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# *'Human Resources Development in English Language Teaching'*

*Conference Proceedings*

**THE 55<sup>TH</sup> TEFLIN INTERNATIONAL CONFERENCE**

English Education Department  
Faculty of Tarbiyah and Teachers Training  
'Syarif Hidayatullah' State Islamic University

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# A CONSTRUCTIVIST LEARNING APPROACH TO IMPROVE THE STUDENTS' LEARNING AUTONOMY AND THE LEARNING SIGNIFICANCE OF THE ENGLISH STRUCTURE

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## Abstract

This paper reports a classroom action research that I conducted in my Structure 2 classes in the English Education Study Program (EESP) of Sanata Dharma University. This research had two major goals. First, it was intended to empower the EESP students to become self-regulated learners that were characterized by higher motivation, active engagement, and autonomy in learning. Second, this research aimed at making what the EESP students learn contribute more to their further study, and in a broader scope, to their life. In conducting the research in order to achieve these two goals, as the researcher, I had three problems to solve:

1. What is the learning design that is based on the constructivist learning approach to learning the English structure by students of the EESP?
2. To what extent does the constructivist learning approach improve the students' self-regulated learning?
3. To what extent does the constructivist learning approach optimize the students' learning of the English structure?

The research method that was adopted to solve the research problems was the qualitative-exploratory action research. In this research, the proposed learning program design that was based on the constructivist learning approach was implemented to two groups of learners using the purposeful participant selection method.

As the answer to the first problem, a constructivist learning approach was adopted to alter the previous learning paradigm that positioned the learners as the passive receiver of knowledge in a traditional-mechanistic learning process into a new learning paradigm that positioned the learners as active constructors of knowledge in more empowering learning processes. This learning approach was adopted because of a strong belief that it would more empower the learners to become more motivated, active, and autonomous learners. The proposed learning design had some characteristic, namely, learner-centered, focusing on deep understanding, fostering the collaborative aspect of learning, and emphasizing the contextualized/authentic learning. Meanwhile, the developed learning activities are (1) "individualized" learning, (2) collaborative small group discussions, (3) plenary class discussions, (3) structure/pattern exercises, (4) contextualized/authentic learning, and (5) self-reflection that is conducted at the end of each learning activities. As the answer to the second problem, this research found that two groups of students showed different degree of being self regulated learners. Finally as the answer to the third problem, the degree of "being self-regulated" learners may influence the students' achievements. The reason is that in constructivist learning knowledge acquisition largely depends on learners' high motivation in learning, active engagement in the whole learning processes, and autonomy in the process of knowledge acquisition.

**Keywords:** Learning design, constructivist learning, English structure, self-regulated learning, motivation, autonomy, learning engagement, students of English Education Study Program.

## A. Introduction

Like a pendulum that goes to two opposite directions, English language teaching generally falls into two different natures. On one hand, English language teaching is developed on the assumption that language is constructed from the building blocks of language. It assumes that language consists of a number of skills and elements that function as the building blocks. Teaching English, then, is perceived as developing the language skills and elements separately. Therefore, the language skills, i.e., speaking, listening, reading and writing, and the language elements, such as, structure, vocabulary, and pronunciation, are taught separately as discrete subjects. On the other hand, the integrated view of language does not allow the segregation of



the building blocks in language teaching. Otherwise, all language skills and elements should be taught in integrated language teaching.

Many language teaching programs develop the integrated language teaching, while many others teach language skills and elements in separate subjects or courses. These two choices depend primarily on, among others, the teaching purposes. For language users, integrated language teaching is commonly used. This happens in many English courses that commonly develop courses of English for general purposes. Meanwhile, some English Language Education Study Programs, like the one that belongs to Sanata Dharma University, teach language skills and elements separately.

In the English Education Study Program (EESP) of Sanata Dharma University, English structure is taught as an individual subject. The reason is that the EESP students, who are candidates of the English teachers in Indonesia, are required not only to become the good language users but also to become the English teachers who know the language very well. However, there remains some problems that can be identified from the common practice.

The first problem is the problem of learning significance that is related with the question about the "link and match" between English structure and the students' further learning, and in a wider scope, their life. The fact indicates that after taking and passing some English structure courses many students still cannot be able to show their good conduct of grammar in either spoken or written language.

The second problem is related with the learning paradigm. English structure courses are generally conducted through deductive (and, frequently, mechanistic) teaching of numerous grammatical structures or sentence patterns. The teaching-learning process is characterized by (1) presentation and explanation of patterns, (2) students' attempt to learn (=recognize) a multitude of those patterns and to memorize them as much as they can do, and (3) a set of intensive exercises intended for the "structure internalization". As a result, English structure is considered a difficult and boring subject. Although teachers have been trying hard to find the best way of learning, such as providing the exercises with the more meaningful and communicative ones, still, it has not successfully altered the learning paradigm and generated the one, which is more empowering and motivating.

The third is the problem of learning focus. Influenced by a traditional, deductive rote learning, English structure classes basically rely on broad coverage of learning content instead of deep understanding of some underlying concepts or particularly selected subject matters. This happens to the EESP students when they are always fed up with very detailed selection of sentence patterns to learn. As a consequence, students will only learn superficially this multitude of learning content that is necessary only for the attainment of an immediate goal, such as, to achieve the high scores in every achievement test. They have never been provided with an opportunity to give more focus on general, underlying concepts or particular subject matters, and to experience deeper learning. They have also never been provided with critical analysis and problem solving upon their learning topics. Moreover, they have never been given a chance to relate what they have learned with a variety of actual or authentic contexts.

The forth category is the problem of learning autonomy. As a consequence of the traditional deductive method of acquiring knowledge and the mechanistic ways of "internalizing" the learned knowledge, the roles of the teacher and students are characterized by a hierarchical relationship between the teacher and the students. In this kind of relationship teacher is put in a hierarchically higher position, and has the bigger authority in the every process of learning. The teacher serves as the source of knowledge and is ready to transfer her/his knowledge to the students, whereas the students become the passive receivers of knowledge. This happens to the English structure courses, when the teacher presents the detailed explanation of grammatical rules, and the students try to learn (=recognize) these rules. Learning is characterized by dominant tutorial classroom activities that did not require much active engagement in authentic, critical, and problem solving learning. Such kind of learning process would always maintain the existing roles of the teacher and students and would not empower the students to become more self motivated, active and autonomous learners.

There are some questions that gain my attention.

1. What is the learning design that is based on the constructivist learning approach to learning the English structure by students of the EESP?
2. To what extent does the constructivist learning approach improve the students' self-regulated learning?



3. To what extent does the constructivist learning approach optimize the students' learning of the English structure?

## **B. Review of Related Literature**

To solve the aforementioned problems, in this research, I offer a learning design that is based on the constructivist learning approach. Meanwhile, before I proceed, I would like to present an overview of some concepts on which the learning program is developed.

### **1. Constructivism**

The basic concept of constructivism is essentially built upon the premise that individuals construct their own perspective of the world, through individual experiences and schema. Learners are considered as active organisms seeking meaning. Constructivism focuses on preparing the learner to problem solving in ambiguous situations. Constructivists believe that learners construct their own reality or at least interpret it based upon their perceptions of experiences. Individual's knowledge is a function of one's prior experience, mental structure, and beliefs that are used to interpret object and events (Mergel, B., 1998, and Phillips and Soltis, J.E., 1991). The constructivists view knowledge as a constructed entity made by each and every learner through a learning process. Therefore in the eyes of constructivists, knowledge can not be transmitted from one person to the other, instead it will be constructed or reconstructed (Mergel, B., 1998, and Skaalit, B.).

There are at least three major factors that have given much influence to the emergence and development of constructivism. Those influences are presented in the following discussion.

#### **a. Postmodernists' Influence**

Objectivists believe that an object has an intrinsic meaning. Knowledge is perceived as a reflection of a correspondence to reality. The objectivists emphasize knowledge as being the awareness of objects that exist independent of any subject. Knowledge is stable because the essential properties of objects are knowable and relatively unchanging. The important metaphysical assumption of objectivism is that the world is real and structured. The structure of reality, then, can be modeled for the learner. Objectivism holds the assumption that the purpose of the mind is to "mirror" the reality and its structure through thinking processes that are analyzable and decomposable (Murphy, E., 1997).

In the meantime, postmodernism, as the term implies, is largely a response as well as criticism to modernism. In contrast to modernism that belongs to the objectivists, postmodernists assume that knowledge and reality do not have an objective or absolute value. Postmodernists deal with a dynamic, changing truth bounded by time, space, and perspective. While modernism extensively creates inventions and technologies to improve human lives, postmodernism takes the question whether all inventions and technologies really work for the improvement of human beings and bring about happiness to the people (Wilson, B.G., 1997).

Postmodernists tend to reject the "idealized" view of truth inherited from the ancients and replace it with the belief that "truth" is "what people agree on". Rather than seeking for the unchanging ideal, postmodernists tend to appreciate dynamic diversities of life (Wilson, B.G., 1997). Therefore, in the history of epistemology, the trend has been a move from a static, passive view of knowledge towards a more adaptive and active view. Postmodernists argue that knowledge and reality do not have an objective or absolute value. Instead, the individuals interpret and construct a reality based on their experiences and interactions with their environment (Murphy, B.G., 1997).

To summarize, the essential features of postmodernists' thinking are:

1. a commitment to plurality of perspectives, meanings, methods, and values,
  2. a search for and appreciation of diverse meanings and alternative interpretations,
  3. a critiques or distrust of grand theories that include science, and myths in religions, nations, cultures, and professions that serve to explain why things are the way they are, and
  4. an acknowledgement that there are multiple truths because there is a plurality of perspectives and ways of knowing.
- (Wilson, B.G., 1997)



In addition, the followings are the underlying philosophies of postmodernism upon which constructivism are grounded and established.

1. Postmodern philosophy emphasis is the contextual construction of meaning and the validity of multiple perspectives.
2. Knowledge is socially constructed – Knowledge is constructed by people or group of people.
3. Knowledge is dynamic – Reality is a multi-perspective-bearing entity.
4. Truth is grounded in everyday life and social relations.
5. Life is a text. Thinking is an interpretive act, in which thinking and perception are inseparable.
6. Fact and values are inseparable. Therefore, science and all other human activities are value-laden.

(Wilson, B.G., 1997)

In education, however, not all constructivists' thinking is merely derived from postmodern philosophy. Many constructivists also adopt the ideas of Piaget and Vygotsky, who are basically modern in their thinking and orientation. Although Piaget and Vygotsky are more cognitivists, both have given much influence on the development of socio-cultural constructivism (Wilson, B.G., 1997).

#### **b. Piaget's Influence**

Jean Piaget, a Swiss scholar, is one of the most influential proponents of socio-constructivist theory. Piaget is a genetic epistemologist who has the concern with cognitive development and the formation of knowledge. Socio-constructivist theory is an extension of Piaget's theory that focuses on reasons for cognitive developments in individuals. According to Piaget, individuals' cognitive development abilities are another major factor in the process of constructing understanding (Brooks, J.G., 1993)

In implementing the constructivist theory in education practices, it is crucial that teachers have some of the fundamental principles of cognitive development theory. Piaget claims that the growth of knowledge is the result of individual constructions made by the learner. Piaget perceives constructivism as a way of explaining how people come to know about their world. Piaget perceives the human mind as a dynamic set of cognitive structures that helps people make sense of what they perceive. (Brooks, J.G., 1993)

In addition to Piaget concepts, the important cognitive mechanism within the socio-constructivist is mechanism of the conflict-solution among learners. It is an extension of Piagetian concept of conflict between individuals' beliefs and their actions in the world. The postulates are:

1. When disagreement occurs among peers, social factors prevent the peers to ignore conflict and force them to find out a solution;
2. When the conflict is not verbalized in the interaction, they cannot predict positive solutions; and
3. When the conflict is verbalized, they can generate the solution to the conflict that will become the learning outcome.

(Dillenbourg, P., and Daniel Schneider, D., 1995)

Another contribution to the development of constructivism is his premise that collaborative learning has a major role in constructive cognitive development. His theory is consistent with the other popular learning theories in emphasizing the important of collaboration. Piaget believes that interaction between peers is equally shared. This contrasts adult-child or teacher-learner interactions, where usually the former is in control and the latter characteristically follows what the former professes, thus not following his/her own natural learning process (Kumar, V.S., 1996).

#### **c. Vygotsky's Influence**

Vygotsky has also given much influence in socio-cultural constructivism. Vygotsky was also a developmental theorist and researcher who worked in the 1920s to early 1930s. His principal premise is:

*"Human beings are products not only of biology, but also of their cultures. Intellectual functioning is the product of our social history, and language is the key mode by*



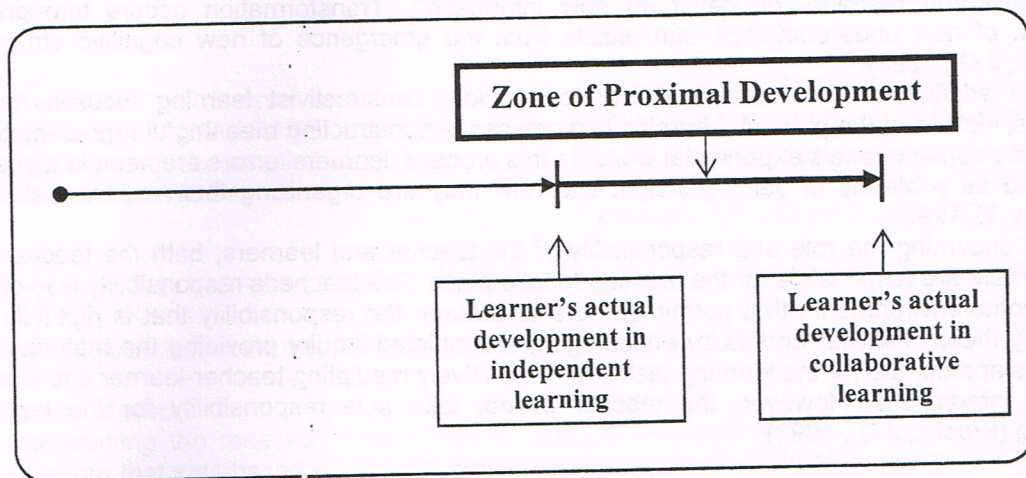
which we learn our cultures and through which we organize our verbal thinking and regulate our action."

Children learn such higher functioning from interaction with the adults and their peers around them (Tinzmann, et al., 1990).

There is a causal relationship between individual's cognitive development and social interaction. This premise is derived from Vygotsky's theory of the Zone of Proximal Development (ZPD). ZPD is defined as

"...the distance between the actual developmental level as determined by independent problem solving and the higher level of potential development as determined through problem solving under guidance and in collaboration with more capable peers". (Vygotsky in Hogan, K., and Pressley, Michael. {Ed.}, 1997)

Zone of Proximal Development can be illustrated in the following figure.



**Zone of Proximal Development**

Within the social constructivist perspective, ZPD refers to the area, in which an individual's optimum learning can occur. In this theory, each internal cognitive change is mapped onto a causal effect of a social interaction. ZPD defines meta-conceptions that might evolve as learned concepts after a period of social interactions. The inter-psychological processes are internalized during social interactions (Kumar, V.S., 1996).

## **2. Some Constructivist's Underlying Principles in Learning**

### **a. Learning as Knowledge Construction Process**

In the constructivist perspective, knowledge is constructed by individuals through their interactions with the environment. Numerous researchers, educators and authors are actively engaged in using constructivist principles to design and implement new learning environments. Learners actively construct knowledge in their attempt to make sense of their world, then learning will likely emphasize the development of meaning and understanding (Murphy, E., 1997).

Cognitive oriented constructivist theories emphasize the exploration and discovery on the part of each learner as explaining the learning process. In this view knowledge is still very much a symbolic, mental representation in the mind of the individual. However, the socially oriented constructivist theories stress the collaborative efforts of a group of learners, as sources of learning.<sup>2</sup>

<sup>2</sup> \_\_\_\_\_. 1998. *Psychological theories. A brief survey of the changing views of learning.* A brief overview & interesting links for further study, The University of Colorado at Denver; School of education.



According to cognitive-constructivist, understanding of one's world is an active, mind-engaging process. Meaning is constructed by the cognitive apparatus instead of being simply transmitted. In relation with cognition, constructivism does not see the mind as an empty vessel, a tabula rasa to be filled, or a mirror reflecting reality. Therefore, constructivism does not suggest learning as learners' efforts to accumulate knowledge, as well as teacher's efforts to transmit it. Constructivism does not rely on a knowledge transfer in a classroom instruction approach, which is passive and teacher-directed-and-controlled in nature. Instead, a constructivist framework challenges teachers to create environments in which they and their learners are encouraged to think and explore (Brooks, J.G., 1993).

#### **b. Learner-centered and Process-based Learning**

Since the construction of meaning within the individual cognition is central in the constructivist view, education is learner-centered, i.e., learners have to construct knowledge themselves. Constructivist perspective views learners as actively engaged in making meaning. Learning with this approach looks for what learners can analyze, investigate, collaborate, share, build and generate based on what they already know, rather than what facts or skills they can parrot and memorize (Dougiamas, M., 1998). Constructivist teaching practices help learners to internalize and reshape, or transform new information. Transformation occurs through the creation of new understandings that results from the emergence of new cognitive structures (Brooks, J.G., 1993).

In addition to the learner-centered orientation, constructivist learning focuses on the process, instead of the product. Learning is a process of constructing meaningful representations, of making sense of one's experiential world. In this process, learners' errors are seen in a positive way and as a means of gaining insight into how they are organizing their experiential world (Murphy, E., 1997).

Concerning the role and responsibility of the teacher and learners, both the teacher and the learners are responsible for the learning to take place. The teacher's responsibility is to create educational environments that permit learners to assume the responsibility that is rightfully and naturally theirs. Teacher do this by encouraging self-initiated inquiry providing the materials and supplies appropriate for the learning tasks, and sensitively mediating teacher-learner and learner-learner interactions. However, the teacher cannot take sole responsibility for the learners' learning (Brooks, J.G., 1993).

#### **c. Social Aspects of Learning**

According to social constructivism, knowledge is socially constructed. As people experience something new, they internalize it within the framework of their past experiences or knowledge constructs they have previously established. Such a process shows that individuals already hold ideas about natural phenomena, and using that knowledge they actively make sense of the word by constructing meaning (Crowther, D.T.{Ed.}, 1997).

In Vygotsky's social learning, scaffolding is assistance in the ZPD. Scaffolding is defined as controlling the elements of the task that are initially beyond the learners capabilities, i.e., permitting them to concentrate upon and complete only those elements that are within their range of competence. Scaffolding characterizes the social interactions among learners and teachers that precede internalization of the knowledge, skills and dispositions that are deemed valuable and useful for the learners. Scaffolding requires inter-subjectivity or a shared understanding of the task. The teacher is responsible for leading the learners toward this understanding and helping them to develop their own conception of the task. If the learners gradually gain control of the task, they take over more of the responsibility (Hogan, K., and Pressley, M.{Ed.}, 1997).

#### **d. Some Implications**

From the point of view of how constructivist curriculum should be implemented in education practices, the following is the comparison between traditional and constructivist learning.

##### **TRADITIONAL LEARNING**

- Curriculum is presented PART to WHOLE, with the emphasis on BASIS SKILLS.

##### **CONSTRUCTIVIST LEARNING**

- Curriculum is presented WHOLE to PART, with the emphasis on BIG CONCEPTS.



- Strict adherence to FIXED CURRICULUM is highly valued.
- Curricular activities rely heavily on TEXTBOOKS
- Learners are viewed as "BLANK SLADE" onto which information is etched by the teacher.
- Teachers generally behave in a DIDACTIC manner, disseminating information to learners.
- Teachers SEEK THE CORRECT ANSWER to validate learner learning.
- ASSESSMENT of learner learning is viewed as SEPARATE FROM TEACHING and occurs almost entirely THROUGH TESTING.
- Learners primarily WORK ALONE
- Pursuit of LEARNERS' QUESTIONS is highly valued
- Curricular activities rely heavily on PRIMARY SOURCES OF DATA and MANIPULATIVE MATERIALS.
- Learners are viewed as THINKERS with emerging theories about the world.
- Teachers generally behave in an INTERACTIVE manner, mediating the environment for learners.
- Teachers SEEK THE LEARNERS' POINT OF VIEWS in order to understand learners' present conceptions for use in subsequent lessons.
- ASSESSMENT of learner learning is INTERWOVEN WITH TEACHING and occurs through observations of learners AT WORK and through LEARNER EXHIBITIONS and PORTFOLIOS.
- Learners primarily WORK IN GROUPS

#### **The comparison between traditional and constructivist learning (Brooks, J.G., 1993)**

#### **C. Research Method**

Conducting the research, first, I tried to plan (or develop) a sound and accountable learning program that was based on constructivist learning approach. This attempt was intended to find the answer to the first research problem. Secondly, the program was implemented to two groups of students who took Structure II. Third, after the program was implemented, it was evaluated. The evaluation on the program was intended to answer the second and third research problems. Therefore, the most suitable method for the attainment of the research purposes, i.e., to plan, implement and observe, and evaluate the learning program, was an exploratory Action Research (AR). These research purposes bore similarities with a spiral of action research that shows the cycles of (1) planning, (2) acting and observing, and (3) reflecting or evaluating as the result of the action (Kemmis and McTaggart, 1988 in Hughes, 1997, Seymour-Rolls and Hughes, 1995, and Hatten, 1997).

As this research adopted the cycles of action research, I conducted this research in the following steps.

#### **1. Planning: Developing a Learning Program**

It has been stated in the aforementioned discussion, this step was meant to develop a learning program that was based on constructivist learning approach. This step was very important because it should generate a sound and accountable learning program based on the study of related literature.

#### **2. Implementing and Observing the Program**

In this step, the learning program was implemented to two groups of students who were taking the English Structure 2. One purpose of this observation was to know how the constructivist learning approach worked when it was implemented to two different groups of learners. The need of two different group of students was very crucial in this research since, according to constructivist learning, social and cultural aspect of learning would determine the success of learning.



Basically, a group of students shared inherently different characteristics from the other group due to the shared similarities and differences that belong to each member. As the researcher, I wanted to know whether they showed different learning characteristics when the same treatments were given. In relation with the learning characteristics that the two groups of students had, I wanted to know from the constructivist learning perspective what learning attitudes and behaviors each group as a whole showed. I also wanted to observe the attitudes and behaviors that each member of the two different groups showed. It was also interesting to observe whether the attitudes and behaviors of the members influenced the attitudes and behaviors of the group as a whole.

In addition to the observation of what actually happened to the learners and the learning processes, I wanted to find out whether the program resulted in relatively similar or extremely different impacts to the learners of the two different groups.

#### **a. The Research Participants**

The participants of the research were students of the English Language Education Study Program of Sanata Dharma University who attended the English Structure 2 course in the second semester of the academic year 2004-2005. Two groups of students were needed as the research participants. There were 37 students belonging to group A, and 39 students to group B. In group A, 33 students belonged to the same group (semester) and 4 students belonged to the other group (shoppers), while in group B, 34 students were from the same group and 5 students were shoppers.

This action research was qualitative in nature, so that it did not need a large number of populations intended to achieve population validity or to select a sample that would represent accurately a defined population. Instead, the purpose of selecting the participants in this research was to achieve an in-depth understanding of selected learners who were involved in the process of a new learning paradigm. Therefore, the method of selecting the participants used the purposeful sampling method (Gall and Gall, and Borg, 2003).

*Purposeful sampling method* was chosen and intended to select two groups of population (learners), which were not necessarily large in number, but which could be able to provide information with respect to the purpose of the study (Gall and Gall, and Borg, 2003). In this research, participants were selected and grouped based on ordinary class distributions as a result of the computerized academic planning system that was provided by the university.

#### **b. The Implementation Schedule**

The learning program design was implemented in Semester II of the Academic Year 2005 – 2006. The designed program was implemented from January to May, 2006. It was conducted in two Structure 2 classes, Class C and Class D, in the English Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University, Yogyakarta.

### **3. Evaluating the Program**

#### **a. Method of Data Processing and Analysis**

This research adopted descriptive and qualitative data processing and analysis. The data was taken from the learners' portfolio, questionnaire, and tests. The data, then, will be interpreted to make a comprehensive report and conclusion of all the findings.

#### **b. Research Instruments**

The research instruments that were utilized to document the data are:

##### **1) Learners' Portfolio**

The learners' portfolio was represented in a form of worksheets on which learners were involved both individually and collaboratively in the process of knowledge acquisition. The learners' portfolio had two major purposes as follows.

1. It was intended to facilitate the process of acquiring knowledge including providing the opportunity to reflect on their learning and monitoring the progress of the learners understanding.
2. It was meant to document the students' knowledge acquisition developments.



## **2) Questionnaires**

The questionnaires were utilized to observe and evaluate the followings points:

1. The learners' previous learning experience and the nature of learning before they experienced the new learning paradigm. It includes the learners perception of the teacher and the way they acquired knowledge.
2. The learners' ability to cope with the difficulties that they encountered when they experienced the new learning paradigm and to adapt to it.
3. The learners' involvement in the whole learning process including their attitudes and behaviors in each phase of learning.
4. The learners' perception on the new learning paradigm after they experienced it for a certain period of time.

## **3) Progress Test and Achievement Test**

It was utilized to observe how well they obtained the learned knowledge and then it would be compared with their attitudes, perceptions, and behaviors when and after they had experienced the whole learning processes

## **D. Research Result**

### **1. The Proposed Learning Program Design**

The following discussion is intended to answer the first research questions "What is the learning design that is based on the constructivist learning approach to learning the English structure by students of the EESP?" The proposed learning program consists of some constituents, namely, the learning goals, the underlying concepts, and the implementation procedures that consist of a series of learning activities, namely:

#### **a. The Learning Goals**

Considering the aforementioned problems, I have two goals in developing the learning program. The goals of this program are:

1. To empower the EESP students to become self-regulated learners that are characterized by higher motivation active engagement, independence, and autonomy in learning
2. To make what the EESP students learn more contribute to their further study, and in broader scope, to their life

Concerning the first goal, it should be noted that being self-regulated is something that is teachable (or trainable), and not especially influenced by intelligence. Meanwhile, interventions that aim to improve self-regulation can be needed and becomes ways to impact learners' lives.<sup>3</sup> Therefore, the second goal is actually an attempt to relate what the EESP students learn with their future learning, since learning does not stop at the time when learners can successfully pass from every achievement test. In the meantime teaching how to be self-regulated will accumulate to empowering them to lifelong learners.<sup>4</sup>

#### **b. The Underlying Principles**

The constructivist learning approach was chosen to be the underlying concept of learning in this research. The selection of this learning fundamental was primarily based on the common problems that I had identified. I had come to a preliminary assumption that the constructivist learning would become the most appropriate approach to the problem solution and to the attainment of the predetermined goals. The next step was, then, to determine as well as to put some emphasis on some constructivist learning principles that would become the underlying learning principles of the proposed learning design. These principles are outlined in the following discussion.

### **1) Learner-Centered Learning - Learners as Active Organism Seeking Meaning**

One of the primary goals of this program is to empower the students to become more active, independent, and autonomous in learning. This would require a very big effort since it

<sup>3</sup> Web-Teaching. "Chapter 9. Promotion of self-regulated learning".

<http://dwb.unl.edu/Book/Ch09/Chapter09w.html/>

<sup>4</sup> Ibid



would also require a change of learning paradigm. In order to obtain this goal, the biggest and most difficult job is to alter the students' perception on learning. Such difficult job is related to changing their culture of learning that have been taking place and rooted deeply within each individual learner for a long period of time. The students have to enter a new culture of learning in which they should become active organisms seeking meaning rather than passive receivers of knowledge. Therefore the learning paradigm should shift from the teacher-centered learning to learner-centered learning.

As a consequence, the EESP students definitely need to have experiences in which they serve as active knowledge constructors instead of being passive receptors of knowledge. Hopefully, this will enable each of EESP students to progress towards self-fulfillment. This happens since the students no longer become the passive objects of teaching. It is concerned with the active development of understanding, not just the passive reception of knowledge. (Denise Finney, in Richard, Jack C and Willy A Renandya {Ed.}, 2002.)

Related to learning the English structure, the teacher should depart from the old teaching method and procedures that are characterized by dominant lecturing activities to the one that more activate the students' involvement in the process of knowledge acquisition. The teacher should give more independence and autonomy to the EESP students to learn the basic concepts of English grammar. The teacher should, then, give them large opportunity to have deeper understanding of those concepts through engaging them in active discussions on the actual and authentic use of these concepts.

In addition, learning should also focus on things that are relevant to the learners and that are selected around their needs and abilities. Learning things that the learners truly care about, hopefully the learners could enjoy learning and find fun and relevance in something learned.

## **2) *Process-Based Learning – Focusing on Deeper Understanding***

The ultimate goal of focusing on the learning process instead of providing the broad learning coverage is to give bigger opportunity to the EESP students to experience learning processes that, again, lead them to deeper understanding, and as a consequence, more meaningful or significant learning. The goals of learning are not defined in terms of particular ends, or products, but primarily in terms of the processes and procedures by which the individual develops understanding and awareness and creates possibilities for future learning. (Finney, Denise., in Richard, J.C., and Renandya, W.A. {Ed.}, 2002.)

The underlying principle is that knowledge, as a constructed entity, is acquired by every learner through learning processes that will lead them to the higher level of thinking ability. For the EESP students taking the English Structure II, this idea is necessary to alter the traditional teaching method characterized by the teacher-dominated processes of transferring knowledge and mechanistic internalization of the newly transferred knowledge. Meanwhile, when the students are engaged in learning processes that include the higher level of thinking, such experiences will give greater students' roles in the process of knowledge constructions (=acquisition). When learners are often engaged in such learning processes, these will eventually increase their learning independence and autonomy.

## **3) *Socio-Cultural Aspect of Learning – Collaborative Learning Principles***

This principle is adopted from the stream of social constructivist learning. Basically defined, social constructivism is derived from the notion that knowledge is socially constructed rather than being deduced from evidence (David T. Crowther {Ed.}, 1997). From the social constructivist perspective, learning processes include not only individual efforts of acquiring knowledge (individual learning) but also interactive and meaningful experiences with the other learners in the process of knowledge acquisition (collaborative learning). The underlying reason is that in the process of learning the learners interpret and construct a reality based on their experiences and interactions with other people and their environment. According to social constructivists, knowledge is something shared or built together. They believe that "truth" is "what people agree on" (Wilson, B.G., 1997).

To the EESP students, these learning processes will give them valuable experiences in which they will build a wider perspective in the socially shared knowledge construction. Having such learning experience the EESP students will have more appreciation toward different perspective of realities as well as diversities of life.

Within the social constructivist perspective, Zone of Proximal Development (ZPD) theory that was proposed by Vygotsky has given a large room for constructivist followers to work with



collaborative learning method and procedures. According to Vygotsky, ZPD refers to the area, in which an individual's optimum learning can occur. In this theory, each internal cognitive change is mapped onto a causal effect of a social interaction. ZPD defines meta-conceptions that might evolve as learned concepts after a period of social interaction (Kumar, V.S., 1996).

To EESP students, the ZPD concept that is realized in collaborative learning activities will give at least two significant contributions, such as:

1. They will experience how to learn (=to construct meaning) together with the other learners.
2. When they face difficulties in the process of acquiring knowledge, they will experience how the other learners help them have better understanding on something so that they will eventually obtain the optimum learning.

In accordance with Vygotsky's concept of collaborative learning, another contribution comes from Jean Piaget's premise saying that collaborative learning has a major role in constructive cognitive development. His theory emphasizes the important of collaboration in knowledge or meaning construction. (Kumar, V.S., 1996)

According to Piaget concepts, the important cognitive mechanism within the social constructivist is the mechanism of the conflict-solution among learners. It is an extension of Piaget's concept of conflict between individuals' beliefs and their actions in the world. To the EESP students, these postulates mean:

1. They need to engage in discussions with the other students in order to experience problem solving learning process.
2. During the discussions when differences emerge, they need to learn not to impose their stubborn beliefs or opinions. Instead, they need to learn through verbalized discussions how to compromise, and then, to find the solution together.
3. When they fail to find the solutions, they need to conduct more discussions in a wider scope or extended group of learners, such as in a plenary discussion that involve more students as well as the teacher.

### **c. The Implementation Procedures**

#### **1) Developing Portfolio-Based Learning**

My main duty is, then, to select and develop learning methods that are based on constructivist learning approach and that are suitable for the attainment of the research goals. The purpose of developing such learning methods is to alter the traditional teacher-centered instructions into methods that are more empowering the students. I assume that portfolio-based learning will be suitable for this purpose. When portfolio-based learning is used to facilitate the students' knowledge acquisition, it will more activate the students in working with their own efforts on their portfolio than relying on the teacher's instructions. The students will be no longer dependent on the teacher in the process of knowledge acquisition, and will eventually become more independent and autonomous instead.

Portfolio is an organized documentation of growth and achievement that provides tangible evidence of the attainment of professional knowledge, skills and dispositions. Portfolios are goal-driven, original, and reflective. According to Campbell (2000), portfolios have the following purposes (Campbell, D.M., 2000).

1. Professional portfolios can be used as the most effective way to maintain the focus of learners and faculty on the standard or goals. Learners document their professional growth in portfolios.
2. Portfolios facilitate program evaluation. Your faculty can determine whether you have met your goals as a teacher education program because patterns evolve as learners create their portfolios.

Portfolios enable learners to be more active, reflective, and autonomous in their learning. As learners select items to be included and create documents to showcase strengths or improve weaknesses, they gain considerable control over their own learning. This is especially true when the teacher as a faculty member choose to take an enabling approach to portfolio work. The teacher's role is to help learners show what they know and can do. Meanwhile, learners will know strategies for taking control of their ongoing growth (Campbell, D.M., 2000).

At the level of implementation, I have carefully prepared a series of purposeful learning assignments that have some important aims, i.e.:



1. Provide opportunities for each student to individually and independently learn some general and basic concepts of English grammar. In this phase of learning, the students had to work on a set of worksheets that had been carefully and purposefully developed by the teacher. The purpose of working on the worksheets was to direct the students to sorts of knowledge necessary for them to acquire, and to monitor the learning progress.
2. Provide opportunities for each student to proceed in the next steps of learning in order to conduct more critical learning and to gain deeper understanding.
3. Provide a tool for each student to conduct self-reflection on their learning progress in every phase of learning.

## **2) Developing the Learning Activities**

Two considerations are taken into account in developing the students' learning activities. First, all the learning activities should be developed upon the attainment of research goal. Secondly, the learning activities should be based upon the constructivist learning principles. In a general sense, constructivist perspective views learners as actively engage in making meaning. Learning with this approach looks for what learners can investigate, analyze, collaborate, share, build and generate meaning, rather than what facts or skills they can parrot and memorize (Dougiamas, M., 1998). Constructivist teaching practices helps learners to internalize and reshape, or transform new information (Brooks, J.G., 1993). These will become the basis upon which the researcher would develop the learning activities.

### **a) Self-Reflection**

Related to the first goal of this program, i.e., to improve the students' self-regulated learning, reflection is a very important element of the SRL cycle. It is not a separate phase in the SRL cycle. Instead, it goes throughout the cycle or throughout the whole learning process. Reflective process is facilitated by self-questioning (Heck, J., and Wild, M.R., 2000).

Reflection is also included in the whole learning process that the EESP students are engaged in. In this process, the major purpose is that the students should always reflect on themselves and on what they have done. Such a process is very important for the EESP students because doing self-reflection they will be aware of what they have already obtained from their learning. I assume that such kind of awareness will become a valuable thing for the students. They will be trained to appreciate their own efforts that have resulted in their learning achievements so that they can maintain their efforts and ways of learning. Conversely, they will also find out that low learning achievement have been resulted from nothing else but lack of effort and motivation in learning.

Operationally the reflection phase is conducted in the following procedures.

1. In general, students have to reflect on how well they understood what they are going to learn or have already learned by checking degrees of understanding provided on their worksheet for each of the learning problems. (See the degrees of understanding on the students worksheets)
2. Students have to do the reflection at the beginning of the whole learning process. Before the students check the degrees of understanding for each of the learning items, students have to work with their worksheets answering the questions or problems that the teacher has prepared. The purpose of this reflection is to make them aware of their initial stage of understanding before they enter a series of learning processes.
3. At the end of each learning process or at the beginning of the next process, students have to do the reflection on the same question. The purpose of reflection on this step is to make them realize how well they have already made improvement after they have experienced the previous process.
4. After each reflection in every phase of learning has been conducted, the students are provided with a short moment to have further reflection on why all these things happen to them. When the students find that they have not yet made a significant improvement, they have to further question themselves in order to find the reasons, or every possible cause.
5. Every moment of reflection is also used to consolidate every effort necessary to achieve the learning goal. At the same time, this will also consolidate the students' efforts in learning and strengthen their learning motivation that will eventually lead them to become more active, independent, and autonomous learners.



#### **b) "Individualized" Learning Activity**

The idea of "individualized" learning is that students make their own efforts in the process of knowledge acquisition before they enter the next steps of learning. Learning **independence** and **autonomy** are the main aspects of constructivist learning that are developed in this phase. In practice the "individualized" learning are implemented in the following procedures.

1. Students work on the worksheets, answering the questions leading to the knowledge that they have to learn and acquire.
2. While answering the questions, students learn individually from books that are suggested by the teacher as the learning sources.
3. In this phase of learning, students are not allowed to cooperate with the other students, although they have not been definitely able to answer the questions themselves. Therefore, there is a possibility for them to leave the questions unanswered. This should not be considered as failure, but as integral part of the whole learning process in order to achieve deeper understanding. In such a situation, students' self-reflection plays a very important role. When the students gain no or just little knowledge growth, through the reflection process they are challenged to engage all their intellectual capacity and to make greater efforts in more active learning processes.
4. Working on the worksheets, students have to use a pencil instead of a pen, except in the last phase after the whole process of learning have already finished. The purpose of using a pencil is that they can easily change, add, or modify what they have already written down in further learning processes. The concept underlying this procedure is that constructivist learning approach stresses on a dynamic process of knowledge acquisition. It allows changes in knowledge since knowledge itself has a dynamic nature.

#### **c) Collaborative Learning Activity**

There are some reasons that become the basis on which this type learning activity is developed. First, collaborative learning (CL) ties into the social constructivist movement. CL assumes that knowledge is socially constructed by communities of individuals, and that the shaping and testing of ideas is a process in which anyone can participate (Imel, S., 1991).

Secondly, learning communities will draw a positive interdependence – a situation in which learners make an effort to teach each other and learn from one another. If they take different roles within the community, each of them will be able to focus on a certain aspect during the learning process and thus work more efficiently (Wiersema, N., 2000). In CL, learners at various performance levels mostly work together in small groups toward a common goal. All learners are responsible for learning of one another as well as their own. Therefore, the success of one learner helps other learners to succeed as well (Gokhale, A.G., 1995).

Third, active exchange of ideas within small groups not only increases among the participant but also promotes critical thinking. The shared learning gives learners an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Gokhale, A.G., 1995). When it is compared to other traditional tutoring paradigms, CL also allows learners to learn in relatively realistic, cognitively motivating, and socially-enriched learning context (Suresh, V.K., 1996).

Forth, in addition to the three aforementioned reasons above, **scaffolding** becomes a very important concept that should be also taken into account in developing the CL. The aim is to give gradual assistance to the students to go towards deeper understanding. Scaffolding is defined as controlling the elements of the task that are initially beyond the learners capabilities, i.e., permitting them to concentrate upon and complete only those elements that are within their range of competence. Scaffolding characterizes the social interactions among learners and teachers that precede internalization of the knowledge, skills and dispositions that are deemed valuable and useful for the learners. Scaffolding requires inter-subjectivity or a shared understanding of the task. The teacher is responsible for leading the learners toward this understanding and helping them to develop their own conception of the task. If the learners gradually gain control of the task, they take over more of the responsibility (Hogan, K., and Pressley, M. {Ed.}, 1997).

The idea of collaborative learning is implemented in the following procedures:



### ***Small Group Discussions***

Small group discussions are conducted in the following procedures.

After each learner has made an effort to independently acquire the target knowledge, they have to share their knowledge in a small group of learners, consisting of five or seven students.

Odd number of learners is preferable, in case there are different opinions that will require decision making process through voting. However, the teacher should remind the students to conduct discussions as the most preferable approach to problem solution.

In the small group discussions, teacher have to put off his interference in knowledge construction processes, letting the students construct knowledge together until they conduct a bigger, plenary discussion involving students of the whole class. This phase of learning is ended with self-reflection.

### ***Plenary Class Discussions***

After conducting the small group discussion, students enter a plenary session of class discussion. This is carried out in the following procedures.

1. In the next phase after small group discussions, students have to share knowledge in a plenary discussion before the whole class. Each group is assigned to discuss one item or topic of learning. Some members of the group have to share the knowledge that they have acquired to the whole class.

2. In the plenary discussion, the teacher may participate or give his or her interference in the process of knowledge sharing.

3. Everybody including the teacher is allowed to raise questions as well as to give responses to the questions.

4. As the discussion is running, either in small group or plenary session, every student is allowed to change, add, or modify their work on their worksheets.

5. This phase of learning is ended with self-reflection.

### ***d) Developing Exercises***

Some structure exercises are given to the students. These activities have some basic purposes. First, students are given an opportunity to apply the learned grammatical concepts in real sentences. Second, doing the exercises students will have better understanding of the grammatical concepts they have just learned. Third, doing the exercises students are provided with opportunity to internalize those learned topics. It should be noted that this type of learning is just a little part of the whole process of knowledge acquisition.

### ***e) Developing Contextualized and Authentic Learning***

The main purpose of developing contextualized and authentic learning is to lead the EESP students to deeper understanding and to provide them with more significant learning. The learning contents and activities aim at bringing the EESP students to deeper knowledge of the basic English grammar concepts and the underpinning skills and abilities that will be useful for their further learning and their real life.

Meanwhile, the underlying principle that the researcher adopted is that constructivist learning, the basic principles of which are rooted in postmodern philosophy, emphasizes on contextual construction of meaning. Constructivist learning approach offers students an opportunity to contextualize knowledge gained in formal learning environments that reflect the way that knowledge will be useful in real life. Student learning is facilitated by providing opportunities to experience concepts in the context of real world situations. These include authentic contexts which reflect the way knowledge is used in real-life (Wilson, B.G., 1997). Related to learning the English structure, the understanding the language structures within the framework of understanding the whole meaning in authentic language usage will bring more significance than what the ability to manipulate the learned patterns in different sentences can do.

In the learning implementation, there are a number of tasks that the students have to accomplish, as follows.

1. After students have learned a set of particular grammar concepts, such as the concepts of gerund, infinitive, participle verb, phrase, clause, sentence, etc., they are asked to find an authentic text. Using the authentic text that they have already selected, they have to analyze it in order to identify, differentiate, or exemplify the learned concepts. In the plenary session,



then, some students are asked to present or elaborate their findings in front of the whole class in order to gain feedbacks or questions from the other students, as well as from the teacher. This task was given either as an individual assignment or pair work.

2. In the next step of learning, a similar task is assigned to the students, but the teacher selected the text instead of the students. The task was given both as individual and pair/group work. The intended goal is that the students experience different types of learning (individualized and collaborative learning) that require higher level of thinking ability (problem solving learning) and stimulate their learning autonomy. Having such learning experiences, students will find the meaning or insight of learning themselves instead of being dependent on the teacher in the process of acquiring knowledge.

## **2. The Learners' Self Regulated Learning**

The second research problem is "To what extent does the constructivist learning approach improve the students' self-regulated learning?" It is not the research's aim to provide scores or to seek for quantitative measure/judgment. Instead, this discussion will describe the learners' characteristics in learning or changes of attitudes, perceptions, or behaviors that I, as the researcher, could identify. These will illustrate how they had certain characteristics of becoming self-regulated learners. This attempt was also meant to see differences that the two groups of learners could show on which I can draw conclusion about "to what extent" they have borne characteristics of self-regulated learners. The assessment of the learners' self-regulated learning was conducted using the students' questionnaire.

From the observation that I conducted during the process of learning, and on the evaluation of the students' questionnaires, I found out that those two groups showed some different characteristics of learning. I came to the conclusion that in general students belonging to Group A had showed greater degree of "becoming self-regulated learners". There were some indications for that, i.e.:

1. Initially, there were more students belonging to Group A, who perceived the teacher as the main source of knowledge, than those belonging to Group B who had the same perception. After they had experienced the new learning paradigm, more students in Group A changed their perception than students in Group B.
2. The second indicator was seen from how well they succeeded in their effort to adapt to the new learning paradigm. After they had made some effort to adapt to the method that they considered as a new one, Group A had fewer students who still faced difficulty in adapting themselves to the new learning paradigm.
3. When it was seen from the learners' initiative and readiness for the next learning either individually or together with the other students, more students in Group A made their preparation for the next learning than students in Group B. Although the difference was very little and the percentage was not satisfying, Group A had a slightly better learning behavior than Group B.
4. Students' serious efforts in the process of learning using this method can also become another indicator. In Group A, more students claimed that they had made serious effort in learning. Meanwhile, in Group B students who were serious in the process of learning reached a lesser percentage.
5. Significant differences were quite obvious when I observed their perceptions on the learning method after they had experienced the learning process. First, more students in Group A maintained that they could take advantage from this method, compared with students belonging to Group B. Second, when they were asked whether this method help them to acquire new knowledge in their learning process, the number of students in Group A, who confirmed this statement, is much bigger than that of Group B. Third, more students from Group A maintained that this method could lead them to deep understanding than students in Group B who had the same opinion.

To summarize, at the entry level students belonging to Group A showed a greater degree of being self-regulated learners than Group B. This was indicated by greater number of students in Group A who were more autonomous in learning, who showed greater engagement in the learning process, and who had better perception on the learning process. It is true, however, that from some figures students belonging to Group B showed better characteristics but the differences were very little and were not quite significant.



### 3. The Learners' Knowledge Acquisition

From the observation on the result of all the tests, Group A showed better grade average than Group B in all the tests that they had. However, in this research the emphasis was not the fact that one group had obtained higher grade average than what the other group could achieve. The most important thing that I would like to emphasize was the question why and how this new learning experience brought about different result, in which they experienced the same learning paradigm.

From the observation and evaluation, students belonging to Group A had the characteristics of being more "self-regulated" than students who belonged to Group B. These characteristics may influence how well the learners acquire the knowledge being learned. In the meantime, progresses that students belonging to Group B had showed indicated that this group of students had better knowledge acquisition at the end of the program compared with the beginning of the program.

### 4. Other Findings

Aforementioned, this research was exploratory in nature. It was open to new findings or inventions that would be beneficial for the future improvements. Besides the answers to the research problems, this research has also come to other findings.

*First*, from the evaluation on the students' opinions recorded in the questionnaires, students did not face any problem with the proposed design and the implementation. In general the students also understood very well the goal of the program. Some students could precisely understand, and explicitly maintain that the goal of the program was to make them to be more active and autonomous learners. Some students proclaimed that this program was an example of a creative break-through in the process of learning. These have become a good start for every effort to change the old learning paradigm into the one that more empower the learners to become active and autonomous.

*Second*, it is obvious that the learners experienced a brand new learning paradigm. The data indicated that most learners claimed that they had experienced learning processes that were definitely new. Some learners claimed that they were really soaked with this new learning experience. They had not yet been familiar with this kind of learning before. The data also indicated that more than half number of students faced difficulty in adapting themselves to this new learning experience. Moreover, after they had tried to adapt to it, more than half number of students in both Group A and B still faced the same difficulty.

*Third*, concerning the learners' difficulty in adapting to this kind of learning, there were a number of students who claimed that they did not like this learning method. Other students maintained that they had not yet been ready to follow the process and felt difficulty in their effort to adapt to it. A number of students also claimed that this learning approach did not suit their learning style. Those, who had this opinion, felt that they could not make improvements with this method of learning. Moreover, a number of students strongly proclaimed that they had gained nothing in Structure II class.

*Forth*, concerning the new learning paradigm and the learners' autonomy in the knowledge acquisition process, it is important to pay a greater attention to the students' perception of the role of the teacher. A number of students have not been able to make themselves autonomous learners since they did not change their initial perception that teachers become the main source of knowledge so that they always depended themselves on the teachers in the process of knowledge acquisition. From their opinions that were documented in the questionnaires, they showed that they had not yet become autonomous in learning and still counted themselves on the teacher. The data indicated that 34.1% of the students who initially perceived teachers as the main source of knowledge still maintain their initial perception.

*Fifth*, there was a positive aspect that there were more students who had made serious effort in the learning process than those who did not, although the percentage was not so high. This figure was almost the same as that of the students who made a great effort in obtaining deep knowledge in their learning.

*Sixth*, most students did not need to make any preparation before. They commonly came to class without any idea what they were going to learn. The data indicated that there were less than half number of the students who usually made preparations.

*Seventh*, how the students perceived this method after they had experienced this process of learning should also become an important thing to consider. There were just slightly higher



than half of the students who maintained that they could take advantage from this learning method. In addition to it, about half of the students, maintained that this learning method was flexible and adaptive to the other subject. Meanwhile, those who wanted to adopt this method for learning other subjects were less than half of the total number of students.

*Eighth*, there were a number of learning advantages that the students could take from this new learning experience. Some students felt that this method gave them fun and did not cause boredom. A number of students maintained that they had become more motivated to learn and had awareness to progress. They also felt that they were motivated to learn more creatively. They also felt that this method had made them to become more active in learning, and in seeking knowledge more autonomously. In addition, a number of students maintained that they had learned how to acquire knowledge not only by their own efforts but also together with the other people. This means that they admitted how collaborative learning could give significant contributions to learning. Besides, some students also felt that this method had trained them how to become more responsible.

*Finally*, a number of students, however, claimed that they could not take advantage from this method. Although the percentage is less than 50%, the data showed that they were almost half (44.4%) of the total number of students in both Group A and B. Some students felt that this method did not suit their learning style. There were a number of students who felt that this method had made them get bored with it. Other students claimed that they could not make progress with this method. The most crucial one, to which special attention should be given, was that some students claimed they learned nothing from this class.

## E. Concluding Remarks

When English structure is taught as a discrete subject to EESP students, some problems still occur. In brief, the problems are related with the learning content focus, learning paradigm, students' autonomy and the learning significance. A learning program that is based on constructivist learning approach is developed to figure out these problems. This program offers some shifting paradigms. A shift from content-based to process-based learning that brings about a deeper learning process that will eventually bring about more significant learning. A shift from tutorial classroom activities to learner-centered knowledge acquisition processes will both increase the students learning autonomy and improve the learning significance.

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## G. Appendices

### 1. A Sample of Students' Portfolio

#### WORKSHEET 1

#### GERUND, INFINITIVE, AND PARTICIPLE VERBS

Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Task: 1 / 2 / 3 / 4 / 5

1. What is **GERUND**? Give an example of a gerund in a sentence.

e.g.: \_\_\_\_\_

☐ I don't know ☐ Not sure ☐ Sure ☐ Very sure

2. What are the **FUNCTIONS OF GERUND** in sentences? Give an example for each.

a. \_\_\_\_\_

e.g.: \_\_\_\_\_

b. \_\_\_\_\_

e.g.: \_\_\_\_\_

c. \_\_\_\_\_

e.g.: \_\_\_\_\_

☐ I don't know ☐ Not sure ☐ Sure ☐ Very sure

3. What is **INFINITIVE verb**? How many kinds of infinitive verb do you have? Give the example in a sentence.

e.g.: \_\_\_\_\_

☐ I don't know ☐ Not sure ☐ Sure ☐ Very sure

4. What is **PRESENT PARTICIPLE**? What are the functions of present participle in sentences? Give the examples in sentences.

a. \_\_\_\_\_

b. \_\_\_\_\_

e.g.: a. \_\_\_\_\_

b. \_\_\_\_\_

☐ I don't know ☐ Not sure ☐ Sure ☐ Very sure

5. How do you make a negative form of a gerund, infinitive, and participle? Give an example in a sentence.

e.g.: \_\_\_\_\_

e.g.: \_\_\_\_\_

e.g.: \_\_\_\_\_

☐ I don't know ☐ Not sure ☐ Sure ☐ Very sure

6. Give five examples of verbs commonly followed a gerund in sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ I don't know ☐ Not sure ☐ Sure ☐ Very sure



7. Give five examples of verbs commonly followed an infinitive in sentences.

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☐ I don't know      ☐ Not sure      ☐ Sure      ☐ Very sure

8. Give five examples of verbs followed by a gerund or an infinitive with the same meanings in sentences.

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☐ I don't know      ☐ Not sure      ☐ Sure      ☐ Very sure

9. Give five examples of verbs followed by a gerund or an infinitive with the different meanings in sentences.

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☐ I don't know      ☐ Not sure      ☐ Sure      ☐ Very sure

## 2. Questionnaire

### KUESIONER MAHASISWA

- Berilah tanda ✓ dalam kotak kecil di depan jawaban yang telah tersedia.
- Tulislah **PENDAPAT** anda secara singkat untuk pertanyaan yang meminta pendapat anda.

#### **PERTANYAN-PERTANYAAN:**

1. Bagaimanakah anda **SEBELUMNYA** memandang **PERAN SEORANG DOSEN**?

- ☐ Sebagai **SUMBER UTAMA** yang **MEMBERIKAN** dan **MENJELASKAN** semua pengetahuan baru yang perlu didapatkan oleh semua mahasiswa termasuk saya.
- ☐ Sebagai **PARTNER BELAJAR (co-learner)** yang **MEMBANTU** saya mendapatkan pengetahuan baru, sejajar dengan saya dan mahasiswa yang lain.

2. Apakah **SETERUSNYA** anda menghendaki **PERAN DOSEN TETAP SAMA** seperti pendapat anda pada pertanyaan NO. 1 di atas?      ☐ **YA**      ☐ **TIDAK**

3. Bagaimana **SEBELUMNYA** anda berusaha mendapatkan sebagian besar pengetahuan dalam proses belajar dan perkuliahan?

- ☐ **TERUTAMA** dari **DOSEN** dengan proporsi yang lebih besar dari pada mendalami sendiri dan bekerjasama dengan teman.
- ☐ Berusaha belajar **MANDIRI**, belajar bersama **TEMAN** dan belajar dari **DOSEN** dengan proporsi yang masing-masing kurang lebih sama.



4. Apakah selama anda belajar dengan DOSEN LAIN sebelumnya, anda pernah menggunakan metode yang sejenis dengan yang diberikan dosen anda sekarang? ☐ YA ☐ TIDAK
- 
5. Apakah pada awalnya anda mengalami KESULITAN BERADAPTASI dengan metode yang diberikan oleh dosen anda? ☐ YA ☐ TIDAK
- 
6. Apakah setelah berusaha mencoba dan beradaptasi dengan metode ini, anda masih mengalami kesulitan dalam menerapkannya? ☐ YA ☐ TIDAK
- 
7. Apakah biasanya anda MEMPERSIAPKAN DIRI, baik dengan belajar sendiri ataupun bersama teman sebelum dibahas bersama di kelas? ☐ YA ☐ TIDAK
- 
8. Apakah biasanya anda berusaha MENDALAMI pengetahuan lebih lanjut dengan membaca bahan lain atau bertanya kepada teman atau dosen? ☐ YA ☐ TIDAK
- 
9. Apakah anda sudah dengan SUNGGUH-SUNGGUH menjalankan proses belajar dengan metoda ini untuk kepentingan anda sendiri? ☐ YA ☐ TIDAK
- 
10. Apakah menurut anda kegiatan refleksi yang anda lakukan di akhir setiap tahap proses belajar SECARA UMUM BERMANFAAT bagi anda? ☐ YA ☐ TIDAK
11. Apakah menurut anda metode ini SECARA UMUM BERMANFAAT bagi anda?  
☐ YA ☐ TIDAK

**Berilah penjelasan mengapa bermanfaat.**

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12. Apakah metode ini MEMBANTU anda MENEMUKAN PENGETAHUAN BARU dalam proses belajar anda?  
☐ YA ☐ TIDAK
- 
13. Apakah metode ini MEMBANTU anda MEMAHAMI SECARA MENDALAM pengetahuan baru dalam belajar *English Structure*?  
☐ YA ☐ TIDAK
- 
14. Apakah menurut anda metode ini bersifat FLEXIBEL dan ADAPTIF sehingga dapat diterapkan dalam mempelajari bidang/mata kuliah lain? ☐ YA ☐ TIDAK

**Berikan alasan anda:**

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15. Apakah metode ini BERMANFAAT bagi anda sehingga anda berkeinginan MENGGUNAKAN konsep-konsep dan strategi-strategi belajar dari metode ini dalam mempelajari MATA KULIAH LAIN. ☐ YA ☐ TIDAK

Berikan alasan anda:

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16. Kesan, pendapat, kritik, saran, atau pertanyaan anda yang lain:

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