity from which humans give a meaningful structure to their natural experience (Suseno, 1991). The view of life is a frame of reference for humans to be able to understand each element of their experience. The Sipirok people's view of life is a reality that is not separated from each other

but in reality, as a comprehensive whole. It is further stated that the view of life is not an abstract understanding, but functions as a means to successfully overcome life's problems.

Adhering to the basic principle that language is a system of representation of thought patterns, behavior patterns, and cultural patterns of society, the truth of the Sapir-Whorf paradigm can be confirmed, namely about the relationship between language and culture or vice versa. So, anthropolinguistic studies are interdisciplinary studies between language and culture or vice versa (Foley, 1997; Duranti, 1997). Language and cultural context are intertwined. In other words, language can be seen as an extension of culture. According to the Sapir-Whorf hypothesis, in fact, each language shows a distinctive symbolic world, which describes the reality of the ideas, inner experiences, and needs of its speakers. Language can influence speakers in initiating ideas, and looking at the environment and natural surroundings so as to arrive at the discovery of the context of cultural products, such as village naming or village naming history. This event is important to trace through the conclusion that without language humans cannot think, that language affects perception, and that language affects thought patterns (Thomas and Wareing, 1999).

Conclusion

From the results of the research, it is concluded that there are several aspects of life in the Sipirok community which are the background for the naming of the village. Dominantly, the naming of the village is motivated by the condition of the Sipirok landscape. The aspects of naming this road are very varied. This is evident from the discovery of 6 aspects of life. All aspects of naming this village describe the life of the Sipirok people from ancient times or today which are still relevant to everyday life.

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THE EFFECTS OF IMPLEMENTING ACTIVE LEARNING ON HIGH SCHOOL STUDENTS' PARTICIPATION IN ENGLISH ONLINE CLASS

Marie Louise Catherine Widyananda

Universitas Negeri Jakarta, Indonesia

correspondence: [cwidyandana@gmail.com](mailto:cwidyananda@gmail.com)

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Abstract

Despite the flexibility and other advantages of online learning, some problems appear in online classes including the students' lack of participation in English classes. This research aims to discover the effects of implementing active learning in English online classes. An online observation form and interview were employed to gather the data for this qualitative study. The participants were 80 students of grade X SMA BPK PENABUR Bogor Academic Year 2021/2022. The students were asked to be active in the teacher's interactive lecture, brainstorming, and large group discussion. The results of this research suggest that the activities provided for active learning in English online classes help the student to be engaged more in the lesson. The students responded actively when the teacher asked them to annotate the screen on Zoom Meeting and answer some questions. Furthermore, the students also have more understanding of the given materials.

Keywords: active learning, English online class, students' participation

Introduction

The COVID-19 pandemic that hit the world forced some changes in many sectors, including education in Indonesia. The government banned face-to-face class meetings and changed them to online classes to reduce the risk of spreading the virus (Sut & Oznacar, 2021). Lots of training and workshop have been held to improve teachers' quality so that the teachers will be able to adapt well to new teaching-learning environments (An & Zakaria, 2022). The teachers are also trying to keep going and doing some research to enrich themselves with creativity and new methods so the online teaching-learning process can still give positive impacts on the students.

The changes in the educational process make the teachers realize that there are some shifts in the interaction pattern in English online classes (Entusiastik & Siregar, 2022). Research done by Adams (2018) indicates some factors that cause the decreasing classroom interaction in English classes. First, the students do not want to talk, even to answer the teacher's questions or to talk with other students in group discussions. Second, students do not want to do the task given. Third, students tend to talk in their native language. Fourth, some students are not able to cooperate well with each other due to their characteristic differences. The results of observation in English online classes of Grade X SMA BPK PENABUR Bogor

showed that those four factors also happened in the discussion and speaking sessions. Since the students did not want to speak in front of the class, the English teacher asked them to make a video for their performances and group presentations.

Therefore, considering those problems, the teacher started to employ active learning in English online classes to see whether there were some effects of its implementation.

Active Learning

Activities in the class which include reading, writing, discussing, and being engaged in solving problems as well as being actively involved in using higher-order thinking skill tasks (analysis, synthesis, and evaluation) are called active learning (Bonwell & Eison, 1991). In addition, Felder and Brent (2009) defined active learning as “anything course-related that all students in a class session are called upon to do other than simply watching, listening, and taking notes”. When the teacher in the teaching-learning process asks something to the students, gives a problem or challenge to be solved individually or in groups, then gives the students chances to deliver their opinions, it is all called active learning. These series of activities need to be done for all the students in the class, not only for those who answer the questions from the teacher or for some groups of students.

Fayombo (2012) stated that to make students participate actively in the class, they have to comprehend the assignments which required them to have higher-order thinking skills, such as analyzing, synthesizing, and evaluating. Some studies also mentioned that there was an increase in students’ learning outcomes after the implementation of active learning (p. 80). This is in line with an article from the University of Redlands on their website that states active learning emphasizes interaction processes such as question-and-answer, sharing an opinion, group discussion, and role-playing. Active learning becomes an option in online classes because the students will be given the same chance to participate in the class, share and develop ideas, and think critically (Khan, Egbue, Palkie, & Madden, 2017). Active learning in online classes is currently also supported by very adequate technological facilities. Students can be divided into groups and can interact and cooperate.

Advantages and Disadvantages of Active Learning

There will always be advantages and disadvantages in every implementation of a learning technique or method. The advantages and disadvantages of implementing active learning in online classes mentioned by Bonwell and Eison (1991) and summarized by the University of Redlands are written below.

Table 1. Advantages and Disadvantages of Active Learning (Bonwell & Eison, 1991)

No.	Advantages	Disadvantages
1	Students can have better and long-term comprehension or understanding.	The facilitator needs more time to prepare the learning activities.
2	Students can relate their understanding of the lesson in classes to their real-life situations.	Less efficient compared to traditional teaching which emphasizes fundamental knowledge.
3	Learning condition in the classroom becomes more enjoyable to students.	Less enjoyable for students who are not ready and do not want to participate actively in the class.
4	The learning process can be varied depends on students' learning styles	

The Implementation of Active Learning

There are a lot of techniques or approaches which can be employed in the learning process. Here are some examples of approaches summarized by the Center for Research on Learning and Teaching, University of Michigan (2016).

- 1) Writing "Minute Paper"
Students are asked to write some important points about the topic of the lesson in the middle of the learning process or after it has been done.
- 2) Self-assessment
Students are asked to do a quiz to check their understanding to prevent misunderstanding and misconception.
- 3) Large Group Discussion
Students are asked to discuss a problem based on a reading or a video together with other students in their classroom. The teacher or facilitator also prepares some questions so that the discussion can be done smoothly.
- 4) Think-Pair-Share
Students are asked to discuss a problem with their groups using the questions prepared by the facilitator, then deliver their opinions in front of the class.
- 5) Brainstorming
Students are asked to give their opinions after being given a problem related to the topic of the lesson. Students' opinions can be written on the whiteboard and discussed together in class.
- 6) Interactive Lecture
When lecturing, the facilitator asks the students to observe and explain a picture or a concept displayed on the screen.
- 7) Role-playing
Students are asked to play a role to obtain a better image of a concept and theory being discussed. Practicing role-playing can start from the simple to the complex one.
- 8) Jigsaw Discussion
For this technique, the general topic of the lesson is divided into several small-related parts. Every member of the group is assigned to read and be the 'master' of different topics. After the students master their parts, they share their knowledge with the others, like putting together missing parts of a puzzle. Finally, every member of the group will get the whole information after sharing their knowledge.

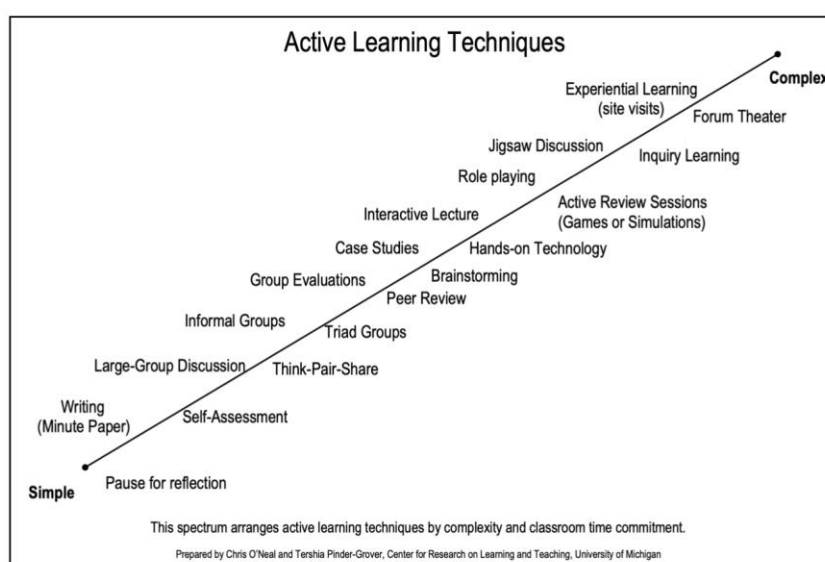


Figure 1. Active learning techniques based on complexity and classroom time commitment (O'Neal & Pinder-Grover, 2016)

Students' Participation

Interaction is an important thing needed in the learning process, both interactions between teachers and students and between students. Interaction plays an important role in developing students' abilities, including in English classes (Murtiningrum, 2009). Interaction is the learning process itself and it is from the interaction that the development of students can be measured (p. 9).

Some instruments can be employed to analyze classroom interaction. One of them is a theory developed by Ned Flanders that is called *Flanders Interaction Analysis* mentioned three types of interaction: indirect teacher's communication, direct teacher's communication, and communication between students (Sadker & Sadker, 1997).

Table 2. 10 Categories in *Flanders Interaction Analysis Coding Instrument* (p. 588).

Indirect Teacher's Communication	1	Accepting students' feeling
		Being aware of the feeling shown by the students without being intimidating
	2	Complimenting and supporting the students
		Encouraging students' contribution or participation
Direct Teacher's Communication	3	Accepting or using students' ideas
		Clarifying, developing, or referring to students' contributions without grading
	4	Asking questions to the students
		Collecting information or opinion
	5	Teaching
		Providing information, opinion, or guidance
	6	Giving directions
		Directing or giving suggestions that will be obeyed by students
	7	Criticizing or justifying authority

Students' Communication		Giving a negative evaluation of the contribution of students or emphasizing the authority of the teacher
	8	Students' communication – response Giving response to the teacher's questions, usually, the answers can be predicted
	9	Students – initiation Initiating responses that cannot be predicted or making creative content
	10	Stay silent or confused Stay silent for more than 3 seconds

Interaction in the classroom is a reciprocal and meaningful interaction between teachers and students. By interacting in English class, students also develop their language skills. Many learning activities can be carried out to create meaningful interactions in the classroom, such as discussions, problem-solving, and dialogue (Murtiningrum, 2009).

This research aims to explain how active learning is implemented in English online classes and discover the effects of implementing it on students' participation in English online classes.

Method

This qualitative research was conducted in three English online classes of Grade X of SMA BPK PENABUR Bogor which consisted of 80 students in total. A descriptive explanation of how the learning was implemented in English online classes will be elaborated in the findings to answer the first research question. The descriptive explanation is suitable for this research since it describes the characteristics or information of the phenomenon or population that is being observed (Loeb, *et al.*, 2017; Manjunatha, 2019). Moreover, this study also employed an observation sheet and interview as the data gathering instruments. The naturalistic observation was held to observe students' behavior during the study (Ryan, 2019). It was suitable for this study since the data obtained would be the basis of the action that the teacher would apply. In addition, the interview was held to explore the students' views and experiences of classroom activities (Gill, Stewart, Treasure, & Chadwick, 2008).

An observation sheet was utilized to take notes on the student's attitudes before and during the *active learning* was applied in English online classes. The observation was guided using the *Flander Interaction Analysis Coding Instrument* which had 10 categories of classroom interaction types (Sadker...). After that, active learning was implemented. The active learning techniques that were employed in the English online classes were chosen based on the student's needs and the facility's availability. Interactive lectures, brainstorming, and large-group discussions were chosen because those techniques were possible to be done in online classes. Furthermore, open-ended interviews with five students were conducted to discover the effects of *active learning* implementation on students' participation in English online classes.

Findings and Discussion

The results of the observation and interviews would be presented and discussed in this section. The process of active learning implementation was included in the observation report during active learning implementation.

Observation before active learning implementation

Looking back to the problems that the students faced during the pandemic and online classes, as for English subjects, their problems were lacking confidence in showing their English ability by participating actively in class. The students tend to rely on their friends who usually answered the teacher's questions and shared their opinion fluently.

In the observation sheet, for indirect communication from the teacher to the students, Flanders proposed that the teacher should accept students' feelings, compliment them on how they performed in the class, give some support and motivation, accept and develop their ideas, and ask ungraded questions to the students. In addition, for direct communication, the teachers should teach the subject, provide the information of the materials needed, give the students directions about what to do in the class and how to do the assignment, and give the students some critics if needed.

During the observation, the teacher tended to do direct communication rather than indirectly communication. It was due to the pack of materials and the time limitation of each session in the class. The teacher had to be strict in plotting the time to finish the materials while indirect communication was expected to consume many times. Therefore, the teacher still did the indirect communication but not as much as was expected in the classroom interaction

As for the students, their interaction with the teacher was expected to be responsive, such as answering the teacher's questions, simply responding to the teacher's greeting, and sharing their thoughts and ideas about the topic being discussed. However, it was found that only some students answered the teacher's questions directly by opening their microphones and replying in English. The students who replied to the teacher's questions were those who had high achievements in English subject. Meanwhile, other students—who tried to participate in the English class—preferred to answer the teacher's questions using the chat feature in Zoom Meeting.

Active learning implementation

Active learning was employed after reflecting on the observation. The teacher applied interactive lectures, brainstorming, and large group discussions as the activities in the class to give students more chances to participate actively in the class. Since the online classes were held in the Zoom Meeting, the teacher used some features in it such as Share Screen, Annotation, Whiteboard, and Unmute Participants. The teacher also employed an interactive online communication website named Padlet.

In the application of brainstorming, the teacher gave the students a task before they started the lesson. The teacher shared a blank screen that contained a question "What are the important things that you need to put in an ad?". The question was asked to set off students' memories about what kind of information they could

obtain from an advertisement. The teacher asked the students to answer the questions verbally at first, but then since there were no students who raised their hands or opened their microphones, the teacher asked them to annotate the screen to answer the questions. Here are the students' answers to the questions.



Figure 1. Students' answers for brainstorming activity on a proposed topic

While the students were annotating the screen, the teacher was able to check the students' names who annotated the screen through the Zoom Meeting's annotation feature. It was found that more students participated in annotating the screen and shared their thoughts about advertisements. It also showed better progress in enhancing students' participation progress since the students responded to the teacher's questions and shared their ideas about a proposed topic.

On another occasion, the teacher applied again the brainstorming technique using a story that was shared on the Zoom Meeting screen. The teacher asked the students to find at least one proverb for one student that was related to the story. Here is the students' answer that showed their participation in the class.

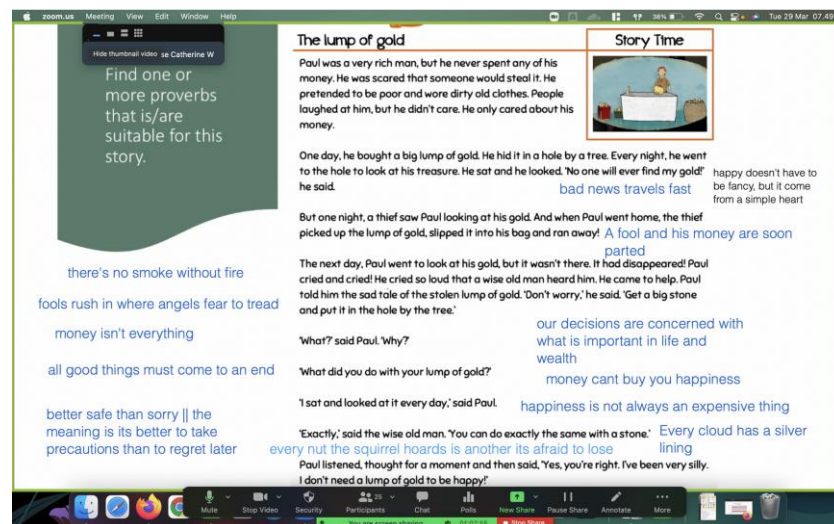


Figure 2. Students' answers for the brainstorming activity about proverbs

In this stage, the student's participation in classroom activities could be seen from the proverbs they wrote on the screen. After several times of brainstorming activities, the students became more comfortable in sharing their ideas and thoughts as well as answering the teacher's questions through screen annotation. Therefore, the teacher continued with an interactive lecture technique to raise students' participation in English online learning activities.

The interactive lecture technique was implemented in every meeting after the brainstorming technique showed some positive feedback that was increasing of students' participation. The teacher shared a screen consisting of questions from the narrative text they had read in their textbooks, then asked them to answer it using the annotation feature in Zoom Meeting.

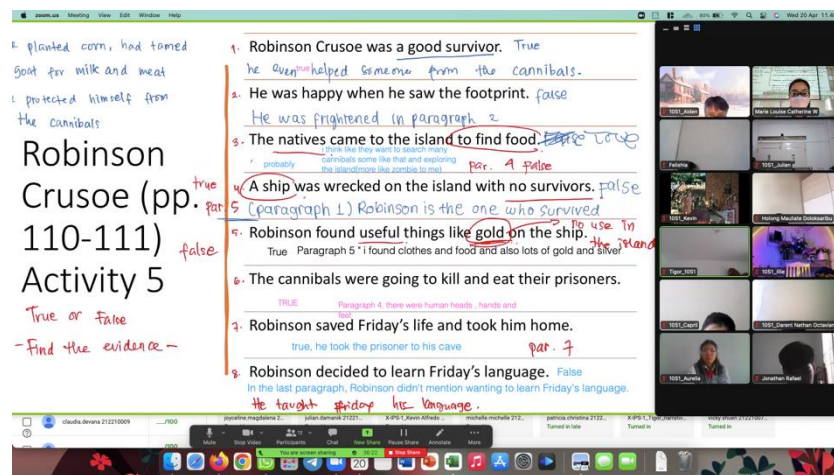


Figure 3. Interactive lecture in English online classes

During the implementation of the interactive lecture, the teacher not only asked the students to annotate the screen but also gave them chance to have a small talk by answering the teacher's questions verbally. The teacher encouraged the students to give more explanations about their answers written on the screen. When it turned out that the student's answers were incorrect, the teacher still gave them chance to take a look at the text once again and find the correct answer. Moreover, when the students had different answers from one another, a large group discussion was held. The teacher would give them time to discuss which answer was correct. When the discussion reached an end, the teacher stated the correct answer to the question the students were discussing and encouraged them to keep participating actively in the online class.

In the interactive lecture and large group discussion, the students were also asked to synthesize the things they had learned. The students were asked to watch an animated short movie and give their opinion about it using an interactive online communication website called Padlet. Using Padlet, the students could write longer sentences that represented their ideas and even expressed their thoughts using animation (Waltemeyer, Hembree, & Hammond, 2021). The students also could choose to be anonymous when sharing their opinions, so they felt more comfortable in sharing their opinions without being judged by the teacher and other students. Thus, the students became more active and highly participated in this learning activity.

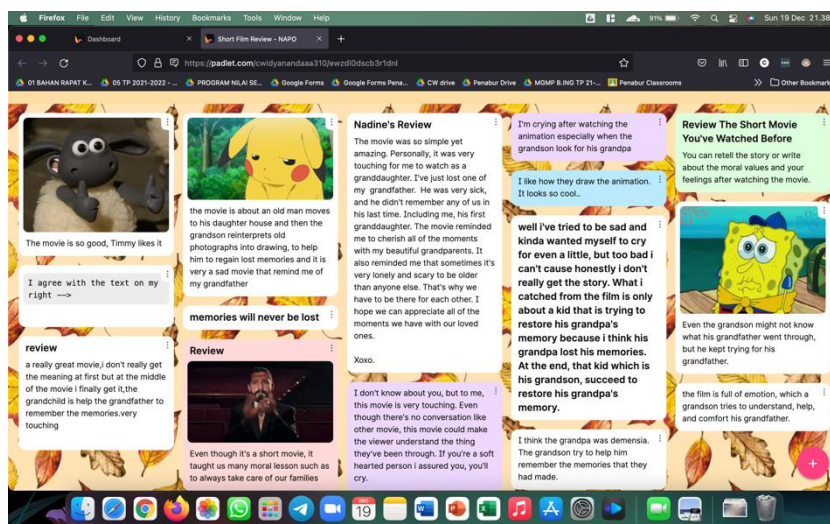


Figure 4. Interactive lecture in English online classes using Padlet

Students' interview

After the implementation of active learning (brainstorming, interactive lecture, and large group discussion), five students were chosen to be interviewed about the implementation of active learning. The questions were open-ended questions that asked them about their personal experience and opinion on the learning activities arranged by the teacher and the obstacles that they (and other students) might face in the active learning activities.

Table 3. Students' answers in the interviews

Students' Code	Students' Answers
S1	"Well, it's definitely a good approach interaction-wise. Though because we were studying online at the time, it wasn't as lively as it should've been. It was definitely nice; I prefer it over doing homework. Your method also helped me learn and practice so that's a huge plus."
S2	"I think it's such an effective way to improve our reading and writing skill. For me personally, I have a quite huge interest in reading stories, so I enjoyed the activity."
S3	"I liked that you gave us the opportunity to annotate the screen by ourselves. Like, in every activity, you didn't keep on telling us theories but also the application by questions you have given us. One more thing, by annotating the screen, I think it also gave the more confidence for students to answer the question miss, because we didn't really know who will answer the question, so it was possible for more than one person to answer the question, so we weren't really feel embarrassed with our wrong answer."
S4 (About other students' problem in coping with activities)	"That's because of unconfident feeling, they weren't confident enough to express their opinion, especially when it comes to English—it happened to one of my friends. But I think it's their inner problem, people got to change themselves with their own willing because from what I felt. I really enjoyed the class, you didn't give us any pressure so we (I don't really know exactly how the others felt) were loosened up when it comes to English class, it's like a therapy. Even though we

S5	<p>had already answered on the screen, it's nice if you still ask some of the students who are rarely being active in class."</p> <p>"For me, as a student that can speak English, I think it's not a problem to fill the questions (on the screen). But for those who don't have the ability to speak English (fluently), it's kind of a problem for them. They think that if they were pointed (to answer the question) they're being ashamed since they can't make it. However, since they got some encouragement, they felt like more motivated for some reasons."</p>
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From the interviews, it can be inferred that the students were helped with the implementation of active learning activities (brainstorming, interactive lecture, and large group discussion). They realized that in online classes, some situations were not ideal for the teaching and learning process, such as distance and lack of direct interaction between teacher-student and student-student. The students here tried to keep up with subjects and lessons, so they said that it was a good experience to have those activities in the online class.

Conclusion

Students had some problems keeping up with the online teaching-learning process, showing themselves to their new friends, and being confident in answering the teacher's questions. However, currently, there are a lot of solutions that are proposed by researchers, practitioners, and teachers around the world who face similar conditions in their educational systems. In addition, active learning gave some impacts on students' participation in English online classes. The students could learn the materials as well as participate actively in the class by answering the teacher's questions—written and spoken, discussing the answer to the teacher's questions, and delivering ideas openly in the class. Furthermore, for other researchers, more studies about other active learning techniques are needed to enrich teachers' creativity in choosing activities in the class, especially for online classes.

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CHILDREN'S FIRST FIVE YEARS GAMES IN RESPONSE TO LANGUAGE DEVELOPMENT

Chusna Apriyanti

STKIP PGRI Pacitan, Indonesia

chusna.apriyanti@gmail.com

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Abstract

This study aims to determine the implementation of children's first five-year games in the family environment, the pattern of children's first five years of games, and the effect of children's first five years games. This study used a descriptive quantitative method. Respondents in this study were 28 parents in rural areas. The results of the study concluded that the main effects of mentoring when children played and provided simple educational games were the creation of self-confidence, good trust in parents, and good communication. The results of the study concluded that assistance to children while playing and providing simple educational games, 35.7% of the 28 respondents stated that their children had confidence when meeting new people. Then 71.4% of respondents indicated that their children have an active type when communicating, and 96.4% of respondents stated that their children are very enthusiastic about learning new things.

Keywords: children's games, children's language development, language development

Introduction

The early years are a golden age when the brain develops at a breakneck pace. As a result, giving stimulation during that period requires parents to maximize their children's development. Parents, especially mothers, need to provide a stimulus for children starting from pregnancy (Ardhyantama & Apriyanti, 2021). Another research explains that parental involvement is required during children's development (Mahmood, 2013). However, Parents are the first teachers of children admitted true. This is unfortunate, considering mothers have three leading roles for children: meeting physical and spiritual needs, being role models, and stimulating child development (Apriyanti, 2021).

Furthermore, children in their early years have the habit of instinctively asking, paying attention, and commenting about what they see, hear, and feel in their environment. Children spontaneously ask when they see something that catches their attention. Words, or what is known as speaking, will reflect the child's curiosity and love for everything that is seen, heard, and felt. Children who can speak have shown maturity and readiness to learn because speaking allows them to express their desires, interests, feelings, and thoughts verbally to those around them. The existence of the family is needed as a partner in communication. A better

understanding of conversational dynamics may deepen our understanding of social roles, speech and language development, and individual language variability (Van Dam et al., 2022).

As babies and children grow, abilities to form secure relationships, explore environments, and express emotions in a healthy way develop, which impacts their future behavior and relationships. According to Lev S. Vygotsky (1896–1934), the highest levels of abstract thinking and self-regulation in preschool development are established in pretend play using object substitutions (Smolucha & Smolucha, 2022). On the other hand, language development is an essential part of child development. It supports the child's ability to communicate. It also supports a child's ability to express and understand feelings, think and learn, solve problems, and develop relationships. Results indicated that infant attention and maternal education were predictors of receptive vocabulary initial status, with no differences as a function of child sex (Bruce et al., 2022).

Playing is a natural and enjoyable way for children to keep active, stay well, and be happy. Freely chosen play helps children and young people's healthy development. Children need various unstructured play opportunities from birth until their teenagers to have good physical and mental health and learn life skills. Play is an essential part of early childhood education. Parents play a critical factor in this. Responding to children's play and providing an appropriate education is necessary. Because children early years can learn to channel and hold their emotions by playing. Children are also taught to manage their feelings, resist their urges, and use them as a source of relaxation. Children pick up a lot of information when playing, including concepts, colors, shapes, sizes, and amounts, among other things. However, parents were doubtful to permit their children to play without adult supervision in green spaces, except parks; this was contrary to the freedom they were given in their childhood. This is probably due to parents' heightened concerns about incidents, even though actual incident rates have been reduced (Truong et al., 2022). This condition makes children feel unsecured.

However, the transition from physical playing to "more secure" is happening. Interactive, intelligent, and connected toys are expected to increase rapidly, with many claiming new ways to play and educational benefits (Hall et al., 2022). Some traditional games shift to technological playing, such as online games. The COVID pandemic also forces children to play at home. This leads to children's preference for playing inside the house. Undeniably, this condition shifts the existence of transitional physical playing.

Since the existence of online games cannot be easily eliminated from children, parental involvement in accompanying children during playing is needed. Some adolescents admitted to the child and adolescent psychiatry outpatient clinic experience dissociative symptoms, such as hearing strange sounds, temporary blackouts, seeing images, changes in body parts, and looking at themselves from the outside. Some also experience sleep disturbance after spending a long time on the internet (Gundogdu & Eroglu, 2022). However, parents are still the "measurement scale" for managing children's time. Parents must limit the screen time for children and move it to more productive games for their development and language development. Wittgenstein (Philosophical investigations, Basil Blackwell Ltd., 1958) used the notion of a language game to illustrate how language is interwoven with action (Barrett & VanDrunen, 2022). Therefore, the parent's choice

in designing children (in the preschool age) will develop children's language. But, still, many parents do not know the best and suit games for their children. They just focus on "playing" with children without using the playing time to develop and stimulate children's development. Much research is similar to this research, but this research focuses on parents with low economic and educational backgrounds. They also live in rural areas where there are limited facilities.

Method

A quantitative descriptive research design is used in this study. Data were collected from 28 mothers with children five years of age. Some of the information was gathered from direct interviews with parents. Researchers used the Google Form platform to collect data for this study, which included questions about respondents' age, occupation, place of residence, activities that are frequently done in free time, child's age, amount of time spent with children, kinds of simple games given to children, people's reactions to a child's progress during the last year, as well as communication barriers with children. Respondents were taken randoml. The researcher performed in-depth interviews with the respondents to further refine the data analysis. The researcher then analyzed data, including data selection, presentation, and conclusion.

Before conducting the study, the researchers created a questionnaire that would be delivered to mothers of children. From June 10, 2022, through June 30, 2022, questionnaires were distributed to collect data. According to the required number of respondents for this study, up to 28 questionnaires were delivered. The researcher encountered several challenges throughout the distribution of the questionnaires, including diverse attitudes and even some resistance from some of the target respondents when asked to complete the questionnaire because some of the topics were sensitive.

The researcher assisted the respondents in answering all their questions about concepts they might not have fully grasped or comprehended when completing the questionnaire. The researchers gathered the information for this research through the provided questionnaires. This is because the questionnaire includes questions about how parents react to straightforward games that impact young children's mental health and language development.

Results and Discussion

The implementation of children's first five-year games in family environment *Free time allocation*

Based on the data in the questionnaire, it is known that most parents have free time to be with their children. 57.1% of parents use this free time to play with their children. Various games were also carried out between parents and children, such as playing with children's favorite toys, doing educational broadcast television, or playing with other family members. The rest parents choose to combine activities between playing and learning with their children. In addition to playing and learning, from pictures, it can also be seen that 3.6% of parents chose to emphasize their children's learning. Parents will ask about their children's activities and school assignments. So that parents will help children in doing these tasks. Besides linking to play and learning activities with children, parents also use their rest time to do or try other work, exercise, sell something, or make creations.

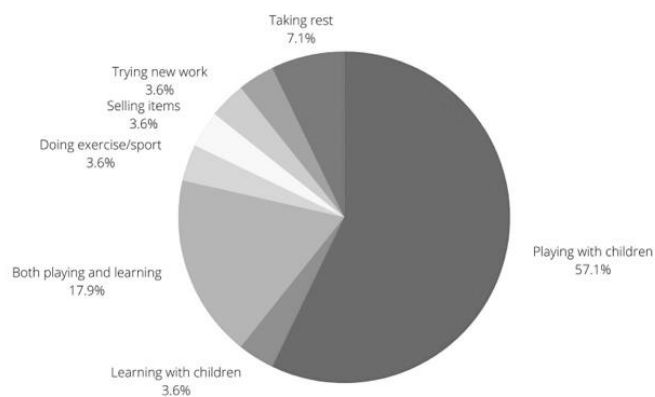


Figure 1. Time allocation

Duration of spending time together

It is undeniable that most mothers today are working. Although they do not work in the formal sector, where the company determines their working hours, they also work in the informal sector. Mothers in rural areas also work in agriculture or daily grind in trade. This causes they cannot accompany the children all the time.

From the questionnaire, it was stated that most mothers had three to five hours per day. 35.7% of mothers have this time to spend with their children. In the second order, 21.4% of mothers recognized having six to eight hours a day to be with their children. Third, less than two hours are spent with the child by the mother. In the fourth order, 10.7% of mothers claimed to have 12 hours more daily to play with their children. In the fifth order, 7.1% of mothers have nine to 11 hours a day to play with their children. In the figures, it is also known that there are 7.1% of mothers did not answer. This is because they do not have a definite time to be together with children. Their work has an uncertain time.

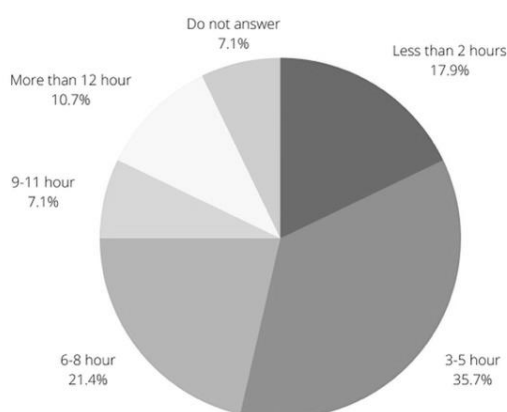


Figure 2. Duration of spending time together

Parents' understanding about the importance of accompanying children to play

As seen in figure 2, there are three categories of respondents' answers regarding whether accompanying children while playing can affect children's language. The three categories are yes, no, and maybe. 86% stated that attending to children while

playing can affect children's cognitive and language development, and 11% expressed doubts by answering "maybe." One respondent said that accompanying children while playing did not affect language competence. This demonstrates that most respondents know how accompanying children's play can affect their language development.

The most crucial aspect of life is the bond between parents and children. In the theory of psychosocial development, it is stated that in the early stages of a child's life, it is necessary to develop a sense of trust (Cottingham & Erickson, 2020). The feeling in the child will be quickly created when there is a good attachment relationship between parents and children. Children will more easily trust their environment (parents). Children whose attachment needs are not met will tend to be more passive towards the environment and take a long time to adjust to the new environment. This is related to the data results, which state that most respondents said that accompanying children while playing is essential. This indicates that most respondents know the importance of children's mental and language development.

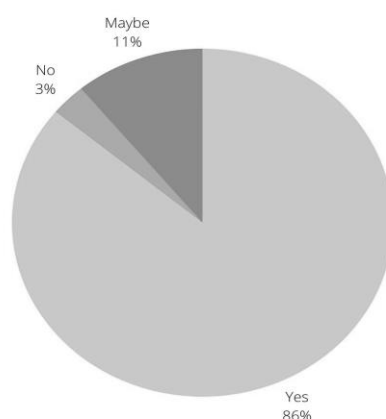


Figure 3. Parents' understanding about the importance of accompanying children to play

The pattern of children's first five years games

Parents also mention there are two types of games to play with children. Based on the questionnaire, most parents do not introduce games that can stimulate children's language development. 55.6% of parents still use games that do not encourage children's language development. They play games like cars, robots, card games, and more. From the questionnaire also, 44.4% of parents claimed to be able to provide games that can stimulate children's language development. Parents of this group believe that ages one to five years are in dire need of language stimulation. Games such as puzzles, telling stories together, guessing words, and playing flash cards are alternatives for introducing language to children.

Although digital games are associated with many negative stereotypes for gamers' physical and mental health, there is a growing interest among teachers in using digital games in their lessons and learning how to use them as educational and motivational resources (Papanastasiou et al., 2022). However, still, parents are the decision maker. The parents can combine how much time children spend online and how much time for children in playing traditional and physical games. The

focus is on implementing parental involvement in playing with children, whatever the kind of playing is.



Figure 4. Types of children's games

The pattern of children's first five years games

Children's communication skills

From the picture, there are 57.1% of children can communicate actively. This positively correlates with games used to stimulate children's language skills by parents. Parents who apply games with a focus on improving children's abilities will help children to be able to communicate actively. This can be seen in children's communication level with parents and other people, such as peers and other families. At the age of three, children will quickly meet new people because children begin to study outside the home. This causes children to be able to get to know new people, both friends, and neighbours. At this age, children have gone to non-formal schools such as PAUD or preschool, which causes children to communicate well with other people. It can also be seen that those who are very active in communicating have an extensive vocabulary. The questionnaire also showed that those who were very busy sharing with others had excellent language stimulation when they were babies.

The problem is that 42.9% of children have not been able to communicate actively, especially with those they do not meet every day. The level of communication with parents influences this. Parents who tend to be inactive in inviting children to communicate will cause children not to have good communication skills. Children also do not have a large vocabulary. Therefore, parents need to share with their children from the time they are in the womb. Those who have difficulties communicating, especially with foreigners, are caused by low self-confidence. This has to do with confidence and communication skills. In addition, children who are less active in communicating are more likely to be quiet and not fussy.

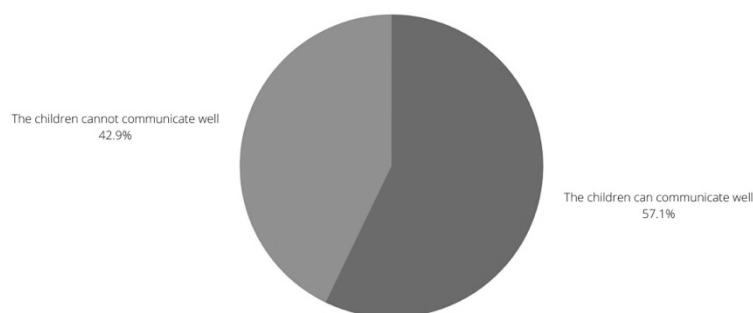


Figure 5. Children's communication skill level

In addition to communicating actively, children also show different expressions when they meet strangers. Most children, as much as 35.7%, have high confidence when meeting strangers. This self-confidence requires children to be able to communicate actively with others. This can be seen when children get acquainted with other people when they first meet. In the second place, 32.1% of children admitted to being afraid of meeting strangers for the first time. They feel they don't have high self-confidence when they meet people they don't know well. This causes them to be unable to get acquainted or have open communication. In third place, children also feel strange when meeting new people. There 21.4% of children admitted to being awkward when meeting new people. This is also related to the ability of children to communicate with their peers at school. They need more time to speak or start sharing with new friends. In fourth place, 10.7% of children feel very happy to meet new people. The new person in question can be a friend at school or the playground. This group shows very happy emotions and can communicate well when meeting new friends.

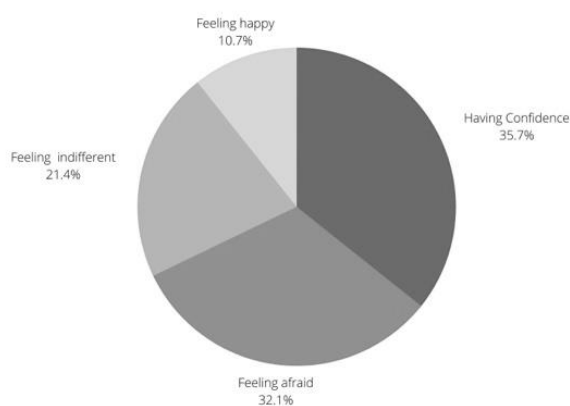


Figure 6. Children's feeling during meetings with new people

Children's ability to express their emotions and feeling

Children's communication skills are also closely related to their ability to express feelings. Children who have good communication will be able to express their feelings. This will cause and make it easier for parents to see the feelings and opinions of their children. 57.1% of children are very good at expressing their

feelings and what they feel. However, 28.6% of children said their feelings by crying and being moody. This is related to the child's communication skills. Crying is a way for children to express their feelings. However, parents need to train children to be able to communicate and teach children to speak. There 14.3% of children do Tantrums when asking for something. This indicates that the child is unable to express and unable to express his feelings. It is miserable when a child has a tantrum, and the parents immediately obey the child's request. Children can use it as a weapon. So that in the future, the child will experience tantrums repeatedly to achieve his wishes.

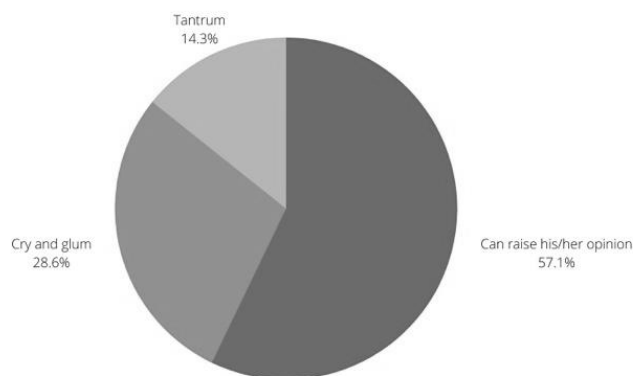


Figure 7. Children's ability to expressing feelings and emotions

Conclusion

Therefore, based on this justification, it can be inferred that the ideal amount of time and type of simple game, such as traditional educational games that parents give to their kids, can have an impact on their mental health, manifested in high levels of self-assurance and curiosity, as well as on the growth of their language skills, which encourages active communication.

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A LECTURER AND HIS AUTONOMOUS LEARNING: AN AUTOETHNOGRAPHY

Agus Widyantoro

Universitas Negeri Yogyakarta, Indonesia

correspondence: agus_widyantoro@uny.ac.id

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Abstract

In this paper, I use an ethnographical approach, coupled with literature on autonomous learning to reflect on my experiences in learning foreign languages. I found that we can learn foreign languages easily when we develop good attitudes. We must not see differences in various languages as something that hinders us to learn the languages. Developing an open mind is an important requirement in learning languages. Languages seem to be difficult to study not because they are foreign languages but it is because we have negative attitudes about learning the language. However, learning technical terms in grammar often gives a big burden on learning foreign languages which often makes us discouraged from learning them.

Keywords: autoethnography, autonomous, learning

Introduction

For me, teaching is fun. I like teaching and I enjoy it very much. I started to like teaching when I was in my senior high school. It was not a general senior high school but a senior high school preparing its graduates to be elementary school teachers, called *Sekolah Pendidikan Guru (SPG)*. I learned to be a good teacher in this school. Then, I was admitted to the Institute of Educational Teacher Training (IKIP) majoring in English education which made me further love the teaching profession.

After graduating from this institute, I was employed as a lecturer in the same institute. This marked the beginning of my career as a lecturer. In addition to meeting students, I also meet a lot of teachers as I have been involved in training teachers, both at the local and national levels. From my encounters with students and teachers, I found that they still made mistakes, especially in pronunciation and they often use expressions that were word-for-word translations. They also thought that English is a difficult subject. This has made me care about many aspects of foreign language learning, including pronunciation and natural expressions.

This article is written as my narrative from a retrospective lens. In this paper, I reflect on my experience in learning, making students and teachers aware of the importance of correct pronunciation, finding natural expressions, and convincing students and teachers that English is not a difficult subject to learn. My purpose in writing this article is to provide insights to readers about what we, students,

teachers, and lecturers can do to improve our language competence and how to deal with problems that seem to be a “piece of cake” but can have an important effect on language learning and language acquisition.

Method

This study employed autoethnography as, through this research method, the researcher can investigate deeply into his own experience, especially in learning foreign languages. Autoethnography is a combination of the characteristics of autobiography and ethnography (Ellis et al., 2011). A researcher who decides to use autoethnography is suggested, to begin with, a story that inspired him or occurred in his or her life and affected his or her future work (O’Hara, 2018). Autoethnography is getting more and more popular among academicians. Some doctoral dissertations even use autoethnography as the research design (Forber-Pratt, 2015; Weatherall, 2019). Although it is a study of oneself, it does not mean that it is only about oneself in isolation from others. It is, in fact, the study of oneself concerning others (Ngujiri et al., 2010).

Findings and Discussion

Me and my teaching

I will begin by describing my experience in teaching. I have been teaching for more than 37 years. However, I do not feel that I have mastered English from A to Z. I feel that there are still many things that I have not mastered. This can be seen when suddenly one of my students asked me something beyond my knowledge, such as “How do you say ‘*cinta bertepuk sebelah tangan*’ in English?”. At that time, I did not know how to say this in English although I know quite well the meaning of this expression. I frankly spoke to my student, “I don’t know. Let me try to find out how to say this in English.

Since then, I tried to find the appropriate English expression. One thing which I believe is good is that I am not ashamed to say that I do not know. I even told other students or teachers about the question and that I had not found the answer. It took a long time until one day a teacher in a training program said, “Sir, there is an expression to say ‘*cinta bertepuk sebelah tangan*.’” “What is it?” I said. Then, the teacher said, “Unrequited love.” I checked the dictionary and yes, that is right. This is the way I make sure that the information I get is correct.

On another day, another student asked, “Sir, how do you say ‘*Kekerasan dalam rumah tangga*?’”. At that time, I still did not know how to say this in English. Then, I said to my students, “Ok, I will try to find how to express it in English, and I hope you also try to find it. If next, I know how to express it, I will tell you. But, if you find it, please let me know.” And at the next meeting the week after, the student said, “Sir, I have found the expression.” “What is it?” I said. “Domestic violence,” the student said. “Ok, yes, that is right,” I said.

Through this, I hope that students will be aware that their lecturer is not the one who knows everything. Their friends or other people may know better in certain aspects or expressions than their lecturers. Then I provided them with an example that although we are Indonesians, we do not know all words in Bahasa Indonesia. I gave them the Indonesian word “*kelebut*” which is the meaning of “last” used as a noun (a block of wood or metal in the shape of a foot, used in making and repairing shoes). No one knew. Then we checked *Kamus Besar Bahasa Indonesia* (the

standard Indonesian monolingual dictionary). In the Indonesian dictionary, the meaning of “*kelebut*” is “*acuan sepatu, kopiah, atau destar*.” It turned out that the students still did not understand what it means. This is because of the word “*acuan*”. Maybe, when the word is changed to “*pola*”, students will be able to understand what it means.

My way of correcting mistakes in pronunciation

Many students or even I can say most students and even teachers, are too confident with their pronunciation. They do not think that they make pronunciation mistakes. Commonly, when they find a word, they will pronounce the word without checking the dictionary for the correct pronunciation. They pronounce a word in a way a similar word is pronounced. For example, when they find the word “generic”, they will pronounce it as /ˈdʒenərɪk/ like the pronunciation of the word “general”. They did not check the dictionary. This word must be pronounced as /dʒəˈnerɪk/, with the stress on the second syllable.

I correct the students’ mistakes in pronunciation by asking them to check the dictionary. Students must bring a dictionary in the teaching-learning process. Even I would say, “If you don’t bring a dictionary, just close the door from outside” meaning that they are not allowed to join the class. However, I would allow students to borrow a dictionary from a friend.

Why don’t I tell the students the correct pronunciation? At least there are two advantages of asking students to check the dictionary. First, they will be aware of the importance of checking the dictionary for the correct pronunciation. Second, they will not say that another lecturer pronounces the word differently from my pronunciation.

When I meet teachers, I usually ask them the pronunciation of words that they are familiar with, such as “information”. On one occasion in a teacher training, I had two classes and each class consisted of about 28 teachers. I asked them how to pronounce “information”. Most of them pronounce it as /ˌɪnfəˈmeɪʃn/ instead of /ˌɪnfəˈmeɪʃn/. This is to remind teachers that they have to be careful with their pronunciation. They even make mistakes in pronouncing “a familiar word”. And the reason for the incorrect pronunciation is that they never check the dictionary.

I told teachers about “**learning while teaching**”. This is one of the ways I learn. I ask my students to bring a dictionary and then when I find a word that I have not checked its pronunciation in the dictionary, I will also use this opportunity to check its pronunciation. At this time, I am in the process of teaching, but at the same time, I am also learning.

My experience in correcting students’ mistakes did not always work as I expected. At the beginning of my care of correct pronunciation, I corrected every single mistake made by my students. Then, one day, one of my students said, “Sir, you made me feel doubtful when I want to speak.” This student was not the one who could not speak English well, but one who could speak English fluently. However, because she was careless, she made many pronunciation mistakes. And because of my correction, she was afraid that she would not be understood due to the incorrect pronunciation. To encourage this student not to be afraid of making mistakes, I told him, “When you speak, just speak. Don’t worry about making mistakes. Your listeners will be able to understand you from the context, even if you make pronunciation mistakes.”

Accepting the language as it is

In my encounters with students and teachers, I find that many of them still have the idea that English is a difficult subject. Believing that learning a foreign language is difficult is a sign that the person has a negative attitude toward learning a foreign language. People learning Arabic, French, German, Italian, and Russian often question why the nouns in these languages have genders. And the genders cannot be concluded from the nouns themselves. For example, in Arabic “*ustadzun*” means a male teacher and “*ustadzatun*” means a female teacher. It is easy to understand that they are masculine and feminine. However, with words such as “*ardlun*” which means “world” considered a feminine noun, and “*kita-bun*” which means “book” considered a masculine noun, people find it difficult to accept this categorization.

In my experience in learning Russian, I find that in the Russian alphabet, there are letters that are the same in form and pronunciation as the letters in English. Some letters are very much different in form from the letters in English and some letters are the same in form but different in the way how to read them. For example, P represents the sound of R, C represents the sound of S, Y represents the sound of U, and H represents the sound of N. So, a word spelled “PECTOPAH” is pronounced as “RESTORAN”. Such a fact is difficult to accept and many people ask why P is read as R, C read as S, Y read as U, and H read as N.

How can people with such a belief learn a foreign language successfully? They must develop a positive attitude, that is, they must accept the foreign language as it is. I told my students and teachers to say “*O begitu*”, not “*koq begitu?*”. In the case of genders in nouns, they must say, “O, in Arabic, the word ‘*kita-bun*’ is a masculine noun while ‘*ardlun*’ is a feminine noun.”

Taking notes as soon as you find the expression

Another important point I want to share in this article is that it is important to take notes as soon as we find an expression. This is related to my learning of ‘natural expressions’. What I mean by ‘natural expressions’ is expressions that I cannot translate directly from Indonesia into English. For example, I consider the translation of the expression ‘*Berdikit-dikit lama-lama menjadi bukit*’ translated into ‘Take care of the pennies and the pounds will take care of themselves’ because the English translation is very much different from the Indonesian expression.

This suggestion is based on my experience when I taught the TOEFL preparation class. At that time, I found the expression which can be translated into ‘*Mbahmu*’ in Javanese or ‘*Enak aja*’ in Bahasa Indonesia. In English, it is ‘My foot!’ I did not write the expression as soon as I found it with the belief that I would remember it. Unfortunately, I forgot this expression soon and I could not find the resource where I found the expression. It was not until a couple of years that I finally found the English expression.

My problem in learning Arabic grammar

The final experience I want to share in this article is my experience in learning Arabic. I learn Arabic online. Every Sunday I get the material and every Monday I get the quiz to be submitted by Friday night. In the material, I have to learn grammar together with grammatical terms such as “*mudlof ilaih*”, “*isim nakiroh*”, etc. The quiz is also related to such grammatical terms. I find it very demanding and it is not

directly related to speaking. So, although I have learned Arabic on several levels, I still have difficulty speaking in Arabic. I assume that this is because I learn a lot of grammar with very little practice in speaking.

Conclusion

Learning foreign languages can be fun. However, some points need to be taken into account. To make foreign language learning easy, a positive attitude needs to be developed. Being careful about pronunciation is another point to be considered although this does mean that we have to be perfect in our pronunciation. As the expression in a foreign language may be very different from the expression in our native language, learning and taking notes of such expression is of great necessity. Finally, too much focus on learning grammar with its grammatical terms and with a little practice of speaking the foreign language may hinder the mastery of the foreign language

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BUILDING VOCABULARY THROUGH ENGLISH SONGS**Enkhzul Buyandalai¹ and *Oyun-Erdene Tumurbat²**^{1,2}Mandakh University, Mongoliaenkhzul@mandakh.edu.mn¹ and t.oyunerdene@mandakh.edu.mn²

*correspondence: t.oyunerdene@mandakh.edu.mn

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Abstract

It is crucial to investigate the improvement of vocabulary which is the base of spoken and written communication. This research was aimed at investigating which strategies are used to improve vocabulary fluency, and importance of reciting unfamiliar words through English songs. A combination of both quantitative and qualitative research designs was developed for two treatments and two control groups consisting of 134 first-year undergraduates from Mandakh University in Ulaanbaatar Mongolia. After collecting the data from the questionnaire with a total of 15 questions and the notes with 5 questions, we worked on analysis and discussion parts based on previous studies on vocabulary learning. Findings of the quantitative outcomes represented that memorization achievements of two treatment groups increased by 17.7%, while the final result of the two control groups raised by 21.3% compared to measurements of inbound tests. The qualitative research outcomes revealed that the most commonly used strategies are reciting unfamiliar words with translation (42.5%), and listening to songs with lyrics (37.6%) dominated by the majority of students.

Keywords: inbound and outbound vocabulary tests, reciting strategies of words**Introduction**

A long-term memory enables learners to succeed in remembering vocabulary due to the complex process of brain including working memory rather than short term memory which is limited in capacity of a few seconds (Thornbury, 2002, p. 23) In other words, mastery of vocabulary is dependent on not only ability to recite the unfamiliar words but also the strategies of learners in the classroom teaching. Learning process works well with enjoyable atmosphere and interesting activities in the classroom as achievement of learning is dependent on teaching technique of teachers (Maulaya, 2008) Moreover, a meaningful learning leads to the success of students based on long-term retention instead of rote learning (Brown, 2001). Thus, songs could be considered as entertaining way of teaching beyond the regular English class since it plays a main role in developing skills such as listening, writing, speaking and vocabulary in the target language (Arif Saricoban & Esen Metin, 2000). On the other hand, enjoying the music enables learners to consciously build the vocabulary with repetition rhyme of songs as students tend to focus on looking up meaning of challenging words in the dictionary.

Language skills including listening depends on teaching strategies based on using songs in English course (Lestari, 2017). An interesting way of learning works well with the motivation which releases an effective strategy to remember the words (Muflihah). On the other hand, vocabulary is an important component of language beside grammar (Wulan Wangi, Pratiwi Widyaning Premesti, Atik Nurul Khotimah, Rohim Pradana, 2017) because learners of the target language need to acquire those components. Mastering for language skill relies on combination of phonology and grammar in vocabulary (Marianne Celce-Murcia, Elite Olshtain, 2001) explained that there are two kinds of vocabulary.

In the range of the research, we worked on using media with song lyrics which allow students to dive in different situation instead of the normal English class as song is an authentic media with words and a short music (from Merriam Webster. com/dictionary/song). It is worth to note that song is important for the individuals' life since mothers sing lullabies to their infants and toddlers because it emphasizes the emotions in reality and it also works as a testimony of mankind including land or time and it speaks for us where words fail (Medina, 2002).

Listening song releases a good vibe including start of day and beginning of class since song plays a main role in bringing learner friendly atmosphere due to the fun and melodic rhythm for building vocabulary memory rather than ordinary sentence. In other words, songs maintain attention and concentration of students in language learning process (Mojtaba Moradi, Mostafa Zamanian, 2014). Mastery of the vocabulary based on listening songs allows students to use efficient strategies to gain success in building vocabulary in a long term memory. A study reports the most frequently used vocabulary learning strategies are simple use of context, repeated pronunciation of the word, and its meaning for Indonesian postgraduate students in learning unfamiliar words (Heng, 2011).

The study aims to investigate students' strategies to recite unfamiliar words based on the pre-answers before the teaching songs and post-answers after a 4-week treatment in the classroom. For the reliability of the research result, we compared the final scores for inbound and outbound tests of students to measure vocabulary development when learning unfamiliar words from English love songs including control and treatment groups. Building vocabulary strategies of students will be identified to deliver better understanding of learning English words from English love songs.

In general, there is certain percentage of benefits besides the minor drawbacks in improving vocabulary based on English songs. This study is focused on answering the following questions:

1. What are benefits of teaching songs to build vocabulary of students in English course?
2. What strategies are used by students to develop their vocabulary in college English?

The objectives of this research were to study the use of song lyrics in vocabulary development of students based on the inbound and outbound tests of vocabulary and pre-answers and post answers of strategies use for vocabulary memorization. The curriculum, classroom atmosphere and music play an important role in choosing the songs for the students (Griffie was cited in Kuśnierek, 2016). Chosen songs are significant in meaning such as repetition, reinforcement, and enlargement of vocabulary which met to the age and character of first year students.

In accordance with it, songs of “Rewrite stars” in “The greatest showman”, “Memories”, “Blinding lights” by the Weekend, by Maroon, “Let me down slowly” by Alec Benjamin were chosen as a research tool for the treatment. Students may develop vocabulary strategies themselves to memory unfamiliar words in a relatively efficient way out of classroom.

In the range of the research we focused on receptive skills such as listening and reading due to the inbound and outbound tests and pre and post responses of five questions for the students. The result of the research revealed further research needs to concern the evaluating development of students in productive skills including speaking and writing. Finally, it is worth to note that song is limited in wide range of vocabulary due to the rhymes rather than other entertainment including media and movie.

Method

The research work consisted of three main steps including preparation, treatment and analyzing process which were pioneered in the 2nd semester (in April) of Academic year from 2021 to 2022. We administrated inbound and outbound tests with various types of questions such as multiple choice, translating collocations, phrasal verbs and idioms, filling gaps, matching synonyms or antonyms and choosing negative or positive meaning to measure the students’ vocabulary achievement before and after the song training of four weeks. Each correct number is scored 1 and the total correct score is 15.

The secondary data analysis in this research consisted of qualitative data. There were 5 questions for the pre and post responses of students which were compared to identify strategies use toward vocabulary memorization in primary data collection on this research. In conducting this study, student’s response sheet is pre and post questions which were used to ask the students about what the students felt and their experience when they were listening English songs before the class and in the class.

The design used a group of students, as the experimental groups received the treatment of using English song as media in teaching. The only difference of treatment is guidance of researchers for the treatment and control groups as we focused on providing meaningful translation of the unfamiliar words and phrases for the treatment groups instead of control groups. In this research, competence of learners was measured by the result comparison of pre and post responses for the control and treatment groups before and after treatment for them.

Then, treatment was given by playing four different songs for three times audio-visually (each time 15-20 minutes) and reciting phrases with the translation. This treatment was done to see the students’ vocabulary achievement difference for both groups. Outbound test was given after teaching English songs in order to measure how far the students’ improvement after they got the treatment including control and treatment groups. The result comparison of inbound and outbound tests played a main role in measurement of vocabulary development after a four-week experiment for the treatment and control groups.

Literature review

English has emerged as the most vital language for communication in the modern world. In order to communicate effectively, students need be able to expand

their linguistic expertise (Ilinawati, 2018). English is a compulsory course that must be taught in higher Education institutes in Mongolia. There are many ways to enrich lexical knowledge of the target language learners. Expanding vocabulary through English songs is an interesting and efficient way of learning vocabulary. One of the learning theories “Behaviorisms” is the mean which how a learner behaves is related to their interaction with the environment. The theory illustrates that behaviors are influenced and learned from systematic repetition, verbal reinforcement and incentives. When learners study songs, they repeat some words in chorus. Thus, the theory of Behaviorisms supports learning English song can expand one’s lexical knowledge in the term of repetition.

Many linguists have studied about this method below such as: A researcher stated that teachers should pay more attention to the techniques to teach vocabulary, the technique or strategy would be applied in course objective and students’ age, needs and interest (Gerlach, 1980). According to Pintrich, students learn best when they are engaged in activities that are interesting to them and relevant to the type of course (Pintrich, 2003).

In 2022, Indonesian researcher conducted research named “Using English songs to improve the vocabulary mastery of the second-grade students” with the purposes of improving the students' English vocabulary mastery by English songs at the second grade and solving a problem that often occurs during English teaching and learning process namely the lack of the students' vocabulary mastery. The findings indicated that there were upward increases in terms of students’ lexical knowledge and teaching method of using English songs is effective method to expand learners’ vocabulary, therefore it makes them more engaged during teaching and learning steps (Ray Suryadi, 2022).

Ningsih, Sofian, Zainal Arifin worked on vocabulary acquisition process of learners under the title of “The use of song lyrics to improve students’ vocabulary mastery” and aimed to improve students’ vocabulary mastery of 1st year students by using song lyrics. The findings of this study demonstrated that students' vocabulary knowledge is increasing significantly and has a notable impact on their speaking skills. Students learn and retain vocabulary and sentence structure more quickly and easily when song lyrics are used as a teaching tool (Ningsih, 2018).

A paper was explored with the title of “Improving students’ vocabulary through songs” to increase students’ vocabulary through songs and the output of this study demonstrated that using songs to teach pupils vocabulary was successful. The test's results showed that the average score was 80.25, which was in the "good" category. The survey covered 22 students of STKIP Persada Khatulistiwa Sintang University. (Ilinawati Y. , November 2018)

Ika Devi defended his doctorate diploma in the title of “The use of songs to increase English vocabulary to the first-grade students of SDN TUGU JEBRES” the paper mentioned that songs are a fun and inspiring tool for language learning. The students' vocabulary could grow by singing a lot of English songs. Because students enjoy music, using songs to teach English to the learners can be a wonderful alternative. The use of the songs makes it simpler for the learners to comprehend word meanings and recite vocabulary. It occurred firstly as a result of songs' unique rhythms, which encourage listeners to pay attention to the lyrics. Second, songs frequently repeat words, which is a great aid for students learning new vocabulary. Third, singing creates a positive and stress-free environment in the

classroom that makes the children feel more motivated to acquire English language (Devi, 2009)

After reading several papers and reports from earlier studies, we found out that one of the finest methods for teaching vocabulary works well with the use of English songs and students adore it since they essentially have fun while studying in the classroom, and making it a particularly enjoyable way.

Findings and Discussion

We kept in mind the following steps of the research to analyze the final result of inbound and outbound tests, and pre- and post-answers of treatment and control groups in the vocabulary building process of students.

Firstly, both treatment and control group students were taken an inbound test. Researchers collected pre-responses of strategies before the treatment of English love songs with English lyrics. Secondly, researchers played the songs with lyrics 15-20 minutes before break (after class) for both treatment and control groups. Next, researchers asked students to try their best to translate the songs with their effort and support of classmates. Then, researchers shared the meaning of songs with highlighted words and their meaning as we believed that the shared version could be better than translation of students.

Moreover, comprehending well allowed students to recite the highlighted phrases, collocations, phrasal verbs and idioms due to the repetition of songs for 3 times a week. The repetition process focused on reviewing the understanding, translation and highlighted new words with meaning. Finally, four weeks' treatment course of teaching English songs enabled students of treatment and control group to submit the outbound test with various types of 15 questions in vocabulary and post-responses of strategies also were collected by researchers.

Table-1. The qualitative data result from treatment groups

Treatment groups	Inbound test	Outbound test	Achievement
Treatment group-1	56.6%	68.7%	12.1%
Treatment group-2	59.3%	65%	5.7%

The quantitative data analysis comparison of inbound and outbound tests reveals the increase of vocabulary development for treatment (17.8%) group. As for the treatment group-1 is students who are having English intensive class rather than treatment group-2 which is non-intensive class students. The treatment group had an advantage toward the comprehension of songs due to the meaningful translation provided from researchers rather than students' individual translations without any guidance.

Table-2. The qualitative data result from control groups

Control groups	Inbound test	Outbound test	Achievement
Control group-1	59.3%	68%	8.7%
Control group-2	52%	64.6%	12.6%

The increase of the control groups (20.3%) after the experiment of listening songs for treatment and control groups. The reciting process of vocabulary development is different for control groups as they worked well on translating the songs themselves including the peer-groups excluding translation version of

researchers. It is worthy to note that other steps of vocabulary development process such as inbound and outbound tests, measurement of vocabulary improvement, highlighted words, phrases, idioms and collocations, repetition, and pre-responses and post-responses were maintained same for them.

As mentioned earlier, both the treatment and control groups listened the same songs for the experiment of four weeks in order to measure the improvement of the vocabulary.

The development of vocabulary (control groups) could be explained by the following reasons:

- Vocabulary level increase of control group reveals song treatment enables students to recite unfamiliar words with their effort including translation of meaning out of guidance of researchers due to their curiosity rather than their ignorance after English class.
- Student number of control group is higher than treatment groups.
- Almost 20% of control group students are English intensive class.

In the second part of the survey, we asked 5 questions for all respondents about expanding lexical knowledge through reciting English songs at the beginning and ending of the treatment.

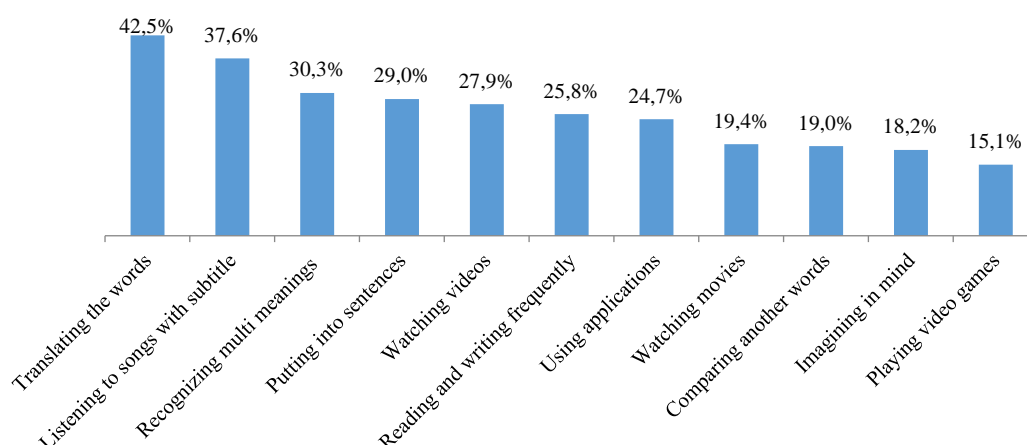


Figure 1. Methods used by students to recite unfamiliar words

According to pre-responses of students, they tend to give a weight to the following strategies to recite the words. These are classified into the following two categories:

Productive skills are dependent on following strategies which were ranked from the highest to the lowest: meaning of words (42.5%), recognizing multi meanings (37.6%), putting words into sentences (29%), reading & writing frequently (25.8%),

Receptive skills are required for the below strategies which were measured due to the highest to the lowest percentages as students tend to listen songs with subtitle (37.6), use applications (24.7%), watch videos (27.9%), compare another word (19%), and imagine in mind (18.2%) and play video games (15.1%) .

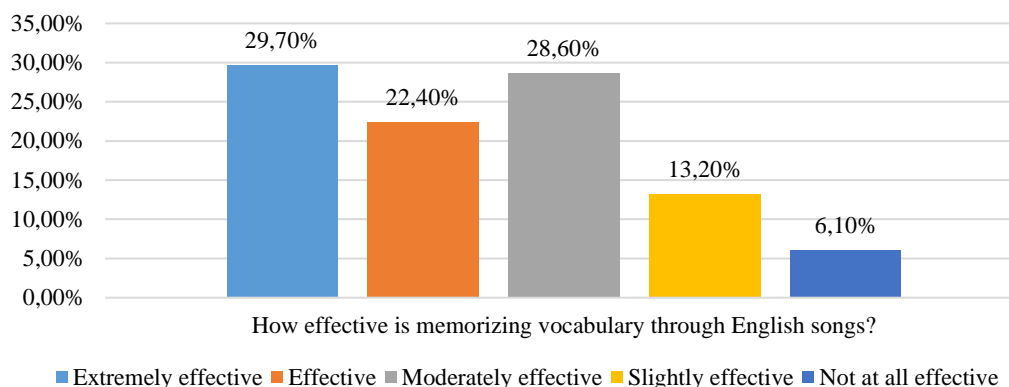


Figure 2. Effectiveness of reciting English songs

The column graph reveals, 29.7 percent of 134 first-year students illustrated reciting vocabulary through English song is extremely effective and 22.4 percent emphasized it is effective and 28.6 percent of all respondents said that it is moderately effective, while just 19.3 percent of them gave negative answers. Therefore, it is safely concluded that majority (80.7%) of all students preferred to recite vocabulary by listening English songs and this method is considered as efficient way of learning new words.

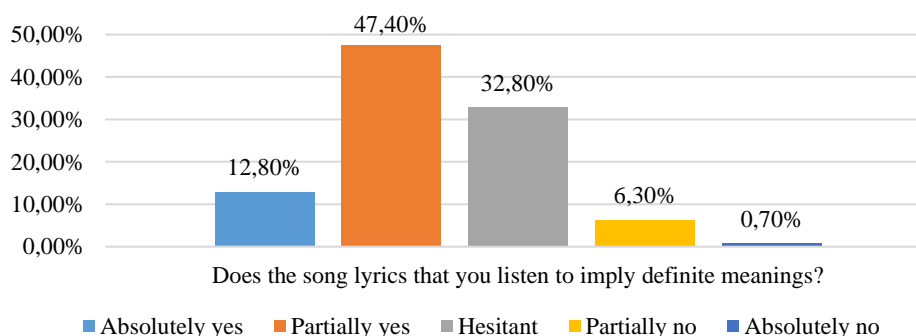


Figure 3. Definite meanings of English songs

According to the answers given by 63 students which means 47.4 percent, they agreed that the English song had a specific meaning but 44 students hesitated about it. From this result, although English songs don't imply perfect meanings, they contained many phrases that are used in everyday life, so students listen and enrich their lexical knowledge.

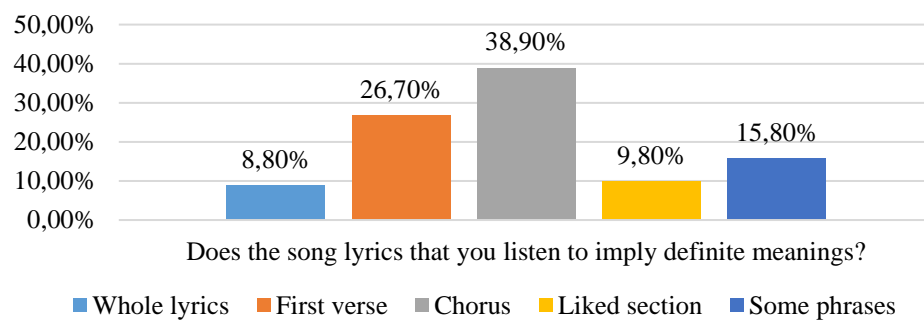


Figure 4. Memorization of English songs

From the graph above, 52 students (38.9%) tend to recite the part of chorus and 36 students (26.7%) prefer to focus on just the first verse. It turned out that most students recite the first verse and chorus of a song rather than the entire song or the most repeated part. Moreover, 15.8 percent of all respondents keen on reciting some phrases in the song lyrics.

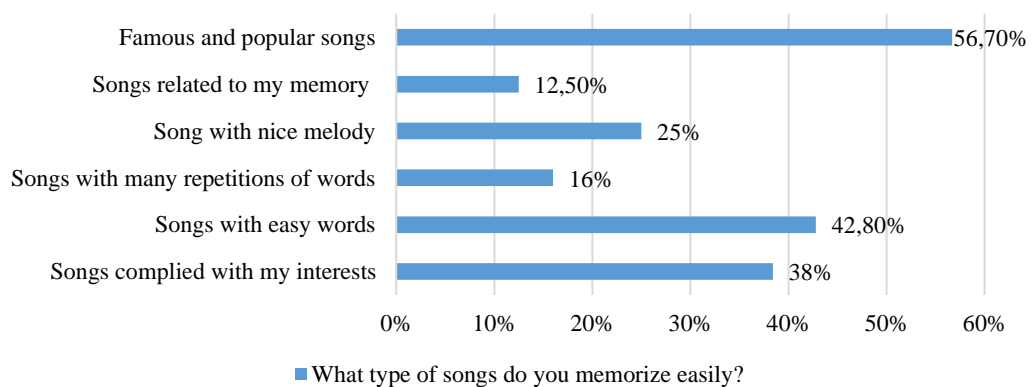


Figure 5. Type of songs in frequency of reciting

The graph demonstrated that 56.7% and 42.8% of all students recited the most popular and easy words songs in duplicate. This means majority of 134 students eager to recite well-known songs with easy words due to the uncomplicated and obtainable aspects. What's more, if the songs are related to their interests, they tend to recite it quickly.

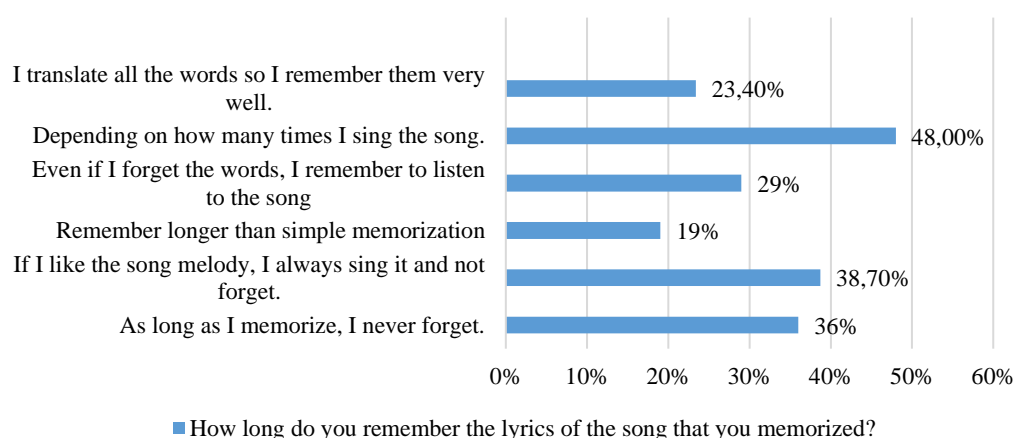


Figure 6. Remembering period of recited English songs

Students remember the song's lyrics in the longer-term if they liked the melody, translated all the unfamiliar words and many times they sang the song. For that reason, as long as they recited the desired songs, 36 percent of them never forgot the lyrics and unfamiliar words of the songs.

Integrated summary of students' answers to the 5 questions after conducting the survey:

After 4 weeks of survey to build up vocabulary through English songs, we re-asked the 5 open questionnaires regarding improvement of their vocabulary knowledge by reciting English songs, and the students answered as follows:

In this section, 52 percent of all respondents illustrated their opinions that after reciting 4 English songs which met our age and mindset for a month, we expanded our vocabulary resource in depth in the terms of some phrases such as sayings, idioms and terminologies. Specially, when we were listening English songs that is connected with our emotion many times, we recited lyrics of the songs unconsciously. It was one of the most interesting methods of reciting new words. Before participating in the survey, we tended to recite just a part of songs such as a chorus, verse or some phrases that we liked. But after attending this treatment course, we realized that reciting a song entirely gave us more motivation and enthusiasm to learn the next song in order to extend individual's lexical knowledge.

Now we have known 4 English songs and recited more than 40 unfamiliar words, this directed us to learn English songs in an entertaining method. For definite meanings of English songs, we needed to choose the type of songs which influenced on our reciting performance. Some English songs couldn't imply perfect meanings when we translated the lyrics into Mongolian mentality. Therefore, we considered that the phrases were more important things rather than full meanings so as to improve our experience of developing lexical knowledge through English songs.

Conclusion

The final comparison result of inbound and outbound tests represents that building vocabulary through English songs worked well for both treatment and control groups due to the guidance of researchers, diligence and collaborative work of students in English class and out of the class.

Qualitative data analysis revealed that pre and post responses of students are dependent on receptive and practical strategies of students during the class and after the English course. Lexical resource development of control group is higher than treatment groups due to the advantages including more number of participants than treatment groups and English intensive class students who worked hard for the translation themselves without support of researchers.

For the control group students, after the treatment of developing lexical resource with the English songs enabled students to maintain pushing themselves for reciting the unfamiliar words based on the comprehension and diligence rather than giving up it after the class.

Finally, teaching songs to develop the vocabulary of students encouraged them to recite the words due to the persistence of both individual effort and classmates' support.

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DEVELOPING STUDENTS' WORKSHEETS FOR ENGLISH LANGUAGE TEACHING TO COPE WITH THE 4C'S SKILLS THROUGH PROJECT-BASED LEARNING

***Nurhafni Siregar¹, Firmansyah Firmansyah², and Yulia Sari Harahap³**

^{1,2,3}Universitas Muslim Nusantara Al Washliyah Medan

nurhafni.siregar@umnaw.ac.id¹, firmansyah@umnaw.ac.id²,

and yuliasari@umnaw.ac.id³

*correspondence: nurhafni.siregar@umnaw.ac.id

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Abstract

The Indonesian government has directed the abilities of Indonesian students towards the 4C skill (creativity, critical thinking, collaboration, and communication) since 2013. PjBL-based students' worksheets will be able to encourage the 4C's skills; while still adopting Technological Pedagogical and Content Knowledge (TPACK) and Higher Order Thinking Skills (HOTS). The current research aimed to implement and evaluate design concepts and develop PjBL-based students worksheet that has been adapted to teaching materials to improve the 4C skill of Senior High School students in English subjects. The PjBL-based students' worksheet was developed by matching the criteria for the components of the student's worksheet model, namely: model syntax, social systems, management reaction principles, support systems, instructional impacts, and accompaniments, as well as other necessary instruments. The instruments developed were in the form of a student worksheet model validation sheet and learning tools validated by experts and practitioners. This research resulted that PjBL-based students' worksheets are needed to be developed for English language teaching to cope with the 4C skill of Senior High School Students.

Keywords: 4C's skill, Project-based Learning (PjBL), students' worksheet

Introduction

Education is required to develop skills in the 21st century. Students must have the 21st-century skills to become skilled individuals who live in the 21st century with the many opportunities and challenges that will be faced in the era of increasingly advanced technology and information (Wijaya, Sudjimat, & Nyoto, 2016). In teaching skills in the 21st century, teachers can integrate them into separate activities in the form of learning activities, teachers only act as facilitators and students practice themselves (Hendayana, 2019 ;Widodo & Wardani, 2020). Some of the skills to face the challenges of 21st-century development are the 4C's skill (Creative, Critical Thinking, Collaborative and Communicative), effectively integrating 21st-century skills in the learning process is very important (Sari & Trisnawati, 2019).

One of the important elements to realize the ideals of the 4C's skill is improving the quality of *Pengembangan Pelaksanaan Pembelajaran* (PPP) which includes RPP, Teaching Materials, Teaching Media, student worksheets, and Assessment Instruments (Hendayana, 2019). Students' worksheets are printed teaching materials that contain material, summaries, and instructions in the implementation of learning tasks that must be done by students and refer to the basic competencies that must be achieved. Students' worksheet has an important role in the learning process so innovation is needed and must be adapted to the current curriculum (Mulyasa, 2014).

The learning model can be an alternative in developing students' worksheets. According to Sudira (2018), one of the learning models that can be applied to the 21st-century learning system is the project-based learning (PjBL) model. According to Jalinus, Nabawi, and Mardin (2017), the PjBL model can improve student learning activities so that they get a real learning experience based on existing problems and needs. Following the characteristics of the 21st-century learning system, the purpose of the PjBL model has the same characteristics, namely to improve the learner's experience (Sudira, 2018, p.180). The purpose of the PjBL model is so that the characteristics of the 4C's skill in the 21st-century learning system can be applied (Sunardi, 2016; Tamim & Grant, 2013).

Universitas Muslim Nusantara (UMN) Al-Washliyah is a university that follows developments and implements the learning process outlined by the Government. UMN Al Washliyah is one of the private universities in the city of Medan, with the vision of "Being the Best Private University that is Humanist, Independent and with Islamic Characteristics in Indonesia in 2045". Through *Rencana Strategi* (Renstra) that has been set, especially in the leading field of Educational Sciences to be achieved by 2022–2026, with the sub-field of Teacher Professional Development, with the leading topic of Teacher Performance Development, one of the most important ways for teacher performance is to develop PjBL-based students' worksheet which can encourage the 4C's skill (Tim Penyusun, 2019).

One of the problems faced by students and alumni of PSPPG UMN Al Washliyah is the readiness of students whose students complete the students' worksheet, based on observations, it is known that students still experience irregularities and difficulties in implementing PjBL-based learning and efforts to maximize the 4C's skill achievements. The results of open interviews with PPG students revealed that they still had difficulty in compiling PjBL-based students worksheet that was able to encourage the 4C's skill, the results of observations of the PPL implementation and Performance Tests could also be concluded that the students' worksheet provided had not been able to encourage students to achieve 4C's skill optimally.

Based on the preliminary data, the solution that must be done immediately is to develop PjBL-based teaching materials by designing students' worksheet that encourages creativity, critical thinking, collaboration, and communication. Thus, the field of education will be achieved from 2022 to 2026, with the research sub-field of Teacher Professional Development achieved.

The 4C's skill (creative, critical thinking, collaboration, and communication)

Indicators of innovation ability in 21st-century learning are called the 4C's skills, namely Creative, Critical Thinking, Collaborative and Communicative. The 4C skills must be mastered and possessed by every student to face the challenges of the 21st century. Several countries in the world have used the 4C's skill and their PISA (Program for International Student Assessment) results are far above the UK's (OECD, 2018, 2019). This could be an alarm for the government considering that the graduates demanded in the 21st century have high standards. By integrating 21st-century skills, each student is expected to be able to compete globally in the world of work, and social life and also have a responsible attitude for his future provision. The benchmarks of the 4C's skill can be shown in table 1 below.

Table 1. The 4C's skill

The 4C's	Skills
<i>Critical Thinking</i>	a. Using inductive reasoning or deductive contagion b. Analyzing the interrelationships of each part of the whole to produce a complex system c. Analyze and evaluate facts d. Draw conclusions based on the results of the analysis e. Solve unusual/common problems in conventional or innovative ways
<i>Creative</i>	a. Create new ideas b. Expand basic ideas/concepts to enhance and maximize creative efforts c. Apply creative ideas as a real contribution to life
<i>Communication</i>	a. Express thoughts or ideas verbally or non-verbally b. Use communication for multiple purposes (e.g. inform, instruct, motivate or invite) c. Use various media or technology in learning
<i>Collaboration</i>	a. Demonstrate the ability to work effectively in a group b. Accept the division of responsibilities and contribute to completing group assignments c. Provide input and show mutual respect

Students' worksheet

Students' worksheets can be interpreted as sheets containing assignments that must be done by students in the form of printed or digital teaching materials containing assignments that students must do. Students' worksheets must be adjusted so that they can direct the achievement of *Indikator Pencapaian Kompetensi (IPK)* which are divided into affective, cognitive, and psychomotor. The use of PjBL-based students' worksheets in learning will be carried out successfully if it is carried out following project-based learning steps. There are 6 six stages of learning, namely: (1) start with the essential question, (2) design a plan for the project, (3) create a schedule, (4) monitor the students and the progress of the project, (5) assess the outcome, (6) evaluate the experiences (Baker, Breanna, Patricia, Margaret, & Lynne, 2011).

These learning steps will be carried out if they are designed properly, for this reason, it is necessary for the teacher's ability to design learning so that students'

process skills can be developed. Process skills are obtained by students through the learning experiences experienced by students in learning activities.

PjBL-based Students' Worksheet

Students' worksheet is the spirit of learning that brings students to achieve competency indicators. So it can be concluded that students' worksheet plays an important role in the learning process both inside and outside the classroom to make learning outcomes successful. One of the good students' worksheet is based on PjBL in this case it is explained that PjBL-based students' worksheet involves the activeness of students in solving problems that are carried out in groups/independently through scientific stages with a certain time limit which is outlined in a product to be presented to others. Here is the syntax in PjBL.

Table 2. Syntax in PjBL

Work Steps	Teacher's Activities	Students' Activities
Essential Question	The teacher presents the topic and asks questions about how to solve the problem.	Students ask basic questions about what students should do about the topic/problem-solving.
Design a Plan for the Project	The teacher ensures that each student in the group chooses and knows the procedure for making the project/product that will be produced.	Students discuss preparing a plan for making a problem-solving project including the division of tasks, and preparation of tools, materials, media, and resources needed.
Create a Schedule	The teacher and students agree to the schedule for making the project (stages and collection).	Students prepare a project completion schedule by taking into account the time limit that has been determined together.
Monitor the Students and the Progress of the Project	The teacher monitors the student's activity while carrying out the project, monitors the realization of progress, and guides them if they face difficulties.	Students make projects according to schedule, record each stage, and discuss the problems that arise during project completion with the teacher.
Assess the Outcome	The teacher discusses the project prototype, monitors the involvement of students, and measures the standards of achievement.	Discuss the feasibility of the project that has been made and make a product/work report to be presented to others.
Evaluate the Experiences	The teacher guides the project presentation process and responds to the results, then the teacher and students reflect/conclude.	Each student presents a report, other students provide feedback, and together with the teacher conclude the project results.

Method

Development research was selected for this research. R&D is research that is used to produce a particular product and test the effectiveness of that product (Sugiyono, 2010). This study developed PjBL-based students' worksheet model to improve the 4C skills (creativity, critical thinking, collaboration, and communication) of Senior High School Students.

The objects of this research were the teachers and students of class XI senior high school in SMA Negeri 3 Medan, SMA Negeri 1 Perbaungan, SMA Negeri 1 Angkola Barat, SMA Negeri 1 Meranti, and SMA Negeri 2 Lubuk Pakam as respondents within the academic year of 2022/2023.

In developing students' worksheet models, a development model that is following the education system is needed. The PjBL-based students' worksheet model was developed following the stages of development as a result of the modification of the development model proposed by Plomp and adopted (Sinaga, 2007), they are (1)Phase-1: Initial Development, (2)Phase-2: Design, (3)Phase-3: Realization and (4)Phase-4: Testing, Evaluation, and Revision.

To measure the validity, practicality, and effectiveness of the developed PjBL-based students' worksheet model, a research instrument was compiled and developed. The instruments used in this study were 1) validation sheets; 2) expert and practitioner assessment sheets regarding the implementation and effectiveness of the model, 3) observation sheets; 4) student and teacher response questionnaires to learning components and activities, and 5) 4C's skill test.

Findings and Discussion

This research has found some results of the analysis data. First, results of the Preliminary Investigation of PjBL-based students' worksheets. Based on the results of the questionnaire analysis of the needs of PjBL-based students' worksheets, it can be seen that the PjBL-based students' worksheet model is very much needed in teaching English in Senior High School at this time. This can be seen from the average respondents' answers to the needs analysis of the PjBL-based students' worksheet model questionnaire which is very much needed.

The second, based on the results of the evaluation of English students' worksheets can be seen that students' worksheet received by students so far is appropriate because it contains elements of 21st Century learning skills, namely 4C's skills (Creativity, Critical Thinking, Collaboration, and Communication). This can be seen from the average respondents' answers to the current English students' worksheet Evaluation Questionnaire. There are several students worksheet models received by students from teachers so far in the form of; 1) group learning system, 2) PPT model, 3) drama making, 4) presentation, 5) group and individual assignments, 6) effective learning, and 7) applicative and integrative worksheets.

On the other hand, based on the results of the questionnaire analysis of the English teaching and learning process at the Senior High School of the research location is good. This can be seen from the average respondents' answers to the English teaching and learning process evaluation questionnaire is good. However, there are several obstacles faced by teachers in the English teaching and learning process, namely:

1. Lack of facilities.
2. Students have difficulty following English lessons and do not want to take English courses outside of school hours.
3. Some students still need to improve their basic knowledge of English.
4. Students have a low interest in learning English.
5. Students do not want to use English well even though it is required to use English

Based on these three analyzes, it can be concluded that the development of the PjBL-based students' worksheet model is very much needed in learning English subjects at Senior High School where the research location is.

Conclusion

Based on the results of the questionnaire analysis of the needs of PjBL-based students' worksheets, it can be seen that the PjBL-based students' worksheet model is very much needed in teaching English in Senior High School at this time. The second, based on the results of the evaluation of English students' worksheets can be seen that students' worksheet received by students so far is appropriate because it contains elements of 21st Century learning skills, namely 4C's skills (Creativity, Critical Thinking, Collaboration, and Communication). Students do not want to use English well even though it is required to use English. Based on these three analyzes, it can be concluded that the development of the PjBL-based students' worksheet model is very much needed in learning English subjects at Senior High School where the research location is.

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TEACHING DURING THE PANDEMIC COVID-19; ENGLISH SKILLS AFFECTED ON JUNIOR HIGH SCHOOL STUDENTS IN KOTO TANGAH DISTRICT PADANG

Vivi Zurniati¹ and Indri Astuti²

^{1,2}Universitas Nahdlatul Ulama Sumatera Barat, Indonesia
vivi.zurniati89@gmail.com¹ and indri.astuti2289@gmail.com²

*correspondence: vivi.zurniati89@gmail.com

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Abstract

The covid-19 pandemic for 2 years had caused educational life at the Junior High School level to switch the process from face-to-face to online learning. English was difficult, this learning system brought difficulties and challenges for Junior High School students. Apart from this, JHS students were beginner learners because, at the Elementary School level, they did not study it. Therefore, this research was conducted to provide an overview of how far the impact of online learning on students' English skills including speaking, listening, reading, and writing skills, and which skill mostly got impacted. By knowing the impact, appropriate teaching methods and techniques would be obtained in teaching English subjects, especially in teaching students who had studied with an online system for 2 years. This study used a qualitative method with a descriptive approach. Furthermore, this study showed that in general online learning harmed students' English skills. In particular, speaking and listening skills were negatively affected by the application of online learning that they had been living so far. This was indicated by the average value of students was 50. Meanwhile, reading and writing skills had a positive impact on students' English skills because online learning used the *Geschool* application reading skills were more taught. This learning also made students do writing activities such as writing material from learning videos. Besides, in the observation activities, students were better able to participate in reading and writing lessons.

Keywords: ability, Covid-19, impact, online learning

Introduction

The emersion of the Covid-19 virus has become a global pandemic and affected considerably all aspects of human life from the simplest to the most complex ones such as society, economy, and education. In the educational field, ranging from basic education to higher education, face-to-face class changes to online classes due to the limitation of people interaction (Yunitasari & Hanifah, 2020). Those aspects are affected by the limitation in the learning process causing the existence of this global pandemic result to become a global problem. Therefore, the role of engagement in e-learning is important for effective learning (Zuhir et al., 2021). This situation has been happening during the pandemic from the beginning

of 2020 up until 2022 which carried out some impacts on the teaching and learning process, teachers, and students as well. The students are firstly taught by a face-to-face system for their entire school year, and they should be changed to a virtual class that is not familiar and not accustomed to encountering. As Morisan in 2012 states students study through direct interaction (Morissan, 2012).

Furthermore, Rahmawaty states in Hariyanti (2020) that Covid-19 affected the educational sector (Hariyanti et al., n.d.). In that domain, the online teaching and learning process is carried out without any direct interaction between teachers and students which was different from the conventional way which has never been done. This has a different impact on students' English skills. For Junior High School students in Padang, where they have not been taught English subjects at the Elementary School level, it becomes difficult for them because English is a difficult and new subject to learn, so learning English for Junior High School students becomes more complicated. In achieving high quality education, a good learning process is needed so that English language skills can be obtained by students maximally. Interactive and communicative learning plays a significant role so that students can understand every skill in English. This situation does change for them and may cause particular consequences as the result of the sudden reverse process that they go through.

Having said that, school students in Padang learn English starting from the first graduate of Junior High School. There are two types of schools in Padang concerning the regulations. They are governmental and nongovernmental schools. The school which is a non-under-governmental school still has English as one of its compulsory subjects. The students are still learning English from grade one or three as before entering the first grade of Junior high School, they have never studied English. These students are called new English learners. On the other hand, online teaching provides a challenge for educators and students (Salsabila et al., 2020). Therefore it is one of the student's obstacles. The obstacles are getting worse due to the immersion of Covid-19 makes them should study from home. Therefore, this condition brings a significant problem to their understanding of the subject and so their English ability since they just learn English.

Furthermore, the situation of teaching and learning has to be seen as the effects affected the students, especially their skills. Based on the regulation that has been made by the Subject Teacher Consultant (MGMP, 2020.), states that teaching and learning outcomes that the students should acquire i.e speaking, listening, reading, and writing. Then, by knowing the effects of online teaching on the students' skills they will be known the condition of the students, the atmosphere, and action to be taken in future teaching and learning should be done in the first place due to minimize the bad side of online teaching that the students have received during the time of the pandemic. It is hoped that in the endemic time, or when the face-to-face class starts again this research can be the guide in what aspects the teacher should focus their teaching due to the long-term online teaching.

Moreover, this condition which has happened for two years has made several consequences due to the sudden change in the learning atmosphere. Online teaching itself is done through application by using a technological device that allows the teacher to do the teaching and learning process. All the students' activities are done through the use of face-to-face meetings. Therefore, by knowing the impact of online teaching, it can uncover how far online teaching affects the students' English

ability, especially in Junior High Schools in Padang with all that said conditions. However, this online teaching cannot be avoided (Baety & Munandar, 2021), therefore, research on this subject area brings a particular impact on teaching and learning especially in post-pandemic teaching.

The next point is that it is beneficial as guidance for further teaching or face-to-face teaching unless the time for the Covid-19 virus reaches its end. In the endemic time, the learning goes on to continue the online teaching thus, like it or not the condition of two years of online teaching need to be carried out as they are the same students. In this case methods, techniques, and even approaches to learning can be arranged by taking into account the circumstances of students affected by online learning. Brown states that the interaction between your approach and your classroom practice is the key to dynamic teaching (Brown, 2000). It clearly states that even the approach is the key to successful teaching as well as the method and technique. Hence, this helps teachers and readers separate enlightenment for students to deal with learning online that they have received so far.

Moreover, in this area, this study is also to know the effects of online teaching on students' English skills. The English skills that must be mastered by students include the ability to speak, listen, write and read students are expected to remain the same even though the way of learning they receive is different. So, by knowing the impact, it will be able to know which English skills are badly affected or even vice versa. Therefore, it can be transformed into a resource on the different impacts on students' skills as Purwasih in Prasetyo states that the only learning option (Covid- & Covid-, 2021). Not surprisingly, knowing the impact is important for English skills to be understood as the guideline for teachers on which skills are attended more in offline teaching in the future.

Definition of Impact

The meaning of impact according to the Oxford Dictionary, the word impact means the powerful effect of something, for example in the sentence environment impact of tourism. In Indonesian it means the strong influence of something on something else, for example in the sentence is; environmental impact on tourism. From the meaning of this word, it can be seen that impact is a strong influence on something (Hornby, 2003). In addition, in the Indonesian-English dictionary, the word impact is translated with the word impact which in the sentence as an example has an impact on the environment or has an impact on the environment (Echols, n.d.). From these two literal meanings of the word impact or impact, it can be concluded that impact means something that influences something else. Impact in this case can be interpreted as something that influences so that something else becomes changed from its previous form.

Furthermore, the meaning of impact is it is the outcome of something. That something can be anything that is affected by something else. The impact is not a simple thing seen from this understanding, because he will produce something and change something. If something is at one point, then if it is affected, it can be at another point. When associated with learning, the impact will produce something different, perhaps from the expected goals and competencies. With the Covid-19 pandemic that has occurred in the last few years, learning at one point will move to

another issue due to changes in the learning process. Education and learning are affected by system changes due to the pandemic that is spreading

From the understanding of impact above, it can be concluded that impact means an effect or influence of something else. These two or more things have a reciprocal relationship and influence and affect each other. Furthermore, concerning learning English, this influence is also felt in learning. Associated with the pandemic period that occurred in the last few years, this situation had an impact on the learning that took place during that year. Therefore, it is necessary to know the impact of learning English in the last few years so that it is known how learning has an impact on the subject being studied in this case the students' ability.

Types of Impact

Positive and Negative Impacts

According to Daniel Gusti (2020) (Gusti, 2020), a positive impact is a change that occurs in a positive or good position from an action, while a negative impact means the effect that results from an action, this influence leads to negative conditions or can be called a detrimental effect or worsens the situation. From these two types of impacts, it can be seen that the impact is not only one-way but two-way, namely positive and negative. Therefore, the impact has two branches, not only good but also bad. By examining the impact, an action's consequences can be seen.

From the above understanding related to English language education, this domain is also affected due to the change in the education system so far which was initially carried out face-to-face to become a network where teachers and students do not meet face-to-face. This activity will also have a positive and negative impact on the subjects studied, results, competencies, and learning objectives. The positive impact can be felt by students from this online learning, and vice versa the negative impact can also be felt by students. Therefore, this positive and negative impact on learning needs to be known so that it can be seen whether online learning has a positive or negative impact.

Furthermore, from previous research that investigated the impact of online learning on learning, there are two types, namely positive and negative impacts (Mastuti, 2020). Negative impacts such as learning achievement gaps and psychological pressure are the negative impacts of learning in this network. However, the positive impacts obtained from this type of learning are such as monitoring by parents to be more leverage and additional insight into the field of technology. In more detail, in learning English, the resulting positive and negative impacts are on the 4 skills that must be mastered by students. Of the two impacts, it could be that one skill is not negatively affected while the other skill is affected, or vice versa, one skill becomes more improved because online learning makes this skill learning run well.

Online Teaching and Learning

Understanding, History, and Basic Principles of Online Learning

Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Furthermore, Ali Maksum (2020) explained that learning in the network is electronic-based learning that utilizes a smartphone and computer

network which was developed in the form of a web which was later expanded to a computer network, namely the internet (Ali & Maksum, 2020). From this understanding, it can be seen that online learning is a learning system that is accommodated by a set of technological tools developed using hardware in the form of smartphones, laptops, or computers. These tools then make it easy for teachers and students to interact without meeting face to face. This is a trick for students, who previously only do conventional or face-to-face learning processes, and lectures that affect student boredom so that learning absorption is reduced (Yuliani, 2020). This is a major challenge in carrying out learning in the conditions of the Covid-19 pandemic.

Regarding the following issues stated above, some researchers also conduct research on the issue of online teaching and learning. On the other hand, some limited researches and articles discuss the impact of online teaching and learning regarding the problem of the impact to uncover the impact of online learning on the student's English ability, it is necessary to research the field area. Previous research (Erina, 2021), found that online learning has an impact on students' interest in learning. Another study (Wijoyo, 2021) said that online learning had an impact on student learning outcomes.

However, there are still few studies that address the impact of online learning on students' English skills. Therefore, this study will be able to determine the impact of online learning on students' English skills so that the methods and learning media used by teachers can be designed. It is hoped that teachers can design more effective teaching methods and media to provide English language learning to students because they already know the impact of online learning which has been implemented during the pandemic, both in speaking, listening, writing, and listening, because it has the impact that has been felt by students so far.

To sum up, the impact has two types i.e positive and negative impacts, in which this research assesses this area in terms of this impact. Impact simply means influence or effect (Nandasari, 2020). In terms of the positive and negative impacts of online teaching and learning, this term means the violation or collision of online teaching and learning towards the students' English skills. Otherwise, the positive impact means the effect in a good way of online teaching and learning on the student's English skills. Research conducted by Ashkur in 2021, results that the impact of the Covid-19 pandemic is the most negative impact on all sectors such as the economy, society, and education (Asykur, 2021). And so, the impact of online teaching and learning is seen based on its effect on the student's skills.

Method

This research was done with a quantitative approach and in a descriptive way. The researcher was seeking the answers to the research questions by using an instrument; observation, interview, and document analysis. By analyzing the result of those instruments, the result showed the effects of online teaching on the student's English skills. The population of this study was States Junior High School in the district of Koto Tengah, Padang. There were 8 States Junior High Schools in this district. Furthermore, in sampling, the data collection technique utilized cluster random sampling by taking 3 States' Junior High Schools in the Koto Tengah district representing all of the population. Therefore, the sample of this study was taken from 3 geographically located in the front, in the middle, and behind. The

school located at the sub-district gate was SJHS 43 Padang, in the middle was SJHS 16 Padang, and behind was SJHS 26 Padang.

Moreover, the target of this research was the English teacher who teaches in the three schools. The results of this study were expected to be an illustration and guide in teaching their students, especially students who learn with the online system. By knowing the impact of online teaching and learning, teachers would have an idea of the condition of their students when students have learned English.

In this section, you need to mention the source of data and their context. You also need to mention the process of analyzing the data. Please provide concise but sufficient details about the method.

Findings and Discussion

In this study, three instruments were used, namely interviews, observation, and document analysis. From the research conducted and the data obtained, the following findings were found:

Interview

The first instrument of this research is the interview. Interviews were conducted with 6 English teachers from 3 schools as samples of this study. 16 questions were asked to the teacher to find out the impact of online learning on students' English skills. The results of these interviews can be seen in the table below:

Table 1. Affected English Skills

Affected English Abilities	Percentage (%)
Online learning has a negative impact on students' speaking ability	83%
Online learning has a negative impact on students' listening skills	83%
Online learning has a positive impact on students' reading ability	66%
Online learning has a positive impact on students' writing skills	16%

Table 2. Factors Affected English Skills

Factors Affected English Skills	Percentage (%)
Inadequate learning facilities and infrastructure in the network	66%
Less effective online learning	83%
Online learning has significant obstacles	83%
Online learning has many obstacles	66%
Off-line learning is irreplaceable	99%

Table 3. Factors Related to Students

Factors Related to Students	Percentage (%)
Students are less active and disciplined in participating in online learning	66%
Low student motivation in participating in the online learning process	83%
Online learning has a negative impact on students' abilities	99%
Online learning makes students technology literate	83%
Online learning has a positive impact on students' English skills	16%
Learning English has a negative impact on students' English skills	83%

From the table above, it can be seen that the impact of online learning hurts students' English skills. The percentage of the struggles in the teaching and learning process, such as the inadequate learning facilities and infrastructure in the network, less effective online learning, and online learning has significant obstacles. This result shows that the process of running online teaching and learning was full of difficulties and challenges. Concerning the ability of the students and the motivation, it has a high percentage as well showing that online teaching and learning brought a negative impact. On the other hand, online teaching and learning had a positive impact on the students' ability in using the tool of technology. It was known that the students were able to surf English material on the internet freely, and/or find difficult words through the digital dictionary.

Moreover, to the findings, the impact of online teaching and learning on the student's English ability i.e. speaking, listening, reading, and the writing indicates differently. Speaking and listening skills are more likely affected negatively by online teaching and learning. It is 83% of percentage interviewees stated that online teaching and learning towards speaking and listening skills. This is because of the limitation of infrastructure in teaching both skills. The use of technological devices allowed them to copy and paste the audio their friend made and then submitted it as their task. Additionally, the listening skill at the Junior High School level would not be examined in the School Final Exam. Therefore, this skill was not getting further attention in the process of online teaching and learning.

On the other hand, reading and writing skills had different results from the above skills. During the pandemic, the teaching and learning process used an application called *Geschool* which mostly contained reading materials. In every English class, the teacher used that application and gave the score based on the student's assignments that were collected through *Geschool*. Because the *Geschool* application was mostly used during online teaching, that is why reading got more attended and learned during the pandemic. Additionally, the use of technology made the students used technological devices such as English material in Google or a digital dictionary, which had a close relation to the students reading skills. In other words, the online class has brought a positive impact on the students' reading skills due to the use of the *Geschool* application and technological devices.

The last skill is writing which 16% of the interviewee said online teaching and learning. The material teacher provided the students with videos or materials to be written by the students. There were asked to take notes or write the materials to follow the class and fulfill the assignment. This made them write more whether it is the materials or assignments from the teacher. This skill also has a close relation to reading skills. Meanwhile, reading skill through, writing skill was also carried along with the teaching and learning process of reading skill.

Observation

The second instrument of this research is observation. Observations were made by looking at English learning in the classroom where these students were class IX students of SJHS where they had studied with the online system from class VII to class VIII even though from class VII, they studied with an outside network system but it did not last long and then returned. From the observations made, the following results were obtained:

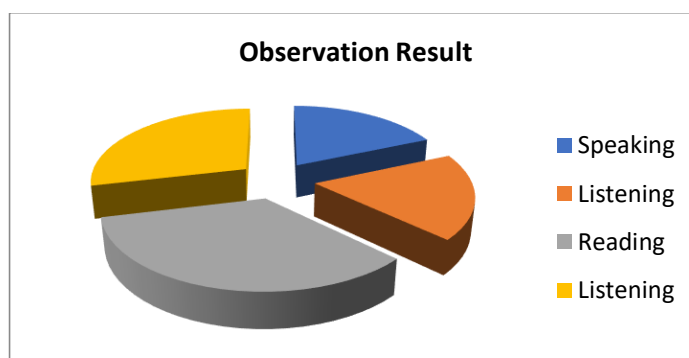


Figure 1. Result of observation

This graphic shows that the reading activity was more obtained by the students. It is more learned and so during the pandemic, this skill was not left behind. The skill was because the ability to read is close to the ability to write, therefore, the ability to write has almost the same level as students. The use of *Geschool* applications, learning videos, or zoom and WhatsApp applications that are used mostly involves learning this ability because learning mostly uses the *Geschool* application where the use of this application gets the largest portion compared to other applications.

However, different from the other two abilities, namely the ability to speak and the ability to listen, the average value of the observation results differently based on the skills in which the range is from 1 to 5. this is because online learning mostly uses the *Geschool* application which focuses more on learning to read and write, during which learning speaking becomes neglected plus the lack of adequate facilities and infrastructure for learning to speak in the implementation of learning in the network. Furthermore, listening skills are not focused on learning because junior high school students are not tested for listening skills during the final exam.

Dokumen Analysis

The last instrument of this research is document analysis. The analysis of this document complement 2 instruments comprises to provide supporting data and illustrate how online learning has an impact on students' English skills in this case the value they get. From the research results, the average score of students' English in online learning is as follows:

$$\bar{x} = \frac{\sum xi}{n}$$

The total sample of this research is 3 schools, in each of which the score is taken from 2 teachers in each school. there are 6 classes from each of these teachers, where the value is the value of students' English subjects during online learning. the value includes the value of assignments, daily tests, midterm exams, and end-of-semester exams. As for this instrument, the data gotten from the field is as the mean score is 50. This score is considered to be low and under the minimum criteria which means during the pandemic, the teaching and learning process does not reach the minimum criteria and maximum output.

Conclusion

Apart from all of the above, online or offline learning is a human effort to continue to carry out education as a conscious effort. As it is stated in the National Education System Law (Depdiknas, 2003), education is a conscious and planned effort to create a learning atmosphere and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society.

It means that whether the teaching and learning process is done online or face-to-face system, those are all the efforts human beings could make to keep education going. The pandemic of Covid-19 was unavoidable, it was a time of sickness where human safety was threatened and the only way was through online teaching and learning. This raises the question, of whether in the post-pandemic era, the negative effect of online teaching and learning be neglected. Or there ought to be actions taken in the first place to eliminate the bad effects. The answer should be yes and it has to be done in the educational field.

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IN SEARCH OF RELEVANT MATERIALS FOR AN ESP CLASS

Wuryani Hartanto

UNIKA Soegijapranata Semarang

wuryanihartanto@gmail.com

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Abstract

English for Specific Purposes, which is commonly referred to as ESP, is a compulsory subject in the Faculty of Language and Arts (henceforth called FLA) most recent curriculum. Being a content course, ESP is taught to the 6th semester students whose English mastery has reached an Advanced level. The reason for including ESP in the curriculum is partly due to the fact that a great number of jobs or professions today require their employees or professionals to be able to communicate in English fluently in the related fields. Following Wijaya (2014) a large number of FLA graduates work in various workplaces which involve English communication and use. After several years of implementation, it was felt necessary to conduct an evaluation of the course with the focus on analyzing the students' needs. This study started by looking at the students' perception on the topics offered in the ESP syllabus. It also offered some new topics which were considered relevant to their future jobs and careers. Furthermore, Students were also given a chance to propose other topics of their interests. 37 students were involved in this research as respondents of questionnaires and some became interviewees. The data elicited from the survey were analyzed based on Descriptive Statistics using SPSS 25 and percentages. The results show favorable perception of the students on the existing syllabus of ESP. Besides, some valuable suggestions of new topics were given for the improvement of the future plans for ESP course.

Keywords: ESP, materials, needs analysis, perception

Introduction

Following Hutchinson and Lancaster (1986), needs analysis starts with the so called target needs analysis which requires the student to do the right thing in a particular situation. Therefore, it is very important to look at that situation and relates it to the concept of necessities, lacks and wants.

a. Necessities

Necessities are basically related to what students need to do in order to meet the target situation. In short, necessities mean the learners' needs to be successful in what they do (Allwright, 1982). He further stated that 'want' is the skill which a student considers relevant to his needs. For example, a secretary will need to know business letters in order to communicate effectively with the company's clients or partners.

b. Lacks

Still according to Allwright (1982) 'lack' is the discrepancy between what the students have and what they don't. A teacher should make an analysis on this so that he can determine what his students need.

c. Wants

According to Allwright (1982), 'wants' are the kind of needs which are prioritized by the students in the provided time. Hutchinson and Waters (1987) define 'wants' as the subjective needs of the students. In other words, students need to know what they have to learn.

Needs analysis is of paramount importance in curriculum design as stated by Brown (1989). He further stated that curriculum development should firstly begin with an in-depth analysis before proceeding with other procedures, such as, the designs of goals and objectives, choices of materials, and delivery of instruction. Furthermore, he stated that needs analysis has 3 main goals; it leads to a deeper and broader input into the content, design, and implementation of a language program; it can be used in designing goals, objectives and content while simultaneously also serving as a review and evaluation of an existing program.

ESP is a relatively new course in English Language Teaching and learning (Evans, 1998). Its existence and significance grow bigger as people start working in different fields of profession. They need to learn the types of English which is relevant to their jobs. The General English (GA) is no longer sufficient for their professional demands. Hence, they turn to ESP which covers various subjects ranging from Economics, Business, Arts, Law, Computer Science and so forth.

There are many views on ESP. According to Nikolov (2001), English for specific purposes (ESP) is a subject designed based on the belief that all language teaching should be adjusted to the specific needs of the students. Evans (1998) has a different perspective about ESP. According to him, ESP in English language learning should focus on Academic and vocational or professional purposes. He also stated that

1. ESP should be related to particular disciplines.
2. It has to apply different teaching techniques and methodologies from those of General English.
3. ESP is meant for adult learners, either at a tertiary level education or in a professional environment.
4. It is directed to intermediate and advanced students.
5. It requires basic knowledge of the language, such as the Grammar and Vocabulary of the target language.

In line with the aforementioned concept, Hutchinson and Waters (1987) proposed that 'Learning ESP is not just dealing with a particular kind of vocabulary, nor a specific type of materials.' If ESP is included in language learning, it is due to the fact that language learners have solid reasons to study it and it is mostly related to their professional needs.

The research questions of the paper are as follow:

- 1) What are FLA student's views on ESP subject regarding its goals, and materials?
- 2) What kind of ESP materials are suggested to be added in ESP course?

The objectives of this study are:

- 1) To reveal the students' views on the goals and relevance of the materials used in ESP course to their needs.
- 2) To find out the kind of ESP materials proposed by the students.

Method

This research was helped by the 2017/2018 Students of The Faculty of Language and Arts Soegijapranata Catholic University as respondents. They just completed the ESP course when the research began. There were 37 students and all of them were asked to be respondents. Thus, the method used is that of sample equals to population (Vredendregt, 1984).

This study made use of 2 instruments. They were questionnaire and interviews. The questions in the questionnaire consisted of 2 types, Closed and Open – ended types. In the closed-ended type of questions, the responses were arranged following the Likert-Scale Method. A pilot study was carried out prior to the administration of the questionnaire. The second instrument used was interviews. 8 students were chosen as interviewees. They were the representatives of the ESP class. Findings of the questionnaire were then crosschecked with the results of the interviews. The data elicited from the closed – ended type of questions were analysed using SPSS 25.

Findings and Discussion

Part One

In this section, respondents' perception on the importance of the ESP course's goals was analysed

Table 1. Respondents' perception on the goals of ESP course at FLA

	N	Minimum	Maximum	Mean	Std. Deviation
Students are able to recognize various English texts from different fields of study	37	2.00	4.00	3.3514	.53832
Students are able to recognize various English texts from different fields of study	37	2.00	4.00	3.3514	.53832
Students are able to understand various English texts from different fields of study	37	2.00	4.00	3.2703	.56019
Students are able to use English vocabulary from different fields of study both in oral and written forms	37	1.00	4.00	3.0541	.74334
Valid N (listwise)	37				

The figures in the above table show that the first goal in ESP course, i.e. "Students are able to recognize various English texts from different fields of study" is considered important as the mean score is 3.35. Goal number 2, "Students are able to understand various English texts from different fields of study gets a Mean score 3.27, which indicates the respondents' agreement to this goal as something significant to attain. The final goal, "Students are able to use English vocabulary from different fields of study both in oral and written forms." also gets a high Mean

score 3.05, which means that this objective is essential to attain. The standard deviation scores for these 3 objectives are all under 1,00 which means that the dispersion of the answers is not large. Moreover the 8 interviewees also supported such findings. They all agreed that those three objectives are relevant to their own goals in studying ESP.

Part Two

There were 5 types of material in ESP class. The respondents were supposed to justify the significance of the materials in connection with the goals of this course.

Table 2. Students' justification of the material significance

	N	Minimum	Maximum	Mean	Std. Deviation
English for Medical Purposes	37	2.00	4.00	3.1622	.64608
English for Economics	37	1.00	4.00	3.2703	.65186
English for Business	37	1.00	4.00	3.3243	.66892
English for Science	37	1.00	4.00	3.0000	.66667
Legal English	37	2.00	4.00	3.1892	.70071
Valid N (listwise)	37				

English for Business happens to be on the top rank with a Mean score of 3.32 meaning important followed by English for Economics with a Mean score of 3.27, also means important. Legal English comes third with a Mean score of 3.18. This shows that Legal English is a significant topic in ESP class. Another important topic is Medical English as shown by the Mean score 3.16. English for Science which gets the Mean score 3.00 comes last but it still means important. Thus, all the materials taught in ESP course up to that time were regarded important. The results of the interviews also supported this fact. The 8 respondents agreed that all the materials in ESP course equip them with English Language skills and knowledge which will be important in their future jobs and careers.

Table 3. Other important types of ESP materials

	N	Minimum	Maximum	Mean	Std. Deviation
English for Tourism	37	2,00	4,00	3,5405	,64956
English for the Hotels	37	2,00	4,00	3,2432	,83017
English for the Office	37	2,00	4,00	3,3784	,63907
English for Banking	37	1,00	4,00	3,1892	,81096
English for Secretaries	37	2,00	4,00	2,8919	,80911
English for Entrepreneurship	37	2,00	4,00	3,1622	,72700
English for the Nurses	37	1,00	4,00	2,3514	d,75337

English for the Flight Attendants	37	2,00	4,00	3,0270	,68664
English for Teaching	37	1,00	4,00	3,3514	,75337
English for Academic Purposes	37	2,00	4,00	3,2703	,65186
English for the Mechanics	37	1,00	3,00	2,2162	,67227
English for Automotive	37	1,00	4,00	2,1892	,81096
English for Advanced Technology	37	1,00	4,00	2,6486	,88870
English for Culinary	37	1,00	4,00	3,0000	,81650
English for Fashion	37	1,00	4,00	2,7027	,90875
English for Broadcasting	37	1,00	4,00	3,0541	,74334
English for Advertising	37	1,00	4,00	3,2432	,64141
English for Public Relation	37	2,00	4,00	3,5135	,60652
English for MC and Presenters	37	2,00	4,00	3,3784	,59401
English for Computer and Social Media	37	1,00	4,00	3,1351	,82199
English for Entertainment	37	1,00	4,00	3,3784	,68115
English for Religious Purposes	37	1,00	4,00	2,7838	,85424
Valid N (listwise)	37				

The above table presents 22 alternatives of ESP materials which are considered important to be covered in the next ESP class based on the respondents' interests or needs in relation to their future jobs or careers. From the above data, it can be interpreted that the most important material or topic is English for Tourism as indicated by the Mean score 3.54 which is the highest among all the other alternatives of topic. The second is English for Public Relation which gets the Mean score 3.51. Interestingly, English for the Office, English for MC and Presenters as well as English for Entertainment get the same Mean score, i.e. 3.37. English for Teaching occupies the next position with the Mean score 3.35. English for the Hotels and English for Advertising also get the same Mean score 3.24. The remaining topics in order of importance are English for Banking with the Mean score 3.18, English for Entrepreneurship with 3.16, English for Computer and Social Media, 3.13, English for Broadcasting 3.05, English for the Flight Attendants 3.027 and English for Culinary 3.00. All the previously mentioned topics can be interpreted as important to be covered in an ESP course as suggested by the respondents. The last few topics are regarded not very important, such as English for Secretaries (Mean score 2.89), English for Religious Purposes (Mean score

2.78), English for Fashion (Mean score 2.70), English for Advanced Technology (Mean score 2.64). The two least chosen topics are English for the Mechanics (2.21) and English for Automotive (2.18).

The following figure shows the respondents' order of preference more clearly.

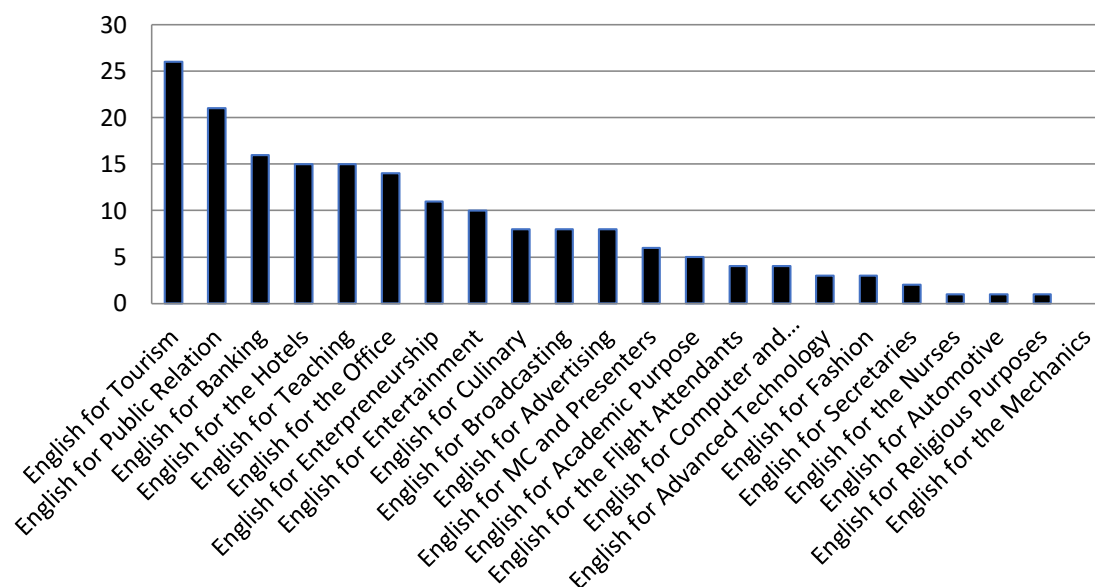


Figure 1. Rank of English materials for specific purposes

Part Three

In this part, the respondents' suggestions on the types of materials or topics for an ESP course which are relevant to their interests or needs are revealed.

Table 4. Other topics for ESP course as suggested by respondents

	N	%
English for International Politics	5	13,51
English for Medical Purpose	3	8,11
English for Arts	2	5,41
English for Sport	2	5,41
English for Traditional / Culture	2	5,41
English for Science	1	2,70
English for Legal / Law	1	2,70
English for Transportation	1	2,70
English for Mass Media	1	2,70
English for Business	1	2,70
English for Movie	1	2,70
Number of Respondents	37	

Looking at the above table, we can consider some other materials or topics for ESP course which are not offered in Table 3 above but are regarded important by the respondents to be included in the next ESP courses. Surprisingly, English

for Politics and International Affairs seem to be the respondents' most highly chosen. Some other recommended topics are English for Arts, English for Sports, English for Traditional Culture, English for Transportation, English for Mass Media and English for Movies. The rest 4 suggested topics unfortunately overlap with what have been taught in ESP course so far. They are English for Medical Purposes, English for Science, English for Law (Legal English), and English for Business. However, this can be used as evidence that most of the respondents support the existing materials in ESP course.

The following figure shows the respondents' order of preference more clearly.

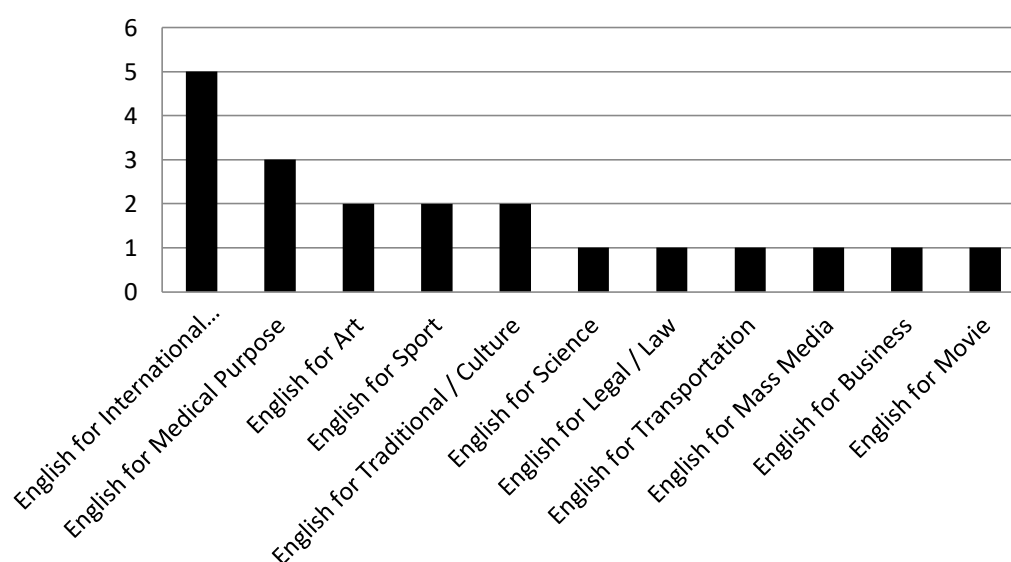


Figure 2. Other topics for ESP course as suggested by respondents

Part Four

This section presents the students' general overview on ESP course as to express their views on the usefulness of the course, the relevance of the materials to their needs and the degree of variety, the appropriateness of the teaching techniques, and so forth.

Table 5. Students' general overview on ESP course

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	37	1.00	4.00	3.2703	.60776
VAR00002	37	1.00	4.00	3.1622	.60155
VAR00003	37	1.00	4.00	3.0000	.62361
VAR00004	37	2.00	4.00	3.0270	.68664
VAR00005	37	2.00	4.00	2.8378	.55345
VAR00006	37	2.00	4.00	3.1351	.53552
VAR00007	37	1.00	4.00	2.8378	.60155
Valid N (list wise)	37				

When asked about the usefulness of ESP course for them especially in connection with their future jobs and careers, most respondents agree that ESP is beneficial for them. This is shown by the Mean score 3.27. They also consider the materials in ESP course so far are relevant to their needs as indicated by the Mean score 3.16. Besides, they also think that they vary greatly as shown by the Mean score 3.2. As for the teaching methods employed in ESP course, such as lectures, group discussion, class discussion and students' presentation, most respondents regard them suitable to be applied in this course. This is reflected by the Mean scores 3.00 and 2.83. They also believe that the materials in this course help them a lot in understanding various English texts from different fields of study. This is clearly shown by the Mean score 3.13.

Results of the Interviews

All of the interviewees agreed that ESP is an important subject that will be useful for their future jobs or careers even though some of them admit that they still do not know what kind of jobs they will have in the future. Most of them also felt that ESP is not an easy subject to learn especially when it comes to the vocabulary of the different fields of study. Nevertheless, this did not discourage them from studying it as they realize the importance of ESP in equipping them with the English skills and knowledge they need when they go to the workforce. Furthermore, they suggested that some other topics should be added to this course so that the students' various needs and interests in the next ESP class can be accommodated.

Conclusion

Overall, it can be said that the goals of ESP get favourable responses. The students even consider that they are in line with their personal objectives in studying ESP. As for the materials, they agree with what has been given so far in this course. However, they also regard that other topics should be added, for example English for Tourism, English for Public Relation, English for MC and Presenters, English for Entertainment, English for Teaching, English for Advertising, English for Computer and Social Media and the like. They even suggest some other topics, such as English for International Politics, English for Sports, English Transportation, English for Interior Design, English for Home Improvement and English for Music and Arts.

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PROBLEMS IN TEACHING AND LEARNING ENGLISH IN SCHOOLS**Pius Nurwidasa Prihatin**

Sanata Dharma University, Indonesia

correspondence: piusprihatin@usd.ac.id<https://doi.org/10.24071/lltc.2022.11>

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Abstract

Teaching and learning in schools are complicated processes that are influenced by many factors under which they occur. With changing educational trends the challenges continuously become harder and harder. Especially, in current situations, teachers learning autonomy becomes a new challenge for teachers. Students' motivation is influenced by external factors which are more interesting than learning in the classroom. This article explores the problems faced by teachers in conducting instructions in English lessons. The data were based on the report made by the teachers' profession program at Sanata Dharma University. 34 teachers participated in the presentation and reported their problems when they teach English in their classrooms. Three problems were reported as the major findings. They are students' motivation, teachers' difficulties in implementing innovative strategies, and students' difficulties in dealing with higher thinking skills. Other problems were identified by some teachers including students' interest in writing and reading. The problems become challenges for teachers to find some solutions to improve their English instruction in their classrooms.

Keywords: curriculum, innovation, motivation, technology**Introduction**

Teachers face many classroom challenges in their daily professional activities. They should have the courage to respond to the difficulties in dealing with classroom situations. As an educator, a teacher needs to deal with counselling and helps the student to solve problems (Natriello, 1984). In addition, teachers need to have exceptional organizational skills. They should have the skills to communicate with adults and children. In addition, they should possess competence in teaching strategies. Other challenges include the adaptation of new educational policies and classroom arrangements for effective learning. They also have to deal with students with learning difficulties and students' misbehaviour. In addition, they also have to work hard to handle administrative work. Furthermore, teachers have to deal with communicating with parents for the best education for the children. Additional challenges include the demand to integrate technology in teaching and the requirement to accommodate higher thinking skills for their students.

In education, curriculum change is normal. The world is constantly changing and students need to be able to change with it. Modal & Das (2021) mention that

knowledge is always expanding and society is continuously developing at the same time with the advancement of science and technology. In other words, a delay in curriculum change can lead to students lacking the competencies needed for the future. With the new development of the world, students are required to be able to learn independently, deal with technology, and implement higher-order of thinking skills. Consequently, teachers should be prepared to adapt to the curriculum change to facilitate excellent student learning.

One of the big challenges in classroom teaching is students' engagement in learning. Dewey (1913) defines "engagement" as interest in doing something. In addition, Meece and Blumfield (1998) define it as effort in doing something. Meanwhile, Pintrich and DeGroot (1990) mention that "engagement" is related to motivation and Berliner (1990) concludes that "engagement" is related to time on task. In addition, Skinner and Belmont (1993) argue that when pupils are engaged, they will show continuous involvement physically and emotionally in learning activities. Engagement is more than involvement or participation. It requires students to make meaning of activities and feel happy in doing the activities (Quaye, 2009). Because engagement involves feelings it is often difficult to realize students' engagement in the classroom. Students are unmotivated in participating in learning, simply too willing to accept information as given, rather than be interested in thoughtful inquiry and active participation. After a long time of online learning in pandemic situations, students are familiar with learning in front of computers or cellphones with minimum forms of interaction. When they go back to school, their motivation decreases. Students become afraid to speak and communicate with other students. They become more withdrawn and not responding to questions during classroom discussions. Consequently, teachers must use all efforts to motivate students to participate in learning in the classroom. Teachers should implement teaching strategies which are engaging and interesting for students.

Teachers are also challenged by the demand to accomplish a high stake of learning outcome expectations. The teaching objective should include the application of higher-order thinking skills. Brookhart (2010) argues that higher-order thinking skills constitute analysis, evaluation, and creation which are parts of cognitive processes. These refer to the three upper levels of Bloom's taxonomies. Students apply higher order of thinking skills when they process information actively by paying attention to pertinent new information. Then, learners mix the new information with previous information that they already had. The students are expected to think critically by applying reflective evaluation and creating a critical idea. Or, students are expected to be able to carry out problem solutions by solving problems creatively and effectively. Furthermore, students are also expected to use technology in learning. Technology integration in the 21st century has moved through innovations and transformed the world that has changed the way people think, work and live (Grabe, 2007). Therefore, schools which are supposed to prepare students to live in "a knowledge society" need to integrate technology into their teaching and learning process (Ghavifekr, Afshari & Amla Salleh, 2012). In conclusion, teaching and learning in the classroom becomes more complicated and challenging for teachers.

This paper is an attempt to explore the challenges of teachers to carry out their professional activities in the classroom. The research question is "What problems do teachers face in carrying out their teaching and learning process in English

classrooms?” The purpose of this paper is to analyze problems that teachers have in carrying out the instructional process in the classroom. The analysis of problems of teachers in their English classroom relates to curriculum and curriculum changes, students’ motivation, implementation of a higher order of thinking skills into teaching and other aspects which are related to English subject.

The curriculum is one important component of education that teachers should translate into classroom teaching and learning. Schools use the curriculum to control the process of teaching and learning with the students. The curriculum consists of students’ experiences through lessons, interaction with learning materials and teachers, playing fields, and workshops. Curriculum determines the purposes of teaching, the learning subject, the teaching materials, the process of obtaining knowledge, and the interrelation among parts of it (Kliebard, 1977). Furthermore, the teacher becomes the most significant person in the process of curriculum implementation. In this context, teachers are the people who plan the lesson, implement, and evaluate the teaching-learning process. Shen, Poppink, Cui, and Fan (2007) argue that in the development of lesson plans, teachers should consider the teaching materials and how they are presented in textbooks or students’ worksheets to gain the learning objectives. Therefore, teachers design the lesson plan including the objective, learning materials, teaching methods, and learning assessment. Wong and Wong (2009) in Cicek and Tok (2014, p. 11) mention that an effective teacher has to have a positive expectation for students’ success, knows how to design lesson plans, and becomes a good classroom manager during a learning activity. Therefore, to support better learning teachers should design classroom instruction well because they are the most competent in the practice of teaching and they are responsible for communicating the content of the curriculum in the classroom.

The development of science and technology results in the spread of knowledge. In consequence, the spread of knowledge changes society. The change in society creates many changes for the better life of the people. Therefore, the curriculum should also change continuously to keep up with the change in society. An important feature of the curriculum is that it is subject to change. Mondal and Das (2021) mention that curriculum revision and change constitute the process of making the curriculum distinct from the old one so that it has a new vision or orientation. The curriculum change eventually gives impacts the learning process for teachers and their schools. That is why teachers are the people who have to be ready for the curriculum change. Teachers must have a good understanding of the curriculum change. Teachers need to have a clear interpretation of the new curriculum so that they can implement the new curriculum into practice effectively (Mondal & Das, 2021). Teachers must negotiate and adapt to changes in the curriculum, to implement the teaching strategies based on the new curriculum.

The curriculum change becomes a challenge for teachers to adjust their teaching strategies with the new curriculum. Modification may be carried out to change the proportion of lessons or learning materials or the time allotment to accomplish the work for the pupils. In the movement to a competence-based curriculum, teachers have to move from content-based teaching to competence. The rote memorization of factual knowledge has been identified as the focus of content-based teaching and learning relies on upon. On the other hand, competence-based teaching and learning rely on understanding the concepts, skills and competencies

(Postner, 1995). The change to a competency-based curriculum requires teachers to change their teaching, learning and assessment approaches. For some teachers, this can become a challenge to move from behavioristic teaching to constructive one, from teacher-centred learning to student-centred learning, and from receptive learning to more discovery activities. Teachers who are familiar with the conventional learning model in which teachers become the information center have to change the teaching models so that students are accustomed to looking for information in the learning process.

A further challenge to the teacher in the teaching and learning process deals with the engagement of the students. Student engagement reflects the real condition of the learning process which may imply significant learning results. Students who are engaged in learning show positive motivation on carrying out learning tasks. Their behavior and feeling are in harmony with the learning objectives. Furthermore, teachers have comfortable effort when teaching students with high engagement. Skinner and Belmont (1993) mention that children who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. Engagement in classroom activities indicates students' motivation in participating in learning activities. Behavioral, emotional, and cognitive elements are involved when students are willing to participate actively in the activities in language learning classes.

Students' motivation plays an important role so that the teaching and learning can be successful and students' engagement in class activities reflects students' motivation. Students who are motivated will participate positively in the activities in the classroom. Fadillah (2013) mentions that the students' motivation may lead to cognitive engagement as a result of learning behavior. Furthermore, motivation in participating in classroom activities is related to the success of past learning. Chuter (1919) argues that students are more likely to encourage themselves to work more seriously on a new task when they feel the success and satisfaction of doing similar things in the past. English is considered a difficult subject for students and students have to struggle for the best performance in every class session. Students often fail to perform well in classroom activities. This creates challenges for teachers to inspire students to participate in classroom activities. Moreover, teachers are also expected to teach the student in using higher order of thinking skills. Teaching higher-order of thinking skills is more important than lower-order of thinking skills. However, it is much more difficult to teach higher-order of thinking skills than lower-order skills.

Higher-order of thinking skills is a complex process which requires students to use critical thinking and problem-solving. Brookhart (2010) argues that higher-order thinking skills require students to use analysis, evaluation, and creation. This refers to the top three cognitive processes in Bloom's taxonomy. Students use higher-order thinking skills to actively process information. They need to create a web of information in related units and then develop new information from previous information that has already been acknowledged. Moreover, higher-order of thinking skills requires students to use their critical thinking. According to Murawski (2014) critical means the students need to evaluate thoughts and ideas. They need to make judgments consciously and creatively refine the ideas when needed. Students are not familiar with this kind of act. Willingham (2007) posits that effective thinkers are not always the result of students' active school attendance

and even academic achievement. Higher order of thinking skills requires practice to be successful in all situations. Moreover, critical thinking needs to be introduced in variations of settings. This way enables students to learn how to bear similar skills in various situations. Teaching higher-order thinking skills creates difficulties for teachers to implement in the classroom.

Until today, teaching higher-order thinking skills is still a challenge for teachers. Wright (2002) identifies some issues related to the difficulties for teachers to teach critical thinking in the classroom. First, teachers are not well-informed about the meaning of critical thinking. The meaning of critical thinking is often inspired by the literature on education that is not deeply understood (Wright, 2002). Teachers often difficult to differentiate between higher-order thinking, problem-solving, problem-based instruction, decision-making, inquiry learning, reflective thinking and so on. Second, most teachers do not have the background knowledge necessary for appropriately conceptualizing critical thinking. Therefore, teachers need further training or professional development to help them be skilful in implementing classroom teaching. Third, large class sizes and lack of preparation time mitigate the teaching of critical thinking. Teachers are overwhelmed by everything they are expected to achieve. They have to make the Powerpoint presentation, student worksheets, and assessment materials. In addition, this will become more complicated when the class size is large. Aoumeur (2017) mentions that large class size creates problems for teachers. Teachers in large classes lack opportunities to get to know students. Moreover, large classes may reduce students' motivation to be actively involved in classroom activities. Consequently, large class sizes may reduce the quality of interaction in the classroom and decrease the opportunities to engage in cognitive skills and it may increase behavioral problems. In conclusion, teaching higher-order of thinking skills is still a problem for teachers.

Methods

This simple study is a descriptive research exploring the problems and difficulties of English teachers in teaching in the classroom. Observation sheets were used to record the problems that the teachers have. The participants were English teachers who teach in Junior high schools and senior high schools. They participated in Teacher Profession Program at Sanata Dharma University. They reported the exploration of problems that they have in their English classroom instruction. In addition, they reported their exploration of problems in the form of classroom presentations.

The purpose of using observation sheets is to draw real descriptions of the respondents. This was used to derive patterns, characteristics, and actions of the respondents to understand the experience, attitude, or opinion about the phenomenon from a respondent (Johnson & Christensen, 2014). The observation consisted of 10 closed items and 5 open items.

1. Motivation of the students
2. Teachers' use of teaching strategies
3. The teaching of higher-order of thinking skills
4. Integration of technology
5. Literacy learning
6. Problems in teaching reading
7. Problems in teaching speaking

8. Problems in teaching writing
9. Problems in grammar
10. Problems in vocabulary

The open items were used to record any problems that were reported by the teachers.

The data analysis was focused on objective data collection, which primarily consists of numbers and values. Results of the quantitative observation are obtained from statistical and numerical analysis methods. The items of the observation were analyzed using the percentage that the teachers had reported. From this analysis, the researcher can find the general impression of problems that the teachers had found during their English lessons.

Findings and Discussion

The objective of the study is to explore troubles that the teachers have when they implement the teaching and learning process in the classroom. After the data collection and analysis, it was found that the majority of teachers have problems in three aspects, namely students' motivation, the use of teaching strategies, and the implementation of a higher order of thinking skills in the classroom. Some teachers reported problems with technology integration and literacy teaching. Some others reported problems related to teaching English language skills. From the data that was collected the findings can be elaborated as follows

The motivation of the students

Students' motivation becomes a problem for teachers. Some of them reported that students feel that English is a difficult subject so they are afraid of making mistakes. Some other teachers reported that students feel that they don't use the language in everyday life. The result of the observation can be seen in the following charts.

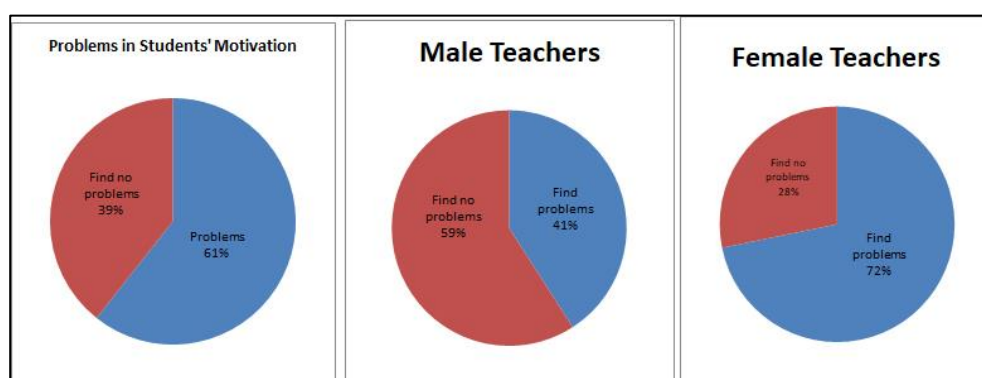


Figure 1. Problems in students' motivation

From the chart, there are 61% of the teachers find problems with students' motivation. There is a different portion between male and female teachers. There are 41% of male teachers find problems with students' motivation and 59% of others do not find problems. Meanwhile, 72% of female teachers had problems with students' motivation and 28% of them had no problems with students' motivation.

Teachers' use of teaching strategies

Teachers' use of teaching strategies refers to the difficulties of teachers to implement effective teaching strategies. Some teachers reported that they have difficulties finding good strategies for teaching English in their classrooms.

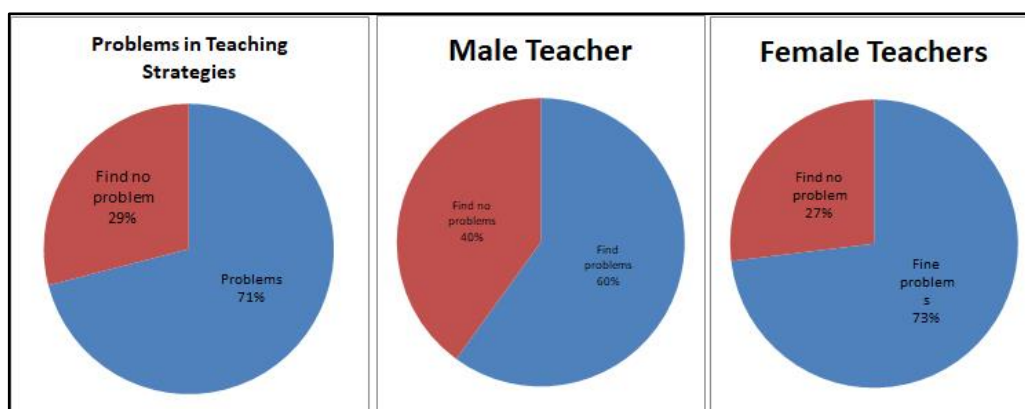


Figure 2. Problems in teaching strategies

The chart indicates that there are 71% of teachers had a problem with implementing effective teaching strategies and 29% of teachers did not find problems with the implementation of teaching strategies. Male teachers who had problems with the implementation of teaching strategies constitute 60 per cent and 40% of them did not find problems in selecting teaching strategies. In addition, female teachers who had problems with teaching strategies comprise 73% and those who did not have problems with teaching strategies constitute 27%.

The teaching of higher-order of thinking skills

Some teachers have problems with teaching higher-order thinking skills. They found difficulties in encouraging students to use critical thinking skills in their classroom.

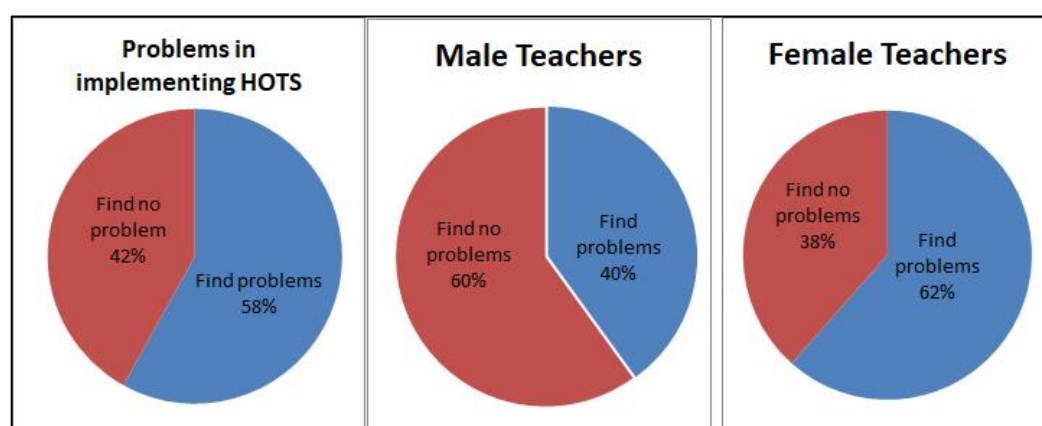


Figure 3. Problems in implementing HOTS

The chart shows the respondents' report on the implementation of a higher order of thinking skills in their classroom. 58% of teachers had problems in the

implementation of HOTS, while 42% of them did not have problems in this matter. Male teachers who had problems with the implementation of higher-order of thinking skills in the classroom comprise 40% and those who did not have problems with it comprise 60%. Furthermore, more than half (62%) of female teachers had problems with teaching higher-order of thinking skills, and 35% of teachers did not find problems in implementing higher-order of thinking skills in their classroom.

Integration of technology

Integrating technology into the English classroom was also one that was identified in this research. However, the pattern of data indicates a slight difference with the data on students' motivation, teaching strategies, and higher-order of thinking skills. The data indicate that only a few teachers have problems with the integration of technology.

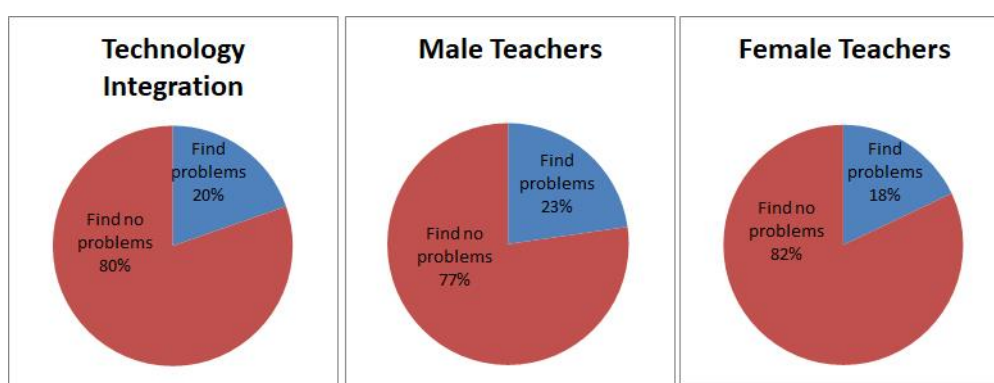


Figure 4. Problem with technology integration

The chart shows that the majority of teachers have no problems with the integration of technology in their English classrooms. It is only 20% of teachers had problems with the integration of technology and 80% of them did not. Male and female teachers indicate a similar pattern in which the bigger proportions of teachers did not have problems with technology integration. Females and males who had no problems with technology integration comprise a larger proportion of the total male and females (77 and 82 percent, respectively), while male and female teachers who had problems constitute 23% and 18%.

Problems in English language teaching

Teachers also reported problems in English language teaching issues which include the teaching of reading, speaking, writing, grammar, and vocabulary. Meanwhile, no teacher reported problems with teaching listening.

Table 1. Problems related to English language teaching issues

EFL	Find problems	Find no problems
Reading	41%	59%
Speaking	23%	77%
Writing	15%	85%
Grammar	10%	90%
Vocabulary	11%	89%

The table shows that the biggest proportion of problems is in the teaching of reading. The data shows there are 41% of the total respondents reported that they have problems on teaching reading. Moreover, the smallest proportion is on the teaching of grammar which constitutes 10% of the total respondent from the observation. Briefly, teachers who had no problems with all issues of English teaching constitute bigger proportions than teachers who have problems. These include the teaching of reading, speaking, writing, grammar and vocabulary. Teaching listening is not reported by any of the respondents.

From the data that has been collected, it can be concluded that the majority of the respondents had problems with students' motivation, teaching strategies, and higher order of thinking skills. Motivation is not only students' problems but it is also teachers' problems. When motivation is seen as a teacher problem, we can realize that there should be some teaching strategies that the teacher may apply to encourage students' motivation (Renandya, (2015). The implementation of effective strategies is a challenging matter for teachers. A teacher should select the teaching strategy that is most suited to the current level of knowledge of the students, the concept being studied, and the stage in the learning journey of the students. The challenge of teachers might be caused by many factors which relate to the classroom situation. Hallam and Ireson (1999) claim that teachers face various kinds of constraints including class size, classroom situation, school facilities, duration of the lesson, mixed ability etc. Teachers are expected to create learning situation which is more engaging to students. This can be done by creating interesting learning media, using strategies which encourage students to explore learning materials, and creating fun learning. In addition, teaching higher-order thinking skills is fundamental in this modern world. The students are expected to be able to use critical thinking skills in their academic activities in school. It is fundamental to admit that critical thinking is crucial for students (Murawski, 2014). Teaching higher-order of thinking skills coaches students the thinking skills. This needs to go beyond the basic memorization of factual information and numbers. Teachers need to do some inquiries that require students to perform creative engagement, use innovative responses, or carry out some critical evaluations, and then the students will engage in higher-order thinking.

Integrating technology in an English language classroom is a necessity for the current era. The students are expected to be able to face the industrial revolution 4.0. Grabe (2007) argues that integrating technology has moved through some innovations and changed societies that transform the way people think, work and live. However, teachers often find challenges to integrate ICT in the classroom. Ghavifekr & Rosdy (2015) in their research found that some teachers feel the demand and are motivated to use ICT in teaching. Meanwhile, the supports from the school leaders are still low and this can obstruct the effort and discourage teachers from using technology. This is consistent with the report of the respondents of this research. Some teachers reported that students are not allowed to bring cell phones into the classroom. Meanwhile, the teachers want to use some applications during the classroom teaching and learning process. Another issue was reported that the condition of projectors to show Powerpoint presentations is of a low standard. It can be the installation of the device or the model that is out of date. In conclusion,

the school management has a very important role to support teachers in integrating technology in the classroom.

Conclusion

Teachers always have many problems in their classroom teaching and they have to be prepared to overcome all these challenges professionally. Teachers' problems in instructional activities may have many different kinds. The present research identifies what problems English teachers encounter in their teaching and learning process in the classroom. The successful activities in the classroom are influenced by the learning motivation of the students. However, it is difficult to encourage students learning motivation. English is considered a difficult subject and students have already got the sigma so they are reluctant to do the activities in the classroom. Another challenge for teachers is related to implementing effective teaching strategies. Teachers have to handle classes consisting of 30 to 40 students. Teaching in a large class size requires teachers to incorporate a variety of teaching methods. This becomes complicated since all students demand high achievement. In addition, implementing higher-order of thinking skills in the classroom is a necessity in the current era in which teachers are expected to promote essential skills such as critical thinking and problem-solving. This is more difficult than teaching basic observation of facts and memorization. In conclusion, among the problems that the teachers have in their English lessons, comprehensive efforts and a positive attitude are needed so that the English teaching and learning process can be successful.

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THE MBKM PROGRAM ON ELT IN THE ENGLISH EDUCATION DEPARTMENT

***Surya Asra¹, Fadlia Fadlia², Rahmiati Rahmiati³, and Evi Zulida⁴**

^{1,2,3,4}Universitas Samudra, Indonesia

suryaasra2019@unsam.ac.id¹, fadlia@unsam.ac.id²,
rahmiati@unsam.ac.id³, and eviz.fkip@unsam.ac.id⁴

*correspondence: suryaasra2019@unsam.ac.id

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Abstract

This study aims at finding the effect of the Independent Learning-Independent Campus (MBKM) policy on English language teaching. The analysis situation proposed by Richards in 2001 is used to find the answer. The analysis situation in this study focuses on the analysis of project factors (curriculum developer), teacher factors (lecturer), and learner factors (college students). The procedures of situation analysis by Richards were applied in this study involving consultation (FGD) with representatives, analysis of the relevant document, observation of learning settings, surveys of opinion, and review of the literature. The data were collected from curriculum documents, the team of curriculum development, lecturers, and students of the English Education Department of FKIP Universitas Samudra. The result found that the English Education Department of FKIP Universitas Samudra has adjusted its curriculum document by adapting MBKM activities. It is still a KNNI curriculum with activities of MBKM. With the adjustment, the lecturers and students have to follow the curriculum policy in their teaching, such as some lecturers of the English Education Department have to allow English students from other universities to study with their students in their class. This practice influences the way lecturers teach and students learn. Both lecturers and students are motivated to learn before the class started.

Keywords: English education department, English language teaching, MBKM

Introduction

Ministry of Education and Culture Republic of Indonesia through the Decree of the Minister of Education and Culture Number 3 in the Year 2020 Regarding National Standards of Higher Education has launched the Independent Learning-Independent Campus policy or better known as MBKM (*Merdeka Belajar – Kampus Merdeka*). There are eight activities of MBKM that include in the decree, namely Student Exchange (*Pertukaran Mahasiswa*), Internship (*Magang*), Teaching Assistant (*Asistensi Mengajar*), Research (*Riset/Penelitian*), Humanitarian Action (*Proyek Kemanusiaan*), Entrepreneurial Activity (*Wirausaha*), Independent Study/Project (*Studi Independent*), and Thematic

Student Service (*Kuliah Kerja Nyata Tematik*) (Kemdikbud, 2020). At the end of 2020, the Ministry of Defense and the Ministry of Education and Culture Republic of Indonesia planned to incorporate the state defense (*Bela Negara*) program into the higher education system through MBKM (Dwiastono, 2020; Liza, 2020). As a result, many higher educational institutions in Indonesia have adapted the nine activities of MBKM into their curriculum.

The MBKM policy nationally aims to adjust the quality of Indonesian higher education institutions to become world-class quality. As stated by Ribut (2021) the change of higher education policy from traditional to MBKM activities is an effort to improve the reputation of Indonesian universities to become the World Class University. It means that the activities of MBKM must be implemented into the university curriculum to prepare graduates to face the world's challenges. Amalia (2021) stated that the activities of MBKM are to improve the competence of graduates, both soft skills and hard skills, to be more ready and relevant to the needs of this modern era. Therefore, the university needs to prepare its students to be future learners, workers, and leaders. At the end of the day, this MBKM policy is expected able to create Indonesia university to be “the university of the future” (Halloran & Friday, 2018).

Furthermore, the MBKM policy must be promoting outcome-based education (OBE) in the class. Ribut (2021) explained that there are some significant differences between traditional and OBE systems: (1) the emphasis in traditional systems is on the process (input-output), while in OBE the emphasis is on the outcome; (2) the traditional system starts from teaching materials, on the other hand, OBE system starts from the results; (3) the traditional system develops the Forward design curriculum while the OBE system uses the backward design curriculum; and (4) the development comes from the courses in the traditional system, while in the OBE system the development comes from the CPL (learning outcome). Furthermore, the OBE system becomes a core of the MBKM policies. Therefore, the stakeholders of the university must accommodate the MBKM policy to adjust the curriculum to allow the lecturers to create outcome-based learning (OBL) in their classes. It means that the most important role in this MBKM policy is the lecturers. The lecturers have the main role to do that. They must change their way of teaching from traditional to OBL.

Universitas Samudra has accommodated the MBKM policy by compiling a manual book. This manual book has regulated the departments in Universitas Samudra to adjust their curriculum by implementing eight MBKM activities at the first (Universitas Samudra, 2020) and nine MBKM activities in 2022 (Universitas Samudra, 2022). However, since the Ministry of Education and Culture gives autonomy to the university to implement the MBKM activities, many departments in Universitas Samudra do not yet implement all activities.

At the same time, to disseminate the MBKM policy, the Ministry of Education and Culture opened a grant of *Program Studi Menerapkan Kerjasama Kurikulum Merdeka Belajar – Kampus Merdeka 2020* for departments of the university to be the pilot project to implement this policy, particularly the eight activities of MBKM. English Education Department of FKIP Universitas Samudra is one of twenty-three English departments which won the grant. The program is obligated by the English Education Department to integrate eight activities of MBKM into the current curriculum (curriculum of KKNI). Therefore, the

curriculum of the Indonesian National Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia [KKNI]) has been adjusted to accommodate the eight activities of MBKM. The adjustment is inevitable. The curriculum documents, the lecturers, and the students have been influenced by the MBKM policy. To see the influence, it needs to analyze the situations that appeared in the English Education Department after the MBKM policy was applied.

Richards (2001) proposed situation analysis to analyze a change in curriculum policy. There are six factors involved in situation analysis for change in curriculum policy namely societal, project, institutional, teacher, learner, and adoption factors (Richards, 2001). However, this study only focuses on three factors, namely project factors, teacher factors, and learner factors since these factors are related directly to the teaching-learning process. Therefore, this study aims at finding the effect of the MBKM policy on lecturers and students in the English Education Department of FKIP Universitas Samudra related to the situation analysis proposed by Richard (2021), particularly on those three factors.

Method

This study uses a descriptive qualitative method by adapting the situation analysis proposed by Jack C. Richards in 2001. He proposed six factors involved in the situation analysis. The analysis situation in this study focuses on three factors of situation analysis, namely project factors (curriculum developer), teacher factors (lecturer), and learner factors (college students). The procedures of situation analysis are applied in this study involving consultation (FGD) with representatives of curriculum developers, analysis of curriculum documents, observation of learning settings, surveys of opinion (lecturer and students), and review of the literature. The data were collected from analyzing the curriculum document of the English Education Department, consultation with three lecturers as a team of curriculum development, interview with four lecturers, observation in the class, and questionnaire of 152 students of the English Education Department of FKIP Universitas Samudra.

Findings and Discussion

The results of this study are presented in three sections consisting of the adjustment in the curriculum document, the change in the lecturers' way of teaching, and the change in the student's way of learning.

The adjustment in the curriculum document

The consultation is conducted with three lecturers to know the adjustment in the curriculum document of the English Education Department. The three of them are the supervisor and members of the curriculum developer. The result found that the English Education Department of FKIP Universitas Samudra has adjusted its curriculum document by trying to adapt the nine activities of MBKM. However, the document is still called a KNNI curriculum. It also can be called as a relaxing curriculum (*kurikulum relaksasi*) or MBKM friendly curriculum (*kurikulum ramah MBKM*).

They have included all activities of MBKM in the curriculum document. The MBKM activities can be taken by students in the sixth and seventh-semester grades

of English students (Program Studi Pendidikan Bahasa Inggris, 2020; Program Studi Pendidikan Bahasa Inggris, 2022).

Although not all activities can be run. Four activities have been adopted in the English Education Department, namely Student Exchange, Internship, Teaching Assistant, and Thematic Student Service. However, now the English Education Department is still trying to run all activities of MBKM.

Student exchange

This program is designed to allow English students of Universitas Samudra to study at other universities in Indonesia. As a follow-up, the English Education Department of Universitas Samudra has signed an MOA with the English Education Department of Universitas Negeri Medan. This MOA has created the chance for English students of Universitas Samudra to study at Universitas Negeri Medan, particularly in the English Education Department, and allows English students of Universitas Negeri Medan to study in the English Education Department of Universitas Samudra. This program is planned to run in the even semester of 2020/2021. However, as this program is a pilot project, the students still hesitate to take the program. They have chosen to take *Pertukaran Mahasiswa Merdeka Dalam Negeri (PMMDN)*, a student exchange program from Kemdibudristek.

Another form of this program is English students of Universitas Samudra who took the PMMDN program as mentioned above. Six students of the English Education Department are selected for the PMMDN program, but one of them resigned because she is also selected for the *Magang Merdeka* program – she takes the *Magang Merdeka* program. Five students have been studying at Universitas Muhammadiyah Sindereng Rappang, Universitas Cokroaminoto Palopo, Universitas Bosowa, and Universitas Hasanuddin.

Internship

This program is designed to allow English students of Universitas Samudra to study in a local and national company. For a national company, as mentioned above there is one student who is doing the internship in Telkomsel in Jakarta through the *Magang Merdeka* program. Besides, the English Education Department of Universitas Samudra has also signed an MOA with local companies, such as PT. Angkasa Pura II Banda Aceh, PT. Pekola Langsa and PTPN Langsa. At the beginning of 2022, two English students took part in an internship for one semester at PT. Angkasa Pura II Banda Aceh. They were involved in organizing and training the communication process between airport staff and guests, especially foreign guests who come to Aceh.

Teaching Assistant

This program is designed to allow English students of Universitas Samudra to do teaching practice in schools – elementary school, junior high school, senior high school, vocational school, and special-needs school – particularly in the area of Langsa, Aceh Timur, and Aceh Tamiang districts. This program has a successful record since it is related to teaching as a core of the English Education Department. It just flows as a teaching training program (*Pengenalan Lapangan Persekolahan [PLP]*).

As a pilot project, five English students took the Kampus Mengajar program. They are posted in targeted schools in rural areas. They have rules to promote literacy and numeracy learning, assist the administration, and promote learning activities by using ICT. This program also goes smoothly. It just needs a few modifications in converting the credits.

Thematic student service

This program is designed to allow English students of Universitas Samudra to conduct student service activities in villages. This program aims to develop villages in the area of Langsa, Aceh Timur, and Aceh Tamiang districts to be independent villages. This program is run for six months, and all the activities are converted to 20 credits.

This program has been run at the level of faculty by involving English lecturers in the process. Today, two programs had run in about forty villages in the area of Langsa, Aceh Timur, and Aceh Tamiang districts. This program is also related to the student service program that had in the university curriculum. Therefore, there are no difficulties in running this program.

The change in the lecturers' way of teaching

The interview was conducted with four lecturers who are selected for Pertukaran Mahasiswa Merdeka Dalam Negeri (PMM-DN) program. They teach Essay Writing, Research Methodology, Teaching English as Foreign Language (TEFL), Semantics, and Advanced Listening.

The result of the interview found that the lecturers have to follow the curriculum policy in their teaching. The interview is focused on the Student Exchange program since this program is directly related to lecturers in their classes. It was found that some lecturers of the English Education Department have to allow English students from other universities to study with their students in their classes. This practice influences the way of lecturer teaches. The lecturers are motivated to prepare their teaching before they start the class. They prepared the learning material and learning media.

The lecturers are trying to improve all aspects of teaching and learning. They prepared the learning materials by creating a module. They are trying to improve their learning media. For example, the MBKM policy is launched during the pandemic. The lecturers adjust learning media by preparing a teaching tool. They stated that they use a licensed zoom cloud meeting as an online platform to show that they are professional, and it also showed that as an institution English Education Department is run professionally. Before there is the MBKM program, the lecturers use free-zoom cloud meetings in their teaching. Besides, they also prepared the lesson plan (RPS), course unit instructions (SAP), and study contracts for students. They expected by preparing them, their students can learn independently.

The change in the student's way of learning

The online observation was conducted in two classes, Essay Writing and Research Methodology as the two classes have a lined relationship to future agenda, namely, to write a thesis for graduating. There are 152 students in a total of 6 units. After the observation, the students were asked to fill in the questionnaire related to

the teaching and learning process. It was found that the students are happy to learn because they have new friends from other universities.

It is also confirmed by the results of a questionnaire that showed that 140 students (92.1%) revealed that they were contented in learning with new friends; 135 students (88.8%) stated that their friends make them motivated to study hard; 135 students (88.8%) stated that they learned before the class started such as reading the material from the internet, preparing questions, and writing a resume; and 130 students (85.5%) revealed that they felt that they are being more independent in learning.

Due to the pandemic, their lecturers encourage them to study independently by doing the reading-resuming project. Besides, the final exam is also in the form of a product, such as in Essay Writing they have to write a five-paragraph essay and in Research Methodology they have to create a mini-research proposal. To create a product, they need to study more outside the online meeting class. They need to read more and practice more.

Conclusion

There is a positive effect of the MBKM policy on the English Education Department, especially on the teaching-learning process. It can be seen from the view of students and lecturers in responding to this policy. Both students and lecturers adjust their ways of teaching-learning. Besides, the adjustment was also made in the curriculum document to accommodate the activities of MBKM. Another conclusion regarding the MBKM policy is the pilot project for the MBKM activities as launched by the Ministry of Education and Culture Republic Indonesia such as, PMM-DN, Kampus Mengajar, and Magang Merdeka is the right thing to do. It can be a model for departments of the university to run the MBKM activities independently at their institutions.

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IMPLEMENTING TEAM-BASED LEARNING THROUGH ONLINE TEAM-TEACHING MODE: THE CASE IN TEACHING SPEAKING FOR CAREER DEVELOPMENT CLASS

Aminah Suriaman¹, Konder Manurung² and Abdul Kamaruddin³

^{1,2,3} Universitas Tadulako

amisuriaman@gmail.com¹, kondermanurung@gmail.com²,

abdul_kamaruddin@untad.ac.id³

*correspondence: amisuriaman@gmail.com

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Abstract

This study investigated the implementation of Team-based learning (TBL) that was successfully implemented through online team-teaching in teaching Speaking in Career Development Class at a university level. The study implemented a mixed-methods case-study design. The results of the documents analysis show that the average score of the learners enrolled in the 2020 and 2021 academic years is A. It implies that the teaching and learning are successful. The analysis of the data of the interview and FGD was based on the four foundational practices of Team-Based Learning implementation. The results indicate that the success of the implementation of TBL is supported by the technique used to form the team or group, the involvement of the information and communication technology that permit the demonstration of both online and offline group discussions, and the availability of the team-teaching to provide rich feedback on the learners' problems. The findings imply that TBL implementation is also effective whether it is demonstrated online or offline and in a blended learning model. It also indicates that the more the feedback received from teachers as team-teaching, the more motivated the learners to discuss as teamwork.

Keywords: online team-teaching, speaking in career development, team-based learning.

Introduction

In response to the demands of learning in the era of the Industrial Revolution 4.0, where the success of a teaching-learning process is measured by the achievement of the learning outcomes, schools and universities in Indonesia response the policy of the Indonesian government through the Minister of Education and Culture to implement online-based learning or e-learning-based learning where the proposed approaches are case methods and Project-Based Learning (PjBL) or Team-Based Learning (TBL) or the combination of both. Interestingly, this proposition could be fully implemented in the last two years because the world has been badly affected by Covid-19 diseases since the beginning of 2020. The implementation of the TBL method has been mostly demonstrated in a conventional

face-to-face teaching model but since the unavoidable widespread of Covid-19 diseases, it has to be done online or the combination of online and offline, blended learning, in the whole level of educations and the whole courses. This has been the case in the teaching of Speaking in Career Development class at the university where the present study was conducted. The class was taught by implementing TBL online team-teaching and the results are satisfactory.

The implementation of TBL provides learners with critical skills to solve problems. It is regarded as the foundation for the learners to get knowledge and skills through student center learning which engages the learners into contextual authentic activities [1–3]. It is argued that TBL serves as the basis of progressive education that attempts to engage learners in life-long learning and give them better knowledge and skills they need [1]. In addition, TBL is recognized as a student-centered approach that encourages students to study thoroughly, critically, and responsibly concerning their subject matter [2], and more importantly, it is highlighted that TBL engages learners holistically to produce knowledge and address issues using meaningful, real-world integrated activities [3,4].

The success in the implementation of the TBL is based on the shift of the teaching and learning activities from teacher to learners and the development of the self-managed learning teams [6,5]. The learners become more active during the teaching and learning activities both individually and in groups or team-works to deal with the real-life project that explicitly leads the learners to manage their learning [5]. Reference [6] argued that through TBL class, learners' comprehension and retention of information, critical thinking, and attitudes toward the course is increased. This leads TBL courses to enable students to develop a good comprehension of concepts, a sense of responsibility to and for their team, a genuine sense of the power of team interaction, ethical decision making, and enhanced work performance [7]. The learner's capability improvement through TBL class is achieved due to the four foundational practices of TBL before, while, and after teaching and learning process which are strategically forming permanent teams, ensuring students familiarity with course content, developing students' critical thinking skills by using carefully-designed in-class activities and assignment and creating and administering a peer assessment and feedback system [8]. The principles imply that the members of the group must have enough background knowledge and willingness to actively interact in the team or group. Therefore grouping techniques hold a significant role in TBL in any proposed class [6].

The implementation of TBL has been reported beneficial in language teaching globally [10–13]. Reference [12] argued that the application of TBL in language learning was inspired by the need to shift from teacher-centered teaching and learning to student-centered learning. The implementation of the TBL is also supported by the previously considered effective methodology in language teaching and learning method, Communicative Language Teaching Methodology [14] that emphasize the introduction of integrated project derived from the students' communicative needs. As has been previously argued that the implementation of TBL is effective in the teaching and learning process in general, in language teaching and learning it is also found out that TBL implementation can effectively develop learners' communicative competence through real-life projects [15] where learners' interact actively with each other as a team. In addition, the planned project has to be

based on learners' needs so that the learners are motivated to interact with each other as a team [4,16].

Information and communication technology has been involved to support the implementation of TBL in language teaching and learning. The involvement of the technology has contributed enormously to language teaching and learning that makes the project becomes content-based activities [17] and contextual [18]. It is depicted that the presence of technology in language learning facilitates language learning to be dynamic where the technology enables the language learners to learn collaboratively with their peers at any time [19]. To support the contribution of the technology in the implementation of TBL, the role of the teacher holds paramount importance. The TBL teachers have the responsibility to ensure the development of the ability of the learners to work effectively and independently. Reference [20] described that the teacher in the implementation of the TBL has the responsibility to create self-managed teams by providing resources, using group tasks, and ensuring the availability of incentives for learners to prepare for and participate in group activities where the emphasis of the TBL class is on the development of language form and not on subject matter and skills. This is in line with [21–23] that highlight the role of the teacher to create independent learning habits for language learners by training them to use effective language learning strategies.

Although some research in the implementation of PBL has been conducted in language teaching, only a few if any research emphasizes the implementation of TBL in the online team-teaching model. It is found out, however, that team-teaching has been practiced in the educational system by using the TBL method or any other implemented teaching methods traditionally with a single teacher but in recent years TBL method is practiced in a team-teaching model where two or more teachers share the class [24]. The team-teaching mode has been introduced as one of the examples of co-teaching to enrich the teaching variation where it increases instructional option, program intensity, and continuity, reduce stigma for students with special needs, and increases support for teacher and related services [25]. The implementation of team-teaching has been increasingly demonstrated in the classroom face-to-face teaching due to its contribution not only on the effectiveness of the achievement of the instructional objectives but also the variation in the provision of the classroom activities [26]. The implementation of team-teaching has been regarded as the ability to offer multiple learning perspectives for both language learners and teachers [27]. It is also revealed that another contribution of the implementation of the team-teaching is to reduce teaching redundancy [28], and interestingly it is argued that the team-teaching model promotes teamwork and communication between teachers [26] which is beneficial in the implementation of TBL.

Considering the significant contribution of TBL and the team-teaching in the teaching and learning process that has been mostly reported in face-to-face conventional teaching, the present study proposes research question as follows: How to implement Team-Based Learning through online team-teaching mode in teaching speaking in career development? The research question has been proposed due to the successful implementation of the TBL in the online team-teaching in the teaching of Speaking in Career Development Class during Pandemic Covid-19 diseases where the teaching is conducted online.

Method

The current study employed a mixed-methods case-study design to answer the research questions. The case-study design allowed for a more in-depth examination of various cases of different phenomena based on the context and needs of the investigation [29]. As part of the mixed-methods case-study design, the quantitative and qualitative data were collected in this study to meet the objective of the study. The setting of the present study was in the English Department at Tadulako University Palu, Indonesia offering a class entitled Speaking in Career Development as an elective course beginning from 2019/2020 academic year. The method implemented in teaching the class was the Team-Based Learning (TBL) method. The successfulness of the conduct of the teaching and learning in the newly programmed elective course triggers the conduct of the present study that aims to explore the implementation of TBL through an online team-teaching model.

The quantitative data were obtained through documents, the score of the learners who enrolled in Speaking in Career Development Class in two different academic years (2019/2020 and 2020/2021) that were obtained from the English department. Whereas the qualitative data were collected through open-ended interviews and Focus Group Discussion (FGD). The interview was conducted with the team-teaching who taught the class in the two academic years. The interview with one of the members of the team-teaching was conducted via telephone call and the other member of team-teaching was done face-to-face. The FGD was attended by the representatives of the learners from two different academic years which consisted of 9 learners drawn following the snowball technique. The participants were invited to participate in the FGD voluntarily which indicated their agreement to share opinions and data needed to support the objective of the present study. The participants of the FGD were chosen based on [30] who argue that the optimum size for a focus group is six to eight participants (excluding researchers), but focus groups can work successfully with as few as three and as many as 14 participants [30].

The FGD and interviews were focused on how the achievement of the learner achieved based on both teachers' and learners' experiences and opinions. The interview was done with the teacher and the FGD were attended by the learners. The FGD was mainly focused on team formation, course content, teaching activities and assignments, and feedback. The interview was focused on how the learners as a team participated during the teaching and learning process based on the teacher's experiences and opinions. Notes were taken during the interview and FGD and they were also recorded to ensure complete information for analysis to satisfy the objective of the present study. The FGD's participants are allowed to express themselves one participant at a time, to permit the identification of the speakers for transcription and analysis. During the FGD, two of the three researchers were present as observers to take notes to complement the results of the recording [31]. The analysis of the data from the interview and FGD was based on content analysis based on the four foundational Practices of Team-Based Learning implementation; 1) strategically forming permanent teams; 2) ensuring students familiarity with course content by; 3) developing students' critical thinking skills by using carefully-designed, in-class activities and assignment; and 4) creating and administering a peer assessment and feedback system [8].

Findings and Discussion

The findings are divided into three parts: First, we describe the results of the analysis of the documents on the score obtained by the learners who enrolled Speaking in Career Development class; Second, we present the results of the data analysis from the Focus Group Discussion (FGD); and Third, we present the results of the data analysis of the interview. The results of the data analysis from both the FGD and interview are to support the success of the implementation of the TBL on the online team-teaching model.

The Learners' Achievement after the Implementation of TBL

Since the Speaking in Career Development course is offered as an elective course, the learners are given freedom whether to enroll in the course or not. Based on the data obtained from the documentation there were 15 (fifteen) learners who enrolled in the Speaking for Career Development class in 2019/2020 academic year. The achievement of the learners is described in Table 1. The Class is scored A (the score is between 86 and 100), A- (the score is between 81 and 85), B+ (the score is between 76 and 80), B (the score is between 71 and 75), B- (the score is between 66 and 70), and C (the score is between 61 and 65). A score under 61 was considered a failure in the class.

The data in Table 1 reveal that there are 9 (60%) learners who have scored A, 3 (20%) A-, 2 (13%) B+, and only 1 (6%) who is scored B. None of the learners is scored <61 which implies that the whole learner of 2019/2020 academic year passed the course. The results of the document analysis also show that there are 5 (five) learners enrolled in the Speaking in Career development Class in 2020/2021 academic year. The achievement of the learners is figured in Table 2.

The data in Table 2 reveal that the whole 5 (100%) of the learners are scored A. It means the whole learners passed the class. The findings imply that the implementation of team-based learning through an online team-teaching model is effective in the teaching of Speaking in Career Development Class. The results of the present study are in line with the results of the implementation of TBL in the teaching and learning process in general [11,22].

Table 1

No.	The Scores of the Learners in 2019/2020 Academic Year		
	Scores	Number of students	Percentage
1	A	9	60
2	A-	3	20
3	B+	2	13
4	B	1	0
Total		15	100

Table 2

No.	The Scores of the Learners in 2020/2021 Academic Year		
	Scores	Number of students	Percentage
1	A	5	100
Total		5	100

The results of the Focus Group Discussion

The Focus Group Discussion (FGD) was mainly focused on the role of the team-teaching in the implementation of Team-Based Learning (TBL) during online learning concerning; team formation, course content, teaching activities and assignment, and feedback. The importance of the data from FGD is expected to support the data that have been collected from documents as have been described in Tables 1 and 2.

Team formation is essential in TBL to ensure that the team can work effectively and independently. One of the main concerns of the TBL is to enable learners to learn effectively and build up independent learning habits and therefore the role of the teacher is significant to actualize the TBL efficacy. The followings are examples of students' responses regarding team formation.

“At the beginning, it was not sure how to choose our group members. But the way our teacher guided us by highlighting the importance of knowing the characteristics of classmates so that we can communicate easier, both online and offline, and work cooperatively, we then decided to choose the group members that have been familiar with us. By choosing our group members we had the responsibility to be able to work together.”

When it was argued that the teaching and learning process, the activities were held online due to the pandemic covid-19, it is found out that the presence of the information and communication technology has contributed to the possibility to demonstrate group discussion both online and offline using various platforms, as argued by the learners during FGD are as follows.

"We have known each other from the last two semesters so we have identified our team members that can afford both online and offline discussion. This has been one of the benefits of the teacher's guidance so that we were able to communicate independently by using an available platform that could be easily accessed from the place where we are living. One of the difficulties to communicate was that bad networking in particular for online activities, however since we were permitted to use any of the easily accessible platforms, such as WA, email, google meet, zoom, etc. the discussion on the assigned activities was going on well."

The feedback from the teacher as a team-teaching was the last point raised during FGD. The learners got the benefit of having the team-teaching because the learners could get rich feedback from the teachers. The teacher changes their role from teaching to facilitating. The following are the selected response of the learners regarding feedback during the online team-teaching model.

“We were able to communicate with teachers, the team-teaching, by directly calling or by sending a message via SMS, WA, or email. We were glad that the team-teaching provided us with opinions based on each of the team-teaching member's opinions and experiences. This team-teaching method has enriched our understanding of the teaching activities and the assigned tasks. The feedback that we received from the team-teaching encouraged us to work in our group. It helped us to be independent learners. The teachers become a facilitator in our learning or discussion activities”

The students' assertions aforementioned above indicate that the role of teacher or instructor in TBL is crucial and that both learners and teachers get benefit from the implementation of TBL. The implementation of the TBL therefore can be various based on the needs and the phenomena where the teaching and learning are demonstrated. This is in line with [20] arguing that the implementation of TBL creates classroom experiences that are much more enjoyable and productive for both instructor and their students because the students become partners in the learning process. The teachers or the instructor knows what is needed by their learners and consequently can provide suitable topics or instructional material. The benefit of selecting and developing suitable instructional materials for learners' needs has been argued to be beneficial and motivational for language learners [16, 4].

The Results of Interview

The open-ended interview was focused on how the learners as a team participated during the teaching and learning process during the implementation of TBL in the online team-teaching model. The interview was mainly focused on the role of the learners as a team in the implementation of Team-Based Learning (TBL) during online learning concerning; teamwork, course content, learning activities and assignment, and feedback. The importance of the data from the interview is to support the data from the FGD as the factors that support the success of the TBL implementation in an online team-teaching model.

Learners in TBL groups have to become self-managed teams. Each member of the group supports each other to complete any tasks assigned to the group and has good control over each member's activities and group activities. Since the implementation of the TBL is to build up teamwork habits, learners need guidance and therefore on this occasion, the role of the teacher is changed from teaching to facilitating. The teachers facilitate and monitor group work or discussion, particularly in the implementation of TBL in an online team-teaching model. The following is the response of one of the members of the team-teaching regarding learners' teamwork.

“At the beginning of the class, it seemed that team/group work had not been actualized since the learners were joining the class online. The learners seemed to work individually because each member of the group present their part from the assigned topic. Soon after a group completed a presentation, I provide them with feedback on how to avoid individual presentations when teamwork is assigned. I guide them to work together online and offline

employing accessible platforms and discussed their teamwork topic before an online class presentation. At this step, I was no longer teaching, but I was facilitating the learners.”

Instructional materials or project topics in TBL must be well developed and organized so that it will be easier to provide learners with feedback. The well-developed and managed instructional materials must be based on learners' needs so that the instructional materials can attract the learner's attention. The following are the response of the team-teaching regarding the instructional materials and learning activities.

"Since the course is related to career development and the learning outcomes of the course is to enable learners to speak in a career or professional job they are interested in after the completion of the program, the topics are selected around the ELT profession. The learners were given the freedom to access related topics from the internet since the service hours of the campus library are limited due to pandemic Covid-19 diseases. In general, the topics chosen by the learners were related to their interest and in this way, they were more motivated to speak."

Learning activities and assignments are among the factors indicating the successful implementation of TBL. The activities and assignments have to support the achievement of the learning outcomes and therefore they must be well constructed. Concerning the success of the implementation of the TBL in an online team-teaching, the activities and assignment in the class was arranged as follows, cited from the response of the team-teaching.

"All of the activities and assignments are done by the learners were taken into account to decide their final score and it was informed in the first meeting of the class in the introduction and the course contract. All of the activities and the assignment presented by the learners are scored on the way they use the language and not on the language form or on the content of the project. In this way, the learners train themselves to present oral language and examine their ability to comprehend what other people intend to inform when they hold a conversation. My role as a teacher is to ensure that the activities and the assessment are around the problem or the course learning outcomes."

The team-teaching assertion above indicates that the success of the implementation of the TBL in an online team-teaching model is supported by the role of the learners as individuals and as group members. The individual learners as well as the group member has the responsibility to manage the learning activities when it is assigned to study a particular topic and the same responsibility when it is assigned to study in a team/group. To be able to actualize a self-managed team, the role of the teacher cannot be neglected, the teacher has to become a facilitator [26]. The success of the implementation of TBL in an online team-teaching is also supported by the technique in the provision of the project topics. It must be based on the learner's needs [4] and learners' interests [18]. Concerning the activities and assignment, it is important not to put the scoring system heavily on the language

form and the project content but it would rather on the ability to use oral language in fluency and comprehensibility [20]. The point of view of the team-teaching is in line with [8] emphasizing that TBL groups have the potential to become self-managed teams as a result of a combination of complete control over its interactions and each activity and assignment are specifically developed and managed to provide immediate feedback on performance. If the instructor tells the groups how to do their assignment, the feedback will be available related to the assigned tasks. Members of a group that receives immediate and continual feedback, on the other hand, automatically and consistently engage in evaluating and enhancing their process while accomplishing their assignment responsibilities.

Conclusion

The implementation of Team-Based Learning in an online team-teaching is effective in the teaching of Speaking in Career Development Class based on the achievement of the learners in two different academic years. The effective and successful implementation of Team-Based Learning is supported by the technique in forming the team/group, the development and design of the instructional material or the topic of the project, the development and the form of activities, and the technique in creating and administering assessment and feedback system. The learners are guided by the teachers when they form their team so that all group members get familiar with each other even though they mostly meet and discuss online. The development of the instructional materials or project is based on the learners' needs and interests that have been generated into the course learning outcomes. In this way, the learners are motivated to learn and actively participated in teamwork/group work. The development and the form of activities and the assessment are developed around the problems that are beneficial for the learners and that the role of the teacher to ensure that all members of the group do the same activities and assignments.

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AN INTEGRATED PROGRAM TO SUPPORT PRIMARY TEACHERS IN LITERACY INSTRUCTION

Susilowaty Susilowaty¹, Bachrudin Musthafa² and Gustine Gin Gin³

^{1,2,3} Universitas Pendidikan Indonesia

susilowaty@upi.edu¹, dinmusthafa@upi.edu², gustine@upi.edu³

*correspondence: susilowaty@upi.edu

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Abstract

The purpose of this paper is to argue that there should be integrated literacy programs in Indonesia to support K-12 literacy educators, in this case, ESL/EFL educators, to promote their students' literacy in the English language. With its emphasis on getting back to the foundation of literacy – connections between reading and writing – the programs provide multimodal resources and various ways of organizing literacy instruction inside and outside the classrooms. A balanced approach to literacy instruction will be the main framework that will be employed in literacy instruction programs.

Keywords: a balanced approach to literacy instruction, integrated literacy programs, K-12 literacy educators, multimodal resources, reading-writing connections,

Introduction

Recently, many research findings require education systems to transform their curricula to meet the challenges in the IR 4.0 era. The transformation focuses on certain skills and contents to equip our students with the 6 Cs of the 21st century of education to become global citizens. To foster those skills, literacy becomes an essential factor that all education systems must instill to make students become better members of a global society. In the context of language education, literacy has shifted from traditional literacy – being able to read and write – to multiliteracies, which refer to a “new basic” of literacy learning in the socio-cultural and multimodal communication world (Kalantzis & Cope, 2012, in Kulju, et.al, 2018). It was the New London Group that first proposed the framework of multiliteracies in 1996 to acknowledge cultural and linguistic diversity as well as multimodal communication. Kulju, et. al (2018) add that multiliteracies pedagogy has been implemented in primary classrooms to cater to the diversity of learners and provide the opportunity for them to employ multimodality of meaning-making in their everyday lives. Likewise, Lim (2018 in Lim 2021) claims that there should be a transformation in the literacy curriculum in which the use of multimodal resources and distinctive activities should be integrated into teaching and learning

reading, writing, and speaking. Henceforward, multiliteracies are critical to be included in the curriculum and schools adopt this literacy pedagogy to help learners gain the 6Cs of 21st-century education – skills needed in this globalization era.

Despite the rapidly changing paradigms of literacy pedagogy, current literacy practices in Indonesia are confronted by a lot of challenges that as the students' literacy performance being considered low based on PISA and PIRLS results. A similar finding was found in English education which shows that Indonesian falls under the low English proficiency category measured by the EF English proficiency index. To overcome this challenge the Indonesian government, through the Ministry of Education and Culture (MoEC), initiated to launch of *Gerakan Literasi Sekolah* (GLS - School Literacy Initiative) in 2015 integrated with the national curriculum (the 2013 Curriculum), and is implemented nationwide. The program emphasizes literacy development and pedagogy through oral and written language activities and is carried out across curricular areas and schools (Wiedarti & Laksono, 2016 in Widiati, et. al., 2021). The 2013 Curriculum has also promoted the application of literacy pedagogy, moving from overt instruction of literacy instruction to the altered practice of literacy pedagogy (Siregar & Ramadhan, 2018) which has been stated in the 2013 Curriculum as follows:

“The learning process is developed on the principle of active students learning through activities observing (to see, to read, to listen, to scrutinize), asking (orally and in written form), analyzing (to connect, to determine the relevancy, to build a story/concept), communicating (orally in written form, through images, graphics, tables, etc)” (Ministry of Education and Culture, 2013, in Siregar & Ramadhan, p. 23)

This indicates that the Indonesian government, through the Ministry of Education and Culture, has considered moving literacy pedagogy to a broader area which is multiliteracies using multimodal resources. The pilot project of GLS has been carried out across the provinces and the results showed that the students' literacy skills have increased to 61% (Seftiawan, 2019). This high achievement may be derived from various local supports with diverse and structured-program school activities to make literacy becomes a culture (Widiati, et. al., 2021) such as developing literacy habits for teachers (Pradana et al, 2017) and enforcing different strategies in organizing the GLS program (Munimah, 2017) cited in Widiarti, et al (2021). Additionally, Wulandary (2017) found there is empirical evidence of GLS practices at the elementary school level. Furthermore, other GLS research supports Seftiani's outcome by revealing the positive benefits of GLS for students.

Regardless of the increased performance of students' literacy, there have been some barriers in doing literacy practice in English language teaching. One of which is the practice of literacy pedagogy has not been satisfied as to the teaching and learning processes in the classrooms merely focus on grammar (Musthafa, 2001; Siregar & Ramadhan, 2018). One of the challenges that make literacy pedagogy not applied is that there is not sufficient support for teachers in doing literacy instruction (Siregar & Ramadhan, 2018) and they are not equipped with theories and practices of literacy development (Widiawati, et. al., 2021). Thus, it is critical to figure out a solution to this

challenge. There should be a breakthrough in the form of combining reading and writing as the foundation of literacy due to the poor English proficiency performance of Indonesian students. Hence, this paper proposes an integrated reading-writing program to support EFL/ESL teachers as literacy educators to help them carry through literacy instruction in their classrooms. This program is expected to provide strategies for literacy educators to strengthen the reading and writing skills of their students. A balanced approach to literacy instruction harmonizing authentic reading and writing experiences (Tompkins, 2006), can be a framework for the integrated reading-writing program. This framework provides guidelines for literacy educators in facilitating students to understand ways to employ literacy skills in their academic and daily lives. In this paper, I will start my discussion with definitions of literacy and its role in education. Next, I will provide a review of reading-writing connections from scholars and researchers. After that, I will propose an integrated program for primary school teachers using a balanced approach to literacy instruction as the framework.

Literacy and Its Roles in Education

The essence of education is a medium for learning and whereby an individual gains knowledge, skills, and habits through instruction, training, sharing, and communication (Dkhar, 2013). In addition, education drives an individual to become a lifelong learner. The enthusiasm for learning is derived from the love of reading (Dewayani, 2017). Reading becomes an important skill in learning since it helps learners build vocabulary and understand the information they read. This skill also supports students in writing various forms of texts and doing presentations (Dewayani, 2017). To make meaning of a text, a reader needs to have “pre-existent knowledge of the world” (Cook 1989, in Harmer, 2001), known as schema (plural schemata) that he/she has in mind as mental representations of a certain situation he/she comes across (Harmer, 2001). Hence, reading is not a one-way interaction process but is a two-way transaction between a reader and a text (Rosenblatt, 1988, in Musthafa, 1996). It means that when a reader comprehends a text, he/she creates meaning and brings prior knowledge, sociolinguistic background, intention, expectation, the purpose of reading, values, and beliefs about the topic (Musthafa, 1994, in Musthafa, 1996). Like reading, writing is also a transaction as a writer brings his/her personal, social, and cultural background in his/her writing (Rosenblatt, 1988, in Musthafa, 1996). It is also believed that writing ability is essential for learning, which enhances students' thinking and reasoning ability in academic subjects (McGinley & Tierney, 1988).

Mc. Ginley and Tierney (1988) claimed that reading and writing as strategies of obtaining knowledge, and along with current thinking, they become the main functional approaches to literacy. Generally, literacy is viewed as being able to read and write (Goh & Silver, 2004; Rintaningrum, 2009; Nabhan & Hidayat, 2018). It often includes spelling, punctuation, and a comprehension of written conventions, such as paraphrasing. In other words, literacy has been discreetly defined as “formalized, monolingual, monocultural, and rule-governed forms of language.” (New London Group, 1996, P. 64). However, we cannot simply claim that a person is fully literate or not since there is no precise measurement to identify who is literate who is not (OECD, 2003, in Rintaningrum, 2009). Goh and Silver (2004) illustrated the challenge of how

to decide whether a child is fully literate. For instance, if a child can copy the alphabet but does not know how to write how to make a list of food; or if a child can read a few sentences but does not know the meaning of the sentences, we could not say that the child is completely literate.

Moreover, Katz (1982) cited in Mc. Ginley and Tierney highlight that literacy is not merely about the ability to read and write. It is for educators to facilitate students to develop critical literacy – the skill to employ reading and writing in order to excel at the minimum competency. Critical literacy moves beyond the ability to include knowledge of vocabulary and syntax. It is more to activate students' reasoning, critical thinking, and analytic ability. Consequently, having good proficiency in reading and writing is not easy as it needs vast self-control of flexible, goal-oriented, problem-solving actions that require certain knowledge and appropriate strategies. (Harris, Graham, Brindle, & Sandmel, 2009 in International Reading Association & National Institute of Child Health and Human Development, n.d., p.2). This is in line with UNESCO's definition of literacy which states, "the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts" (UNESCO, 2005). The arguments from the mentioned scholars and researchers uphold the importance of literacy in everyday and academic lives.

The definition of literacy has been shifted to a wider area due to the advancement of technologies, taking into account socio-cultural, and economic background, linguistic diversity, and multimodal communication. The New London Group (1996) established multiliteracies as a literacy pedagogy to attempt a broader paradigm of literacy teaching and learning that includes negotiating a multiplicity of discourses associated with contemporary social-cultural and linguistic diversity. It implies that literacy educators create learning conditions, particularly in diverse classrooms, where all students can take part in the learning process.

Gee (2003) came up with the concept of New Literacy Studies (NLS) utilizing new technologies that have transformed and redefined the meaning of being literate. He employed an approach called "situated-sociocultural". meaning a combining theme between an effort of specific comprehension coping with mind and learning and an attempt of including sociocultural approaches to language, literacy, and technology.

Kress (2009) in Kulju (2018) proposed multimodality which is the process of meaning-making through various modes. Texts in multimodality not only include written, but also spoken visual, aural, and interactive aspects. This concept has changed the scope of multiliteracies initiated by NLG. Kalantzis & Cope (2021) have integrated multimodality with multiliteracies covering two "multis" of multiliteracies: multi-situational and multi-form to deal with the complexities of lifeworld diversity.

Reading-Writing Connections

It has been found that reading is connected to writing (and vice versa), and they are related in important ways and have been developed since early childhood that is linked to daily and classroom activities at the level of K-12 and beyond. To see the connection between reading and writing, reading is defined as "the ability to decode written text quickly and accurately and to comprehend what is read". On the other hand, writing is defined as "the ability to produce connected text (sentences, paragraphs, and

documents), either by handwriting or keyboarding, that communicates an idea or information” (International Reading Association & National Instituted of Child Health and Human Development, n.d., p.1). Both reading and writing involve cognitive processes in constructing “a textual world during the process of making meaning” (Kucer, 1985; Langer, 1986a; 1986b, in McGinley & Tierney, 1988, p.3). Blake and Snyder (1988) in Shanahan& Tierney (1990) added that reading comprehension is a requirement to successful writing in the workplace. Although reading and writing have only partial communality in shared knowledge and shared process, they are not separable. Writers forecast the needs of potential readers while readers activate their thinking about authors to intensify reading comprehension. In the real world, reading and writing are used interactively rather than separately to accomplish various types of tasks (Shanahan & Tierney, 1990). For instance, writing a biography or an argumentative essay, writers need to read various resources to help them compose the essay. They also need to activate their thinking and reasoning to think about what kind of information the audience wants to know. Learning to think about the audience during writing will make one a better reader (Shanahan & Tierney, 1990). Hence, reading activity and instruction can enhance writing ability, and writing instruction influences reading ability (Eckhoff, 1983; Felland, 1980; Mc. Connell, 1983 in Shanahan & Tierney, 1990).

Research on reading-writing connections revealed the benefits of these activities in promoting students’ literacy. Graham and Hebert (2011 cited in Graham 2020) carried out a meta-analysis involving 95 true and quasi-experiments to find out the impact of writing and writing instruction on the reading performance of students in grades 1-12. The treatment group was asked to write about the text they read, spend extra time on text writing, or receive guidance on writing. On the other hand, the control group was not asked to write after they read or receive writing instructions. The results from 65 of the 95 studies revealed that writing about the text they read could improve their reading comprehension. The writing for reading comprehension varied from answering the question in writing, note-taking, writing a summary or writing as a follow-up activity for the material they read. The research also found that writing about the text they read was more effective for middle school students, while high school students performed better in writing as a follow-up activity such as a story or opinion about the text. Nine studies investigated whether spending extra time for students to write their own text could influence their reading comprehension. There were various writing activities provided for students, such as journal entries, self- selected topics, personal experience, and writing an email. These studies were conducted on grades 1-6 students. One of the nine research contained students who experienced challenges in literacy. The results showed a positive impact, meaning the students’ ability in comprehending the text read increased when they were provided extra time. Twenty-one investigations examine the effect of writing instructions toward the aspects of reading performance to grades 1 to 12. Fifteen studies assessed if writing instruction increase students’ ability in comprehending. The treatments in these investigations were varied and included a process approach to writing. All twenty-one studies showed writing instruction showed positive effects on students’ reading comprehension. Another five studies grades 1 to 7 examined the effect of sentence or spelling instruction on reading fluency, while six studies investigated whether spelling instruction promoted word reading of grades 1-5.

Three of these studies included difficulties that students face during literacy instruction. All studies demonstrated positive effects, meaning sentence/spelling instruction could promote reading fluency, and spelling instruction increased word reading. The conclusion of this meta-analysis study was that writing about text could improve comprehension. The findings provide evidence for the functional theory of reading and writing connections, i.e., reading and writing can be used in constructive ways.

Another study done by Lee & Schallert (2015) tried to discover the impact of reading-writing connections in developing students' literacy in a new language. The investigation was carried out on 300 middle school students in South Korea during their learning of English as an additional language. The researchers aimed at assessing whether the development of reading could improve writing, and vice versa. The students were put into two groups, one group did extensive reading and writing, while the other group (treated as a control group) received regular instruction. These activities served as part of their regular school English curriculum which was done once a week for the whole academic year. The results of this study showed that reading comprehension for all groups improved over time although they did not show statistical differences. Extensive reading and extensive writing groups showed significant improvement in writing performance. As for reading comprehension, students demonstrated positive effects despite their English proficiency levels. In terms of writing performance, only students with higher English competence showed a significant gain from those treatments.

The two studies mentioned in this part have confirmed the claim that reading-writing connections can be used to improve students' literacy, especially if they are applied together in the classrooms.

A Balanced Approach to Literacy Instruction

A balanced approach to literacy instruction will be the main framework that will be employed in literacy instruction programs. This approach was introduced by Pressley (1998) who attempted to balance skills instruction (e.g. teaching phonics, and comprehension strategies) and holistic literacy chances (e.g. reading authentic literature, composing in response to text) (Pressley, et.al, 2002). This perspective requires knowledge of bottom-up and top-down models (Goodman, 1970 in 2007, Farrel, 2002; Mondesir & Griffin, 2020). In implementing the balanced approach, literacy educators are encouraged to consider their students' language development to make the program suitable for their age.

Tompkins (2006, p.1) mentions that there are 10 components of a balanced approach to literacy instruction, namely:

- | | |
|-----------------------------|----------------------|
| 1) Reading | 6) Literature |
| 2) Phonics and Other Skills | 7) Content-Are Study |
| 3) Strategies | 8) Oral Language |
| 4) Vocabulary | 9) Writing |
| 5) Comprehension | 10) Spelling |

She proposes to effective teachers include eight principles of an effective reading program to carry out excellent literacy instructions (p.11) as follows:

1. Familiar with the ways children learn: teachers should know how children learn,

particularly how they learn to read and write. Hence, they should comprehend learning theories related to literacy instruction. They are behaviorism, constructivism, interactive, sociolinguistics, reader response, and critical literacy.

2. Provide support for children in using four cueing systems: teachers should understand that language is a complex system for creating meaning through socially shared conventions

(Halliday, 1978, in Tompkins, 2006, p. 16). Likewise English shared four cueing systems to make communication possible, namely: the phonological or sound system, the syntactic or structural system, the semantic or meaning system, and the pragmatic or social and cultural use system. Hence teachers should help children use four cueing systems when they apply all language skills activities.

3. Initiate a community of learners: teachers should be aware that classrooms are social settings in which students read, discuss, and write about a text. Therefore, teachers, together with their students are encouraged to create a classroom community to initiate strong influences in learning. Classroom communities have certain characteristics that are conducive to learning and support students' interactions with literature. The characteristics are responsibility, opportunities, engagement, demonstration, risk-taking, instruction, response, choice, time, and assessment.
4. Utilize a balanced approach to literacy instruction: teachers should embed the characteristics of a balanced approach. For instance, literacy is viewed thoroughly which includes reading and writing; literature is at the heart of the program; skills and strategies are taught both implicitly and explicitly; the goal is to promote lifelong readers and writers.
5. Provide step-by-step guidance for reading and writing activities: teachers should support children's reading and writing by demonstrating and providing guidance. Teachers can use five levels of support for reading and writing: modelled, shared, interactive, guided, and independent.
6. Construct literacy instruction in four ways: teachers should utilize literature in their instructional programs using four instructional approaches: basal reading programs, literature focus units, literature circles, and reading and writing workshops. These four approaches can be applied at all grades, and levels, from kindergarten to eighth grade. Teachers may combine the approaches in their classrooms.
7. Bring instruction and assessment together in literacy instruction: teachers may be aware that students learn to read and write through direct and indirect instruction on implementing strategies and skills in authentic activities. Hence, the way teachers assess is no longer in a form of multiple-choice comprehension questions. Instead, they can create pre-assessment activities, such as a K-W-L chart and quick writing about a topic; monitoring activities where they can assess students through listening to students read aloud, reading students' reading response/log entries; assessment activities, such as observing students' presentation, checking all drafts of students' writing, and analyzing students' spelling using their composition.
8. Collaborate with parents for promoting literacy: teachers should involve parents in promoting children's literacy. They can work together with parents to develop

children's literacy by providing literacy information to parents such as newsletters, and conferences with parents; inviting parents to become volunteers in literacy classes; promoting family literacy.

These principles can be a guideline for EFL/ESL teachers in Indonesia to support their students' literacy development and/or enhancement.

Integrated Programs for Literacy Educators

This paper tries to provide a support program for literacy educators to help their students to improve their literacy (reading and writing) skills. This program focus on elementary teachers who teach literacy in EFL/ESL classrooms. With its emphasis on getting back to basics – connections between reading and writing – the programs provide multimodal resources and various ways of organizing literacy instruction inside and outside the classrooms. To explore the possibility of implementing a balanced approach to literacy instruction, this section provides relevant examples of how this framework can be adopted in EFL/ESL classrooms. These integrated programs are aimed to promote the 21st-century skills of Indonesian elementary students. However, considering their poor English proficiency, the programs should be carefully applied in our context.

Theme 1. Basal reading programs to promote vocabulary and reading comprehension.

Basal reading is a literacy instruction program that is suitable to be applied in a literacy class where students are still struggling with vocabulary knowledge. This program has been widely used in ELT national curriculum (Sajidin, Mulyadi, and Robiasih, 2021) since this program allow teachers to use graded books to help their students to be motivated in reading and gradually improve their reading and writing skills. Thus, all students can read the texts based on their level. This program is in line with the behaviorism theory mentioned by Tompkins (2006) where teachers motivate students and control their behavior. This program can also enhance self-regulated learning among the students. Basal readers are structured in terms of vocabulary selections and syntactical structure. This can be evidence of how this program enables students to master the language elements through exposure to extensive reading. Teachers can ask students to write a reading log to express their opinion about the content of the story. Some research also found that students learn a new culture by reading the stories of their selection, as a result, this can promote their cultural competence (Sajidin, Mulyadi, and Robiasih, 2021).

Tompkins (2006) describes the advantages of implementing the basal reading program, namely, the textbooks are aligned with grade-level standards, students can read books according to their level, teachers can guide students with detailed instructions, teachers can reteach the strategies, and assessment can be included in the program.

Nonetheless, this program has some limitations in which book selections may be too difficult for some students, the book may lack the authenticity of good literature, programs contain many worksheets, and most instruction is presented to all students (Tompkins, 2006)

Theme 2. Directed Reading-Thinking Activity (DRTA) to promote critical thinking

The Directed Reading-Thinking Activity is a reading program that provides guidance for students in making predictions and reading to confirm their predictions. The activity comprises three steps: Direct, Reading, and Thinking (Reading Rockets, 2019 in Puspitasari et al. (2020). In the Direct step, teachers give directions to students to develop their knowledge about the text by asking questions related to five senses, such as “How does it taste?”, “What does it look like?”. Then teachers can introduce the students to the text they are about to read by showing the title and illustrations in the text. In the reading stage, teachers ask the students to read each segment of the story in turn. Then teachers will ask questions related to the content of each segment. The last step is the Thinking phase, in which teachers ask the students to think about their predictions and verify if their predictions were closely relevant to the story. Then teachers revisit the story and ask the students to retell about the story. This DRTA is similar to Literature Focus Units from Tompkins (2006), where teachers and students read and discuss the text together as a class. They can choose texts that have good quality in terms of content and are appropriate to the level of the students. The additional activity which can be applied in this program is the opportunity for students to explore the text and apply their learning by creating a project. In the DRTA program, teachers can use literature as the reading material.

Having this program, students can apply their critical literacy through their exploration of the texts and the project they do after the reading programs. They can write a letter to the editor or particular parties regarding the issue they have found in their reading. (Tompkins, 2006).

However, this program also has some limitations where all students read the same books whether they like it, or whether it is appropriate for their reading level. Most of the time, teachers directed the instruction (Tompkins, 2006).

Conclusion

The importance of literacy has been discussed in many studies and forums, particularly in the education field. As a result of the advancement of technologies, the focus of literacy pedagogy is not only on being able to read and write, but it goes beyond it. Therefore, scholars and researchers of literacy have proposed new perspectives of literacy, such as multiliteracies, new literacy studies, and multimodality. These concepts are encouraged to be implemented in this 21st-century education. However, in the context of Indonesia, the literacy level of the students is placed at the second rank from the bottom, based on PISA results. In addition, the English proficiency level of the students is also low. Hence, it is urgent for EFL/ESL teachers as literacy educators to support students to improve their reading and writing skills. Integrated programs become a solution to guide teachers to perform literacy instruction in their classrooms, such as basal reading and DRTA.

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DEVELOPING ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL BY ACCOMMODATING MULTIPLE INTELLIGENCES THEORY

Arlis Dwi Siswanti¹, Anam Sutopo² and Hepy Adityarini³

^{1,2,3}Universitas Muhammadiyah Surakarta

arlisdsw@gmail.com, hepy.adityarini@ums.ac.id, anam.sutopo@ums.ac.id

*correspondence: arlisdsw@gmail.com

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Abstract

Recently a student-centered teaching model has been found more useful among teachers following current trends in English Language Teaching (ELT). However, each student has different intelligences. One of the solutions is by using textbook containing activities that lead to Multiple Intelligences for the students. This study aims at developing English Textbook by Accommodating Multiple Intelligences Theory. It was conducted to develop the prototype of English textbook for Junior High School students by accommodating Multiple Intelligences Theory and to describe the quality of the prototype of English textbook for Junior High School students by accommodating Multiple Intelligences Theory. This study is a Research and Development (R & D) study. This study proposes some steps in designing an English textbook. It consisted of three phases such as exploring, developing and validating phase. The output of this study was the final product namely “*Bahasa Inggris: Multiple Intelligences Version untuk SMP/MTs Kelas VIII*”. According to the result of field-testing and experts’ validation, the prototype textbook can be used as supplementary English textbook for eighth grade students because the mean score is 85,52% and it is categorized into excellent.

Keywords: English Textbook, prototype, Multiple Intelligences, student-centered

Introduction

Textbook always will be favorite learning material. Although there are a lot of new kinds of learning material, textbook will always be useful in teaching learning process. Recently, the current trends in English Language Teaching (ELT) is a student-centered teaching model. Although many textbooks are published, teachers still must select which one is the most suitable textbook to be used. The textbook used should be appropriate with the school mission and also with the curriculum.

Lately, through Government Regulation No. 034/H/KR/2022 the educational system of Indonesia has launched Kurikulum Merdeka. However, this curriculum applied gradually starting 2022. The Government provides flexibility for school to implement the suitable curriculum. The school is permitted to use 2013 curriculum. However, this Kurikulum Merdeka hopefully can be applied massively in 2024. Therefore, material that suitable for this condition is urgently needed. Kurikulum

Merdeka purposes to focus on each student's ability and intelligence. Thus, one of theory that is suitable to be applied is Multiple Intelligences Theory. Despite of the number of published English Textbook, there were no English Textbook that accommodating Multiple Intelligences Theory to base the activities in the textbook. Accordingly, this study was done to fulfill students' need that not ready to applicate Kurikulum Merdeka and still used 2013 curriculum in their learning process. The textbook was produced based on 2013 curriculum by Accommodating Multiple Intelligences Theory.

The Notion of Textbook

Textbook has important role in teaching-learning process. It is used as a guide for classroom instruction. In Indonesia, the existence of textbook is widely recognized.

Greene and Petty (Handoyo, 2019) explain that there are ten criteria of a good textbook.

1. The textbook must be interesting and attractive to the learners, so the learners will be interested in using the textbook for study.
2. The textbook must be able to motivate the learners to use it.
3. The content of the textbook must be illustrative, being attractive to the learners.
4. The textbook should consider the linguistic aspect so it will be suitable for the learners' ability.
5. The content of the textbook must be related to other branches of science.
6. The textbook must stimulate the personal activity of the learners.
7. The content of the textbook must be clear in writing to avoid the learners being confused in using the textbook.
8. The textbook must have a clear point of view.
9. The textbook must be able to provide balance and emphasize the values to the learners.
10. The textbook must be able to respect individual differences of each other.

Recently, the current trends in English Language Teaching (ELT) is a student-centered teaching model. One of the most important components of student-centered teaching is "Needs Analysis (NA)". It gives the teachers the opportunity to learn about their students clearly, scientifically, and in a detailed way. Furthermore, the textbooks used might fall short in tapping into students' learning needs; since the prime material of teaching is "human" and since this requires a multidimensional way of thinking. In this manner, one of the prerequisite for teachers is working on a detailed analysis of needs. Moreover, another must to provoke students' strengths and enhance weaker traits is adapting current materials and designing supplementary materials. This work is one of those studies setting its goals to draw the general profile of the participants in terms of developing supplementary English Textbook that can provoke students' strengths based on their own intelligences. Lately, through Government Regulation No. 034/H/KR/2022 the educational system of Indonesia has launched Kurikulum Merdeka. This curriculum purposes to focus on each student's ability and intelligence.

Many teachers are unaware of their students' different potentials, intelligences, and preferences when teaching English as a Foreign Language (EFL). They still teach in the traditional view, "one size fits all". This philosophy results in fruitless and unsuccessful teaching styles in many cases. So it becomes difficult for such teachers to motivate or reach their students in the classroom. In other words, due to specific teaching styles adopted by teachers, achieving better learning become difficult to the students. Before embarking on any teaching program, it would be better if the teacher being aware of students' different intelligences and needs. One of the solutions is by using textbook containing activities that lead to multiple intelligences for the students.

Multiple Intelligences Theory

The concept of intelligence has been traditionally interpreted as something inherited and unchanged or developed by age. It was limited to two types of intelligence, namely logical mathematical and linguistic. This encouraged scientists to look for other alternatives for interpreting and defining the concept of intelligence (Gardner, 2006). In Multiple Intelligences Theory, Gardner ascertained that "all human beings possess different levels of eight types of intelligence, linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic".

Armstrong (2009) elaborated the types of intelligences proposed by Gardner, which enable humans to interact in different ways with the world they live in. These include:

1. **Linguistic Intelligence**

Linguistic intelligence refers to the use of words effectively. It can be seen through telling a story orally or in writing. It includes the ability to use language in different everyday situations and to deal with different aspects of a language. It is best represented by novelist, writers, lawyers, poets, teachers, linguists, story tellers, preachers, etc.

2. **Logical – Mathematical Intelligence**

Logical-Mathematical Intelligence is about how to use numbers effectively. It also includes sensitivity to logical patterns, relationships, statements, propositions, and functions. The processes used in this service subsume categorization, classification, inference, generalization, calculation, and hypothesis testing. It is best represented by mathematicians, accountants, scientists, etc.

3. **Spatial Intelligence**

Spatial intelligence refers to understand and to visualize the world accurately. It also refers to the ability to design, decorate, paint, or invent. It has the sensitivity to line, color, and the relationship that exists between these elements. This intelligences refers to the ability to represent new ideas and adapt oneself appropriately in a spatial matrix. It is represented by decorators, artists, etc.

4. **Bodily – Kinesthetic Intelligence**

Bodily-Kinesthetic intelligence focuses on using the whole body to express ideas and feelings. This intelligence is important for making messages clear when talking to others. It is represented by dancers, athletes, sculptor, actors, etc.

5. **Musical Intelligence**

Musical intelligence is about the way to respond to music in different ways such as listening to, composing, and discriminating sounds. People with a developed musical intelligence can make use of being in a world of beat, tone, rhythm, volume, pitch, and directionality of sound. It is represented by singers, composers, musicians, performers, etc.

6. Interpersonal Intelligence

Interpersonal intelligence refers to the ability to approach other people, and understand them through facial expressions, voice, and gestures. People with developed interpersonal intelligence can talk to, and discuss with other people effectively. This type of intelligence is represented by negotiators, counselors, political leaders, etc.

7. Intrapersonal Intelligence

Intrapersonal intelligence is about understanding one's self and one's abilities, and awareness of inner moods. It accounts for self-control. Meta cognitive skills are exercised through this intelligence. It is represented by religious leaders, psychotherapists, etc.

8. Naturalistic Intelligence

Naturalistic intelligence is about how to be in harmony with nature. It shows the ability to recognize and to distinguish different types of trees, plants, animals, and species in nature, mountain, and cloud formation. It is represented by biologist, naturalists, explorers, animal activists, etc.

Due to the role of Multiple Intelligences Theory in enhancing teaching-learning English as foreign language, a number of studies were conducted on the role of Multiple Intelligences Theory in improving students' different language skills. Multiple Intelligences Theory has triggered higher educators to develop their skills because the essence of Multiple Intelligences Theory is to search for such differences prevalent and diversity among them. Moreover, since educational institutions aim to build all the learners and educators' intelligences in a society, this aligns with the potential of Multiple Intelligences Theory to develop students' intelligences and achieve better learning.

Dealing with the problem above, this study came with three objectives. They are (1) to investigate the quality of course book entitled *Bahasa Inggris "When English Rings a Bell"* used by students of eighth grade of Junior High School (2) develop the proposal prototype of textbook for the students of eighth grade of Junior High School (3) to describe the quality of proposal prototype of textbook for the students of eighth grade of Junior High School. Related to the previous objectives, this study focused in designing multiple intelligence English textbook. The study developed the prototype English textbook by accommodating Multiple Intelligences Theory. This is a Research and Development (R & D) study proposed by Borg and Gall (1983).

Method

This study belongs to educational Research and Development. There was a process to develop and validate the educational research product in this research. The research method consisted of research type and research procedures. There were three phases in the research procedure; exploration phase, development phase, and field-testing or validation phase.

Exploration Phase

The first step of this study was exploration. It was the beginning stage in R & D research. This study analyzed the existing document, the existing book (*Bahasa Inggris "When English Rings a Bell" untuk SMP/MTs Kelas VIII*) in order to find the quality of the book. Besides, this study also analyzed the factors affecting multiple intelligence of the students in order to find the students' need related to multiple intelligence textbook. This phase investigated the existence and the quality of specific product by using several activities such as observation, interview, and document analysis.

The data in this phase were the information of the existing textbook, curriculum 2013 revision 2017. The study involved eighth grade students' opinion and two teachers who were teaching eighth grade students. The pieces of information were useful to develop the draft. In the exploration phase, the researcher collected the data taken from observation, interview, document analysis, and questionnaires. The data collected were information related to the teaching and learning process by observing the application of existing textbook. In this phase, the researcher was a passive participant in teaching learning process conducted in eighth grade.

This phase analyze the data both qualitatively and quantitatively. The qualitative method was used to describe the real condition, problem, and interpreted the research to several conclusions. Quantitative method used to analyze the percentage of activities of each Intelligence in the existing textbook. The data were analyzed by using descriptive technique analysis. It means that the way of analyzing data is to know the percentage only. The data are analyzed by using the formula as explained below.

$$P = \frac{X}{X_i} \times 100\%$$

Note:

P = Percentage
 X = Score Obtained
 X_i = Maximum Score
 100% = Constanta

Explanation:

Table 1. Explanation of the formula

Percentage	Explanation
80% - 100 %	Excellent/can be used
60% - 79%	Good/can be used
50% - 59%	Quite Good/should be revised
< 50%	Bad/should be revised

In this phase, the researcher establishing credibility as trustworthiness by using Triangulation technique. This technique was used to get the valid result through the same kind of data gathered from various resources. In triangulation

method, the researcher compared the technique of collecting data with various theories on the same point. The result of data analysis was presented in the form of descriptive existing problems and interpreting into general conclusion. It was the result of evaluation of existing textbook and need analysis developed by this study. The output used to propose the prototype of the textbook in the development phase.

Development Phase

In development phase, the researcher developed a prototype or draft. That prototype or draft evaluated by expert judgments in order to find the quality of the prototype and to find out whether or not it met the specific needs. Besides, the prototype or draft also evaluated by eighth grade students. The researcher designed an effective proposed Multiple Intelligences English teaching materials for eighth grade of Junior High School through several ways such as developing draft, expert judgments evaluation, revision, try out, and developing final draft. Documents were being analyzed to know the complete needs of learning material deals with curriculum 2013 revision edition 2017 considering the developing textbook. The example documents were government regulation and curriculum. Questionnaires were delivered to eighth grade students as the respondents to find out students' need. The questionnaire consisted of two parts. The first part was an alternative assessment of Multiple Intelligences. There were eight indicators and 38 statements related to students' need. In part two, there was a box for respondents to deliver their comments and opinion about the existing textbook.

In development phase, qualitative method used to analyze the data. The data taken from document analysis and observation were analyzed by using qualitative method and quantitative method. The output of this phase was prototype of English Textbook "*Bahasa Inggris Multiple Intelligence Version Untuk SMP/MTs Kelas VIII*".

Field-Testing and Validation Phase

The designed product were validated and be tried out for the next development. The validation and tryout are done based on adaptation from Borg and Gall (1983, p. 775) and Sukmadinata (2007, p. 184) which covers expert judgment and field testing. The expert judgments were used to test the feasibility of the product before it was tried out in the field. In the phase of field testing, the prototype was tried out to eighth grade students. So, the product was revised based on the result of experts' judgement and suggestion and the 10 eighth grade students' opinion to produce the final product. The output of this phase was the final product namely "*Bahasa Inggris: Multiple Intelligences Version untuk SMP/MTs Kelas VIII*". This phase was done to found out the implementation of the prototype, effectiveness, and the result of teaching material using the current textbook. After being judged by the experts and being tried out by 10 eighth grade students, the researcher evaluated the textbook through discussion and revises the prototype to get qualified product. The data in this phase were the information taken from the subject of this study and the implementation of prototype in teaching learning process. The researcher gathered the information from the experts to evaluate the prototype textbook. Here, the experts give review, evaluation, and critic to the prototype developed by the researcher. The data also gathered by field-testing. The

10 students gave feedback for the field-testing of prototype textbook. It is used to revise and validate the prototype textbook.

In this phase, the researcher collected the data through doing interview and giving questionnaire. The interview was done in two ways. The first way was a face-to-face interview. The researcher did a face-to-face interview with the experts who judged this study. The second way was done in writing by giving the questions to the experts who judged the final product. The questions containing the questions related to the current textbook. The form consisted of three parts. The first part contains experts' responses regarding the suitability of the English Textbook (Multiple Intelligences Version) with 2013 curriculum. The second part contains experts' responses regarding the suitability of English Textbook (Multiple Intelligences Version) with Multiple Intelligences Theory. Then, the last part contains experts' responses toward the implementation of the product. The questionnaire is used to collect the data about the students' response and interest in using the product. The questionnaire consisted of two parts. The first part was an alternative assessment of the English Textbook (Multiple Intelligences Version). There were four indicators and six statements related to the English Textbook (Multiple Intelligences Version). In part two, there was a box for respondents to deliver their comments and opinion about the English Textbook (Multiple Intelligences Version). In this phase, the researcher found the effectiveness of the product. The researcher obtained the data from the judgment and interview. Qualitative method were used to analyze the data from the result of expert judgment and interview. These data is analyzed by using descriptive technique. It is used as the guidance of the researcher in revising the product. The output of this phase was the final product namely "*Bahasa Inggris: Multiple Intelligences Version untuk SMP/MTs Kelas VIII*".

Findings and Discussion

This part presented the exploration phase consisted of three parts of finding; (1) the description of the quality of existing textbooks, and (2) the need analysis and (3) description of product or the final draft.

1. Exploration Phase

The first phase was investigation on existing textbook. Its purpose was to know the strengths and the weaknesses of the existing textbook. The existing textbook was evaluated based on three benchmarks. The existing textbook was evaluated using construct of textbook evaluation by Cunningsworth (1995). There are eight principles to evaluate textbook, they are aims and approaches, design and organization, language content, skills, topic, methodology, teacher's book, and practical consideration. Based on the principles above, the researcher took four principles to evaluate the existing textbook. The following were the result of existing textbook evaluation.

Aims and Approach

It does not really match with the need of the teaching and learning in School that provide Multiple Intelligence as its vision in teaching learning process. It aims to help the students to mastery English language in daily communication.

Design and organization

The textbook is not completed with recording for listening activity. To test student's listening ability, the students should listen to what the teacher said or read. The illustrations used in the textbook are characters of junior high school students. However, the illustrations more look like elementary students.

Skills

The activities in the textbook are varied but they have almost the same pattern so they look boring. The activity is started with listening to the teacher, practice the dialogue, and present the dialogue.

Methodology

The activities are less suitable for the class which applied multiple intelligences in their study.

The next step is analyzing the existing textbook. It purposes to know the representation of multiple intelligences types in the existing textbook. The existing textbook was evaluated using Multiple Intelligence Theory by Gardner. The result of analysis is presented in Table 2.

Table 2. Multiple Intelligence in English Textbook "When English Rings a Bell"

Type of Multiple Intelligences	%
Linguistic Intelligence	64,04
Logical-Mathematical Intelligence	3,38
Spatial Intelligence	7,87
Bodily-Kinesthetic Intelligence	1,12
Musical Intelligence	2,24
Interpersonal Intelligence	7,87
Intrapersonal Intelligence	8,98
Naturalistic Intelligence	4,5
Total	100%

In order to know the students need, this study conducted a need analysis. Need analysis was conducted by doing interview to the English teacher and students in grade eight of Junior High School. The interview was held at SMP Al Azhar Syifa Budi Solo. The interviewee was English teacher for eighth grade at SMP Al Azhar Syifa Budi Solo. The following are the result of the interview.

- a. The supplementary English textbook is needed. It should contain various activity that support every student's intelligences. The teacher need to improvise the activity in the book, so that all the students can show up their ability. For students who like to speak in front of the others they can easily follow the instruction on the existing book. However, for students who are not too interested in speaking, the teacher should improvise to find another activity and learning sources. Therefore, supplementary English textbook that contain various activities is needed to support the learning process.
- b. Multiple intelligences-based learning is important to the students. The students have their own learning style, skills, and intelligences. Therefore, multiple intelligences-based learning helps the students to optimize their

ability. It can be assumed that the students need to learn English through various activities. Every student has different kind of intelligence, so that Multiple Intelligences-Based activity will help the students to optimize the skill based on their own interest.

- c. By having multiple intelligences-based English textbook, it helps the teacher to teach the students that still based on 2013 curriculum but also in line with the school vision.

2. Development Phase

Data gathered from the exploration phase was used and is analyzed as foundation to conduct the next phase. It was found that the existing textbook is unable to cover specific needs of students in SMP Al Azhar Syifa Budi Solo as it is lack of multiple intelligences-based activity. It is related to the result of field research taken from the interview that the multiple intelligences-based activity is not fully accommodated in the existing textbook. Therefore, the researcher developed the blueprint prototype through several activities; syllabus analysis, blueprint preparation, material selection and prototype organization.

Syllabus Analysis

Setting basic competence is important before designing the prototype. It served as direction guideline in developing the prototype. The prototype was developed based on 2013 curriculum for eighth grade for Junior High School. This study focused to provide supplementary material in multiple intelligences-based activities. However, the activities are stick to the 2013 curriculum. There are two core competences and 13 basic competences in learning English for eighth grade for Junior High School. One basic competence was delivered in one chapter. Therefore, the prototype textbook consists of 13 chapter.

Blueprint Preparation

The supplementary textbook was designed through several stage. One of the stage was blueprint preparation. It was designed based on students need. Besides, it also designed base on the existing textbook analysis. The textbook is designed based on 2013 curriculum and multiple intelligences theory. From those reason, the researcher develops English Supplementary English textbook with multiple intelligences-based activities.

The book title is “*Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII*”. The cover of the textbook was designed as interesting as possible. It illustrates kinds of intelligences that the students will find in the textbook. The picture of multiple intelligences in the cover was made as clear as possible to attract students’ interest and to represent the content of the textbook clearly. The layout of the textbook was designed as clear as possible so that the students can find what they look for easily. It is also completed with pictures and illustration to help the students get better understanding about the activities in the textbook. The textbook is also easy to use because it is completed with table of content that will help the students find the material they want to learn easily.

The total page is 143 pages. It consist of cover, table of content, 13 chapters, bibliography, and notes for the students. This book consists of 13 chapter. Each chapter consist of six features, the aim of the study (You Will Learn), Warming Up,

Build Your Knowledge, Amplify Your Knowledge, Activity, Share Your Work, and Dear Diary.

a. You Will Learn

This part will help the students to understand the aims of the study. Every chapter has its own aims and goals. Therefore, this feature will help the students to be ready learning the material in the chapter. It is completed with chapter's title and picture that illustrates the material.

b. Warming Up

In Warming Up, the students will be ready to study to learn the material in the chapter. The function of warming up is to make the students not being sleepy and uplifting enthusiasm to learn English.

c. Build Your Knowledge

In this feature the students will develop self-knowledge. It can be listening, reading, or another activity.

d. Amplify Your Knowledge

In this feature the students will expand their knowledge about the material in the chapter. It can be doing activity that will strengthen their knowledge after building the knowledge.

e. Activity

In this feature, the students will do activity to apply the knowledge they get in the previous features.

f. Share Your Work

In this feature the students will share their understanding after learning the material in front of their friends and teacher.

g. Dear Diary

In this feature the students will write a diary or journal. The students will handwrite reflections on the learning process.

The textbook includes four language skills. The language skills are presented in an integrated manner in every activity, they are listening, speaking, reading, and writing. The language structure used in the textbook are quite effective for the students in multiple intelligences-based school. It is adjusted to the students' ability that have learn English since Elementary School. The material selected in the supplementary textbook was based on 2013 curriculum in order to stay in line with the government curriculum. The designed activities in *Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII* English Textbook are intended to develop students' ability in every intelligence. Then, the activities in the supplementary textbook was designed based on multiple intelligences theory in order to stay in line with the school vision. There are eight intelligences that used in the textbook.

a. Linguistic Intelligence

The following figures are activities in the textbook that will improve students' linguistic intelligence.



Figure 1. Linguistic intelligence-based activities in the textbook

b. **Logical-Mathematical Intelligence**

The following figures are activities in the textbook that will improve students' Logical Mathematical intelligence.

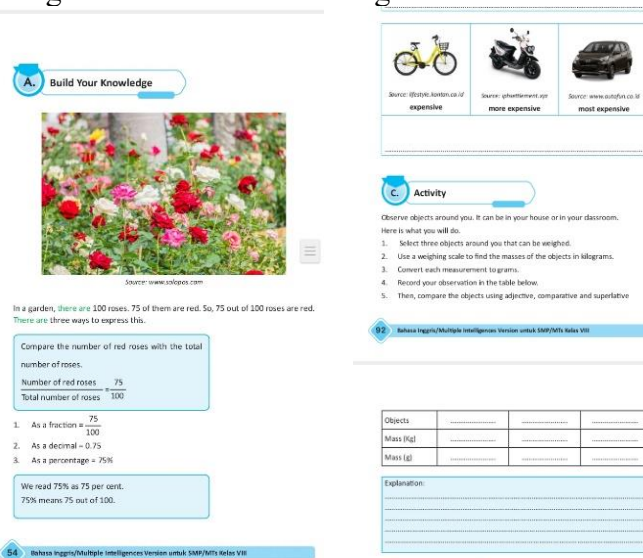


Figure 2. Logical Mathematical intelligence-based activities in the textbook

c. **Spatial Intelligence**

The following figures are activities in the textbook that will improve students' spatial intelligence.

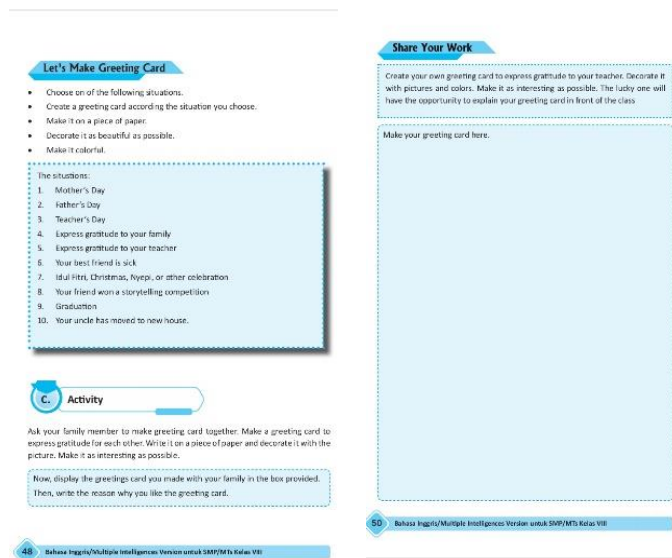


Figure 3. Spatial intelligence-based activities in the textbook

d. **Bodily-Kinesthetic Intelligence**

The following figures is activity in the textbook that will improve students' Bodily-Kinesthetic intelligence.

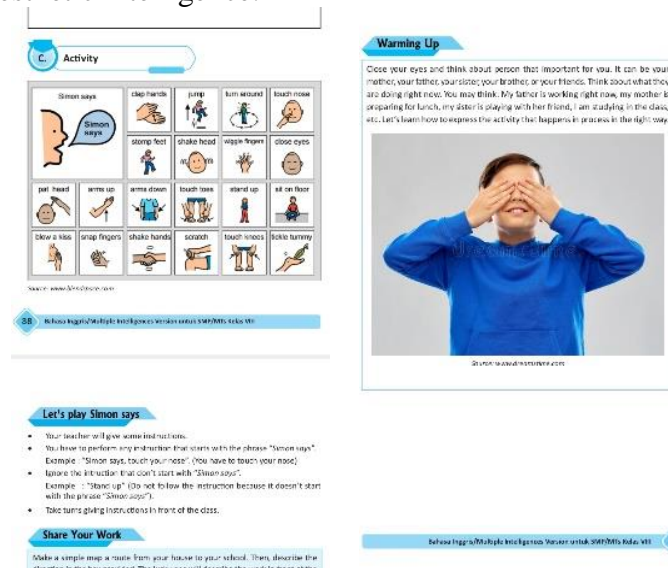


Figure 4. Bodily-kinesthetic intelligence-based activities in the textbook

e. **Musical Intelligence**

The following figures are activities in the textbook that will improve students' musical intelligence.

A. Build Your Knowledge

If You're Happy and You Know It

Source: www.photostock.com

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B. Amplify Your Knowledge

To the Sky

Source: www.owlcity.com

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Analyze the Song

Do you know the song about? If no, try to find some information about the song. Here are what you should do:

- Work in group of four.
- Find some information about the song above.
- You can stream in music platform or download the song to listen to it.
- Find the story or meaning of the lyrics of the song above.
- Write some information you found and the story in the box provided.

Figure 5. Musical intelligence-based activities in the textbook

f. **Interpersonal Intelligence**

The following figures are activities in the textbook that will improve students' interpersonal intelligence.

What do you think of Sila?

I think she's smart, but she is a bit talkative.

Then, make your own conversations based on the situation below:

- In pairs, you will create a dialogue based on the following situation.
- read the situations carefully.
- choose one of the situations you like most.
- Then, create a conversation based on the situation you choose.
- Last, practice the conversation you made with your partner.

- You and your friend are making a handicraft. Your friend makes a beautiful flower from colored paper. Make a conversation to compliment your friend's work.
Your conversation:
- You and your friend have Math homework. Your friend does the homework earlier than you. She can do a measurement from a smaller unit to a larger unit faster than you. Make a conversation to compliment you friend.
Your conversation:

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10. (your STORY – SEE – READING)

C. Activity

Write some activities you always do. Ask 5 of your classmates or your neighborhood friends about the activities. Put check for the activities they do. Ask your teacher for help if you find any difficulties.

You should move diligently to do this task. Move around to your friend's seat in the class. You may also ask your teacher. Report your information in the table below.

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NO	Activities	Name of Your Friends				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Figure 6. Interpersonal intelligence-based activities in the textbook

g. **Intrapersonal Intelligence**

The following figures are activities in the textbook that will improve students' intrapersonal intelligence.

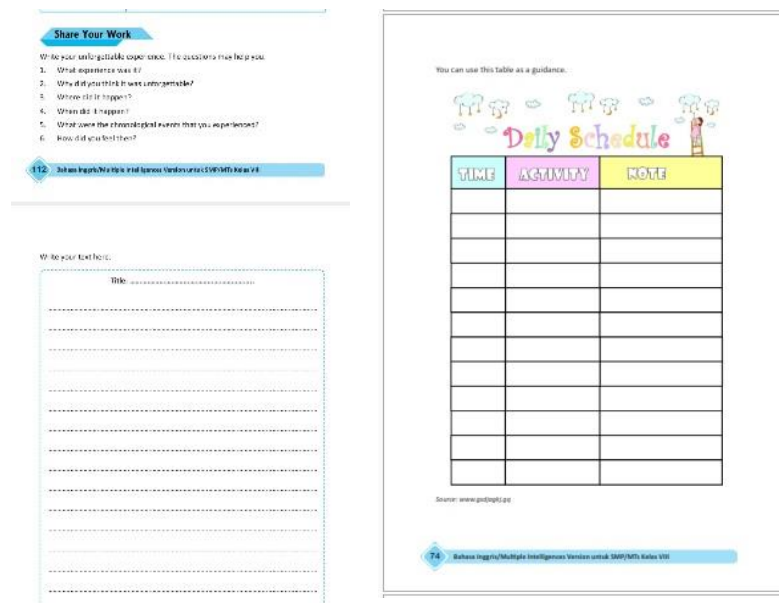


Figure 7. Intrapersonal intelligence-based activities in the textbook

h. Naturalistic Intelligence

The following figures are activities in the textbook that will improve students' naturalistic intelligence.



Figure 8. Naturalistic intelligence-based activities in the textbook

3. Field-Testing and Expert Validation

The Field-Testing was done by trying out the textbook to the eighth grade students as participants. The students studied the textbook and tried the activities in the textbook. Then, the students was given a form containing some aspects related to the textbook. This phase was done to find the students' responses toward "*Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII*" English textbook. The result of Field-Testing presents in the Table 3. below.

Table 3. Result of Field-Testing

Indicators	Measurements	%
Content/Explanation	This textbook helps me in understanding English material.	95
	The content in this textbook does not offend me.	87,5
Example	The examples in this textbook are easy to understand.	90
Activities	Activities in this textbook are varied.	90
Appearance/Format	Illustrations in this textbook are interesting.	85
	There are bibliography and sources in this textbook that help me to find the references.	87,5

Based on the table above, it can be seen that the percentage of every aspect is above 80%. It means the textbook is categorized as excellent or can be used. There was a box for respondents to deliver their comments and opinion about “*Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII*” English Textbook. Most of the students stated that the textbook is easy to understand and interesting. As one of the students stated “*Bukunya sangat menarik, jadi saya nggak bosan buat belajar*” (The textbook is very interesting, so that I do not get bored when studying). The other student also stated “*Materinya mudah dipahami, contohnya jelas*” (The materials are easy to understand, the examples are clear).

The validation form was delivered to the experts containing some aspects in a table and a column for the strength and weaknesses of the prototype textbook. The aspects that should be evaluated by the experts are activities and material in the prototype textbook based on Multiple Intelligences Theory and 2013 Curriculum. In addition, the strength and weakness column is used as input for revising the prototype textbook. The following tables is the result of validation from the experts.

Table 4. Result of validation based on Multiple Intelligences Theory

Type of Intelligences	First Expert	Second Expert	Highest Score
Linguistic Intelligence	5	5	5
Logical-Mathematical Intelligence	5	3	7
Spatial Intelligence	5	3	5
Bodily-Kinesthetic Intelligence	3	3	3
Musical Intelligence	3	3	3
Interpersonal Intelligence	4	4	4
Intrapersonal Intelligence	5	5	5
Naturalistic Intelligence	6	3	6
Total	36	29	38
Percentage	94,73%	76,32%	100%
Percentage Mean	85,52%		

The percentage is 85,52% and it is categorized into excellent. Then, the two experts also concluded that the prototype textbook is in accordance with 2013 curriculum. It means that the prototype textbook can be used as teaching material.

Besides, the experts also evaluate the strength and the weakness of the prototype textbook. The first experts stated that the design and layout of prototype textbook is interesting. It will attract the students to learn the material in it. The first expert also said that the activities in the prototype textbook can help the students to develop four language skills. While the second expert stated that the activities in the prototype textbook help the teacher to understand the intelligences of each students. Furthermore, the two experts also judge the weakness of the prototype textbook. The first expert and the second expert stated that there were no detail information about tenses in the prototype textbook. It could be better if there is more material about tenses so that it can help the students to understand the sentences easily. The recommendations were very beneficial for the researcher to do revision and to develop the prototype textbook. Based on the suggestion, the researcher indeed revised and develop the prototype textbook. The researcher add more detail information about the tenses. The researcher also colors the letters in the sentences to differentiate whether the form is affirmative, negative, or interrogative.

Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII English Textbook was developed as supplementary material in learning English for eighth grade students. The development was based on need analysis of eighth grade students. From the need analysis, it was found that the existing textbook was less evenly in displaying in applying intelligences in each activities. The activities were dominated by linguistic intelligence. Therefore, *Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII* English Textbook was developed to cover the specific need of students in Junior High School that apply Multiple Intelligences-Based Learning. *Bahasa Inggris Multiple Intelligences Version Untuk SMP/MTs Kelas VIII* English Textbook fulfill ten criteria of good textbook based on Greene and Petty Theory. It means that the prototype textbook can be used as teaching material. The use of this textbook can be adapted to each teacher and students' condition. The teacher may use this textbook as a supplementary English textbook in addition to the English textbook provided by the government.

Conclusion

This study aims at developing learning material based on Multiple Intelligences Theory and 2013 Curriculum. This study, therefore belongs to the Research and Development (R&D). Within this study, there is a process to develop and to validate an educational product. The prototype textbook was validated by the experts. The experts' validation was used to test the feasibility of the product. According to the result of field-testing and experts' validation, the prototype textbook can be used as supplementary English textbook for eighth grade students because the mean score is 85,52% and it is categorized into excellent. This study developed the supplementary English textbook to facilitate the English teacher to use various materials and learning style to support teaching-learning process. Thus, teaching process can becomes more effective. The use of textbook hopefully can attract student's interest to learn English. Besides, it helps the students to understand the material given. Furthermore, the implementation of various activities provided in the textbook can help the students to be more active in teaching-learning process. It helps the students to improve and engage during teaching-learning process based on their own intelligences.

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TEACHERS' READINESS TOWARD THE NEW PARADIGM OF ENGLISH LANGUAGE TEACHING: A NARRATIVE INQUIRY

Tri Pujiani¹, Ida Dian Sukmawati² and Nunun Indrasari³

^{1,2}Harapan Bangsa University

³UIN Raden Intan Lampung

tripujiani@uhb.ac.id, idadian.shb@gmail.com, nununindrasari@radenintan.ac.id

*correspondence: tripujiani@uhb.ac.id

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Abstract

The development of English Language Teaching grows rapidly. The pandemic of Covid-19 became the turning point for teachers' awareness of the need for changes in language teaching practices. The advance in technology also takes an important role in the current trends of Language teaching. A narrative inquiry research method was applied to investigate the teachers' perception of their readiness toward the paradigm shift of English Language Teaching. Eight English teachers from many areas in Indonesia such as Semarang, Lampung, Jombang, Surakarta, Yogyakarta, and Purwokerto were participated in this research through in-depth interviews. Then, the data collected were classified into several points regarding the new paradigms of education. The teachers' views on the paradigm shift in Education and the current practice of English Language Teaching were presented in this paper. Finally, teachers as the spearhead of education are required to be lifelong learners who are creative, innovative, and adaptive to the rapid change in world trends.

Keywords: ELT, narrative inquiry, new paradigms, teachers' readiness

Introduction

English is the most influential language in the world (Nishanthi, 2018). Established as Lingua Franca, English is the language commonly used in international transactions such as trading, business, and travel (Geckinli & Yilmaz, 2020). Moreover, English can be easily found in our daily life like in electronics, the internet, and in public places. With this growth, the need of learning English has increased significantly.

People learn English to be able to communicate, enlarge their networking, improve their lives, and for many other reasons that focus on the practical use of English (Nishanthi, 2018). This is a real phenomenon showing that people learn English as a means of communication not as subject matter to be mastered. This paradigm shift leads to new trends in English language teaching (ELT).

The trends in English language teaching grow constantly along with the time development and people's needs for English. This change is inseparable from the history of approaches and methods in ELT.

Before the 20th century, language was seen as a system of structurally related elements (Richard & Rodgers, 2001). The teaching methods used were Grammar Translation Method and Direct Method (Murcia, 2001; Qing-Xue & Jin-fang, 2007; Zhou & Niu, 2015). Both are different methods. The Grammar Translation Method emphasized grammar and the translation of the target language into the mother tongue. Meanwhile, the Direct Method believed that foreign language should be taught as the mother tongue.

A significant change happened during the 20th century (Richard & Rodgers, 2001). The teaching paradigms fluctuated between accuracy vs. fluency, separated skills vs. integrated skills, and teacher-centered vs. student-centered. The teaching methodology that emerged during this era were audiolingual, the silent way, the suggestopedia, the total physical response, community language learning, and so on (Murcia, 2001).

At the beginning of the 21st century, the language teaching practice becomes more students-centered, putting the role of the teacher as facilitator and involving four skills called 21st-century skills, they are cognitive skills, intrapersonal skills, interpersonal skills, and technical skills (Geisinger, 2016; Larson & Miller, 2011). Some teaching methods in this era are Contextual Teaching and Learning, Cooperative Learning, Collaborative Learning, Problem-Based Learning, Project-Based Learning, and so on (Kay & Greenhill, 2011).

Today, people are facing digital life (van Laar et al., 2017). Transactions, interactions, and communication go online. Especially after the pandemic of Covid-19, people's life has changed dramatically. Education is one of the most impacted by this pandemic. The teaching and learning activities were fostered to be online. All the academists were required to quickly adapt to this situation. This sudden change, of course, emerged many problems including the teachers' and students' ICT mastery, the curriculum, the facilities supporting online learning, the learning sources, and the risk of learning loss (Harahap et al., 2021).

Through the continuous change in English Language Teaching, knowingly and unknowingly, the paradigms were shifted. The new paradigms in English Language Teaching were briefly summed up by Jacobs and Farrell (2001) as autonomous learning, social learning, curricular integration, meaningful learning, diversity, thinking skills, alternative assessment, and teachers as co-learners. These shifts include how people see a language whether as a subject matter or as a means of communication and also the purpose of people learning a language whether to understand the language or to be able to use the language (Richards, 2006). These changes require teachers to re-evaluate their teaching practice.

Some research on the phenomenon of the education paradigm shift suggested that a new standard of English is needed in which language is learned as a *lingua franca* that is used globally without ignoring multiculturalism (Jayanti & Norahmi, 2015; Yamin et al., 2022). Other research is concerned with the impact of Covid-19 on education practice. Not merely about the negative effect, but the rapid change in the education system also gave new insight into education in the digital era. The advance of technology plays an important role in this situation. Many innovations created as solutions to this problem such as online learning platforms, easy access to learning sources, gamification, etc (van Laar et al., 2017). Now when the pandemic becomes endemic, these innovation remains the new trends in education.

This excellence should be developed to avoid drawbacks to the traditional one (Espino-Díaz et al., 2020; Mujtaba et al., 2021).

This paper aims to explore the Indonesian teachers' perception of the new paradigms in education and what changes they have made in their teaching practice as a response to these shifts. The changes made by the teachers lead to the most applicable method in ELT for this new era. Therefore, additionally, this paper also elaborates on the current trends in the practice of English Language Teaching.

Method

The central focus of this research was digging the information from respondents who are teachers or lecturers handling English Language Classes. A narrative inquiry approach seems to be the best fit for this study, given that it emphasizes human experience and gathers "depth descriptions of life events" of individuals, in keeping with its intended objective (Ary et al., 2010). This method was first introduced by Connelly and Clandinin in 1990. It is qualitative research studying personal and human life experiences and presenting them narratively (Abrar, 2019; Creswell, 2007; Moen, 2006).

To be able to tell a narrative, the participants or storytellers must have a good understanding of the subject. In other words, participants must comprehend the fundamentals of the study to contribute as collaborators (Listiyanto & Fauzi, 2016). Thus, eight respondents for this research were chosen randomly with the inclusion of teaching English Language Classes. The respondents are English teachers and lecturers from many areas in Indonesia such as Semarang, Jombang, Surakarta, Yogyakarta, Purwokerto, and Lampung. This diversity aimed to obtain more general data meaning that the data was not based on the trend in certain area but it could be generalized to common trend in Indonesia.

The data for this research was collected through in-depth interviews. Following the collection of the data, it was meticulously transcribed, read aloud several times, and connected in a meaningful way to identify similarities and contrasts as well as relate them to the study objectives. The participants were involved by returning the transcription and analysis to collect their views and comments as well as their agreement for anonymity and any ethical issues, which helped to assure the validity and verification of the data interpretation and analysis.

Findings and Discussion

This study referred to the major paradigm shifts proposed by Jacob and Farrell (2001). The teachers' views on the paradigm shift of Education and the current practice of English Language Teaching presented were classified based on eight categories: autonomous learning, social nature of learning, focus on meaning, integrated curriculum, diversity, thinking skills, alternative assessment, and teachers as co-learners.

Autonomous Learners

Learner autonomy refers to the principle that learners should take an increasing amount of responsibility for what they learn and how they learn it (Richard, 2016). To be autonomous, students must have some control over the what and how of the curriculum and feel accountable for both their learning and the learning of those with whom they engage. To use their strengths and improve their

deficiencies, learners who are autonomous in their learning are aware of how they learn (Jacobs & Farrell, 2001).

However, many practitioners regard the concept of learner autonomy as being synonymous with self-access and particularly with technology-based learning rather than as being synonymous with teacher-less learning. Since the ability to take responsibility for one's learning is not innate but rather needs to be taught, there would be a great need for guidance if pupils were to attempt to be more autonomous (Masouleh & Jooneghani, 2012).

Based on the result of the interview, most teachers usually use teaching activities that involve the students being active such as group discussion, game-based learning, mind mapping, role play, project-based learning, and problem-based learning. These are primarily student-centered and teacher-less learning with the average student's role being around 50-70% and the teachers' role about 30-50%. Through these activities, students are highly motivated to be active both in asking questions and consulting the task outside of the class since they have a responsibility to accomplish the task. To facilitate self-learning the teachers usually share the soft file/ printout of the materials and also the references (book, website, YouTube channels, etc.). However, the main problems faced by the teachers are the students' mindset that English is difficult, the culture of being passive students, and their awareness of self-responsibility to take charge of their learning. These psychological factors are necessary to be taken into account since to be autonomous students need to realize three basic needs: a sense of interest, a need for competencies, and relatedness (Little, 2007).

The Social Nature of Learning

Learning is a social activity that depends on interpersonal connection rather than being a solitary, private activity (Richards, 2006). This is in line with the theory of constructivism that people construct knowledge through interaction between what is known and the new knowledge, ideas, or experiences obtained. Children do not learn their mother tongue but their language acquisition is a result of their efforts to communicate with their surroundings (Little, 2007). The movement reflects this viewpoint is cooperative learning. Cooperative learning highlights the importance of positive interdependence in which at the same time students are motivated to try hard to assist the group in reaching its goals (Jacobs & Farrell, 2001). Group activities such as team games tournaments, think talk write, think pair share, jigsaw, STAD, and task-based instruction are commonly used by teachers to stimulate interaction, peer discussion, and positive interdependence between students.

Curricular Integration

When language is seen as a means of communication, it must be learned by using it in a real-life context in which sometimes many subjects are correlated. Thus, English must not be seen as a stand-alone subject but it is linked to other subjects in the curriculum (Richards, 2006). When several subject areas are taught together, students have greater chances to see the connections between the different subject areas. This idea is commonly found in the school-implemented Content and Language Integrated Learning (CLIL) approach and English for Specific Purposes (ESP) courses. This idea can also be implemented in General English courses by

applying certain types of syllabi such as text-based syllabi and content-based syllabi.

This integrated curriculum is still considered controversial since it still needed a consensus on the main focus of the learning whether the content or the language used to be emphasized. The other problem is the teachers' content mastery. It seems that an English teacher should master all the subjects just like a primary teacher at elementary school. From the student's perspective, learning a certain material using full English is a new challenge. At the same time, they have to understand the content and interpret it to word by word. Sometimes the requirement to use English becomes a barrier for students to be active.

Focus on Meaning

Following the previous notion of curricular integration, cognitive psychology tells us that the process of learning best takes place when the new information is connected and stored in meaningful chunks (Jacobs & Farrell, 2001). Authentic material can be defined as a real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort (Gilmore, 2007; Guo, 2012). Authentic materials provide opportunities for English language teachers to adopt various strategies in the classroom so that learners have a chance to learn the language in a novel way (Srinivas Rao, 2019). Since the focus is the meaning, then language learning should be inductive. Too many corrections from the teacher will distract meaningful interaction and withdraw the students from being active.

Most teachers believe that fluency is the main goal of language learning. However, fluency can be obtained when there is accuracy. Thus, teachers are recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities (Richards, 2006).

Diversity

Distinct learners have different learning styles and learning skills. Instead of attempting to fit all students into a single mold, teaching needs to consider this diversity. This has caused a focus on growing students' use and awareness of learning strategies in language education (Jacobs & Farrell, 2001; Richards, 2006). To facilitate this diversity, some teachers apply pre-test. The result of the pre-test can be used to analyze the students' proficiency level as well as their strengths. Teachers usually apply varied learning methods to equip students with different learning strategies. Giving reinforcement to students' achievement is sometimes effective to motivate the students to see their unique characteristics as the strength to be developed.

Thinking Skills

Language needs to be used to foster the growth of higher-order thinking abilities, such as critical and creative thinking. In terms of language instruction, this means that students acquire language not just for its purpose but also so that they can improve and use their critical thinking abilities beyond the language classroom (Richard & Rodgers, 2001). The effort to link the school with the real world is one-way thinking skills and the present paradigm are related. This effort promotes the idea that education should be used to apply knowledge toward creating a better

society rather than simply being a collection of simple information to be memorized and then regurgitated on tests (Jacobs & Farrell, 2001).

What the teachers do to stimulate students' critical thinking is for example giving a prompt or topic to discuss, giving a competitive task involving problem-solving, and connecting the learning materials with the implementation in a real situation. The student's language proficiency develops along with the growth of their thinking skills since they need to use language to express their ideas.

Alternative Assessment

The current paradigm sees learning achievement not only from the outcome/product but also from the process. Therefore, further attempts are being made to develop assessment instruments that mirror real-life conditions and involve thinking skills. These alternate assessment tools are frequently more expensive, time-consuming, and less consistent in their rating. However, they are becoming more popular as a result of dissatisfaction with conventional methods of assessment, which are criticized for failing to adequately document students' proficiency in their second language (Jacobs & Farrell, 2001).

Most teachers agree with the statement above that assessment must be seen from the learning process and product. Components of the scoring include written/verbal tests, assignment/project assessments, portfolios, and observation field notes with the proportion depending on the institution's regulation. This attempt aims to motivate the students to appreciate a process and prevent them from doing "anything" for the sake of a "good" score.

Teachers as Co-learners

The concept of teachers as co-learners involves teachers learning along with students (Jacobs & Farrell, 2001). The teachers are seen as a facilitator who constantly experiments with various solutions, or learns by doing. This has sparked interest in action research and other types of classroom exploration in language instruction (Richards, 2006).

Many teachers are aware of the importance of reflective teaching and the need of updating knowledge and skills through training, seminar, or workshop. However, only a few of them have the willingness to do action research in their class to develop the practice of teaching and learning.

Current Trends of ELT

Currently, people live in the era of globalization and digitation. Technology changed the way we express ourselves and interact with the world around us (Finardi, 2015). Almost every part of life in the world has been impacted by globalization, and those sectors are tightly linked by the usage of English as the primary language for communication. Therefore, any consideration of the teaching of English should be linked to them (Kim, 2011).

Current trends of ELT were directed by the paradigm shift in education. First, there is a change in the goals of ELT from focusing solely on developing language skills and mimicking native English speakers to fostering a sense of social responsibility in students. Second, teachers are well aware that teaching English should result in fully competent language users, critical thinkers, and agents of positive social change rather than simply preparing pupils to mimic native English

speakers. It is becoming more widely accepted that linguistic, instructional, and intercultural competency, rather than English language proficiency, determines a teacher's quality or efficacy. Third, teachers have a variety of duties and responsibilities in the classroom of the 21st century, including facilitating student learning and establishing a productive environment where students can get the skills, they will need for the 21st-century workforce. Another shift is that many teachers no longer do one-on-one lessons. Teachers have the chance to team teach, educate, and work together with colleagues from different disciplines. And the fourth teachers are lifelong learners. They are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers (Qoura, Aly A., 2020).

Based on the result of the interview, the teachers stated that the pandemic of covid-19 brought positive impacts on education in the terms of ICT mastery of the teachers themselves and also the students. Moreover, the practice of distance learning during the pandemic gave new knowledge on the online educational platform, online learning media, and much online learning. Some media commonly used were zoom meetings, google classroom, google meet, google Forms, google site, Microsoft team, padlet, duilingo, quizziz, puzzle, and so on. To facilitate 21st-century skills, most teachers have integrated learning skills (4Cs: critical thinking, communication, collaboration, and creativity) in their classes. However, only a few teachers have integrated the other skills, namely life skills (flexibility, initiative, social skills, productivity, and leadership) and literacy skills (information literacy, media literacy, and technology literacy). For the most used methods, most teachers applied the students-centered teaching method that requires students' active participation and the use of language as a communication tool such as Task-Based Language Teaching, Blended Learning, DIY Learning, and Content and Language Integrated Learning (CLIL).

Conclusion

Drawing from the result of this study, it is concluded that most teachers are aware of the paradigm shift in the English Language Teaching practice. The eight major changes lead to the concept of Communicative Language Teaching in which language is not merely seen as a subject matter but a means of communication. The teacher's role is no more as the main actor in the classroom but as a facilitator to provide the students with different characteristics to obtain meaningful learning experiences that enable the use of language to interact with others. To fulfill the requirement of the 21st century, learning activities should cover three main skills namely learning skills, life skills, and literacy skills. Advanced technology also plays an important role in the current practice of ELT. To adapt to the rapid change in ELT practice, teachers are recommended to be lifelong learners and to keep updating their knowledge and skills through training, scientific workshop, seminar, and so on.

This research focused only on the teachers' perspective on the paradigm shift of ELT. Based on the result of the study, there were some obstacles faced by the teachers in implementing best practice of language teaching such as the students' motivation to learn autonomously and the teachers' interest to do research on their class. For further research, it would be fruitful to provide solution to these

problems. Finally, the 21st-century teachers must be creative, innovative, and adaptive to the rapid change in world trends.

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ACADEMIC CONTROVERSY MODEL AS AN ALTERNATIVE TECHNIQUE FOR TEACHING SPEAKING

***Eka Agustina¹, Nurhayati², Dwi Andriani³, Zulaikah⁴**

^{1, 2, 3, 4} Universitas Nurul Huda, Indonesia

*correspondence: ekaagustina@unuha.ac.id

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Abstract

The aim of the research is to determine the effect of using Academic Controversy Model for teaching speaking. This research is a quantitative research using experimental methods. Purposive sampling was used by the researcher to take the sample. Data was collected through a speaking test with 1 choice question consisting of four themes as the instrument. From the analysing by using Independent t-test, the researcher got t-obtain was higher than t-table t (2.281 > 2.000) at the significant level $\alpha=0,05$ in two-tailed test. It meant that academic controversy model can influence for students' speaking skill.

Keywords: academic controversy model, speaking skill, teaching technique

Introduction

English is one of the language that an important role in various field. English is an international language, by English we can communicate with another people in different country. Indonesia is a country that uses English as a foreign language. English has four skills, they are; reading, speaking, writing and listening. But in communication, speaking is much use for transferring information in daily life.

Meanwhile, speaking skill can be defined as skills that enable us to communicate effectively. So that it also give information verbally and also in a way that can be understood by listeners. Speaking skills are essential skills for all the people who wish to learn English to their career, improve business, build confidence levels, get better job opportunities, make public speaking, interviews, debates and discussions, presentations and so on. Now, everything is linked with speaking skill (Kuśnierek, 2015).

According to Hadijah (2014:1), the students' problems on English speaking not only having limited knowledge on the components of speaking skills likes: pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, likes: shy to perform speaking, lack of self-confidence, lack of speaking practice, time management, speaking material, and exposure problems. Based on the problem the teacher must creative to solve the problem So, the researcher would like to try implementing a strategy that can help students in an effort to increase students' speaking skills, namely the academic controversy model.

According to Johnson et. Al (2013), Academic Controversy Model (ACM) is the model that can be used in University for teaching speaking. Hence, ACM is the principle of ACM fulfil its criteria, such as a task for group completion, discussion and resolution, face to face interaction in small group, an atmosphere of cooperation and mutual helpfulness within each group and individual accountability (Susilo, 2013).

From the argument above, the researcher was interested to conduct a research entitled “Academic Controversy Model as an alternative Technique for Teaching Speaking”.

Method

In this research, the researcher used a quantitative approach and applied quasi-experimental as the design.

Findings and Discussion

The students’ result of pre-test and post-test in experimental group

The result of the pre-test of speaking after the test distributed to the students was shown in Table

Table 1. The students’ score for pre-test in experimental group

St’ No	Rater 1 (Researcher)						Rater 2 (school Teacher)						Average Score
	Pr	Gr	Vo	Fl	Un	Score	Pr	Gr	Vo	Fl	Un	Score	
1	10	5	5	10	10	40	10	5	5	5	10	35	38
2	10	10	5	10	10	45	10	10	5	5	10	40	43
3	10	5	5	10	15	45	10	10	5	10	10	45	45
4	10	10	5	15	15	55	10	10	10	10	10	50	53
5	10	10	10	10	10	50	10	10	10	10	15	55	53
6	10	10	5	5	15	45	10	5	5	10	10	40	43
7	10	10	5	5	10	40	10	10	5	5	15	45	43
8	10	10	5	10	10	45	10	10	10	10	10	50	48
9	10	10	10	10	10	50	10	5	10	10	10	45	48
10	10	10	10	10	15	55	10	10	5	10	10	45	50
11	10	10	5	10	10	45	10	10	10	5	15	50	48
12	10	5	5	10	10	40	10	10	5	10	10	45	43
13	10	10	5	5	15	45	10	10	10	5	15	50	48
14	10	10	10	10	10	50	10	10	10	10	15	55	53
15	10	5	10	10	10	45	10	5	10	10	10	45	45
16	10	10	5	10	10	45	10	10	10	5	15	50	48
17	10	10	10	5	15	50	10	10	5	10	10	45	48
18	10	10	10	10	15	55	10	10	10	10	10	50	53
19	15	10	10	10	10	55	10	10	5	10	15	50	53
20	10	10	10	10	10	50	10	10	5	10	10	45	48
21	10	10	5	10	10	45	10	10	10	10	10	50	48
22	10	10	10	5	10	45	10	5	5	10	10	40	43
23	15	10	5	10	15	55	10	10	5	10	15	50	53
24	10	5	5	10	10	40	10	10	5	10	10	45	43
25	10	10	5	10	15	50	10	10	5	10	15	50	50
26	10	10	5	10	10	45	10	10	5	10	10	45	45
27	10	10	10	10	10	50	10	10	10	10	10	50	50
28	10	10	10	10	15	55	10	10	5	10	15	50	53
29	10	10	5	5	15	45	10	5	5	10	10	40	43
30	10	10	5	5	10	40	10	10	5	10	15	50	45
31	10	10	5	10	10	45	10	10	5	10	10	45	45
Total						1465						1450	1469
Mean													47,39
Median													48,00
Mode													48
Variance													14,512
Standard deviation													4,063
Range													15
Maximum Score													53
Minimum Score													38

Based on table score, it was found that there was no (0%) student who got excellent, good, and average category, 30 students who got poor category

(96,78 %) and there was 1 (3,22 %) student who got very poor category. Furthermore, table of frequency can be seen in the following table.

Table 2 Table frequency of the pre-test in the experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	1	3,2	3,2	3,2
	43	7	22,6	22,6	25,8
	45	5	16,1	16,1	41,9
	48	8	25,8	25,8	67,7
	50	3	9,7	9,7	77,4
	53	7	22,6	22,6	100,0
	Total	31	100,0	100,0	

Furthermore, the condition of the students pre-test score of the experimental group illustrated in

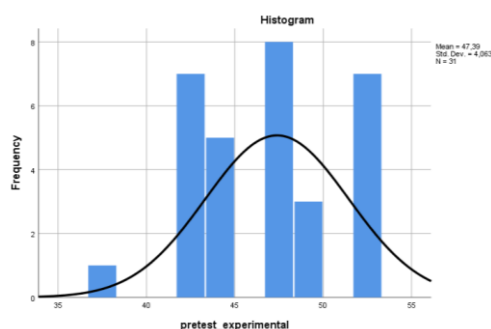


Figure 1. Students pre-test in experimental group

Meanwhile, the score of the post-test of writing was shown in Table 3.

Table 3. The students' score for post-test in experimental class

St' No	Rater 1 (Researcher)						Rater 2 (School teacher)						Average Score
	Pr	Gr	Vo	Fl	Un	Score	Pr	Gr	Vo	Fl	Un	Score	
1	20	15	15	15	20	85	20	15	15	15	15	80	83
2	15	20	15	15	15	80	15	20	20	15	15	85	83
3	15	10	10	15	20	70	15	10	10	15	15	65	68
4	15	10	10	10	15	60	15	10	10	15	10	60	60
5	10	10	10	15	15	60	10	10	10	15	10	55	58
6	15	15	15	15	20	80	15	15	10	15	20	75	78
7	15	10	10	15	20	70	10	10	10	15	20	65	68
8	15	10	10	15	15	65	15	10	10	15	15	65	65
9	15	15	15	15	15	75	15	15	15	15	15	75	75
10	10	10	10	15	20	65	10	10	10	15	15	60	63
11	15	15	10	15	15	70	15	15	15	15	15	75	73
12	10	10	10	15	15	60	10	10	10	15	20	65	63
13	15	15	15	20	20	85	20	15	15	15	15	80	83
14	10	10	10	15	20	65	10	10	10	15	20	65	65
15	15	15	10	15	15	70	10	10	10	15	20	65	68
16	15	10	10	15	15	65	15	10	10	10	15	60	63
17	15	10	10	10	15	60	10	10	10	10	15	55	58
18	15	15	15	20	15	80	20	15	10	15	15	75	78

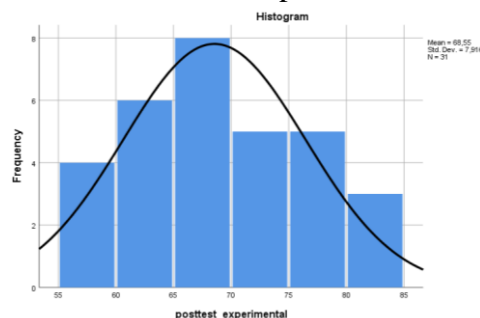
19	10	10	10	10	15	55	10	10	10	15	10	55	55
20	15	15	15	15	15	75	15	15	15	15	15	75	75
21	15	10	10	15	15	65	15	10	10	10	15	60	63
22	15	10	15	15	15	70	15	15	15	10	15	70	70
23	15	15	10	10	15	65	15	15	10	15	15	70	68
24	15	15	10	15	15	70	15	10	10	15	15	65	68
25	15	10	10	15	15	65	15	10	10	10	15	60	63
26	15	10	10	15	20	70	15	10	15	15	15	70	70
27	15	10	10	10	10	55	15	10	10	10	10	55	55
28	20	15	15	15	15	80	15	15	15	15	15	75	78
29	15	15	10	15	15	70	15	15	15	15	15	75	73
30	15	10	10	15	15	65	15	10	10	15	15	65	65
31	15	15	10	15	15	70	15	15	15	10	15	70	70
Total						2140						2090	2125
Mean													68,55
Median													68,00
Mode													63
Variance													62,656
Standard deviation													7,916
Range													28
Maximum Score													83
Minimum Score													55

Based on Table 3, the writer found that the highest score was 83 and the lowest score was 55 in which the mean of the score was 68,55. The median score was 68,00. mode was 63. Variance was 62,656, and range was 28, with standard deviation was 7,916. Furthermore, frequency of the students' post-test score in experimental group.

Table 4. Table frequency of the post-test score in the experimental class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	6,5	6,5
	58	2	6,5	12,9
	60	1	3,2	16,1
	63	5	16,1	32,3
	65	3	9,7	41,9
	68	5	16,1	58,1
	70	3	9,7	67,7
	73	2	6,5	74,2
	75	2	6,5	80,6
	78	3	9,7	90,3
	83	3	9,7	100,0
Total	31	100,0	100,0	

And the condition of the students post-test score of the experimental class could be illustrated in **Figure 2**. Students score of post-test.



Furthermore, the following table is descriptive statistics that used to get summary information distribution, variability, the total number (N), the standard deviation (SD), mean, mode, range, minimum and maximum score. It can be seen in the following table.

Table 5. Descriptive statistics of the pre-test and post-test in the experimental

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
pretest_experimental	31	15	38	53	1469	47,39	4,063	16,512	-,103	-,695
posttest_experimental	31	28	55	83	2125	68,55	7,916	62,656	,243	-,610
Valid N (listwise)	31									

After we know the result of the students' score in experimental group, the researcher find the independent t-test. To find out whether or not there was any significant difference in speaking ability, the writer compared the result of the posttest in control class and experimental class. The calculation can be seen as follows:

Table 6. Independent t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal variances assumed	Equal variances assumed	,126	,724	2,281	60	,026	4,516	1,980	,555	8,477
	Equal variances not assumed			2,281	59,823	,026	4,516	1,980	,555	8,477

Therefore, from the table 6 of Independent t-test the value of $t_{obt} = 2.281$ is higher than $t_t = 2.000$. And the value of $\text{sig (2-tailed)} = 0.026$ less than the value significance level (0.05). At last, the researcher concluded that alternative hypothesis (H_a) of this research was accepted and null hypothesis (H_0) of this research was rejected. It meant that there was any significant difference between students who are taught through academic controversy model and the student who are not taught through academic controversy model in teaching speaking skill at the tenth grade students of SMK Negeri 1 Belitang Madang Raya.

Conclusion

The researcher decided that there was any significant difference between students who are taught through academic controversy model and the student who are not taught through academic controversy model in teaching speaking at the tenth grader students SMK Negeri 1 Belitang Madang Raya.

It was also depend that the student can reduced their problem in speaking since implemented academic controversy model in their learning proses. Through academic controversy model, students can solve their problem of speaking, because it was good model to expand and increase for comprehending connected to an problem or topic.

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STUDENTS' LITERACY DEVELOPMENT IN THE BOOK REPORT CLASS OF ELESP

***Anna Patrisia Derianty¹ and Patricia Angelina²**

^{1,2}Sanata Dharma University, Indonesia

annapatrisiad@gmail.com¹ and patricia@usd.ac.id²

*correspondence: annapatrisiad@gmail.com

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Abstract

Reading is involved in subjects at school these days, for reading helps students gain more knowledge. In the English Language Education Study Program (ELESP) of Sanata Dharma University, the second-semester students have the chance to experience several reading courses. One of them is Book Report which helps students strengthen their reading and writing, which could affect their literacy development. Two research questions are formulated: (1) What are the learning activities conducted in Book Report class? (2) What are the ways that the learning activities develop students' literacy? This study employed qualitative descriptive research using three instruments: interviews, documents, and field notes. Three learning activities were conducted, namely Extensive Reading, Daily Journals, and Literature Circle. Along with those three learning activities, five features aided the students' literacy development. The first four were; using different book formats and story genre preferences; reading many books enhances writing skills; writing daily journals to improve reading comprehension; presenting and discussing the reviews of literary and non-literary works, and the last one was implementing the literary and non-literary works in daily life. Progressively, the students in the Book Report class became aware that they improved their reading and writing skills when they participate in learning activities.

Keywords: book report, literacy development, reading, writing

Introduction

Reading is involved in subjects at school these days, especially in Literature and English subjects. The English Language Education Study Program (ELESP) of Sanata Dharma University provides the students with several reading courses in different semesters. Book Report is a reading course offered for ELESP students in semester two. Book Report class is designed to introduce students to extensive reading as well as to expand their comprehension of literary elements. The reading activities that require the students to read literary and non-literary works from both assigned by the lecturers and from their own choosing become the main reason for the researchers to conduct this study.

As cited in Heeney (2015), reading and writing happen together and run in tandem. In the running in parallel, they intersect at the same time. It is the idea of

constant skills development -- they are twinned together as one reflects the other. Those literacy processes applied in Book Report's reading activity evoke the researchers' curiosity to conduct more profound study to apprehend students' learning objectives throughout the Book Report class that may affect their literacy development. In conducting this study, there are two research questions formulated:

1. What are the learning activities conducted in Book Report class?
2. What are the ways that the learning activities develop students' literacy?

Literacy

OECD (2010, p. 37) as cited in Kennedy et al, (2019) argued that literacy is the ability to comprehend, apply, and reflect upon written texts in order to accomplish one's goals, increase one's knowledge and potential, and participate in society. Breadmore et al, (2019, p. 8) stated that literacy encompasses word-level skills, such as word reading and spelling, and text-level skills, such as reading comprehension and writing composition, that are necessary for daily living.

Book Report

Book Report is one of the reading courses provided for ELESP students and is designed to introduce students to extensive reading as well as to expand their comprehension of literary elements, increase their interest and enjoyment of reading literary and non-literary works, and allow students to communicate their thoughts and feelings about the articles or short stories they are reading. Students are required to read articles or short stories from a variety of genres throughout the course. Students will also have a chance to discuss the elements, their feelings, and their ideas with their peers after reading each article or short story. Book Report is a required subject that is offered in semester two.

Metacognitive Concepts

Metacognition is geared towards achieving a goal or a set of outcomes and is intentional, conscious, foresighted, and purposeful. Flavell (1976), in his article, noticed that metacognition had both monitoring and regulatory. Flavell (1976) suggested a formal metacognitive monitoring model that included four types of phenomena and their interactions:

a) Metacognitive Knowledge

Flavell (1979) explained metacognitive knowledge as one's understanding of or beliefs about the elements that influence cognitive activity. More than fundamental differences in processes, the gap between cognitive and metacognitive knowledge may be in how the information is employed. Based on the relationship between his interests, abilities, and goals, metacognitive information can drive an individual to engage in or abandon a particular cognitive effort. Cognitive activity is frequently preceded by metacognitive activity, which is then followed by cognitive activity, and they are inextricably linked and mutually reliant.

b) Metacognitive Experiences

Schneider (2015) stated that metacognitive experiences refer to one's awareness and feelings elicited in a problem-solving situation. In this second class, Flavell (1979) included the subjective internal responses of an individual to his

metacognitive knowledge, goals, or strategies. These occurrences can provide internal feedback on current progress, future expectations of development or completion, degree of comprehension, connecting new information, and a variety of other events as monitoring phenomena. Further information, memories, or previous experience may be retrieved as resources in solving a current moment cognitive challenge. The emotive responses to tasks are also included in the metacognitive experience.

c) Tasks and Goals

Flavell (1979) stated that the successful execution of a goal relies largely on both metacognitive knowledge and metacognitive experience. In this class, comprehending, memorizing data, generating something, such as a written document or a matching problem, or simply enhancing one's understanding of something are examples of goals and tasks. A case in point, tasks and goals can be interpreted as the learning objectives that someone wants to achieve when pondering their own thoughts.

d) Metacognitive Strategies

Metacognitive strategies are well-organized techniques for managing one's cognitive activities and ensuring that the cognitive goals are attained. An article entitled "Inclusive School Network," which was published in September 2015, mentioned that there are four metacognitive strategies that can be applied in the classroom. The first strategy is Think Aloud that may help students to monitor and reflect on what they are learning. This strategy is substantial for reading comprehension and problem solving. Checklists, Rubrics, and Organizers are the second strategies that reinforce students in making decisions because they act as tools for planning and self-assessment. The third strategy is Explicit Teacher Modeling. Through a clear example or model of a skill or subject, explicit teacher modeling can help students comprehend what is expected of them. When a teacher demonstrates an easy-to-follow technique for addressing an issue, students have a plan to remember when they need to solve a problem independently. The last strategy is reading comprehension, which involves students' participations with texts and accurately understanding the layers of meaning. Students must develop strong reading comprehension skills since statistics demonstrate that those with poor reading comprehension abilities struggle in academic, professional, and personal endeavors.

1. Self-Regulation Theory

Zimmerman (2000, p. 14) described self-regulation as self-generated thoughts, feelings, and actions that are planned and cyclically adapted to pursue personal academic goals. In a different publication, Zimmerman (1986) stated that even though researchers' theoretical approaches typically differ in their definitions of self-regulated learning, including specific processes, a common understanding of these students as metacognitively, motivationally, and behaviorally engaged participants in their learning has developed. Schunk and Zimmerman (1997) argued that there are four levels of self-regulated individual development:

a) Observation

At this first level, according to Bandura (1986), observation is a social cognitive theory that by witnessing others' behavior, we can learn to accomplish things we would not have been able to do otherwise.

b) Emulative

At this emulative level, students start to try their behavior independently, using motorist as models or imitating precisely that specific behavior observed. At this level, Zimmerman (1997) gave students assignments that require them to work in groups or pairs.

c) Self-Control

DiBenedetto (2013) in her journal, stated that at this self-control level, the students would start to act independently based on what has been observed. At this level, Zimmerman allows the students to read and review several times in both written and spoken form, in which case they will also receive feedback that can help them improve their literacy development.

d) Self-Regulation

For this final level which is self-regulation, DiBenedetto (2013) argued that this level happens when students are able to adapt and adjust their behavior independently. Students are considered to have reached this self-regulation when they understand how they have to adapt according to the context and situation, as well as how impactful these skills are for them once they can really self-regulate themselves.

Method

This study employed qualitative descriptive research to identify students' literacy development in the Book Report class of ELESP. The researcher used interviews, documents, and field notes as the research instruments to collect the data. The participants of this study were students in the second semester of the Book Report A class in the 2021/2022 academic year. The total number of students in the Book Report A class is 34. Five students were selected to be the interviewees using purposive sampling by considering those who had high attendance in class with a minimum of six points over three meetings. The interview was aimed to perceive students' behaviors and emotions towards the activities in the Book Report class that require them to use their reading and writing skills, as well as to gain more in-depth information about students' experience related to the activities conducted using open-ended questions. In addition, the purpose of the document was to gain the precise information from the learning activities that might support their literacy development. Furthermore, the field notes were intended to serve as evidence to support the data gathered. Those three instruments also used to answer the research questions.

Findings and Discussion

The learning activities conducted in book report class

The researcher used Book Report class's syllabus as a way to answer the first research question. There were three learning activities conducted in Book Report

class, namely, extensive reading, daily journals, and literature circle. Further explanations are provided as follows;

Extensive Reading

The main learning activity conducted in the Book Report class was extensive reading. The purpose of extensive reading was to help students develop their understanding of literary elements as well as to increase students' interest and enjoyment in reading both literary and non-literary works. Carrell and Carson (1997, p. 49), as cited in Renandya (2007), mentioned that extensive reading is defined as the quick reading of huge amounts of material or lengthier reads (e.g., entire novels) for broad knowledge, with the emphasis on the meaning of what is read rather than the language. In this activity, students were required to read articles or short stories, which can be fiction or non-fiction. Following the observation, the field notes showed that students were given 30 minutes to complete the extensive reading prior to the class discussion. Moreover, in doing the extensive reading, the students experienced two options: reading the articles or short stories that were assigned by the lecturer and having the freedom to choose their own articles or short stories to read.

Daily Journals

The daily journals were an individual activity in which students were required to write a short summary after they had done their extensive reading. The purpose of writing the daily journals was to help the students with creating and analyzing both literary and non-literary works, as well as to improve their writing skills. In writing the daily journals, students need to write their name and the date they wrote the journal, and the book's identity, which includes book title and number of words, followed by the short summary. Other than that, they also have to share how they feel and their thoughts after reading the article or short story. Throughout the Book Report class, the students were assigned to write six journals for each different article or short story. According to the data from the field notes, there was no specific due date for submitting the daily journals, but students were occasionally required to prepare at least a short summary of their reading for later discussion in a literature circle activity.

Literature Circle

One of the activities in the Book Report class was literature circle, in which students were expected to discuss and present the article or short story they had read in a small group consisting of four to five students. The data from the field notes showed that the discussion will most likely be organized in the main room of Zoom if they were to discuss the same story or the one that was assigned by the lecturer. Quite the opposite, the discussion happened in the breakout rooms of Zoom when the students discussed different stories of their own choosing. It happened because, in a small group of breakout rooms, it would be easier for students to share their thoughts, perspectives, or even the elements of different stories. There were four literature circles throughout this course. The lecturer would provide a different topic to discuss, such as the characterization, setting, plot, favorite part(s) of the story, and so on. Students were sometimes asked to create illustrations based on their favorite parts of the story, which they then had to present during the literature circle.

The literature circle aimed to train students in presenting their reviews or thoughts in good English, improve students' sensitivity to the text, help one another understand the text, and develop a sense of appreciation for others' thoughts.

Ways to develop students' literacy through the learning activities in the book report class

In this part, the researcher analyzed the data collections to answer the second research question that related to the way students develop their literacy through the learning activities in Book Report class. After interviewing the five students in the Book Report A class, it was determined that all three learning activities did, in fact, assist students enhance their literacy development in a variety of ways.

Using different book formats and story genre preferences

Leu et al, (2007), as cited in Wu & Peng (2016), stated that reading digital texts differs from reading printed texts and necessitates using more advanced reading skills. The interview results indicated that the use of electronic and print formats affects students' understanding of reading in doing the extensive reading. The interviewees conveyed that they prefer to read using print formats because they tend to be more focused and comfortable while reading.

Table 1. Electronic and print formats affecting students' understanding on reading

Index	Utterances
P1	"I prefer physical book; it is affecting on my understanding because my eyes are way more comfortable and focused on a physical book rather than the electronic one."
P2	"In terms of understanding, I prefer print version of books because I can write anything in the books in the format of paper."
P3	"I prefer to read in print format because when I read on my screen, it makes my eyes tired easily and it's hard to understand the content of the story."
P4	"I prefer to read in print format because I can focus more and take some notes or I can draw something in the book."
P5	"To be honest, I prefer to read in print rather than electronic format because, since I was a kid, I've liked to read a lot of novels and I don't like using my phone to read."

The data above showed that students prefer to read using print formats, and they agreed that it affected their reading time, as well as their understanding of the text. P2 and P4 mentioned that reading in print formats helped them engage more with the books because they could write or draw something. As stated by P2, writing something in the book can help him emphasize the line that he thinks is valuable. Other than that, P1 and P3 said that reading using an electronic format would most likely make the eyes tired and uncomfortable. According to Wu & Peng (2016), internal psychological mechanisms that impact reading comprehension are referred to as metacognitive strategies. Therefore, if the students tend to comprehend their reading even more by using the print formats, they have managed to attain their metacognitive knowledge. As regards of the story preferences, the interview results indicate that in doing the extensive reading activity, students demonstrated enthusiasm to read the assigned stories, but the fact is that students were more

engaged when they discussed the stories of their own choosing. In doing the extensive reading, students were experienced in reading both stories assigned by the lecturer and the stories of their own choosing. After the interview was done, some of the interviewees claimed that they would enjoy both options, but the majority stated that they would rather read something of their own choosing.

Table 2. The story preferences

Index	Utterances
P1	"I prefer to choose it on my own because sometimes if we don't like the book, we cannot understand it."
P2	"I enjoy both, but I prefer to choose my own text because sometimes the topic of the Extensive Reading is really boring."
P3	"I prefer to choose it by myself because some genres can be boring for me."
P4	"I like to read the ones from my own choosing because sometimes I don't understand the stories given by the lecturer. It's really difficult to read."
P5	"I like it more when the lecturer gives me the reading material because I find it hard to find good stories."

Flavell (1979) argued that the strategy of metacognitive knowledge involves analyzing goals and sub-goals and selecting cognitive processes to use in gaining the process used in their achievement. This actively means that students in the Book Report class understood what kind of reading suited them best and might help them perform better. From the utterances above, P1 and P4 stated that the types of books might influence their understanding of the books, and they said that they would understand the story even more, when they were reading the types of books they were into. P4, during the interview, said that it was hard for her to understand the stories given by the lecturer because sometimes it is difficult to find the plot of the story and there were some vocabularies that she did not know.

The data from the interview showed that the extensive reading activity made them want to read more, especially when they were required to choose their own reading. During the interview, P3 said, "Before this class, I don't read anything. I just read because of the lecturer, *terpaksa istilahnya*, but I enjoy the lesson." To support the fact, the interview showed that P1, P3, and P5 argued that it happened because they had to prepare the story to be read next. P3, during the interview, said, "I don't really like reading, but in this class, we need to read some stories and it made me think, 'what should I read next?'"

Furthermore, regarding the genre of the story, the interview data indicates that most of the students were more into fiction books. However, it was still possible for them to read other genres of non-fiction even though they might not enjoy the reading time.

Reading many books enhances writing skills

According to Suhardiana & Lestari (2020), literacy skills entail a set of skills for communicating and obtaining written information. It could be said that reading and writing go hand in hand. To support that fact, apart from reading, writing was included as one of the activities in the Book Report class. The results showed that writing daily journals could help the students sharpen their reading skills. People who read a lot of books would need to pay attention to the reading and start to pay

attention to the writing. People who love reading would unconsciously pay attention to the writing style: how the author describes the character, how the plot flows, metaphor in the writing, etc. Therefore, through the reading activity followed by writing the daily journals, the students in the Book Report class were aware of this situation.

Table 3. Using reading activity to improve writing skills

Index	Utterances
P1	"I haven't read a lot of books yet, but my friend who reads a lot, his writing is so good because he got so many references from many books."
P2	"Yes! There is a saying that, <i>"apa yang kita baca adalah apa yang akan kita tulis."</i> So, the books that I read influenced my writing."
P3	"Yeah, of course! Because in our journals we need to retell our story and it means that we need to improve our writing skills too."
P4	"I don't know the significance, but maybe yes."
P5	"In my opinion yes, because the lecturer asks us to write summary based on what we know, so it really increases our thinking skills."

Most of the students agreed that reading helps them enhance their writing skills. P1 argued that he had not read a lot of books yet to claim that his writing skills were improving. Nevertheless, P1 recognized that his friend managed to write well, knowing the fact that he reads a lot. The other interviewee, P2, mentioned that "Every writer has their own style." During the interview, he shared his experience of reading his favorite novel, in which the writer wrote the story in a long, detailed sentence, and he admitted that particular novel influenced his writing style: "I usually write in short sentences, and then after I read this book, I have a new habit of writing in longer and more detailed sentences. It is a fact."

Writing daily journals to improve reading comprehension

Writing is a great opportunity for students to contemplate their learning and exhibit comprehension of what they have read (Ferlazzo, 2020). Graham & Herbert (2010, p. 5), as cited in Ferlazzo (2020), argued that writing might help students improve their reading comprehension by asking them to write about what they have read. Students in the Book Report class agreed that writing the daily journals enabled them comprehend the story even more.

Table 4. Daily journals improve reading comprehension

Index	Utterances
P1	"Yeah, because after we read the story, we need to summarize it, so it helps us comprehend the story more."
P2	"Of course! I think that when we write something, it will help us remember what we just read. So, writing a journal helps me remember anything about the book I just read."
P3	"Yes. If we read a story that we like, it can make us write it easily, retell it easily even though it's already two or three months. At least we remember the summary or the character of the story."
P4	"Yes, I believe it. Because the more we write, the more we search for new vocabulary."
P5	"Yes, it helps more because we are required to write the summary, so it means we have to understand the story better."

Lau and Chan (2003), as cited in Wu & Peng (2016), mentioned that in order to reach their goal, good readers employ metacognitive strategies to keep track of and analyze their reading processes, as well as manage their reading approaches. In this point, writing acted as a tool that students in Book Report class used to help them analyze the reading process. The data on table 4.5 showed that students in the Book Report class tend to comprehend the story they have read better after writing the journals. During the interview, P2 shared his personal experience that he would usually forget about the story he had read two months later before writing the journals. Nonetheless, writing the journals helped him remember the characters, the summary, and the feelings after reading the book over a long period. Other than that, he added that taking some notes and writing the daily journals also helped him be a good reader.

Presenting and discussing the reviews of literary and non-literary works

The interview indicated that the reading preference used in extensive reading would affect students' performance in literature circle. Following the analysis of the interview data, the majority of the students stated that they were able to perform better in discussing and presenting the story of their choice. Some even said they could discuss and present the story both as provided by the lecturer and of their own choosing.

Table 5. Students' performance in literature circle

Index	Utterances
P1	"I better to perform my own story because I know it well. I have more enthusiasm because I like the story."
P2	"I think I can perform it both better. But I think the discussion in the literature circle will be more interesting in the text that I choose by myself."
P3	"I choose one of my journals and I can tell it to my friends better than other stories, I guess, because I like the story."
P4	"I think it's better on my own choosing because when I speak with the group, they have the same feeling with me."
P5	"From the book that we chose ourselves, in the first literature circle, my friends shared about the story that I know or have read before, so it's kind of easy for me when they shared and I add a little bit."

The literature circle activity was sometimes conducted in the main room of Zoom and the breakout room. From the data above, P5 stated that it was easy to do the literature circle about the story of her own choosing. Nevertheless, during the interview, she added that she preferred to discuss the story assigned by the lecturer in the main room of Zoom, but in terms of discussing the story of her own choosing, she preferred to have it in the breakout room. It happened because they could share their thoughts and perspectives way more freely.

In the matter of students' enthusiasm, it could be said that the students in the Book Report class were more enthusiastic in discussing the story of their own choosing. As the evidence, P1, P2, and P4 argued that the literature circle was more interactive when they discussed their own stories because they understood the story better. P2 explained that the group discussion was alive when they discussed their own chosen stories because sometimes some of them read the same books, and

sometimes that particular book was being filmed, which gave them more topics to discuss.

Implementing the literary or non-literary works in daily life

The interview data showed that once students completed the reading, a literature circle might stimulate their creativity even more. This occurred as the literature circle allowed students to share their ideas or perspectives, which might help them enhance their imaginations about the reading they had done.

Table 6. Students' implementation after reading

Index	Utterances
P1	"Of course, because I read 'Slice of Life' and it's about information from other points of view of someone else that may give us advice and quotes that improve ourselves."
P2	"Reading a book is kind of change my life. I want to become a novelist and I read a lot of books because of that."
P3	"I guess for some genres it can be more useful in our lives but some cannot. For example, thriller, I think it's not related to our lives."
P4	"Yeah, I think, because like I said before, I choose books according to my mood swing or condition. Like last week, I chose 'P.S. I Still Love You' because I had broken up with my boyfriend."
P5	"Yes, because I have read a lot of books and in some subject in school, like Bahasa Indonesia, we are expected to give the moral value. So, I get used to finding the moral story and connecting it with my life."

In the first level of four levels of self-regulation produced by Schunk and Zimmerman (1997), which was an observation, Zimmerman often asked his students to read and relate the reading to their lives. This practice would help students become critical thinkers and comprehend their knowledge better, which would be beneficial in their daily lives. Based on the data above, P2 stated that he wanted to be a novelist. During the interview, P2 shared his personal experience that he wanted to be a priest one day, but he was then inspired to be a novelist after reading a novel entitled "The Lord of the Rings." P2 added that reading books taught him so many things. On the other hand, P4 reads books to express her emotions. So, it was quite often for her to find something relatable to her from the books.

The data in table 4.7 showed that P5 often found the moral value in the story and tried to connect it with her. To support her argument, the data collected from students' daily journals indicated that students not only write about the summary and how they feel after reading the story but also about the moral value they find in the story. The students tend to share the moral value in long sentences, and some of them also give small examples or share their personal experiences related to the moral value they find.

Conclusion

The aim of this study was to see if the students in the Book Report class of ELESF developed their literacy as a result of the activities they participated in, which involved reading and writing skills. Based on the research goal, the researcher developed two research questions: "What are the learning activities

conducted in Book Report class?” and “What are the ways that the learning activities develop students’ literacy?”

There were three learning activities conducted in the Book Report class: extensive reading, daily journals, and literature circle. The main learning activity was extensive reading, in which the students were required to read literary or non-literary works from both those assigned by the lecturer and those of their own choosing. After the students did the extensive reading, the second learning activity was daily journals. Students were assigned to write six journals and were required to write a short summary and share their feelings after reading the literary or non-literary works. As for the last learning activity, which was literature circle, students were required to discuss the literary or non-literary works they had read. The literature circle convened four times throughout the semester, each with a different topic to discuss.

There were five ways of those three learning activities in the Book Report class aided students’ literacy development. First, using different book formats and story genre preferences that might influence students’ understanding in reading. Second, reading many books enhances writing skills. Third, writing daily journals to improve reading comprehension. Fourth, presenting and discussing the reviews of literary and non-literary works, and the last one was implementing the literary and non-literary works in daily life. Along with those features, the results showed that students in the Book Report class recognized that their literacy were developed throughout this course. They were all aware that they managed to perform their reading and writing skills better when doing the learning activities.

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TEACHING WRITING ABILITY THROUGH INSTAGRAM MEDIA

***Zulaikah¹, Lia Santika², M. Muklas³, and Eka Agustina⁴**

^{1,2,3,4} Universitas Nurul Huda

* correspondence: zulaikah@unuha.ac.id

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Abstract

The purpose of this study was to know is there any effect between students who were taught by using Instagram and conventional media. Therefore, this study was quantitative research methodology, experimental method are used in this research and true experimental design chose by the writer. Then, the population of the study were 90 from three classes. And the sampling technique chosen is cluster random sampling. There are two groups in this research they were experimental group with 30 students and control group consists 30 students. The writer used test for instrument to the collecting the data. The data gained from Independent t-test analysis, between the result of post-test in experimental group and control group. According on the calculation by using Independent t-test, the writer found that t_{obtained} was higher than t_t ($3,844 > 2,000$) at the significant level $\alpha = 0.05$ in two tailed test. It meant that there was the effective between experimental group and control group. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that Instagram effective in teaching writing.

Keywords: Instagram, teaching, writing ability

Introduction

International English is the idea of using the English language for worldwide communication in a variety of dialects, as well as the drive for an international standard for the language. The most common language used internationally is English in a variety of contexts. Even in businesses, marketing, and educational organizations. English is taught as a foreign language in Indonesian schools from kindergarten through university. To accomplish their purpose of teaching English, teachers must do it in an engaging and effective manner.

According to (Brown, 2012), language skills include speaking, writing, reading, and listening. Grammar, pronunciation, and vocabulary are all included in language components. Writing is the toughest talent for high school students or foreigners to grasp, according to the facts above (Richards & Renandya, 2012). Writing is a challenging talent since it calls for a strong aptitude for selecting words and phrases that the reader will comprehend, according to (Riddel, 2013). This is due to the fact that readers are unable to critique or inquire directly about the content. In addition for speaking, reading, and listening, writing is another

means of communicating with others. It takes planning to write. It is taught in a formal setting. It has to be taught officially and purposefully. In addition (Taqi, 2015), writing is a developing process that calls for instruction, opportunity, time, experience, and ideas that can be communicated and arranged in a compelling manner. Continuous writing is one method of improving writing skills. Writing is not a quick way to educate. It takes time to practice writing, time to finish pieces of writing, and time to reply to and assess all of that writing in order to teach writing effectively.

Since writing allows by students to convey their ideas, emotions, and feelings in writing, it is one of the four language skills they should acquire. What the pupils feel is what inspired their thoughts for this paper. According to (Siahaan, 2008), referenced in (Nurbayanah, 2016), it is the talent of a writer to tell a reader or group of readers about an idea, thinking, sentiment, and opinion via the medium of a text.

Writing involves thinking up ideas, working out how to convey oneself in clear, concise sentences and paragraphs, and arranging your thoughts (Nunan, 2012). As a result, students should become proficient in their writing abilities since they may use them to connect with others and convey their thoughts and emotions.

The writer identified certain issues with the kids' writing skills after speaking with the English instructor. They are: 1) Students find studying boring. We have seen that when we urge them to write, they begin to write out of boredom. They also don't engage in enough physical exercise. 2) Students are unable to come up with original thoughts and construct coherent sentences. This is due to certain children's extreme insecurity and reluctance to write. Additionally, they lacked the necessary vocabulary, syntax, and sentence structure to effectively communicate their thoughts.

It is the teacher's job to impart information to the pupils in order for them to comprehend the subject matter better throughout the learning process. According to (Zulaikah, 2017), teaching is a process in which a teacher imparts information to a student in order for the learner to more fully comprehend the subject matter throughout the learning process. To foster a positive learning environment, instructors must be creative in how they educate the learning process, using a variety of mediums. This claim is backed up by (Hayati, 2016), who said that media usage may benefit both instructors and pupils. Media makes it simple for professors to communicate concepts to pupils. While the media helped the learners understand what the instructor is saying. Additionally, the utilization of engaging media has assisted pupils in avoiding boredom while studying. As a result, the author employed one of the mediums. Instagram was the medium employed in this investigation. According to (Listiani, 2016), Instagram is a quick and enjoyable method to share people's lives with other people via a collection of photographs. Instagram is also one of the language teaching tools that may be employed in the English language learning process. Students are familiar with Instagram since it is one of the social media platforms. Additionally, Instagram offers several benefits, including the ability to inspire students to produce narrative prose since users submit their own photos online along with captions that describe the photos. Additionally, according to (Listiani, 2016), Instagram is a special medium with a variety of characteristics that help students achieve their

objectives in terms of their daily and academic demands, including picture sharing, social networking, and education.

All of the Instagram teaching tools are appropriate for teaching story telling since retelling describes prior experiences by recounting actual occurrences. The author suggests using Instagram as a platform to teach writing stories by solving the aforementioned problems. The use of social media in writing instruction is beneficial for a number of reasons. (1) Social networks provide students with a platform to tell their tales, and (2) they make them aware of the strength of their unique voices. Instagram is a good tool for teaching English because of this. Teachers may utilize this platform to design some creative activities. As a result, it can be said that Instagram encourages and helped students become better writers (Crowley, 2015).

Method

The research methodology is the process through which a writer gathers information for a particular study (Sugiyono, 2013). A scientific approach of gathering reliable data is research methodology. The goal is to discover, create, and validate specialized knowledge so that you may use it to comprehend, address, and foresee issues (Arikunto, 2013). The author employed a quantitative research approach for this investigation. The survey technique and the experimental method are the two most often used approaches in quantitative research. The author of this paper employs an experimental methodology.

The experimental group and the control group are the two groups made up of two classes that were utilized as samples in this research. The same information on the same subject is given to two groups. The author employed quantitative research to determine if Instagram might improve students' writing skills in the experimental group that was taught via the social media platform. The author used a descriptive scale to rate student writing. While the control group received traditional instruction, this writing component scale examined five factors: content, organization, vocabulary, language usage (grammar), and mechanism. Both groups had a pre-treatment test before treatment. Following the therapy, they were given an instrument post-test. By comparing the aptitude of the students in the experimental group and the control group, the writer can observe that the tools can be utilized and the outcomes can be effectively applied in the classroom. The design of the research is as follows:

Experimental Group	O₁ x O₂
Control Group	O₃ x O₄

(Arikunto, 2013:125)

Where : O₁ : Pre-test experimental group
 O₂ : Post-test experimental group
 x : Treatment to experimental group
 x : Treatment to control group
 O₃ : Pre-test control group
 O₄ : Post-test control group

Findings and Discussion

Findings

The result of pre-test and post-test score in the experimental group

Before starting the experiment, the author administers a pre-test to the experimental group of students, computes their scores, and then administers a post-test to gauge their improvement. The sample of students for the pre-test and post-test was 30 students. Table 1 contains information on the frequency of the experimental group's students' pre- and post-test scores.

Table 1. Frequency of the Pre-test and Post-test Score in the Experimental Group

Pre-test of Experimental Group						Post-test of Experimental Group				
		Freq	Perc	VP	CP		Freq	Perc	VP	CP
Valid	42	1	3.3	3.3	3.3	60	1	3.3	3.3	3.3
	47	2	6.7	6.7	10.0	60.5	1	3.3	3.3	6.7
	49.5	2	6.7	6.7	16.7	63	1	3.3	3.3	10.0
	50.5	1	3.3	3.3	20.0	64	1	3.3	3.3	13.3
	51	2	6.7	6.7	26.7	64.5	1	3.3	3.3	16.7
	52	2	6.7	6.7	33.3	68	1	3.3	3.3	20.0
	57.5	2	6.7	6.7	40.0	69	1	3.3	3.3	23.3
	58	2	6.7	6.7	46.7	70	4	13.3	13.3	36.7
	61	2	6.7	6.7	53.3	73	3	10.0	10.0	46.7
	62	3	10.0	10.0	63.3	73.5	1	3.3	3.3	50.0
	62.5	1	3.3	3.3	66.7	74	2	6.7	6.7	56.7
	63	1	3.3	3.3	70.0	74.5	1	3.3	3.3	60.0
	64	1	3.3	3.3	73.3	75	1	3.3	3.3	63.3
	66.5	1	3.3	3.3	76.7	76	1	3.3	3.3	66.7
	67	2	6.7	6.7	83.3	78	1	3.3	3.3	70.0
	68	1	3.3	3.3	86.7	78.5	1	3.3	3.3	73.3
	69	1	3.3	3.3	90.0	79	1	3.3	3.3	76.7
	71.5	2	6.7	6.7	96.7	80	1	3.3	3.3	80.0
	74	1	3.3	3.3	100.0	81	1	3.3	3.3	83.3
						81,5	1	3.3	3.3	86,7
						84	1	3.3	3.3	90.0
						85	1	3.3	3.3	93.3
						86	1	3.3	3.3	96.7
						86,5	1	3.3	3.3	100,0
	Total	30	100.0	100.0		Total	30	100.0	100.0	
			0	0					0	

Moreover, chart 1 of the pre-test for the experimental group showed the distribution score.

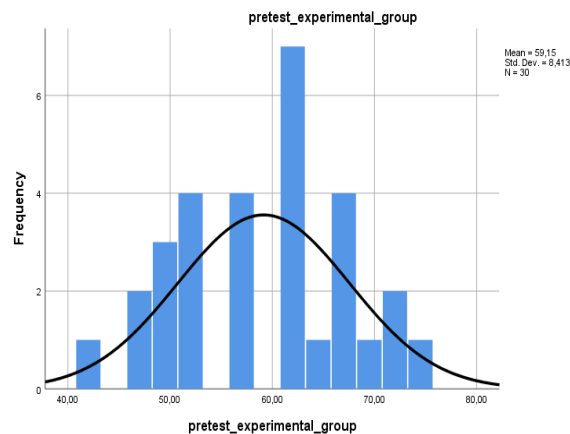


Figure 1. Pre-test score in the experimental group

According to table 1 and figure 1, the experimental group's pre-test score ranged from 62.00 to 74.00, with 42.00 as the lowest and highest score. The mean score was 59.15, and the standard deviation was 8.41. Additionally, figure 2 might show the distribution of post-test scores for the experimental group.

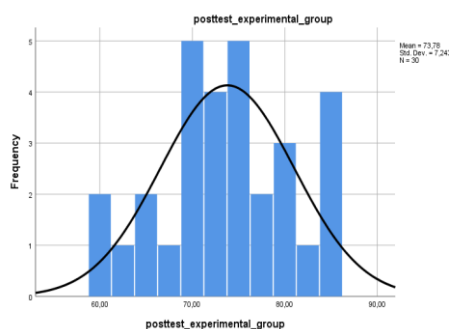


Figure 2. Post-test score in the experimental group

In the meanwhile, according to table 7 on the post-test for the experimental group and chart 2, the experimental group's median post-test score was 73.75, the lowest score was 60.00, the highest score was 86.00, and the mean score was 73.78, with a standard deviation of 7.24. The writer then translated the students' scores into the distribution chart shown in table 2 below.

Table 2. The distribution score of pre-test and post-test in the experimental group

Pre-test of Experimental group				Post-test of Experimental group	
Score Interval	Level of Competency	Score		Score	
		Frequency	Percentage (%)	Frequency	Percentage (%)
91-100	Excellent	0	0%	0	0%
81-90	Very Good	0	0%	6	20%
71-80	Good	3	10%	13	43.33%
61-70	Moderate	13	43.33%	9	30.00%
51-60	Enough	8	26.67%	2	6.67%
41-50	Low	6	20%	0	0%
0-40	Poor	0	0%	0	0%
Total (N)		30	100%	30	100%

Based on the pre-test results in Table 2 above for the experimental group, it was determined that there were no students in the experimental group who received the scores of excellent, very good, or poor; 3 students (10%) received good; 13 students (43,33%) received moderate; 8 students (26,67%) received enough; and 6 students (20%) received low.

According to Table 2 of the post-test, the experimental group included 6 (20%) students who received a very good level of competence, 13 (43,33%) students who received an excellent level of competency, and 9 (30%) students who received a moderate level of competency. For the levels of competence of outstanding, low level, and poor, only 2 (6,67%) pupils achieved the necessary level of proficiency.

The result of pre-test and post-test score in the control group

The writer offers the pupils a pre-test to gauge their level of writing abilities before conducting the research in the control group. The writer then administered the following exam to see how well the children could write after administering the traditional therapy. A sample of 30 students participated in the control group's pre- and post-tests. Table 3 provides information on the frequency of students' scores for the control group's pre- and post-tests.

Table 3. Frequency of the pre-test and post-test score in the control group

	Pre-test of Control Group					Post-test of Control Group				
		Freq	Perc	VP	CP		Freq	Perc	VP	CP
Valid	40	2	6.7	6.7	6.7	40	1	3.3	3.3	3.3
	42	2	6.7	6.7	13.3	49.5	1	3.3	3.3	6.7
	47.5	1	3.3	3.3	16.7	55	2	6.7	6.7	13.3
	49.5	3	10.0	10.0	26.7	60	4	13.3	13.3	26.7
	50	1	3.3	3.3	30.0	60.5	1	3.3	3.3	30.0
	51	1	3.3	3.3	33.3	63	5	16.7	16.7	46.7
	53.5	1	3.3	3.3	36.7	64	1	3.3	3.3	50.0
	54	1	3.3	3.3	40.0	65.5	1	3.3	3.3	53.3
	55	2	6.7	6.7	46.7	68	1	3.3	3.3	56.7
	57	2	6.7	6.7	53.3	68.5	1	3.3	3.3	60.0
	57.5	1	3.3	3.3	56.7	69.5	1	3.3	3.3	63.3
	58	1	3.3	3.3	60.0	70	3	10.0	10.0	73.3
	61	2	6.7	6.7	66.7	70.5	1	3.3	3.3	76.7
	62	2	6.7	6.7	73.3	71	1	3.3	3.3	80.0
	63	1	3.3	3.3	76.7	73.5	3	10.0	10.0	90.0
	64	1	3.3	3.3	80.0	80	1	3.3	3.3	93.3
	64.5	2	6.7	6.7	86.7	82	1	3.3	3.3	96.7
	66	1	3.3	3.3	90.0	83.5	1	3.3	3.3	100.0
	67	1	3.3	3.3	93.3					
	69	1	3.3	3.3	96.7					
	71.5	1	3.3	3.3	100.0					
Total		30	100	100		Total	30	100	100	

Moreover, the distribution score can be seen in chart 3

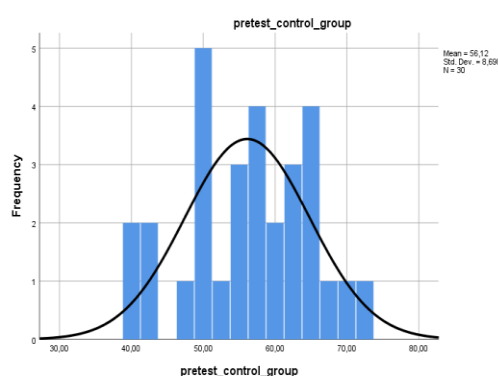


Figure 3. Pre-test score in the control group

According to table 3 of the pre-test results for the control group and chart 3, the average pre-test score for the control group was 49.50, the median was 57.00, and the lowest and highest scores were 40.00 and 71.50, respectively. The score's

mean was 56.12, and its standard deviation was 8.69. Figure 4 also showed the post-test distribution in the control group.

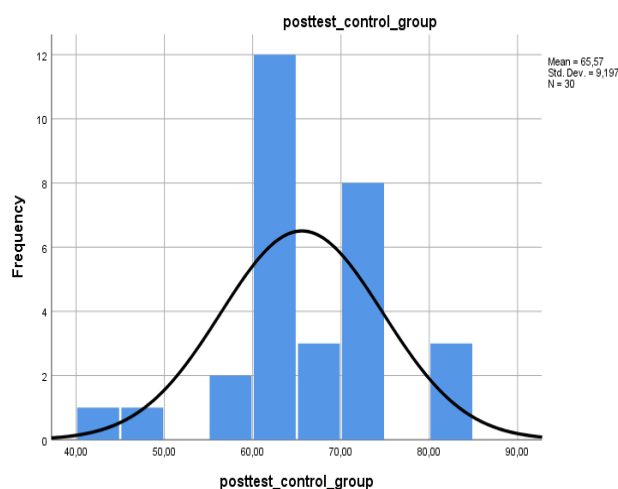


Figure 4. Post-test score in the control group

Furthermore, according to table 3 and chart 4, the control group's mode post-test score was 63.00, the median post-test score was 64.25, the lowest score was 40.00, and the highest score was 83.50. The score had a mean of 65.57 and a standard deviation of 9.19. The writer then translated the students' scores into the distribution table shown in Table 4 to create the results.

Table 4. The distribution score of pre-test and post-test in the control group

Pre-test of Control group				Post-test of Control group	
Score Interval	Level of Competency	Score	Score	Score	Score
		Frequency	Percentage	Frequency	Percentage
		y	(%)	y	(%)
91-100	Excellent	0	0%	0	0%
81-90	Very Good	0	0%	2	6.67%
71-80	Good	1	3.33%	5	16.67%
61-70	Moderate	11	36.67%	14	46.67%
51-60	Enough	9	30%	7	23.33%
41-50	Low	7	23.33%	1	3.33%
0-40	Poor	2	6.67%	1	3.33%
Total (N)		30	100%	30	100%

Based on the distribution score in Table 4 above, it was determined that no students in the control group (0%) had excellent or very good levels of competency at the time of the test. Instead, 1 student (3.33%) had good level competency, 11 students (36.67%) had moderate level competency, 9 students (30%) had enough level competency, 7 students (23.33%) had low level competency, and 2 students (6.67%) had very poor level competency. Additionally, it was discovered that 2 students (6.67%) who received a very good level of competency, 5 students (16.67%) who received a good level, 14 students (46.67%) who received a moderate level of competency, and 7 students (23.33%) who received an adequate level of competency all received post-test

scores for the control group. One student (3.33%) had a low level, while one (3.33%) had a bad level of performance. There were no students who excelled in their studies.

Discussion

The findings indicate that using Instagram to teach composing recall texts was extremely beneficial. It demonstrated that $(3.844 > 2.000)$ t-obtained is greater than t-table. It revealed that there were significant differences between students who were taught using Instagram and those who were taught using more traditional methods of instruction.

Instagram can be used for many things, such as helping students improve their writing skills. Sharing writing is made easier, cooperation, comments, and collaboration are supported, writing opportunities are provided outside of the classroom, Instagram can link pertinent material and videos; and students were given a sense of authorship.

Conclusion

Based on the findings of the previous chapter, the author draws the conclusion that, when it comes to students' recount text writing, there is a noticeable difference between students who learn through Instagram and those who learn through conventional media. It was demonstrated by the independent t-test results, which showed that the post-test scores for the experimental and control groups had values of t-obt of 3.844 and Sig (2-tailed) of 0.000. The t-obt value was 3.844 times greater than the t-t value of 2.000, with a DF of $(n-2) = (60-2) = 58$, and the sig (2-tailed) value was less than the significance level $(= 0.05)$. As a result, the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. It's possible that students who were taught using Instagram and those who were taught using traditional media differed significantly. The research also revealed that when Instagram was implemented in schools, students' writing issues decreased. Utilizing Instagram can help them with their writing issues because it's a useful tool for improving comprehension of the subject.

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THE EFFECT OF SYNDICATE GROUP METHOD ON THE EIGHTH GRADE STUDENTS' ABILITY IN READING NARRATIVE TEXT

Yulia Nugrahini

Universitas Bhinneka PGRI

*correspondence: yn.max88@gmail.com

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Abstract

Studying as group is more fun, they can share the problem in the studying. The researcher using syndicate group method and designed a research to know whether any significant difference in the achievement between students who were before and after using syndicate group method in teaching reading narrative text.. The researcher uses the pre-experimental design, with one group pre-test post-test design. The subjects of this research are the eighth grade students of SMPN 1 Karangrejo in the academic year 2021/2022. The population of the research consists of 367 students. The researcher will apply syndicate group method in the class. The result of post-test was computed by using Paired Sample T-test formula. The researcher used SPSS 21.0 for windows to calculate the formula of Paired Sample T-test. The researcher analysed the data using two-tailed test; the table Paired Sample T-test showed that significant value is $0.000 < 0.05$ and $t \text{ count} > - t \text{ table}$. It means that Hypothesis is received. the researcher concluded that the students achieve better score in reading narrative text after they are taught using syndicate group method. the researcher draws the conclusion that syndicate group method is effective to raise students' ability in reading narrative text.

Keywords: Syndicate Group Method, Reading, Narrative Text

Introduction

Reading is about understanding written texts. It is a complex activity that involves both perception and thought (Elizabeth, 2003: 6). Based on the statement, Reading is an activity with a purpose. A person may read in order to gain information of verify existing knowledge, or in order to critique a writer's ideas of writing style. Reading is also an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letter, words, sentences and paragraph that encode means.

There are many problems faced by student in understanding the reading. Some of them do not understand the meaning of the words, meaning that they are lack in vocabulary. Some of them think that reading is boring activity with constant rule, reading and answering the question based on the text. That is why student feel bored when they come to the reading task. Based on that statement, an English teacher must be creative in teaching reading in order not to make student bored with the material and one of the way is giving a chance to the student to do the interesting

activity which they like of course which has relation with the material given. "In the classroom, teachers need to be aware of their students' learning needs, including their motivation for reading and the purpose that reading has in their lives" as written by elizabeth (2003: 15).

According to Syllabus of K13 there are 2 types of text will be taught in the eighth grade students in second semester, they are narrative and recount text. So, this research is focused in reading narrative text. In this research the writer conducts an experimental research. He uses the method namely is syndicate group in teaching reading narrative text.

Syndicate learning (tutor-less small group) is a form of peer learning involving small groups of 5 to 6 students working in semi-independent (tutor-less) groups towards the achievement of a collective goal or task (Lohe, 2014: 48). Surgenor (2010) stated this is the term used to describe activities undertaken by groups of students working to a brief under their own direction. They can be asked to undertake internet or literature searches, debate an issue, explore a piece of text, prepare an argument, design an artefact or many other tasks. To achieve productively, they will need an explicit brief, appropriate resources and clear outcomes. The syndicate group method is interesting, it is method focused on group it means to get good teamwork and discussion between one of student with other student in the solve the problem.

Based on the explanation above, the writer conducts the study entitled "The Effect of Syndicate Group Method on the Eighth Grade Students' Ability in Reading Narrative Text . This study was conduct at SMP Negeri 1 Karangrejo Tulungagung in Academic Year 2021/2022"

Method

The research design of this research is a quantitative research. (Daniel 2004: 1) states that quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable (Ary, 2002: 24). The manipulated variable is called the experimental treatment or independent variable. The observed and measured variable is called the dependent variable. The researcher would compare the two sections based on student's exam score and the final grades they received in the course (dependent variables). If test scores and final grades were significantly higher in the section receiving on-line feedback (treatment) contributed to increase learning. Sample is a partly or representative of the population that examine. As know by sample of researcher when we planned to generalization result of research sample (Arikunto, 2008: 152). In this study the writer decide to make among the eighth grade students (8H) class of SMP Negeri 1 Karangrejo which consist of 34 students. The researcher collects the data from students of SMPN 1 Karangrejo. The data is intended to perform hypothesis testing and answering statement of the problem. Before the researcher calculated one sample *T-test* to answer the research question, the researcher calculated the validity and reliability of instrument. The researcher used SPSS 21.0 for windows to know the result of validity, and reliability. Finally, the researcher used paired sample *T- test* to answer the research question. As the researcher stated previously, this

research is intended to observe the effect of using syndicate group method in teaching of reading narrative text. In order to get the data of the students' achievement, the post test is used. The post test is distributed at the end of the experiment. It is intended to know students' achievement scores in reading narrative text.

Test Procedure

The tests consist of 25 questions. The students must write the correct answer. The score for all 1, so all score are 100. The formulations as follow:

1. Pre-test

Pre-test is a test which is done to measure the students' ability in the first time. Pre-test is done before treatment process. The researcher took the score to get first information. The group got once pre-test.

2. Treatment

After giving a pre-test, the researcher gives the treatment to the students. The researcher applied the technique or treatment using Syndicate group method. The researcher gave explanation about syndicate group method. Here the steps of treatment.

Table 1 Procedure of Syndicate Group Method.

No	Steps	Teacher Activities	Students Activities
1.	Opening	Greeting	<ul style="list-style-type: none"> • Answer greeting • Brainstorming
2.	Main teaching	<ul style="list-style-type: none"> • Introducing the material about narrative text • Giving explanation about narrative text • Giving explanation about syndicate group method • Give the order for the students to making a group • Give the material for each group • Tell every group to present their result of discussion • Give more explanation 	<ul style="list-style-type: none"> • Pay attention • Listening the explanation from the teacher • Making a group • Read the text • Discussion • Present the result of discussion
3.	Closing	<ul style="list-style-type: none"> • Thinking and Leave talking 	

3. Post-test

Post-test is a test which is done after teaching process. Because the researcher only uses one class, so the group got one post-test.

The scoring of the test was carried out objectively by adding up the number of the right answer. Then, the total correct answer was divided by the total items and the last multiple the result by 100. The following is the figure of the formula.

The students must choose the correct answer. The score for each items is 1, so all score are 25. The formulation as follow:

Scoring Formula :

$$\text{Score} = \frac{\text{Obtainedscore}}{\text{maximumscore}} \times 100$$

$$\text{Score} = \frac{25}{25} \times 100 = 100$$

From the explanation the total score equals to 100.

Findings and Discussion

This phase presented the data gathered from each activity. These activities covered data acquired from pre-test and post-test after treatment. The aim of the activities was to know whether the students would have a good changing in their learning after getting the treatments or not. The post-test presented the result of students' responses toward the teaching and learning reading process conducted after using syndicate group method. This analysis was aimed to find out the the effect of syndicate group method in reading narrative text

There was only one group in this study. The one group is the H Class eighth grade students of SMP Negeri 1 Karangrejo Tulungagung in academic year 2021/2022. The researcher gave post-test with the same question form for one class above. The question form for pre-test and post-test will be computed the validity and reliability value by using SPSS 21.0. After computing the validity and reliability value of the instrument, the researcher considered to print 25 question items in the form. Time that was given to the students for doing the test was around 45 minutes. The Group consists of 34 students and the highest score in this group before using syndicate group method treatment is 88 and the lowest score is 68. Then, the highest score after using syndicate group treatment is 92 and the lowest score is 76. The researcher compared the final scores between before and after using syndicate group method as treatment. The data was tabulated below:

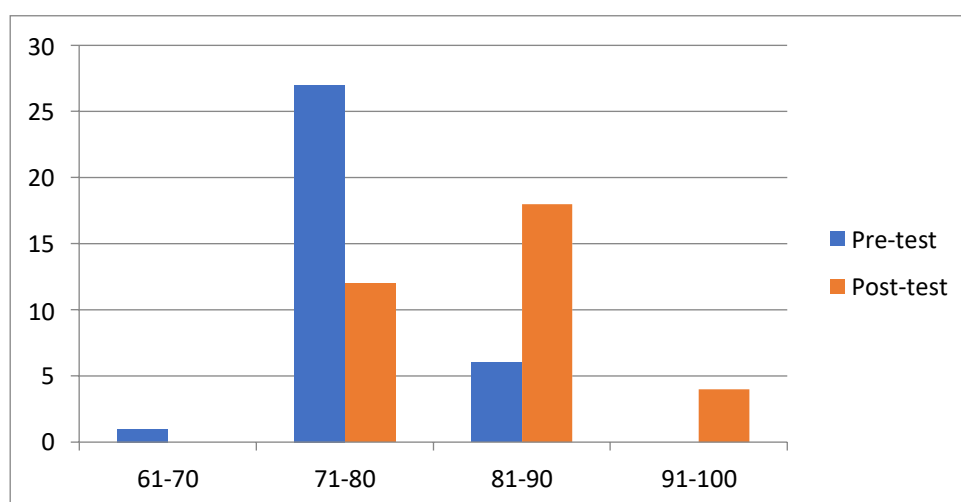
Table 2: The Comparison Score of Pre-test and Post-test

No.	NAME	Test Result Pre-Test	Post-Test	No.	NAME	Test Result Pre-Test	Post-Test
1	A M	72	80	18	K P T H S	84	92
2	A B N I	72	80	19	L K	76	84
3	A R F	76	76	20	M S K Q	76	88
4	A S P N	76	80	21	M N	76	80
5	A M	76	84	22	M L R	76	84
6	A	84	92	23	N S A T P	80	88
7	A J T	72	84	24	N S	80	84
8	B A	72	76	25	N A W	84	88
9	D A R	76	84	26	N Y A	80	88
10	D	84	80	27	P P	84	92
11	D C	72	80	28	P A I	80	88
12	E T S	76	88	29	R N P	80	84
13	E E	72	80	30	R Q K	88	92
14	E F	72	76	31	S D N	68	76
15	F A E S	80	84	32	W N	80	84
16	I L	76	84	33	Y W A	76	80
17	J A P B	72	84	34	Z	80	84

Table 3 Result and comparison the frequency data distribution

Before				After			
No	Interval	Absolute Frequency (F)	Relative Frequency (f%)	No	Interval	Absolute Frequency (F)	Relative Frequency (f%)
1.	91-100	0	0	1.	91-100	4	11,76
2.	81-90	6	17,65	2.	81-90	18	52,94
3.	71-80	27	79,41	3.	71-80	12	35,30
4.	61-70	1	2,94	4.	61-70	0	0
Total		34	100 %	Total		34	100%

The table showed that frequency data distribution, in the before student got a treatment there is 1 student (2,94%) in interval 61-70 and there is no student in interval 91-100, but after they got treatment there is no student in interval 61-70 and there are 4 students (11,76%) in interval 91-100. Raising frequency also happen in interval 81-90, before they got a treatment there are 6 students (17,65%) and after they got a treatment there are 18 students (52,94%). From explanation above the researcher conclude that students achieve better score in reading narrative text after they are taught using syndicate group method.



Graphic 1 The Comparison frequency of Pre-test and Post-test

As stated previously, the researcher makes formula of hypothesis, the hypothesis stated the students achieve better score in reading narrative text after they are taught using syndicate group method. For hypothesis testing, the researcher calculated with paired sample t test. According Sujarweni (2014: 103) if $\text{Sig} < 0.05$ the hypothesis is received and, if $\text{Sig} > 0.05$ the hypothesis is rejected, and according Sujarweni (2014:103) if $-\text{t table} < \text{t count} < \text{t table}$ the hypothesis is rejected and if $\text{t count} < -\text{t table}$ and $\text{t count} > \text{t table}$ the hypothesis is received. The result of calculation paired sample t test using SPSS 21.0 for windows is as follow :

Table 4 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-6.471	3.413	.585	-7.662	-5.280	-11.054	33	0.000

Based on the table 4, output paired sample t test shows the result of compare analysis with using T-test. The result of test showed that significance is 0.000. So that $0.000 < 0.05$, and t table in table t ($df=n-1$; two side(0.025)) = 2.03452 and t count is -11.054. So that, $-11.054 < -2.03452$. The researcher concluded that the hypothesis is received.

In this research, the researcher discusses about the student achievement after taught using syndicate group method in teaching of reading, Fosnot and Perry (2005) indicated that English reading materials could be learned through social interaction by undergoing re-definition and reconceptualization of the materials to become internalized. Reading skills are enhanced in a learning environment where learners interact and use language for socially constructing meaning. (Zoghi, Mustapha, Massum, 2010). Syndicate group is included of cooperative learning. Practically employed cooperative learning helps learners participate in reading lessons effectively, create an abundant and healthy English learning environment, make language learning more meaningful, and increase acquisition (Bolukbas, Keskin, Polat, 2011). Based on the findings of the research, it was indicate that the using of syndicate group method is effective in teaching reading narrative text to the students. In conclusion, reading can be taught by using syndicate method which that is included of cooperative learning.

So, based on the explanation above, the using syndicate group method was affective in teaching reading narrative text. The syndicate group method was effective to increase in reading skill, it was saw from the increase score post-test students which was more higher than score pre-test after the researcher using syndicate group method.

It means that the students achieve better score in reading narrative text after they are taught using syndicate group method text at SMP Negeri 1 Karangrejo in academic year 2021/2022.

Conclusion

Based on the result of research finding and discussion , the researcherconclude that students' achievement in reading skill by using syndicate group method is significant different from students who were taught before and after usingsyndicate group method in teaching reading narrative text at SMPN 1 Karangrejo in academic year 2021/2022. Firstly, syndicate group method focused on group it means to get good teamwork and discussion between one of student with other student in the solve the problem and most of the students are interested with this way. Secondly, syndicate group method gives freshness and variation to the students learning experience. So, those reasons make syndicate group method moreeffective to use as a media in teaching learning of reading narrative text. It concludes that the students achieve better score in reading narrative text after they are taught using syndicate group method.

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CODE MIXING USED BY ENGLISH LECTURERS IN UNIVERSITAS POTENSI UTAMA

Enni Maisaroh

Universitas Potensi Utama

*correspondence: eni.antbee@yahoo.com

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Abstract

The aim of this study was to know the types of code mixing usage in conversation and the reasons behind the use of code mixing. This study was conducted to observe and analyze from the interaction in daily conversation of English lecturers. The method in this study was a descriptive qualitative research where the researcher used a description table as data because the researcher was required to examine the data from the conversation and properly explain the results of the data that had been collected. In this study, there were 3 types of code mixing used, namely insertion, alternation, and congruent lexicalization. Based on the data, there were 179 uses of code mixing in dialogue, 90 dialogues using insertion, 54 alternation and 35 congruent lexicalization. In addition the researcher found new code mixing namely repetition. The researcher also found out the reason why code mixing occurred in the conversation". There are six reasons why code mixing happened they are bilingualism, speaker and partner speaking, social community, situation, vocabulary and prestige. Based on the data, the most common factor causes the code mixing is Social Community because people mix their languages when they are in the same community.

Keywords: bilingualism, code mixing, daily conversation.

Introduction

Bilingualism is the ability of individuals in using two languages. Bilingualism may appear since people research and know the other language beside of their mother tongue of first language. The bilinguals do not mean that the individuals master the second languages completely (Scotton, 2006). More than one language like in Indonesia, the bilingualism and multilingualism frequently happen in the daily life. Beside the bilingualism occurrence, the multilingualism also can be appeared as a result of learning the foreign language.

In the multilingual community, speaker tends to mix from one code to the others, in which this is commonly called as code mixing. People speak based on where they come from and their environment. It means that when they are in conversation, they use the language they have. To communicate with the others, language is needed as a tool for the people to do many things together such as to teach and learn in the class, to introduce someone to another, to offer something, and so on. It can be seen when people mix from one language to another in certain

places, such as in school, market, work place, and business place. They have some reasons why they mix into another language. Grosjean suggests some reasons for code mixing. For examples, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Also their interlocutors, situations, messages, attitudes, and emotions generate code mixing. The case of using two languages in their conversation can be considered as bilingualism.

According to Kachru in Nursjam (2004:8) code mixing as the term refers to the use of one or more languages. That opinion is supported by Mujiono et al (2017:5) who said that code-mixing happens in which a bilingual group applies communicative method where they utilize the use of two languages during the conversation. From those experts' opinion above it can be concluded that code-mixing is a mix on of two languages in a conversation by distributing linguistic elements from the native language to the other language without change the topic of the conversation.

The elaboration above also happens to English Lecturers in Universitas Potensi Utama which is located in North Sumatera Province, Medan Regency, especially in daily conversation which the most of lecturers are Mandailingnese, Padangnese, javanese and Malay. Related to the language use in conversion, the lecturers use Indonesian and English. The fact happens in conversation is really interesting to be observed. While conversation, the lecturers are talking mix Indonesian into English or Indonesian into mother tongue and sometimes speak Indonesian fully. This phenomenon indicates that there is a "chaos" of using language. Based on the topic above the problem that can be analyzed about types and factors of code mixing used by the English lecturers in Universitas Potensi Utama.

Code

A code is a system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling. According to Stockwell (2002), a code is "a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes. The code is usually a variant form of the language used to communicate with the clear language of the community. Meanwhile, according to Jacobson, (2008), different languages or a different style of the same languages may have different codes. A code, as Jacobson defines it, is the speaker's system of speech that has to be deciphered by the listener.

Code Mixing

One of bilingual language aspect is code-mixing. Code-mixing is also used to mix the two different languages. Based on Muysken (in Deuchar, 2005), code-mixing is to refer to all cases where lexical items and grammatical features from two languages appear in one sentence. Code-mixing often occurs within one sentence, let's say that one element is spoken in Indonesian and the rest in English. Wardhaugh, (1998) states that code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of a single utterance. It means that the conversant just change some

of the elements in their utterance. Code mixing takes place without a change of topic and can involve various levels of language, e.g. morphology and lexical items. The code mixing usual occurs in our daily life by orally, example : *jangan lupa bawa flashdisk nya ya!* Muysken (in Deuchar, 2005) suggests that one code-mixing model serving for all language pairs. He explains that the dominant code-mixing pattern in a particular speech community can be predicted on the basis of both linguistic and extra linguistic factors. For example, the typological distance may predict either insertion or alternation code-mixing, but not congruent lexicalization and a colonial setting may predict insertion. Muysken suggested that there are three main patterns of intra-sentential code mixing which may be found in bilingual speech community insertion, alternation, and congruent lexicalization.

In a formal situation, the speaker tends to mix it because there is no exact idiom in that language. Thus, it is necessary to use words or idioms from in other language. Thereby code-mixing happened caused interrelationship among role of speakers' language form, and language reason. Some of code-mixing form, that is (1) insertion of word, (2) insertion of phrase, (3) insertion of clause, (4) insertion of idiom or expression, and (5) insertion of form of baster (alliance forming of genuine and foreign language) (Sujana and Sri, 2009).

In relation to the language and social groups, code mixing is a phenomenon of bilingual or multilingual society. Bilingual or multilingual speakers as involved persons in using two or more languages are involved with two or more cultures, and of course, it is not separated from the result of the language use. The using of two or more languages, personal or social group, commonly named bilingualism or multilingualism.

According to Nababan in Udoro (2008) code-mixing happens when people mix two languages (or more) languages in such speech act or discourse without any force to do mixing codes.

Code-mixing usually occurs in an informal situation using both languages which deals with grammatical and lexical as an act of language change (Sutrisno & Ariesta, 2019: 144). The using of code-mixing can reflect someone's knowledge in language, the level of someone's education background, and so on.

Types of code mixing

According to Muysken (2000:1) divided into three main types:

Insertion (word phrase)

Approaching that inserting material such lexical items or entire constituents from one language into a structure of the other language.. Here the process of code mixing is conceived as something borrowing. Muysken also stated that the structural characteristics of insertions, they are usually single and content word (such as noun and adjective) which is morphologically integrated. For example : *Jangan lupa copy berkas yang diatas meja*

Alternation

Alternation is a strategy of mixing where two languages remain separate in the bilingual utterance. This approach departing from alternation view the constraint on mixing in terms of capability or equivalence of the language involved at the switch point. he elements proceeding and following the "switched string" are

not “structurally” related. Poplack assumed that Alternation code mixing is a constituent from language A followed by a constituent from language B. language A is dominant and language B is unspecified. Example such English-Indonesian : in my opinion, *itu lumayan bagus sih*.

Congruent lexicalization (dialect)

The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation rather than bilingual language. Congruent lexicalization refers to the situation where two languages share grammatical structure, which the structure can be filled lexically with elements from their language. Congruent lexicalization is most often present mixing between dialects and between languages, which are close to each other in structure. For example : Software you *buat* convert file mp4 *jadi* mp3 *udah* expired.

The Reasons/Factors of Using Code Mixing

When bilinguals mix two languages, there might be motivation and reasons for code-mixing. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Furthermore, their interlocutors, situations, messages, attitudes, and emotions generate code-mixing. On the basis of a number of reasons such as with whom (participants: their backgrounds and relationships), about what (topic, content), and when and where a speech act occurs, bilinguals make their language choice (Bhatia & Ritchie, 2004)

Based on Eunhee (2006) the reasons of using code switching and code-mixing are.

Participant Roles and Relationship

Bhatia and Ritchie (Eunhee, 2004) remark participant roles and relationships play a very critical role in bilinguals unconscious agreement and disagreement on language choice. That is, whether bilinguals code-mix or not depends on whom they talk to.

Grosjean (Eunhee: 2006) presents some interviews about how interlocutors affect bilinguals' languages. The interview who is a Greek-English bilingual remarked, “I find myself code-switching with my friends who are all Greek they know English so well and nobody gets offended by code-switching...I don't switch with my parents as I do with my friends”. Another interviewee who is a French-English bilingual said, “I tend to use both English and French within the same conversation, within the same sentence when I'm with Francis who are obviously bilingual, but also with Francis with whom I am at ease. As these two bilinguals, interlocutors and their relationship with interlocutors affect their code-mixing.

Situational Reasons

Bhatia and Ritchie (Eunhee: 2006) state some languages are viewed as more suited to particular participant/social groups, settings or topics than others. They also postulate that social variables such as class, religion, gender, and age can influence the pattern of language mixing and switching both qualitatively and quantitatively. Regarding to gender, one of the social variables, Bhatia and

Ritchie (Eunhee: 2006) state that in many traditional societies, where gender roles are clearly demarcated, i.e. men work outside the home and women are engaged in domestic activities, language mixing and switching in women is qualitatively different from that in men.

Message-Intrinsic Reasons

Some reasons and motivations are also highly related to messages alone. According to Bhatia and Ritche (Eunhee: 2006), there are some reasons which generate code-mixing such as quotations, reiteration, topic- comment/relative clauses, hedging, interjections and idioms and deep- rooted cultural wisdom. Direct quotation or reported speech triggers language mixing/switching among bilinguals cross-linguistically.

Language Attitudes, Dominance, and Security

Language attitudes, dominance, and security determine the qualitative and quantitative properties of language mixing Bhatia and Ritche (in Eunhee: 2006). As for the attitudes, the frequency of code- mixing from bilinguals depends on whether a society considers code- mixing positively or negatively. Poplack and Nortier (in Eunhee: 2006) postulate that speakers who code-mix fluently and easily tend to be quite proficient bilingually, whereas Weinreich (in Eunhee; 2006) thought that intra-sentential code-mixing was a sign of the lack of bilinguals proficiency and interference (in Muysken, 2000). As mentioned, dominance also affects code-mixing.

Dealing with the definition of code mixing, it can be concluded that code mixing is the reason to mix language to make conversation easy to understand, this is problem but also can help people to solve problem about monolingual language.

Meanwhile, according to Kim (2006:43) there are some factors that cause the code mixing appear in the conversation, they are:

- a. *Bilingualism*. It refers to the ability of someone who can use two languages in the daily life. It is be the basic reason why the people use code mixing in the conversation.
- b. *Speaker and partner speaking*. In the communication, it need at least 2 participants in it, they are speaker and the partner speaker. The conversation will be running well if they have the same interest on the particular thing. If some of them always use the code mixing in the conversation and the his/her patner has the same interst on it, so both of them must be use the code mixing in the daily conversation.
- c. *Social community*. It has the relationship with the second point above which there are some people who have the similarity in using two or more languages and apply it in their community and sometimes mix it in the daily conversation
- d. *Situation*. Code mixing usually use in the informal communication.
- e. *Vocabulary*. Sometimes someone want to say something but he/she feel confuse in choosing the appropriate vocabulary in a language, so he/shedecided to use the another word in the another language.
- f. *Prestige*. Globalization era has lead people must able to speak more than one language, especially English. For many young people code mixing becomes awn style which is hoped to be modern and educational one. They mix language because of prestige.

In addition, Lestari (2012: 80-81) also explained that the code mixing is closely related to the characteristic of speaker, such as: religion, education and also social which causes the use of other languages/supporters interspersed with another languages. Code mixing can be used by mixing the words, phrases, clauses, idioms, hybrids, and reduplication.

Method

In this research, the researcher used qualitative research. According to Winarni (2018:146) qualitative research is the inquiry of meaning, phenomenon, and consider the quality of the data and being represented in narrative way. The purpose of qualitative research is to search for the answer systematically and temporarily. The Researcher, employed descriptive qualitative research because in this research the observer collected the data, make an analysis, and make a conclusion. Data is the most crucial thing in the research, because without data the research cannot running well. According to Emzir in Djamal (2015:63), data involve anything which is written and found by researcher in a study, the data are included interview transcript, note of observation's result, diary and document. In this research, the data is about utterances of the English lecturers dealt with the code mixing.

Findings and Discussion

Types of Code Mixing

The researcher analyzed the types of code mixing that found in the utterances of English lecturers in the conversation based on the theory of Muysken (2000:1) that divided the code mixing into three main types, they are insertion, alternation and congruent lexicalization. Here, are the data analysis of the usage of the types of code mixing :

- 1) “*Dia pasti tertarik ama English ya keun?*”

This dialoge insert the word “**English**” from English into a structure of the Indonesian. Here the process of code mixing is conceived as something borrowing. Based on Muysken (2000:1) include in “**Insertation**”.

- 2) “*Muka kamu **shock** banget Bu*”

This dialoge insert the word “**shock**” from English into a structure of the Indonesian. Here the process of code mixing is conceived as something borrowing. Based on Muysken (2000:1) include in “**Insertation**”.

- 3) “*Ms, **are you kidding me**, saya di sini lo.* “

This dialoge mix two languages (English and Bahasa Indonesia) and separate in the bilingual utterance. “**Are you kidding me**” is English, and continue with “*gua duduk di sebelah lu loh* “ is Bahasa Indonesia. Based on Muysken (2000:1) include in “**Alternation**”.

- 4) “*Hai kalian bertiga, **how are you all**, cepat amat udah di sini*”

This dialoge mix two languages (English and Bahasa Indonesia) and separate in the bilingual utterance. “**How are you all**” is English, and continue with “*Hai kalian bertiga* “ and “*tumben muncul di taman*” are Bahasa Indonesia. Based on Muysken (2000:1) include in “**Alternation**”.

- 5) “*Saya rasa dia terlalu banyak **acting** dan jaga **image***”

(saya rasa dia banyak berpura-pura dan jaga sikap) or (I think she does more acting and keep her image well).

This dialogue shift and dialect/standard variation rather than bilingual language. This dialogue used two languages where share grammatical structure, which the structure can be filled lexically with elements from their language. Based on Muysken (2000:1) include in “*Congruent Lexicalication*”.

- 6) “**Sorry** kita harus pulang sekarang **see you**”
(maaf kita harus pulang dulu, selamat tinggal) or (sorry we must go first, see you).

This dialogue shift and dialect/standard variation rather than bilingual language. This dialogue used two languages where share grammatical structure, which the structure can be filled lexically with elements from their language. Based on Muysken (2000:1) include in “*Congruent Lexicalication*”.

Based on the data analysis, there are 179 conversations that obtained by the researcher. It is consisted of 54 dialogues that using the insertion, 90 dialogues that using the alternation and 35 dialogues that using the congruent lexicalization. It can be seen that the using of alternation is more dominant than the others in the daily conversation of English lecturers in Universitas Potensi Utama. It can be seen in the following figure.

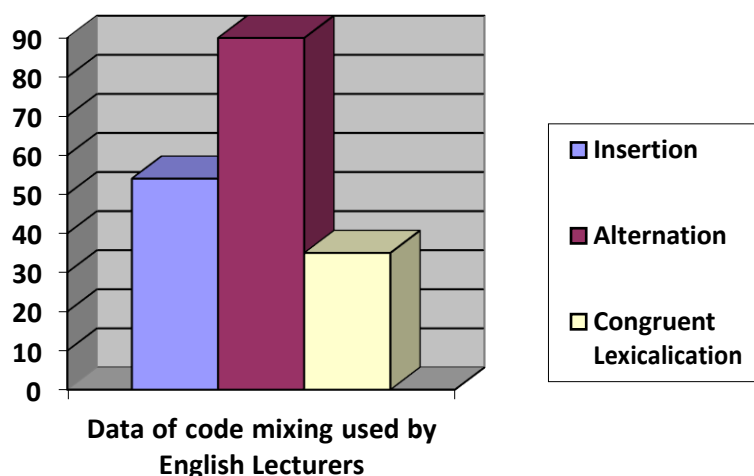


Figure 1. Code mixing used by English Lecturers in Universitas Potensi Utama

Besides the types that showed by the researcher in according to Muysken, the researcher obtained the new style that didn't include in all types that have been mentioned, and the researcher named it as “Repetition”. The researcher found that there was a case which the lecturers mix two languages as the bilingualism. For example: “semangat ya, semoga berhasil, good luck”. In this dialogue, the lecturers want to say the same thing, but in two language, she speaks in Indonesian, and then she repeat it again, but in the other language, by translating the sentence that mention before in English. (semoga berhasil = good luck). Below is the graph of the code mixing used by English lecturers.

The reasons/Factors of code mixing used by English lecturers in Universitas Potensi Utama. The using of code mixing in the conversation happen because some reasons according to Kim (2006:43), they are :

- a. *Bilingualism*. It refers to the ability of someone who can use two languages in the daily life. In this case all the lecturers knew more than one language, they have the ability to do it, and the always apply it their daily life.
- b. *Speaker and partner speaking*. In this conversation some lecturers such as Risa, Juliana, Dina and others always use the code mixing in the conversation when they are the same interest on it, so they must use the code mixing in the daily conversation.
- c. *Social community*. It happens when the lecturers in Universitas Potensi Utama have the similarity in using two or more languages and apply it in their community and sometimes mix it in the daily conversation.
- d. *Situation*. Code mixing usually use in the informal communication. So, that's why the lecturers always combine either English and Indonesia in the conversation
- e. *Vocabulary*. It happen when the lecturers want to say something but they feel confuse in choosing the appropriate vocabulary in a language, so they decided to use the another word in the another language. People do code mixing is as a way of modifying language for the sake of personal intentions about certain topic and other person can understand what he or she is talking about. Or people makes code mixing to make meaning clear.
- f. *Prestige*. Globalization era has lead people must able to speak more than one language, especially English. For many lecturers code mixing becomes own style which is hoped to be modern and educational one. They mix language because of prestige.

Conclusion

Based on the the research result, it can be concluded that in daily conversation of English lecturers in Universitas Potensi Utama there are so many code mixing happen in it. There are 3 types of code mixing they are insertion (54 utterances), alternation (90 utterances), and congruent lexicalization (35 utterances). In addition the researcher found the new code mixing, namely repetition. There are six reasons why code mixing happened they are bilingualism, speaker and partner speaking, social community, situation, vocabulary and prestige. Based on the data the most common factor causes the code mixing is social community because people mix their languages when they are in the same community.

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STUDENTS' ENGAGEMENT IN PERFORMING CREATIVE DRAMA: DRAMA IN LANGUAGE EDUCATION CLASS

Meita Lesmiaty Khasyar¹ and Rudi Haryono²

STKIP Muhammadiyah Bogor

*correspondence: meitaismia@gmail.com

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Abstract

The primary goal of this research is intended to report how the students' engagement in performing creative drama. Further, the discussion also takes into the issues of the problem that may exist during the session or phase of creative drama in drama class. The researcher used qualitative methodology to investigate the research questions. Documentation analysis and interview were used as the instrument of this present study. The fifth semester students of English Education Department were choosing as the main participants of this study. The students have performed creative drama, and have experience in preparing the session also the performance. The researcher point out the students' engagement in performing creative drama, such as warm-up activities, make-up character, script writing, the concept of role-play, poster or flyer publicity, producing creative drama trailer, promoting their drama using social media and rehearsal process. Students independently chose to work on different tasks according to their knowledge, abilities and preferences. Moreover, they were allowed to take on different characters and roles. Creative drama fosters and maintains students' engagement by providing an atmosphere which is full of fun and entertainment.

Keywords: creative drama, students' engagement, student's performance

Introduction

In recent decades, as has been pointed out in Suherdi's research (2018), students' learning engagement (SLE) has been the focus of educational research at least since the 1990s. A number of educational scholars have written about engaging students in learning process. In line with that, (Trowler & Trowler, 2010) examine the student engagement is the investment of time, effort and other relevant resources by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students, and the performance and reputation of the institution. Engagement expresses the behavioral intensity and emotional quality of a student's active involvement during a learning activity (Jang et al., 2010).

Maley (2014) suggests some useful activities for encouraging students to practice their English as follows. Firstly, students can be encouraged to practice speaking outside the classroom through rehearsal. then, lecturers can help the students by providing feedback on the activities they are working on or assisting when they

have language problems. Finally, students should be engaged in good speaking activities which can motivate them to play an active part in the speaking class. As educators, therefore, it is a huge challenge, which is how to encourage and enable our students to engage in the learning process. The specific research question is how the students' engagement in performing creative drama at school of teacher training and education in students' view?

Drama in Language Education

This course provides students with the opportunity to explore the contents of drama in language Education. To arrive at this objective, the core activities focus on the elements of drama, creative writing (composing a play script), characterization, make-up character, role-play, providing students with the information about drama in language education, and also hope to give students the opportunity to perform a drama in English Foreign language (EFL). Based on the topics to be covered in the whole semester, the students are expected to perform a drama as their project.

Creative Drama

The use of drama in education can be seen as an alternative to traditional teacher-led, scripted schooling and an answer to the challenges of our current postmodern knowledge culture, which aims at deeper conceptual understanding by preparing students to be more creative and create multimodal knowledge (Pieczen, 2013). Neelands (2011) who conceptualizes drama as creative learning explains that improvisation is itself a creative activity because it requires teachers and learners to imagine themselves and the world differently, making spontaneous decisions and responding to the unexpected. As Cremin et al (2015) show in their research that developing creativity in and through talk and drama creatively engaging readers and writers.

Creative Drama Exploration

Creative drama can show the student the way to be empathetic to the needs of others and consequently the student will be better able to form a value judgment (Annarella, 1992). Creative drama sessions proposed by Sağlamel & Kayaoğlu (2013) consisted of four phases: warm-ups, pantomime, improvisation, role plays and evaluation respectively. While the creative drama exploration at School of Teacher Training and Education (STKIP) Muhammadiyah Bogor could include:

Warm-Up

It is to familiarize students with drama in language education class; empowering self-confidence and help students get ready through some games, songs, videos.

Role-plays

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive (Liu & Ding, 2009). Dundar (2013) mentions that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

Improvisation

This session refers to ‘the creation of a situation in which characters speak spontaneously’. Drama and improvisation can stimulate creativity and enjoyment in educational processes - both for teachers and students. Both drama work and improvisational exercises can be effective in increasing creativity (Toivanen et al., 2011).

Scriptwriting

According to Wandor (2012), writing drama appears in various guises on creative writing courses: as ‘screenwriting’, ‘scriptwriting’, ‘playwriting’, ‘writing for performance’. This session phase refers to the students write develop an outline for the story and then write the first draft of the script. After that the lecturer gives feedback on the script using the Script Feedback Form. At the end, the students try to rewrite the script to get it right.

Makeup Character

With a little practice, even an amateur or classroom technician can learn the fundamentals of simple theatrical makeup. The principles of stage makeup and its application begin with knowledge of the materials and the tools used to apply them (Purnomo et al., 2020). The students are applying makeup for their own performance. They watch makeup tutorial videos and try to apply their makeup based on the character.

Students’ Engagement

Engagement to form curricula focuses on the ways in which students can help to form the courses that they study in higher education, whilst engagement to form communities focuses on the ways in which students can be involved in helping to shape the institutions and societies of which they are part (Ashwin & McVitty, 2015). To better understand students’ academic engagement, many researchers have investigated supportive socio-contextual factors (Skinner et al., 2008).

The difficulty for teachers involved in higher education is how to engage students in their learning in an emotionally challenging way while maintaining a classroom environment in which students feel safe (Heyward, 2010). Other study in applied theatre often draws upon critical pedagogy and constructivist methodology as a way to bring participants into direct engagement with their own learning experiences (Dawson et al., 2011). Based on the previous research, the researcher assume that the manner in which the students represent their views through engagement in creative drama is influenced by their previous session experience, learning styles, teacher’s instruction, classroom management, and knowledge about the course.

Method

The study aims to provide insight into the case of student’s engagement in performing creative drama through in-depth interview and document analysis. These methods are considered an appropriate to the research as this it will enhance a deeper understanding on the study objectives. Also, by this method, the researcher can obtain detailed information, analyze and report the students’ learning process in performing creative drama. The participants were all students who take Drama in Language Education course at the fifth semester of English Education Department at School of

Teacher Training and Education (STKIP) Muhammadiyah Bogor. The students have performed creative drama, and have experience in preparing the session. The data were analyzed by using document analysis (Bowen, 2009) and interview data transcription (Qu & Dumay, 2011). The research took place at school of teacher training and education (STKIP) Muhammadiyah Bogor.

The researcher used non-probability sampling technique. Non-probability sampling is a sampling procedure that will not bid a basis for any opinion of probability that elements in the universe will have a chance to be included in the study sample (Etikan, 2017). The sampling technique in non-probability was used is purposive technique. Purposive technique was used based on the researcher's assessment of knowledge or prospective informants or respondents to answer research questions. In general, samples that were considered capable of answering research questions people who were experienced or have knowledge related to the focus of the study.

In analyzing the data, thematic content analysis is perhaps the most common and effective method in this study. It can also be one of the most trustworthy, increasing the traceability and verification of an analysis when done correctly (Neuendorf, 2019). The following are the six main steps of thematic analysis of the transcripts. The steps are (1) read the transcript, (2) annotate the transcript, (3) conceptualize the data, (4) segment the data, (5) analyze the segments, and (6) write the results.

Findings and Discussion

This present research was purposively done to report students' engagement in performing creative drama. Additionally, the investigation was also conducted to figure out the problem that may exist during the session or phase in performing creative drama, the rehearsal process and drama performance.

Document Analysis

Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Triad, 2016). There are two primary types of documents: 1) public record (transcript of the interview), 2) personal document (students' journal reflection), and 3) physical evidence (Photograph, flyer and videos).

Public Records and Personal Documents

(Journal reflection in Bahasa Indonesia (not edited))

_____ kami merasakan banyak manfaat. Mulai dari dapat berlaga didepan kamera walaupun masih begitu kaku dan polosnya, menyatukan pendapat dari berbagai individu, belajar menerima pendapat orang lain, kerja sama dan kejujuran, bahkan untuk dapat memoles wajah dengan riasan pun kami dapatkan dari mata kuliah ini. Banyak hal yang tidak diajarkan dalam teori, tetapi kita dapat mempelajari itu ketika diharuskan berkelompok yang dibebankan kewajiban yang berbeda-beda setiap individunya. Akhirnya kami seperti kecanduan ingin make-up terus, hobi membuat vlog pribadi, senang dengan **adventure** dialam bebas dan terbiasa menerapkan **softskill** yang kita dapat secara tidak langsung pada mata kuliah ini.
(p.2)

When the participants (p.2, p.3 and p.5) were further questioned about performing creative drama, mostly all participants mention that drama class was interesting subject in learning English language. Drama activities offer a framework for successful language learning because they provide a stimulating and positive learning environment and can help reduce classroom anxiety which can increase student motivation and participation (Sağlamel & Kayaoğlu, 2013).

I learned several aspects of drama, such as writing drama scripts that must always be revised in every scene, I also learned aspects of listening such as listening to suggestions from friends and listening to each other while talking in drama, I learned to learn good pronunciation, and practice to get my confidence in drama. (p.3), I am very happy to be able to take a Drama language Education class because in this class the way of teaching is very different from the others. Somehow whatever is taught by the lecturer are very interesting and many lessons and experiences of course. Very happy and grateful. (p.5)

Physical Evidence

Examples of the documents selected and the data analyzed are given in Images below. The session in performing creative drama, for instance; warming up, the rehearsal, makeup character performance, flyer and drama performance were analyzed together with data from interviews so that the issue would emerge across all sets of data.



Image 1 the rehearsal

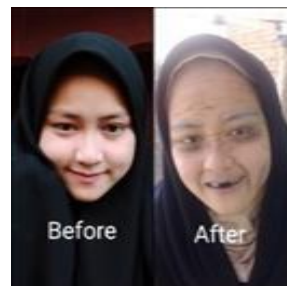


Image 2 Makeup Character Performance

Character Makeup, as the name denotes, is used to create a character to the extent of changing a subject's physical configuration to suit the requirements of a script (Rossol, 2014). Makeup that is used to assist in creating the appearance of the

student's characters that portray during creative drama. The students were expected to do their own makeup, as they were expected to supply their own stage costumes.

The findings from this study suggest that students are able to perceive and examine creative drama and the session of creative drama positively and constructively if the teaching and learning of drama are aligned according to the interests of the students and, are based on creative, flexible and student-centered.



Image 3 the Flyers of Drama Performance

Social media sites have become invaluable and supporting tools in education. The students were promoting their creative drama project using social media, such as Instagram, YouTube and Facebook. The advantages of using drama-in-education in the classroom are manifold since it has the potential to promote learners' "imagination, creativity, critical thinking, flexibility and expressivity" (Nicholsan, 2009, p. 14) without restricting their own abilities and talents and without limiting their personalities (Kalogirou et al., 2019).



Image 4 Drama Performance

Performing creative drama in English language can be one such way to reach the learning outcome and students' engagement in learning English. Creative drama is sound pedagogy that reaches students of multiple intelligences and different learning styles. It is a multi-sensory mode of learning that engages mind, body, senses, and emotions to create personal connections to the material that improve comprehension and retention (Dooley et al., 2014).

The Interview

They were interviewed by the researcher with several questions to verify; Students' feeling (Number 1, 2, 3, and 5), the core activities: creative drama process

(Number 4). The data of the interview were recorded as audio files and digital data. The participants stated their thoughts as follows (**echoing the majority**, not edited):

1. Do you feel engage in performing creative drama? How do you feel?

I felt uncomfortable in acting and I can't express something with expression, especially for performing. This is my first time for directing drama. The ideas for the story I get from my personal experience. I have been thinking about this since I get this choice at the first time, when the lecturer said that in final exam, the students will perform drama. Initially, I feel pessimist about my idea, because we all have many ideas. But my position in this group as director, I think I have a policy of choice. After doing discussion with my groups, we agreed that we will use my idea for performing drama. (p.1)

I felt nervous when I wanted to perform, there was worry, fear of something undesirable happening (p.2), When I listen about drama of course it's rare for me, the first I felt so sad, why? Because in drama I've to practice more and of course the techniques of drama is not easy, I've to spend my time for thinking more what kind of drama that I've to choose and then is there drive for our group and how to connect each other and many more. Besides that, I was really happy because one of my experience for drama that ever after we begin practice every time. (p.9)

Some students (p.1, p.2, p.9), however, need a lot of help in acting and performing. An awareness of their shortcomings in some cases may lead decrease their self-confident, low motivation in performing drama. Thus, an appropriate way must be found between correcting and helping students improve their skills and not demotivating them and decreasing their self-confidence. On the other hand, some students (p.4, p.13, p.14, p.8) who have strong language skills and have minimal problems in acting mention that creative drama performance was one of their great experiences.

I really enthusiast with it. I myself had drawn up enough for drama performance, Start from physical, mentality, the genre and kinds of drama which later we would like to present. I Think deeply before my semester come to this subject what kind of drama that I would like to present (p.4) Of course, drama in the education class is very useful for mental testing, adding vocabulary and giving a lot of experience in it. (p.13); Yes, when drama, I feel happy and get a lot of knowledge about theater, about the cohesiveness of friends, about togetherness and everything becomes an experience. (p.14) Yes, project drama is an annual project in the English Education Department. In my opinion, this project is the most anticipated project because every process in this project is never easy, really out of the box (p.8).

2. Describe what it was like to work with your group. Did you get along with them? Why or why not?

Very extraordinary, my feeling like rollercoaster up and down, with various dynamic of discussion that appears, try to unite ideas from different people of course not easy but everything change as we go through the process until finally I become more aware on the personality of each member of my group and began to care each other. (p.7); I love my team, I don't know why. The feeling is so much, togetherness is number one for us. (p.8); When I work with my group there are certainly things that don't get along, but only for a short while we try to reduce each other's egos. The thing that keeps us from getting along is it's always too late to practice. (p.6)

I think in this drama I have responsibilities to conduce my friend in acting. The first steps that we do are collecting the ideas, and I collaborate with the script-writer for make a script. In the first week, we get together for the script surgeon. And then discuss about what will be added and subtracted to the script. Then, three days later, we are doing understanding the script and selecting the main cast, and after that we doing a depth of character, especially for the main casts. I choose the cast because I think they have ability in playing a character..(p.1)

Schenker, (2017) reports the further benefits of drama in foreign language education include students' increased capacity for empathy (Kao and O'Neill 1998; Marini-Maio 2011) and identity development (Daniels and Downes 2015; Hull 2012). In addition, drama supports the development of social skills, such as teamwork, time management, conflict-solving skills, tolerance, responsibility and reliability (Nünning 1998).

It has been argued that the freedom and challenge that students experience as a result of solving the problems that arise in designing and building their projects result in high levels of student engagement (Wurdinger et al., 2007). Echoing the majority, several students (**p.7, p.8, p.6, p.1, p.11, and p.12**) share their thoughts about their group in performing creative drama. Doubtless one of the key benefits of performing creative drama is the way it encouraged students to engage with the material covered in the course.

Luckily, I have good friends in group that have responsibilities to get a perfect performance. It works perfect because we helped by member of Teater. From them we know how to prepare a performance (p.11), Dengan berbagai dinamika yang ada ahirnya segala proses pun selesai, mulai dari pembuatan trailer, editing video, sampai dengan menyiapkan properties untuk menampilkan drama (p.12)

3. Describe what it was like to perform your scene. Did you feel prepared? Did you feel nervous?

I was appointed when the drama became the main character, initially I refused, because this is the first time I became an actor in a performance, did not have the skills, but all of them always supported and encouraged me to be able to do it all, finally I was ready and serious really practice, and the results are very satisfying, because the process will not betray the results. (p.2),

I'm the main character, so that's wonderful feeling for me because my group is the second group, when I watch the first group, I really nervous but when I go on the stage and try to get reach out the feeling and do the best that I can. (p.6)

Actually my performance is become a narrator. I'm not as the one of the actor there. My feeling of course nervous and I think I prepare well. (p.7)

The researcher find out that in order to perform a drama project, the students (**p.2, p.6 and p.7**) must not only understand the material of drama in language education but also find a way to engage, express their feeling, and communicate it creatively to the audience. Therefore, knowledge is not enough; creativity, imagination, and communication skill are required to make an effective drama performance.

4. Did you learn other aspects in English language while learning Creative Drama?

I learned several aspects of drama, such as writing drama scripts that must always be revised in every scene, I also learned aspects of listening such as listening to suggestions from friends and listening to each other while talking in drama, I learned to learn good pronunciation, and practice to get my confidence in drama. (p.5) Yes of course, I learn to write when revising drama script,

learn to correct pronunciation when doing dialogue although there is someone who said this to me it is enough to doing dialogue with Indonesia accent to be easily understood, but I think it is a process for me to learn more in the pronunciation aspect. (p.7) Of course yeah, especially for the pronunciation. As the narrator I've to read some of the paragraph of the text. It is increasing my pronunciation (p.8) There are lots of something that we can learn from drama in language education, beside we learn how to listen carefully, pronouncing well and speak up in public situation we also learn how to fight an egoist mind from our each self (p.2)

5. How do you feel now after performing your drama?

I feel so delighted and very satisfied with the performance. (p.1)

What I feel after doing the drama is certainly a relief because I have already completed this assignment. In addition, our longing for our habits that always gather, joke, eat, discuss, like having new friends and family. We also know each other with their respective characters, our ignorance becomes discovered. The point is togetherness that will not be forgotten. Gratitude is grouped with them with our own efforts, our own efforts, without the help of others. Yes, we are proud, we are happy. (p.6)

Very happy and calm (smiling) because free from nervousness on the day after the show, free from practice schedule that often come home late at night, hmm.. but I realize through this drama project so many memories that we've made. Even now there are many small things that often make me remember again. When I practice dialogue, singing, praying in the hall, eating together, going to tourist attraction to make trailer, making trailer two times because of Aji's hand phone incident. I'm very grateful to be able to go through of all this process. Like that.. so the last is, thank you for the opportunities that you give for us to proceed, this project is more than just a drama, but there is a drama in drama with a variety of dynamic. Thank you M... (p.9) Alhamdulillah I feel satisfied although our performance it was not really good but I feel satisfied because all that's our effort. Anyway I got special feeling, that is togetherness. Togetherness is the expensive feeling that we found in drama (p.10).

The atmosphere in performing creative drama encouraged the students to speak with their friends when students performed in English; they had a purpose for speaking. To work on a drama performance, students took on various roles as researchers. The students in the project gathered information about the theme. They studied related information by themselves from various resources such as texts, some books, Internet, YouTube, movies, and so on. Those data were analyzed and adapted into their drama project. These encouraged them to be autonomous learners. It is supportive with what (Stoller et al., 2006) mentioned that the component of project based learning increases students' research skills as the students are required to take some responsibility for their own learning through the gathering, processing, and reporting of information from target language resources.

Conclusion

For the purposes of the present study, the researcher distinguishes between students' objective and self-reported (subjective) engagement. The researcher report that creative drama fosters and maintains students' engagement by providing an atmosphere which is full of fun and entertainment. Interestingly, from the results of the study, it is found that the audience is one important factor that motivated the participants of the study to perform with enjoyment. One student mentions that she and her friends feel little nervous when acting on the stage in front of an audience; however, it positively encourage them to do their best and put in their best effort to play the characters.

The current findings also have implications for the lecturer in wrestling with the daily goal of supporting students' engagement during learning activities. For instance, when students show signs of engagement in creative drama, the lecturer are more likely to provide instructional support and hence to display greater support. Similarly, when students show signs of disengagement, teachers are less likely to provide this same sort of instructional support (Skinner et al., 2008).

Enabling the engagement of whole class in a creative drama performance is suggested by the participants of this research, as well. Some are recommended all the students, even the passive ones, be engaged in drama project. Although the results are found, the study reports here have limitations. It relies on qualitative analyses and future research could include narrative inquiry or phenomenological research design to expand and confirm the results of our study. It is hoped that creative drama contexts is recognized and further explored.

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BRIDGING THEORY AND PRACTICE: REMODELLING TEACHING PRACTICE, IN EFL TEACHER EDUCATION CURRICULUM

Susilowaty

Sampoerna University

*correspondence: susilowaty@sampoernauniversity.ac.id

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Abstract

It is critical to ensure the quality of pre-service English teachers in order to guarantee their teaching effectiveness as beginning teachers. Hence, teaching practice is a paramount program that should be included as a core course in the teacher education curriculum and be designed thoroughly. This paper aims to find an alternative model of teaching practice in Indonesia. A needs analysis of curriculum development was carried out to seek the transformed model that better prepare pre-service teachers to be ready in the workplace. The concurrent teaching practicum model is believed to better prepare pre-service English teachers as they perform experiential learning since the early stage of the four-year study to explore strategies in linking the theory and practice in real classroom contexts. Nonetheless, this initial study should be evaluated comprehensively to assure the practicality and conformity of the proposed model.

Keywords: concurrent teaching practice model, EFL pre-service teachers teaching practice, teacher education

Introduction

Education has long been considered a critical component of development. Yet, it is difficult to consider educational quality without academically trained and professionally responsible teachers (Robinson, 2016; Msangya, 2016; Muhammad, 2006, in Tuli & File, 2009). Such teachers are the heart of educational improvement because they can inspire students to learn (Darling-Hammond & Berry, 1998). On a daily basis, teachers are faced with difficult decisions that require a variety of skills and judgment and can have high-stakes implications for students' futures and promote lifelong learning opportunities for all (OECD, 2005; Bransford, et al, 2005, Stabback, 2016). In this rapidly changing world, learning standards are now higher than they have been before because students need to equip themselves with knowledge and competencies to survive and flourish in their social and work life (OECD, 2018; Malik, 2018; Khine & Liu, 2022). Hence, preparing teachers to make sound decisions based on a solid foundation of knowledge is increasingly crucial than they have ever been before (Bransford, et al, 2005; Schleicher, 2012). As a result, teacher educations as the educational institutions in charge of teacher preparation must always develop new ways to adapt to these issues. This indicates that teacher educations ought to revitalize their curriculum (Ming, 2019), one of which is to revisit teaching experience program to

accelerate the criteria of effective classroom practitioners (George, et al, 2000; Prem, 2020). Thus, a successful teacher education program is indicated by the success of teaching practicum (Köksal & Genç, 2019).

The need to reform the teaching experience program applies to the EFL teacher education curriculum as well (Tuli & File, 2009; Ula, 2016; Selçuk & Yöntem, 2019; Prem, 2020). Teaching practicum is also paramount in the English language teacher education program. Selçuk & Yöntem (2019) claim that enhancing English teacher education curriculum begins with the quality of the practicum experience, which has a significant impact on pre-service teachers. In the same vein, Prem (2020) highlights the importance of teaching experience as one of the most critical elements of teacher preparation with the greatest impact on teacher quality. During this program, pre-service teachers to put their coursework-based pedagogical content knowledge into practice by teaching real students so they can get actual teaching experience in the workplace (Turunen & Tuovila, 2011; Ranjan, 2013; Mannathoko, 2013; Doran, 2020; Aghabarari & Rahimi, 2020; Koşar, 2021). Furthermore, Atputhasamy (2005) unfold pre-service teachers' perspective about teaching practice in which the activities such as observing mentor teachers, receiving feedback, and practicing strategies are the most important components in their development as novice teachers. Although there has been widespread criticism of the quality of most of the teachers who have undergone this practice.

Some critics claim that English teacher institutes do not effectively prepare their student teachers to teach in real classroom contexts (Qazi, et al, 2012; Riesky, 2013; Ming, 2019). They argue that such institutes do not give pre-service teachers enough opportunities to gain suitable pedagogical knowledge and abilities, delaying their success as teachers until they have gained sufficient classroom experience. This mindset stems from the belief that anyone can teach (Darling-Hammond, 2000) and that the best way to learn to teach is through on-the-job experience (Darling-Hammond, 2005; Turunen & Tuovila, 2011; Feiman-Nemser, 2012). Therefore, the critical role of teaching practice should be the spotlight of English teacher education. Many studies have been conducted in the purpose of finding a model of teaching practice that can provide pre-service teachers with the opportunities to put the knowledge and skills they have learned into practice (Tuli & File, 2009; Gürsoy, 2013; Ula, 2016; Selçuk & Yöntem, 2019, Promratana & Chaichatpornasuk; 2019; Prem, 2020).

In Indonesia, the teacher education program has been a surge in interest since the introduction of the Teacher Law (Undang Undang Guru dan Dosen) in 2005. The law recognizes teaching as a professional occupation, requiring teachers to be certified as such. Thus, teachers are required to demonstrate competencies such as pedagogic, personal, social, and professional. Many educators consider this as a vital stage in the process of improving teacher quality through teacher education programs (Faridah, et al, 2017). Teaching practice becomes one of the most significant aspects and has been part of the teacher education curriculum. This teaching practice is known as *Praktik Pengalaman Lapangan/PPL* (Professional Practice in Learning) that is offered for pre-service teachers of all majors who are in the four-year Bachelor of Education (B.Ed.) and one-year Teacher Professional Program (*Program Profesi Guru/PPG*). The goal of the teaching practice is to provide student teachers with real-world experiences in applying a set of knowledge, attitudes, and abilities that can help them attain the four teacher competencies (Susilowaty & Alqolani, 2014; Faridah, et al, 2017; Azkiyah & Mukminin, 2017).

The majority of teacher education in Indonesia offers teaching practice/PPL in the final year of a four-year B.Ed. program which is called a consecutive model—specialized course in pedagogy and teaching are available after completing all discipline courses (Musset, 2010). This model allows pre-service teachers a more flexible path to becoming a teacher, and have a deep understanding of a specific academic discipline. However, knowledge of learning approaches and pedagogy, in general, is lacking. Between subject matter knowledge and pedagogical knowledge, the learning process is fragmented, and professional identity is weakened. The other model that is implemented is concurrent teaching practice (Musset, 2010) in which pre-service teachers learn academic courses alongside educational and professional studies throughout the duration of their study. Despite the criticism of this model giving little flexibility for pre-service teachers who aim to pursue a career other than teaching, this model provides significant benefits as it allows for a more integrated learning experience by combining pedagogical and subject-matter (content knowledge) training. This model can be a solution for English teacher education to encounter the issue of insufficient chance for student teachers “to see and understand both theory and practice differently if they take the coursework concurrently with fieldwork” (Darling-Hammond, et al, 2005, p. 401). Therefore, this paper aims to explore this concurrent model, which is currently implemented in EFL teacher education in some countries, such as Turkey, Thailand, South Korea, and Japan (Selçuk & Yöntem, 2019; Promratana & Chaichatpornasuk, 2019; Musset, 2010). This paper specifies the implementation of concurrent teaching practicum carried out by EFL teacher education in Turkey and Thailand.

Teaching Practice: A Place for Experiential Learning

The practicum is regarded as one of the most important components of teacher education programs (Lourdusamy, Soh, Moo, Lim & Sim; Ramsey; Alexander & Galbraith; and Tisher, as cited in Atputhasamy, 2005). Teacher education programs have used different terms for teaching practicum including practice teaching, field experience, apprenticeship, practical experience, internship, student teaching, teaching practice, fieldwork, professional experience, teaching round, and, more recently, clinical practice (Gebhard, 2009; White & Forgasz, 2016). Each phrase conveys a set of assumptions and expectations about the role, purpose, and character of practice in teacher education programs (White & Forgasz, 2016). Practicum has been considered as a site where student teachers practice the art of teaching in a real school context, mentored by by academic teachers and professionals for a set period of time (Zeichner, 1996 in Tuli & File, 2009 & Ralph, Walker, and Wimmer, 2008). Practicum allows student teachers to examine contemporary workplace conditions, internal and external variables impacting current structural/organizational aspects, and the impact of school planning procedures on classroom practices in terms of curriculum, evaluation, and pedagogy (Groundwater smith, 1996 in Tuli & File, 2009). In this paper, teaching practice is used to represent the practicum done in the teacher education program.

Teaching practice is closely related to experiential learning theory, developed by Kolb (1984, cited in Prem 2020). The theory emphasizes the necessity of learners taking an active role in their learning by using experience to create meaning and then applying that understanding to future experiences. He states that “this type of learning is human adaptation, where the learner is open to new experiences, reflects on those ideas and experiences, then creates ideas to incorporate them into known theories, and finally uses those theories to make decisions” (cited in Prem, p. 157). Schultz (2005 in Msangya,

Mkoma, & Yihuan, 2016) adds the idea of developing day-to-day problem-solving skills through practical learning. The study emphasized the necessity for teacher training to promote new teacher inquiry in order to enable teacher candidates to apply problem-solving skills when confronted with classroom issues. Johnson (2015 in Prem, 2020) ascribes that English Language Teaching (ELT) is based on the premise that learning is a continuous process of learning and relearning that is prone to change over time. The activities are primarily designed to provide an opportunity for student teachers to gain pedagogically more practical experience by observing and applying most of what they have learned in the teacher education program in real classrooms with real students, teachers, and curriculum (Farrel, 2008 in Riesky, 2013). Thus, the teaching practice in EFL teacher education should provide activities for student teachers to learn how to teach students in real classroom contexts.

Teaching Practice: A Way to Promote Pre-service Teachers' Competencies

Brouwer & Korthagen (2005) found that the practicum plays an important role in the overall development of effective teachers. While both classroom theory and practicum experiences were found to contribute to the development of a new teacher, the practicum in a school setting had a greater impact on the development of teaching competence than the course components of the teacher education program.

Pre-service teachers can develop their teaching competence through collaboration between teacher educators who become their supervisors, mentor teachers from partner schools as school-based teacher educators and educational stakeholders (Atputhasamy, 2005; Darling-Hammond, 2006 in White & Forgasz, 2016; Tuli & File, 2009; Feiman-Nemser, 2012; Susilowaty & Alqolani, 2014; Faridah, et al, 2017; Azkiyah & Mukminin, 2017). This implies the significant role of the teaching practice ecosystem that should be built upon the teaching practice in each teaching education program. Pre-service teachers need support not only from their teacher educators but also from coordinating/mentoring teachers (mentor teachers, afterward). They learn the theories discussed in each course of their degree program and put them into practice during the teaching practice sessions.

Building Central Tasks of Learning to Teach

When we consider renewing the teacher education curriculum, there are key questions need to be considered, such as “how do students learn, what is the impact of teaching and schooling practices, how do teachers learn and develop their expertise in different contexts, and how teaching practice affect teachers’ learning, practice, retention in the profession, and success with students” (Darling-Hammond et al, 2005, p. 478). In response to the questions, there are three areas of knowledge, skills, and dispositions of effective teaching that teachers must master: (1) knowledge of learners and how they learn and develop in social contexts; (2) conceptions of curriculum contents and goals: an understanding of the subject matter and skills to be taught considering the social purpose of education; and (3) an understanding of teaching regarding the content and learners to be taught based on the assessment along with the classroom environment (p.478). This indicates that well-rounded teachers should possess balance competence of knowledge, skills, and personal qualities. As a result, teacher education program should be represented as coherent program emphasizing an unfailing vision of good teaching. This leads to seeking connections among courses and between teachingpractice and formal coursework, partially employing pedagogies that are linked to

classroom practices (Cabello et al, 1995, Grabber, 1996; Grossman, 1994; Grossman & Mc Daniel, 1990; Hammerness & Darling-Hammond, 2002; Oakes, 1996; Ross, 1989, cited in Darling-Hammon et al, 2005).

Aligned with the recommendation from Darling-Hammond (2005), Feiman-Nemser (2012) proposes “Central Tasks of Learning to Teach”. She believes that learning to teach is a lifelong process. Therefore, she comes up with three phases of Central Tasks for pre-service, induction, and continuing professional development. In this paper, we merely focus on the Central Tasks of Learning to Teach during the pre-service program that encompasses the following aspects (p.143):

1. Examine belief critically in light of good teaching vision
2. Gain subject matter expertise in preparation for teaching
3. Gain a better knowledge of learners, learning, and issues of diversity
4. Create an initial repertoire
5. Develop the skills and attitudes needed to study teaching

The central tasks of pre-service programs are built upon current reflection on “what teachers need to know, care about, be able to do to promote substantial learning of all students” (p.108). The central tasks in each phase can help teachers comprehend and reflect on their transformation starting from pre-service state to professional experience teachers. Teacher education institutes can adopt this framework to ensure their curriculum complies with the five tasks that pre-service should acquire.

Characteristics of a High-Quality Teaching Practice Program

Tuli & File (2009) highlight the importance of considering some characteristics in order to create a high-quality teaching practice program. He adopts attributes that are introduced by Evers (2004) that consist of:

1. Integration between theoretical knowledge and professional practice throughout the three areas of a teacher education program: "content" knowledge received through a liberal education; "professional" knowledge gained through a teacher education program
2. Design and implementation is done through an ecosystem of teaching practice programs that includes teacher education institutions, schools, and relevant stakeholders
3. Clear and progressive stages to observe the development process of the acquired knowledge, skills, and dispositions of beginning teachers
4. Diversity in experience within various school contexts and diverse students
5. Assessment against clear goals of teaching practice, roles, and expectations of student teachers' activity and performance
6. Assessment of resource needs and implications
7. Flexibility and promoting innovation
8. Involvement in ongoing evaluation and response.

These characters provide comprehensive elements of high-quality teaching practice. Hence these can be applied in this study to remodel teaching practice in EFL teacher education in Indonesia.

Stories on EFL Teaching Practice in Thailand and Turkey ***Teaching Practice in Turkey***

Based on Musset's report in 2010, it was mentioned that teacher education institutions in Turkey adopted concurrent programs for teaching practice. A study done

by Selçuk & Yöntem (2019) confirmed the report. In their study, teaching practice offered in English teacher education institutions is described as follows:

- Teaching practice is a compulsory course in teacher education institutions, including language teacher education (LTE), as they perceive this program as an essential component of teacher education for the preparation of novice teachers to real teaching (McIntyre, Byrd, & Fox, 1996, cited in Selçuk & Yöntem, 2019). It means all student teachers who are majoring in English Language Teaching must perform teaching practice throughout their four-year of study. Having concurrent teaching practice influence their teaching philosophy and perceptions in light of an effective teaching education program.
- The program consists of observing real classrooms and doing micro-teachings in real schools. These activities involve collaboration among student teachers, cooperating/mentor teachers, and teacher educators; and they are aware of their key role in this program.
- In the initial stages of the practicum, teacher candidates observe the classroom and the cooperating teacher, whereas in the practice stage, which is the second phase of practicum, student teachers utilize their acquired knowledge in a real classroom setting. In the final stage, their final year must carry out teaching in a real classroom to fulfill the requirement of school experience course. This course requires them to observe three different levels of classroom in real schools, prepare lesson plans, practice teaching, and write reflective papers. They, then, are assessed and graded by their supervisors and mentor teachers based on their performance.
- During the teaching practice, student teachers of English should consider their level of English proficiency, self-esteem, cultural knowledge, and contextual knowledge.

The teaching practice supervised practical experience of on-the-job training, is considered a strong and important component in the education of teachers. This practical experience is a critical aspect of pre-service teacher education. Thus, it is a required core course in most language teacher education programs. Most teacher educators acknowledge the benefit of providing student teachers with a real classroom teaching experience, through which learner teachers are provided with opportunities to apply their accumulated knowledge for instructional decisions, and opportunities to change their teaching behavior. Furthermore, a 'triadic' relationship between the student teacher, the cooperating teacher, and the supervisor becomes one of the key aspects to the success of teaching practice. Communication between the university and the cooperating school is crucial for the development of the student teacher.

Teaching Practice in Thailand

A study done by Promratana and Chaichatpornasuk (2019) exposed the Thailand's education system and teacher education program. The Teacher Council of Thailand (TCT) is responsible for identifying standards of the teacher profession, while the Office of Higher Education Commission is responsible for identifying the educational framework for administering the curriculum and programs of higher educational institutions, overseeing the quality of teacher education. The study emphasizes focuses on teacher certification and training in Thailand. The setting of this study is Chulalongkorn University, one of the universities that offers teacher training programs Chulalongkorn University. TCT encourages teacher education institutions to have five-

year Bachelor of Education program, especially for double degree program. They also allow universities to have four-year program.

Chulalongkorn University offers four teaching practice courses to meet TCT standards for professional knowledge and experience as well as to introduce student teachers to teacher responsibilities. Professional Teaching Practice I and II are coursework-based teaching experiences that allow students to have a better grasp of instructors' job and school environments. Professional Teaching Practice III and IV are actual teaching practice in real school classrooms for the entire school year under supervision. The approach aims to scaffold kids' learning of schoolwork by allowing them to observe teachers at work before conducting it themselves. The steps in conducting teaching practice are illustrated in figure 1.

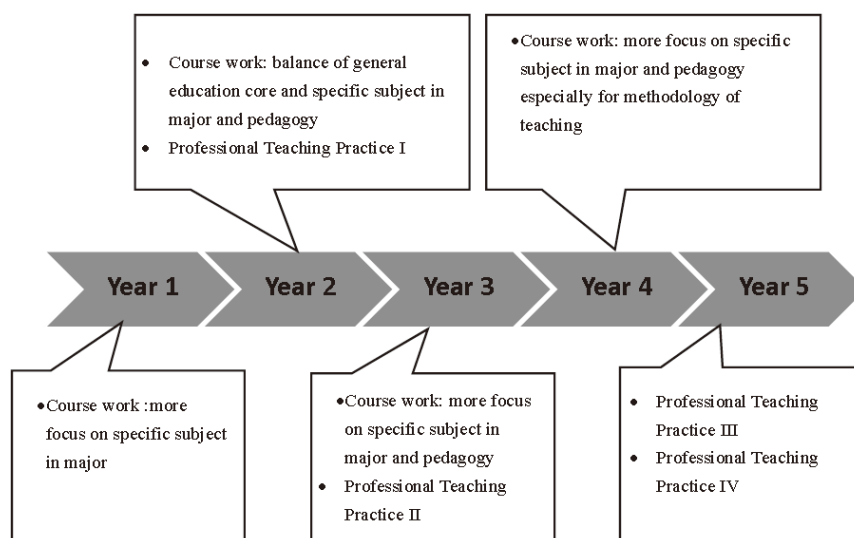


Figure 1. Timeline for teaching practice in Chulalongkorn University

Based on Figure 1, teaching practices are done as follows.

- In year 1, student teachers take courses related to a single major subject to prepare for fundamental content understanding.
- In year 2, student teachers take Professional Teaching Practice I. This one-credit course focuses on observing teachers' roles, responsibilities, and general school duties such as being the class headmaster and organizing school activities (e.g. school sports day, student projects exhibition). Under the direction of the academic department office of the Faculty of Education, teams of professional teachers from Chulalongkorn University Demonstration Elementary School and Chulalongkorn University Secondary School organize the course.
- In year 3, student teachers enroll in Professional Teaching Practice II, which focuses on the role of instructors in learning management. The learning activities in this course are centered on observing instructors in the classroom and are tailored to the student teachers' major. Student teachers studying biology, for example, observe biology classrooms to learn how teachers develop lesson plans, teach in class, and assess students' progress. They also get hands-on teaching experience by working in small groups to create a brief lesson plan and instructing kids at Chulalongkorn University's demonstration school for fifteen minutes under the supervision of school teachers.

- In year 4, student teachers take a Teaching Methodology course relevant to their major. They will gain information, skills, and experience in teaching that is particular to their degree in this course. General science majors, for example, will study scientific inquiry, scientific process skills, and laboratory teaching. All teaching methods courses must also include peer teaching activities as well as actual classroom teaching practice.
- Year 5 is when student teachers spend the entire year practicing actual teaching in schools. TCT regulations dictate the number of teaching hours and other schoolwork hours required. teachers in schools Professional Teaching Practice III is taken in the first semester to provide experience in teaching practice under close supervision. Each student teacher is assigned to a school and works under the supervision of a Chulalongkorn university faculty member. The length of time that a supervisor visits a student teacher to monitor her class, help her reflect on her teaching, and discuss alternative solutions to problems she faces, according to Chulalongkorn University. A supervisor must attend a single major student's class at least four times and take a teaching performance test once. A double major student must go through the same process twice plus take a performance test for each major. Each student teacher must also do one classroom action research project and attend a teaching practice seminar at Chulalongkorn University once every two weeks to share teaching difficulties and solutions with their peers and supervisors. Professional Teaching Practice IV is taken in the second semester of Year 5 to provide experience in teaching practice with less supervision. For a single major student teacher, the number of faculty supervisor visits is decreased to two visits plus one performance evaluation, and for a double major student teacher, it is lowered to one visit plus one performance assessment for each major.

Based on the two case studies from Turkey and Thailand, it can be concluded that this concurrent program allows pre-service teachers to gain greater experience in the teaching profession. This could be a way for teacher education institutes to provide their student teachers with the skills they need to be effective teachers. As a result, when they complete the program and become beginning teachers, they will be more prepared to cope with real classroom situations.

Method

This study is qualitative research in which needs analysis of curriculum development was employed. According to Richard (2001a) needs analysis is “the process of determining the needs for which a learner or a group of learners requires a language and arranging the needs according to priorities.” In this study, EFL pre-service teachers need to have a vast amount of experiential learning in which they can acquire competencies in teaching English in real classroom settings. These opportunities to link the theory to practice and demonstrate their language competence in delivering English lessons. Some opponents argue pre-service teachers do not have sufficient chances to practice the subject matter courses they learn from their program. Thus, it is imperative to explore better teaching practice models that enable them to prepare themselves as effective beginning teachers. As a result, the study ponders a research question to navigate in obtaining the objective of this study. The research question is “What is the teaching practice model that offers ample chance for EFL pre-service students to have experiential learning?”

To carry out this study, the following steps were done in order to fulfill the objective of this study:

1. Identified challenges faced by EFL beginning teachers when they start their profession as teachers. They reported they were not confident delivering English lessons to real students. They claimed that an insufficient period of teaching practice when they were in the pre-service program was the main factor that contribute to their challenge.
2. Reviewed various references to confirm their criticism related to teaching practice and seek a solution to overcome this challenge. A report from Musset (2010) became a gate to explore different models of teaching practice. The references were obtained from different resources, many of which were derived from search engines, such as Research Gate and Google. Different keywords were used in finding the references, such as teaching practice* OR practicum* OR EFL curriculum in teacher education* OR innovation in teaching practice/practicum.
3. Compare and contrast of different references were done to conclude the model of teaching practice that is suitable to the needs of EFL pre-service students in Indonesia.
4. Adaptations from two case studies were done to propose an alternative model that can be implemented in teacher education in Indonesia.
5. Supports from different references were embodied in findings and discussion when presented with the alternative model of teaching practice.

Setting and target participants

This study was carried out at Sampoerna University which has English Language Education Department. This university was chosen based on convenience sampling where the researcher of this study works as a teacher educator. Being a lecturer in this study program made the researcher attain access to the EFL curriculum and examine the document, particularly in the part of teaching practice.

The target participants are English pre-service teachers who were going to experience the alternative model of teaching practice. This effort was taken to enable them to prepare themselves for the workplace during their four-year of study.

Findings and Discussions

The results of the needs analysis focus on presenting a concurrent model of teaching practice that is perceived as an alternative to the existing model implemented in a majority of teacher education in Indonesia. The design of the teaching practice proposed in this study is based on the two case studies discussed in this paper. Additionally, the central task framework introduced by Feiman-Nemser (2012) was converted as the conceptual framework of this model.

The concurrent model of teaching practice employed in the English Language Education Department is illustrated as follows.

The teaching practice model is acknowledged as School Experience Program (SEP) that has the following core objectives:

1. EFL pre-service teachers are critical of their teaching experiences;
2. EFL pre-service teachers develop subject matter knowledge for teaching;
3. EFL pre-service teachers develop an understanding of learners, learning, and issues of diversity as well as differentiated instruction;

4. EFL pre-service teachers develop and perform their knowledge into their experiences from the very beginning;
5. EFL pre-service teachers develop the tools and shape their determination to study teaching.

These core objectives are based on Feiman-Nemser's central tasks and each task will be assessed throughout the four-year SEP. Figure 2 shows how pre-service teachers are expected to build the central tasks.

	Orientation observing teaching and learning		Familiarization 1 assisting teaching and learning		Familiarization 2 collaborating teaching and learning		Conceptualization leading teaching and learning	
SEP LEARNING OUTCOMES	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
1. Examine beliefs critically in relation to vision of good teaching	V	V	V	V				
2. Develop subject matter knowledge for teaching			V	V	V	V	V	V
3. Develop an understanding of learners, learning and issues of diversity	V	V	V	V	V	V	V	V
4. Develop and enact a beginning repertoire			V	V	V	V	V	V
5. Develop the tools and dispositions to study teaching	V	V	V	V	V	V	V	V

Green: Beginning Understanding — Orange: Developing Understanding — Blue: Advanced Understanding

Figure 2. SEP learning outcomes

As the consequence of selecting concurrent teaching practice model, SEP are carried out according to the four stages, as shown in Figure 3. The SEP stages are similar to those applied in Thailand (Promratana and Chaichatpornasuk, 2019)

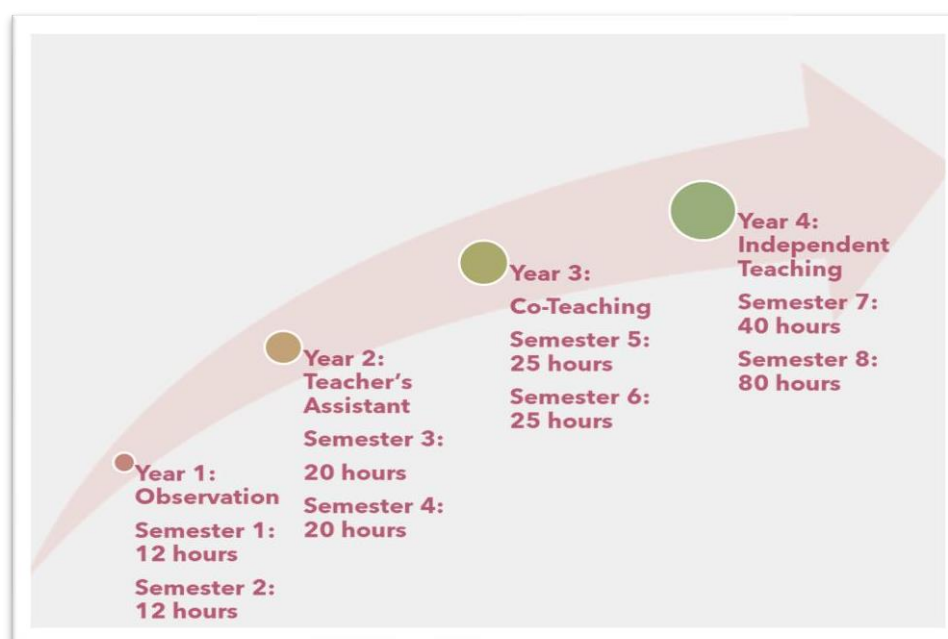


Figure 3. Teaching practice stages

Year one is Observation stage in which EFL pre-service teachers visit partner schools and do a series of observation activities, such as observing teaching and learning done in different classrooms as well as the environment that supports students to learn. EFL pre-service teachers are expected to gather information related to the schools and

classrooms prior to observations. The activities are divided into pre-observation, during-observation, post-observation, and reflection. They spend a minimum of 12 hours in school in each semester to fulfill the observation assignment.

Year two is Teacher Assistant stage in which EFL pre-service teachers perform their role as teaching assistants in partner schools. During this stage, they learn to take part in instructional opportunities by assisting the main room teacher in delivering lessons. However, they are not allowed to perform teaching as they are not equipped with courses related to pedagogical content knowledge. They only help mentor teachers with preparing teaching materials, warm-up activities, and monitoring group activities. The activities in these stages consist of pre-teaching assistance, during-teaching assistance, post-teaching assistant, and reflection. The pre-service teachers spend 20 hours each semester to pass this stage.

Year three is Co-Teaching stage where EFL pre-service teachers practice teaching in pairs with their peer or their mentor teacher. In this stage, they start preparing lesson plans for their teaching, teaching materials, and delivering lessons. All these activities are supervised by mentor teachers and university supervisors. The activities are broken down into pre-co-teaching, during co-teaching, post-co-teaching, and reflection. In the third year, pre-service teachers allocate 25 hours in each semester to complete the entire activities.

Year four is Independent Teaching where EFL pre-service teachers are allowed to conduct individual teaching practice. They also need to follow the whole activities starting from pre-independent teaching, during independent teaching, post-independent teaching, and reflection.

Each stage of SEP requires EFL pre-service teachers to write reflective journals in order to build their habit as reflective practitioners as a strategy to perform effective teaching (George, et al, 2000; Prem, 2020). This habit is an essential characteristic that a teacher should have. The reflective journals. Each semester, SEP is embedded in a course linked to the three dimensions to ensure program coherence (Darling-Hammond et al, 2005), such as the Foundation of Teaching and Learning, Teaching English as a Foreign Language, and Educational Technology.

Mentor teachers and university supervisors play crucial roles in SEP as they are responsible to supervise, coach, monitor, and evaluate pre-service teachers' performance during the SEP period (Selçuk & Yöntem, 2019). Pre-service teachers are provided with clear SEP guidelines and detailed information on the embedded course. In the year 3 and 4 stages, mentor teachers and university supervisors work closely to facilitate pre-service teachers in doing their teaching practice. They can also provide feedback on pre-service teachers' teaching performance during post-conference which is done after they finish teaching.

Conclusion

The complexity of teaching practice in teacher education institutions has invited researchers to investigate the implementation along with the challenges driven by several factors, such as lack of experience during the four-year bachelor program. A concurrent teaching practice allows pre-service teachers to have abundant sessions to put theory into practice.

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