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Guidelines for Contributors

REFLECTIVE JOURNALING
FOR ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS IN JAPAN

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Abstract: This paper reports on the initial phase of a qualitative investigation into reflective journaling as a form of professional development (PD) involving EFL teachers at universities in Japan. The research questions were: (1) What shared/differing concerns or challenges are experienced by university EFL teachers in Japan? (2) Is reflective journaling a viable form of professional development for EFL teachers in Japan? Preliminary analysis identified classroom management, questioning of one's own perspectives/practices, and classroom community as shared concerns. Also, with appropriate support, reflective journaling appears to be a viable form of PD for in-service teachers of EFL in this context.

Keywords-*Journaling, Reflective, EFL Teachers*

INTRODUCTION

Raising the professional standing of university English as a Foreign Language (EFL) teaching in Japan is important in terms of both job satisfaction and self esteem for practicing teachers, as well as attracting and retaining talented new teachers. The position of the EFL profession in Japan is tenuous in that several Japanese universities or departments have begun outsourcing the teaching of English to private language schools which hire newly-arrived foreign teachers with little or no training or experience. The context for this troubling tendency is exceedingly complex and beyond the scope of the current paper. However, it is important to note that these decisions are often made for financial reasons and not pedagogical. University decision makers are often faculty members and administrators who have little or no background in educational theory or educational psychology, let alone language education, and there seems to be an underlying belief that anyone who speaks the language can teach it. At the same time, cross-country

comparisons of English-language ability, as measured by standardized tests (TOEFL; IELTS), have revealed an alarming decline in competitiveness by Japan. University applicants in Japan normally study extremely hard to get into university, and their knowledge of English vocabulary and grammar reaches a peak at around the time they enter university. However, most university programs include only a limited number of contact hours for English, and there is very low accountability for the courses that are taught. In this climate, any language gains that are made to individual drive and determination than the program that is offered.

To stake their professional claim, it is important for teachers in this context to collectively and individually pursue professional development activities that positively influence learning outcomes for their learners. However, there are few empirical studies of what types of professional development (PD) endeavors actually help in this area. One of the PD pursuits that has gained some traction in recent years is reflective practice (Farrell, 2008). Sellars (2014) views engagement in reflection as the path towards developing *"the skills and competencies of an expert teacher"* and reflective practice is described by Robins, Ashbaker, Enriquez & Morgan (2003) as allowing teachers to *"become skillful in making informed judgments and professional decisions, and is empowering."* With this in mind, an action research project involving reflective journaling was initiated at two private universities in western Japan. The ten participants agreed that reflective journaling would help them better understand their teaching and levels of learner engagement, and could offer a springboard for further individualized professional development endeavors. This paper reports on my initial analysis of qualitative data collected to answer the following research questions: (1) What shared/differing concerns or challenges are experienced by university EFL teachers in Japan?; (2) is reflective journaling a viable form of professional development for EFL teachers in Japan?

I am approaching this study from a pragmatic yet "transformative" research paradigm, pragmatic in that I am working with busy teachers and have designed the study within existing structures and "transformative" in that I hope to challenge the status quo in this teaching context with the aim of bringing about some positive change. I believe that this study can empower participant teachers as well as their students, and hope the results of this study will ultimately reach and influence a larger audience. Finally, in designing this study, I have attempted to provide an example of an action research project that can be done collectively or individually to transform the way teachers view and approach their craft.

Here, I will briefly introduce some of the attempts to define reflective practice in general, reflective teaching in particular, as well as reflective journaling. I will also provide some contextual background for the study.

Reflective Practice

In educational contexts, reflection is defined broadly by Sellars (2014) as *"deliberate, purposeful, metacognitive thinking and/or action in which educators engage in order to improve their professional practice."* (pg. 2) The American philosopher and educator John Dewey is often credited for shining the spotlight on reflection in professional contexts (Calderhead, 1989; Jay & Johnson, 2002; Sellars, 2014). Dewey (1933) saw reflection as the *"active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends"* (cited in Jay & Johnson, 2002).

One influential theorist to build on the ideas of Dewey was Donald Schön (1983, 1987), who saw the spread of technical rationality as turning a blind eye to human intuition and artistry exhibited in many professions. Schön made the useful distinction between reflection-in-action and reflection-on-action, and viewed reflection-in-action as a *"reflective conversation with the materials of a situation."* In this metaphorical conversation, the professional listens to the *"back talk"* or surprises that arise, and *"responds through on-line production of new moves that give new meanings and directions to the development of the artifact"* (Schön, 1987, p. 31). Two of the main ideas that informed the current study were Schön's separation of (1) reflection-in-practice and reflection-on-practice, and (2) single loop versus double loop learning.

As cited in Sellars (2014), Robins, Ashbaker, Enriquez and Morgan (2003) describe reflective practice as *"a tool that allows teachers, student teachers and teaching assistants to understand themselves, their personal philosophies and the dynamics of their classroom more deeply."* Earnest and authentic engagement in reflection facilitates teachers' efforts to become *"contemplative,"* to improve their *"professional competencies"* and to identify their *"personal strengths and relative limitations"* as a teacher (Sellars, 2014, pg. 2).

Thus, reflection and reflective practice seem to be a good starting point for professional development endeavors in my context and provides a solid foundation for the current study.

Reflective Teaching

The related term *"reflective teaching"* has been in use for sometime, with James Calderhead (1989) noting its popularity and the widespread use of the concept in a wide range of teacher training courses for both pre-service and in-service teachers. Reflective Teaching has even been used as a brand name for an instructional package (activities and materials) developed by Cruickshank (1985) and colleagues.

In his review of existing reflective teaching literature, Calderhead (1989) recognized a wide variation in how researchers and theorists viewed the *process of reflection*, the *content of reflection*, the *preconditions of reflection*, and the *product of reflection*. He also noticed a wide range of ways in which the concepts had been justified in teacher training contexts, and concludes: *"While several idealized models of reflection are prescribed for teacher education purposes, the nature, function, and potential of reflection has yet to be fully explored"* (Calderhead, 1989, pg. 49).

Gore and Zeichner (1991) describe the four dominant versions of reflective teaching practice that have emerged in the literature, namely (a) *an academic version* - aimed mainly at representing and translating subject matter knowledge to promote student understanding, (b) a *social efficiency version* - emphasizing the practical application of relevant pedagogical theory, (c) *a developmentalist version* - with a focus on teaching practices centered on students' interests and development, and (d) *a social reconstructionist version* - prioritizing reflection about social and political context with the aim of contributing through teaching to greater equity, social justice and improved conditions at school and in society.

Zeichner and Liston (1996) later describe reflective teaching as entailing *"a recognition, examination, and rumination over the implications of one's beliefs, experiences, attitudes, knowledge, and values as well as the opportunities and constraints provided by the social conditions in which the teacher works"* (p. 20).

Despite the lack of agreement surrounding the term, we have here several lenses through which to view teachers' approach to reflecting on their practice. We also recognize a gap in the literature that the current study might help fill, namely clarifying the nature, function and potential of reflection identified by Calderhead (1989) in my teaching context.

Reflective Journaling

The topic of Reflective Journaling comes up in literature for teacher training context and for use with learners. Francis (1995), for example, describes a reflective

journaling project for pre-service teachers where they reflect on four clear themes: (1) teaching plans; (2) reflective writing about workshop content, strategies, and issues; (3) a professional diary documenting events which make an impact on personal view of teaching; and (4) a critical summary of professional reading.

One early example of a study aimed at comparing depth of novice teacher reflective journaling and teaching ability is reported in Gipe and Richards (1992). As part of their teacher preparation studies, these novice teachers were required to keep a reflective journal throughout one 15-week term. Their entries were evaluated on the depth of reflection and compared to their teaching ability ratings during the same term when they were involved with their practicum. Despite the limitations of this study, the authors reported a positive relationship, with higher teacher ratings being associated with deeper reflection.

In language teaching contexts, Farrell (2008) has reported on the what, how and why of reflective journaling, and believes reflection through writing enables teachers to *"step back and take stock of their thoughts because they can see them on paper or screen"* (pg. 82). Farrell (2013) also seems to be advocating reflection and journaling as a way for teachers to pursue PD individually and in groups, and to maintain a positive outlook while avoiding burnout.

Taken together, these and other published studies on the topics of reflective practice, reflective teaching and reflective journaling have encouraged me to pursue this line of inquiry in my specific teaching context.

Contextual Background

The context for the current study is university English as a Foreign Language (EFL) settings in Japan. English is considered a key element in most university programs (despite the limited contact hours and lack of accountability mentioned above), and most entrance exams in Japan, for both public and private universities, include English as one of the key subjects. The Japanese government has also established policy to promote English at the university level (MEXT, 2014), with a focus on both communication skills and English for Academic Purposes.

English as a second language (ESL) has been used to describe the teaching and learning of English by non-native speakers of the language in social contexts where the language is used by the general populace. Examples include foreign students learning English in countries like the USA, UK, Canada, Australia or New Zealand. Conversely, the term EFL has been used to describe English taught in context where students do not have

ready access to the language outside the classroom or pressing need to function in the language in their daily lives.

Professional development has become a buzzword in teaching over the past several years, and we are beginning to see some reports on PD efforts in EFL programs in Japan (Jimbo, Hisamura, Oda, Usui & Yoffe, 2011). However, there is still a need for further empirical studies that explore the concerns of teachers in these programs as well as the related topics of professionalism (see, for example, Hargreaves, 2000) and PD (Borko, 2002).

METHODS

Returning to the research questions, I am interested in: (1) What shared/differing concerns or challenges are experienced by university EFL teachers in Japan? and (2) Is reflective journaling a viable form of professional development for EFL teachers in Japan?

To address these questions, I solicited participants for a reflective journaling project, which would involve weekly reflective writing over one 15-week semester and semi-structured interviews at weeks eight and fifteen.

Two of my major concerns in designing the study were to link the project to existing PD pursuits and to minimize the burden on any participants. To address both of these concerns, I approached teachers at two universities in western Japan who are part of an inter-collegiate PD group and who expressed interest in action research and joint research. Candidates were all active members of the Japan Association for Language Teaching (JALT) and/or the Japan Association of College English Teachers (JACET), and are current or former colleagues of the researcher. Candidates were presented with a detailed Participant Information Sheet and the researcher explained that participants were encouraged (but not obligated) to collaborate on related projects beyond the scope of the initial study, which was being undertaken as part of coursework in an educational doctorate program at University of Reading.

The participants included seven male and three female teachers with a range of experiences. The two most experienced teachers have been teaching ESL or EFL for more than twenty-five years, the least experienced has seven years of teaching experience, and the average for the group is thirteen point nine years. Nationalities represented were American (5), British (1), Canadian (1), Malaysian (1), Japanese (1) and Japanese-Algerian (1).

Participants were asked to fill in a short online questionnaire after each class meeting (once or twice a week) for one of the courses they are teaching, and encouraged to

spend approximately fifteen minutes at each sitting. Participants decided themselves which course they wanted to reflect on, with most teachers opting for a course they were teaching for the first time or one that they were struggling with. The questionnaire included three prompts and help text as follows:

Prompt (1) Reflection in practice (What adjustments or accommodations did you make to your lesson plan during today's lesson? Describe as many as possible, in as much detail as possible) *Help Text* - Reflection in Action is described as 'thinking on our feet'. It involves looking to our experiences, connecting with our feelings, and attending to our theories in use. It entails building new understandings to inform our actions in the situation that is unfolding.

Prompt (2) Reflection on practice (What worked? What didn't? Explain in as much detail as possible.), *Help Text* - Looking back on the class (and the various encounters). The act of reflecting-on-action enables us to spend time exploring why we acted as we did, what was happening and so on.

Prompt (3) [*]Emotional Aspects (What emotions did you experience? What emotions did you perceive in the learners?) *Help Text* - Specific emotions as well as general moods during today's lesson. Semi-structured interviews lasting between thirty and forty-five minutes were scheduled for the middle (week 8) and end of the semester (week 15). The aim was to get an overall view on how participants were doing and review their entries for topics or issues that were being reflected on.

The main ethical concerns for the study were related to anonymity and confidentiality. I prepared a participation information sheet and consent form for all potential participants (available upon request), and gained ethical approval from my Advisor Professor Andy Goodwyn and the University of Reading. I fully acknowledge that there are issues associated with conducting insider research (Floyd & Arthur, 2012). As all of the participants are colleagues, I needed to emphatically assure them that participation in the project was completely voluntary and that data or findings would not be shared with anyone or be used for any other purpose than the study. The agreement was that an individual's raw data would be viewed only by the researcher and the participant themselves.

To make sense of the data, I followed the advice of Creswell (2013) regarding the analysis and interpretation process, and worked with the NVivo software. In analyzing the data, I wanted to gain a balanced view (zooming in on detail and backing out for a wider

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[*] Note: Findings from data solicited through this prompt are not reported on in this paper.

view) as prescribed by both Richards (2009) and Hatch (2002). My approach was to read through entries or transcripts, coding portions that seemed particularly worthy of further analysis. While coding, I would jot down key words or possible themes from the text and bracket any personal ideas that came to me regarding direction for the project, etc. After all of the journal entries and interview transcripts had been coded in NVivo, I reviewed my coding decisions with a view toward consolidation and consistency. My preliminary interpretations were presented to participants as a means of validation, and I was able to gather some added insight regarding the two research questions as well as overall research design.

FINDINGS AND DISCUSSIONS
Findings

All data from the reflective journaling and eight-week interviews was entered into NVivo for coding and analysis. Descriptive statistics in the form of coding results (Appendix 1) and the number of entries and words before and after the first interview (Appendix 2) were compiled to facilitate analysis.

For this initial phase of the study, seven nodes stand out as deserving special attention: Adjustment to lesson plan, Classroom atmosphere, Difficulties with reflective journaling, Questioning own perceptions, Questioning own practices, Recognizes the value of reflection/journaling, Understanding the students. Due to space limitations, I provide only a brief glimpse of the entries or comments at these nodes, including the number of sources and references in parentheses.

Adjustment to Lesson Plan (14 sources/101 references)

As the Reflection-in-Action prompt asked for examples of adjustments to lesson plans, it was not a surprise to find the bulk of comments at this node which included adding an activity, adjusting an activity, and dropping an activity. My initial impression was that adjustments were being made when the teacher ran out of time, but further analysis of the entries and interviews revealed several instances of the teacher accommodating the learners:

And sometimes, when I look at the PowerPoint, I say, "This is going to be more time—" like a mini-lecture or something. "There's going to be more time devoted to me bringing the students together and focusing on this while I go through it." And sometimes, I think, "Actually, I want them to explore more," so I tend to cut that. (June 1)

I noticed a few students getting sleepy during the AIESEC listening task, so decided to skip over some parts of the video the second time through and have them collaborate further on the worksheet. I also decided to have students read the Mikitani bio out loud while highlighting key ideas. (May 12)

Some of the journal entries dealt with the effectiveness of adjustments made to lesson plans a participant had taught before.

The last activity of the day was creating questions for the test and last year students created some questions I collected, but this year I gave students 10 minutes to ask their own questions in a small group for review of the test. It seems to be a more engaging activity than last year. (April 21)

Classroom Atmosphere (10 sources/58 references)

As mentioned earlier, I will be focusing on emotions in another paper and will thus limit my comments on emotions here. I would like to note however that several comments were coded at the Classroom Atmosphere node, an area that does seem to be a concern with this group of teachers. Several comments suggested the importance of classroom atmosphere in facilitating or hindering learning. These teachers seem to recognize how students feed off of each other and the teacher.

The first class went really well and the emotions were definitely on the upside, even through the difficult parts of the video and text. My feeling is that the students and I were feeding off each other in terms of emotions and mood. (June 9)

Difficulties with Reflective Journaling (7 sources/23 references)

These results are directly related to my second research question, but there were not an overwhelming number of entries coded at this node. One participant expressed his frustration at not being able to explain his decisions or reflection in action movements.

And I know that I do it, I do it all the time, but I cannot—when I sit down to write about it, I cannot think of how to explain it. And that's what I'm having a really hard time with. And that's why I look at some of my reflections, and before I'm getting ready to submit it, I think, "Oh, this is awful." But I [laughs] really don't know what else to say, so—submit. I'm done. [laughs] . . . So I'm trying to get better at it, something I'm gonna work on, but— (June 3)

Time pressures and other comments were also mentioned as a source of frustration.

So a lot of times recently, when I've been writing these reflections, I just feel like I would be writing so much more and so much better if I had more time. And so I'm like, "Maybe just focusing on something in particular…" I don't know. Sometimes, I feel like I'm almost being too general now just because that's easier to write in 15 minutes … (May 28)

Shortage of things to write about also came up in the interviews.

Most of the time, it's fine, but sometimes, there's times where I'm like, "Well, there's just really nothing." [laughs] I don't feel like there's anything that I think is important to comment on, so sometimes, I feel it's a little bit… frustrating. (June 2)

One other difficulty was related to remembering what exactly occurred during class.

And the things that you—one tricky thing is because I teach the same class twice, first and second period. Sometimes, something happens in the first class, but then the second class comes along, and then that moment, you know you want to reflect on the in-process, what's happening that particular time, but it's immediately followed by another class, so you sometimes lose that train of thought. (June 1)

Questioning own Perceptions (11 sources/20 references)

Eight of the ten participants had entries or comments coded at this node. There is some evidence that participants are moving toward the "double loop" learning described by Schön (1983, 1987).

So I do see that in the class. Or maybe it could also be that I just perceive that, so I'm putting that emotion on the students. And it could be something completely different. Maybe they have a completely different emotion, but I'm just speculating. I don't know … I mean it could be other things. They may have things in their mind—family problems… They might have other issues that we don't know about that they don't want to tell us. (June 3)

I am not sure what emotions are at play, but [student] seemed disengaged. I interpreted this as meaning that he wasn't enjoying the interaction with his partner, but this may be off the mark. (June 16)

Yeah, and I think I did have sort of—maybe a couple of wrong ideas about a couple of students in the beginning. And as I've gotten to know them better—a little bit better, I've realized, "Oh, okay, so maybe I was assuming this, and it wasn't like that." So I backed off a bit, and I tried to just let them be and sort of gauge them from there. So that was my mistake in assuming certain emotions or feelings that they had the opposite of or… So maybe that's just me acclimating to the culture or the classroom or them in particular. (May 28)

Questioning own Practices (14 sources/73 references)

This node had the second most references at seventy-three and thus appears to be a common concern for this group of teachers. Here is just a sampling of entries or comments coded at this node:

Sometimes, I don't know if it's laziness or just like referring to the book and assuming the book would know or their suggestion for the scaffolding is good enough, and then when I do it, I realize that was not good enough, that I could have done a lot more with it had I taken that separately and thought about it more and come back. (May 28)

Occasionally, I probably change things because of those particular people who may be dominating the class, and I don't want them to be doing it. And other times, I may be reacting to what they're doing. And of course, I shouldn't be, but I may be doing that. I fall into that trap. (June 1)

The above incident was unfortunate as I had made assumptions about the group due to their consistent reticence and (seeming) disinterest in the task. It was a humbling moment to be sure. Afterwards, I felt that I should put more trust in my students' diligence and perhaps re-assign groups if one becomes stagnant, whether from cognitive or language difficulties. (April 14)

When we had an integrated writing activity last year, students read a biography of . . . and watched a video about his company, but there was little information from the video. This year, I told students that they should refer to equal amounts of information from both the reading and the video, and they could write much better paragraphs than last year. I thought I should have mentioned this last year as well. (May 12)

Recognizes the Value of Reflection Journaling (6 sources/28 references)

I acknowledge here that participants are clearly aware of the research project and may be making these favorable comments in support of reflection and/or journaling as a way of pleasing the researcher. However, the *critical friend* atmosphere that has been created among this group of teachers lends support for the sincerity of these comments.

And for me, that actually—that was—I don't know—I just felt like by the end of that, I was a much better teacher than at the beginning. So I definitely see the benefits of journaling and reflecting and— (May 28)

This has helped me a lot, having everything in one place. (June 2)

There are things that come out of it where you… For example, especially—not so much for things that are going well, but for things that are not going well, you sit down and you write about them, and suddenly, what appeared to be a problem is somehow solvable. So— (June 1)

Some comments during the interviews dealt with the value of talking through the journal entries with someone.

Yeah, it's good that I'm writing these things down, but actually, those are just talking points to this. It's leading to this. This is important to me. The fact that I'm—that now, I'm going to change my classroom when we talked about this, already, this is a change I'm going to implement. So for me, now, that's so much more valuable. (May 28)

Understanding the Learners (7 sources/19 references)

Several comments revealed an understanding or attempt at understanding the learners.

I can think of many, but I'll pick on this one student. And this student, I think, has had an attitude, probably not just in my class. So I don't think it's that overall issue that was happening. I think that it's also his issue. (June 2)

One thing that's struck me in [class name] is that exactly what you mentioned. I see some of the same students in there who I taught in the first semester or second semester in [class name], and I remember how they were in those classes. And some of them are

doing fine and have gone from strength to strength, and actually, some of them have not.
(June 1)

Several students in the second class seem demotivated by the difficulty of the reading.
Seem to be trying to understand, but rush back to the safety of wakaranai [I don't
understand] mode quite easily. (June 16)

The above sampling of comments is of course limited, but we have here some areas
for my initial analysis, and that can be a springboard for further PD gatherings.

Discussions

My general impression after analyzing the data was that this group of teachers is
quite dedicated to helping their learners toward learning the target language and responsive
to learner needs (as perceived by the teacher). Despite the shortcomings of the research
design, I feel that the study was worthwhile and that findings may contribute to our
understanding of teachers in this context, the value of reflective journaling, and this
approach to action research. Readers will of course need to judge the value of these
findings with the understanding that the researcher is an insider and that relationships
between the researcher and participants may have influenced entries and interview
responses.

In terms of shared concerns, we can recognize three major themes. First, these
teachers seem to spend much time thinking about classroom management issues such as
activity sequencing, gaining and keeping attention focused on learning, and continued
work toward course goals. A second theme was the questioning of one's perceptions and/or
practices. Collectively, these teachers reflect on such issues as whether or not they are
correctly reading their learners' behaviors and levels of engagement, or if their
instructional approaches and classroom practices can be improved. The third theme that
comes through is the importance of relationships and classroom community. These
teachers recognize the value of a positive social setting in learning, and much of the
frustration that comes through in the entries and interviews is related to breakdowns in this
area.

One of my early assumptions was that the preponderance of time related
adjustments pointed to superficial or shallow reflection. As I went through the data, I
realized a lot of these time adjustments were made intuitively to benefit the learners.
Several participants mentioned in both the journals and in the interviews that they noticed

learners either really struggling with something or gaining deeper levels of learning on something else, and that the time adjustments were made intentionally to accommodate the needs of the learners. I realized that it wasn't a question of time, it was a question of priorities.

As to whether or not reflective journaling is a viable form of PD for teachers in this context, I believe a qualified yes is in order. Although several participants in this study stressed the value of this type of reflective journaling, it was pursued and prioritized by only a few (as reflected in Appendix 2). Although not overwhelmingly successful, I am encouraged by Sellars (2014) who claims that *"teachers are more likely to be able to successfully engage with the cycle that constitutes reflection-in-action as a result of prior engagement in the reflection-in-action process."* In other words, just participating in this action research project may help these teachers toward those metaphorical conversations described by Schön (1987) in which the professional listens to the *"back talk"* or surprises that arise, and *"responds through on-line production of new moves that give new meanings and directions to the development of the artifact"* (p. 31).

Sellars (2014) stresses that the reflective process is *"an intensely personal practice"* and warns against reflective practice that is *"overly dominated by prescription to any ideology, imposed values or academic evaluation"* (pg. 8). The limited success of the current project might be attributed to this. On the other hand, some comments hinted at a need for more structure. As one possibility, Sellars (2014) uses the Experiential Learning Cycle (Kolb, 1994) as a framework for a personal model of reflection which includes the identification and description of an event for reflection (What?), an analysis of the event based on one's own experiences and understanding (So What?), and exploration of possible actions or follow up (Now What?).

One intriguing finding was that the least experienced teachers had proportionately more entries that included reflection on their own teaching practices or approach. The fact that there were fewer such reflections by more experienced teachers was not surprising, but I began to wonder if our capacity to question ourselves might diminish over time. This seems like an area that deserves more attention.

One final general impression was that many of the entries were rushed, forced and lacking in depth. There may be a need in this type of pursuit to prepare a prompt that elicits more critical reflection of one's own perspectives or practices. This group of teachers might need to be reminded to question their own assumptions and approaches.

CONCLUSIONS AND SUGGESTIONS

Overall, the study was moderately successful in terms of answering the two research questions. For this group of teachers, there are shared concerns regarding classroom management, questioning of one's perspectives/practices, and the importance of relationships and classroom community. These topics may offer a springboard for further PD pursuits. Although this study does not make any claims at generalizability of findings, teachers in other programs likely have some or all of these concerns and can benefit from the type of reflective journaling described in this paper or other related PD efforts. At the same time, reflective journaling seems to hold out promise for in-service teachers of EFL at universities in Japan, but it must be approached in the right way and supported with appropriate frameworks or guidance. One promising finding was that this type of reflective journaling appears to make teachers more sensitive to their decisions during class and more reflective after class.

Two benefits of this action research project involving reflective journaling were that it (1) allowed teachers an opportunity to explore their own professional identities, including their characteristics, values and beliefs, and (2) helped teachers recognize and value the amazing things they do in the classroom. These benefits alone help us toward that goal of increased self esteem and job satisfaction mentioned at the outset of this paper.

Again, I would like to acknowledge the limitations of the methodology and the depth of analysis that this short paper allowed for. One area that I was hoping to explore but that will have to be part of future investigations is measuring the depth at which participants subject their own beliefs about teaching and learning. Two measures that might be applied are Critical Analysis (Farrell, 2008) and the typology of reflection described in Jay and Johnson (2002)that includes descriptive, comparative and critical dimensions. It would also help to have a better understanding of the on-the-spot decisions (reflection-in-action) teachers make. One way of gaining insight in this area would be to videotape a class, and go through individual teacher movements with a facilitator (or by oneself) to closely analyze what kinds of decisions are made during a lesson. One last area that needs further research is the relationship between teacher reflection and target language gains made by their learners.

Returning to the goal set out by Calderhead (1989) of clarifying the nature, function and potential of reflection, I believe the current study and future investigations can go a long way in raising the standing of our profession and help teachers in my context toward increased job satisfaction and self esteem. I hope readers agree that this is a worthy pursuit.

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Appendix 1. Coding Results

Node	Sources	References
Adjustments to lesson plan	**14**	**101**
Appreciation of the complexities	5	10
Bleed Over	3	4
Classroom Atmosphere	**10**	**58**
Connections to other experiences	1	2
Difficulties with reflective journaling	**7**	**23**
Dissatisfaction with materials	4	8
Emotions - adjustment	6	7
Metaphorical thinking	2	3
Misinterpreting emotions	1	1
Missed opportunity	1	1
Misunderstanding regarding reflection	2	2
Neutral emotions	3	3
Past experiences with reflection/journaling	5	15
Pedagogy - approaches to teaching	4	7
Questioning own perceptions	**11**	**20**
Questioning own practice	**14**	**73**
Recognizes the value of reflection/journaling	**6**	**28**
Learner emotion - negative	12	32
Learner emotion - positive	13	45
Students responding to teacher	7	10
Teacher emotion - negative	14	60
Teacher emotion - positive	11	51
Understanding the learners	**7**	**19**
	163	583

Appendix 2 - Number of Entries and Words Before and After First Interview

Participant	Entries (before)	Words (after)	AVERAGE	Entries (before)	Words (after)	AVERAGE
A	4	854	213.50	5	738	147.60
B	14	4,117	294.07	15	4,011	267.40
C	6	2,876	479.33	6	2,240	373.33
D	13	3,064	235.69	7	1,919	274.14
E	5	1,161	232.20	1	387	387
F	2	670	335	1	727	727
G	4	1,046	261.50	1	243	243
H	5	1,137	227.40	1	231	231
I	11	2,140	194.55	12	2,234	186.17
J	4	856	214	2	632	316
AVERAGE	6.80	1,792.10	268.72	5.10	1,336.20	315.26
STDEV	4.24	1,188.76	85.06	5.02	1,231.96	163

SELF-ASSESSMENT AMONG YOUNG LEARNERS OF ENGLISH

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Abstract: The implementation of self-assessment among young learners becomes a challenging issue to include in English classroom assessment. The common belief that children cannot self-assess accurately as adults do seems to yield that the inclusion of self-assessment in TEYL is still not prevalent yet. Self-assessment is an assessment involving the ability in assessing one's own performance in learning. This is strongly related to one's metacognition development. The tendency of earlier research investigating metacognitive capacities of young children concludes that mecognition in children is a late developing skill (Lai, 2011). In fact, more recent empirical studies conclude that young children have capability of simple metacognition thought (Lai, 2011). Hence, the inclusion of self-assessment in TEYL can be implemented as an assessment supporting other assessment conducted in classroom. Self-assessment is beneficial in improving students's own awareness of their learning progress. In Indonesian context, English as a foreign language, has been taught in elementary school since 1994 and generally formative and summative assessments as classroom assessments are employed to assess student's progress in learning. Self-assessment is an assessment that needs to be considered to include in classroom assessment. This paper discusses self-assessment among young learners, in this context elementary school students studying English.

Keywords: alternative assessment, self-assessment, young learners, metacognitive awareness

INTRODUCTION

Assessment plays an important aspect in teaching and learning. Effective and relevant assessments are required to employ in classroom to identify students' strengths and weaknesses and to assess students' learning progress. Moreover, assessment is also

used as information for teachers to improve instruction in their teaching. Teachers are responsible for collecting evidences of their individual students to make a report of their students' learning progress and achievement. Therefore, such assessment is called classroom assessment or teacher assessment that refers to assessment conducted by teachers in classroom (McKay, 2006).

Two common types of assessment are summative and formative assessments. Summative assessment is assessment conducted at the end of the school semester and it is intended to measure students' learning progress after a certain period of teaching and learning. In English classes in elementary school summative assessment are conducted through mid and final tests. The types of both tests are usually in multiple choice, filling gaps, and close-ended questions etc. The results of summative assessment are needed not only by teachers but also by other parties, such as school administrators, parents who need to know students' progress and achievement in learning.The next type of assessment is formative assessment. Formative assessments are conducted during teaching and learning. It is ongoing and usually informal assessment to inform teachers how well their students are learning (McKay, 2006). In English classes in elementary schools formative assessment were usually conducted through quizzes, daily observation etc.

Self-assessment is one of alternative assessments conducted in classroom assessment. Alternative assessment refers to non-traditional tests (traditional test such as standardized tests: filling gaps, multiple choices).Self-assessment is an effective way for learning as it is stated that "self-assessment has been assumed to be effective for learning because it promotes learners' self-regulatory learning and autonomous learning" (e.g., Dann, 2002; Oscarson 1989; Paris and Paris, 2001 cited in Butler and Lee, 2010: 6). Self-regulated learning refers to learning that 'emphasizes autonomy and control by the individual who monitors, directs, and regulates toward goals of information acquisition, expanding expertise, and self-improvement'(Paris and Paris, 2001,p. 89 in Butler and Lee, 2010). Meanwhile,"autonomy is the ability to take charge of one's learning" (Holec, 1981:3 in Gardner, 2000). Furthermore, Gardner states that "autonomous learners decide what to learn, when to learn, and how to learn". It can be inferred that if self-assessment is regularly carried out by students, the result will lead them to become self-regulated learners and autonomous learners. To become self-regulated learners and autonomous learners they cannot reach it in a short period of time. Therefore, doing self-assessment, simple self-assessment, regularly delivered in English lesson among young learners of English is expected to make them accustomed to it.

Self-regulation is learnable (Andrade: 2010: 95). This notion was supported by studies shown that all kinds of students can learn to monitor and regulate their own learning effectively (p.95). Furthermore, It is found that all kinds of students are also included those who have mild to moderate cognitive impairment (Brown and Palinscar, 1982 in Andrade, 2010:95). Accurate self-assessment of what is known or not known is a key to execute effective self-regulation during process metacognition (Schoenfeld, 1987; in Zhang and Jun Zhang, 2011: 163). From these statements it can be concluded that self-assessment plays an important role in achieving self-regulated learning based on students' knowledge.

The tendency of earlier research investigating metacognitive capacities of young children concludes mecognition in children is a late developing skill (Lai, 2011). In fact, more recent empirical studies conclude young children have capability of simple metacognition thought (Lai, 2011). The study of metacognition was introduced by Flavell in the late 1970s (Lai, 2011). Metacognition means " cognition about cognitive phenomena', or in other words "thinking about thinking" (Flavell, 1979:906 in Lai 2011). Metacognition cannot develop automatically in all students (Jager, Jansen, dan Reezigt, 2005). Larkin (2010: 6) states that metacognition is often seen as the reflective part of a teaching session. Lai further says that metacognition is practiced through reflecting what children have learned, verbalizing how they solved the problem, evaluating how difficult or easy they found the work and thinking about how they cope the problem in the future. It can be said through self-assessment students' metacognition can gradually develop and this activity should become a part of their habit by conducting it on a regular basis.

A number of studies in self-assessment in foreign and second language education have been conducted and mostly in the area of investigating the validity of self-assessment. The correlations between self-assessment scores and scores obtained through various types of external measurements such as objective tests, final grades, and teacher's ratings (Butler and Lee, 2010). However, the investigation of self-assessment implementation in classroom for young learners of English seems to be limited, notably in teaching English to young learners in Indonesian context.

In Indonesian context, as mentioned in previous discussion common assessments conducted in English class in elementary school are such as mid and final tests, quizzes, classroom observation. The involvement of self-assessment explicitly in English class seems not popular yet. It may be because English teachers in elementary school have not been well-informed about a concept of self-assessment as well as how to implement it in

class. For this reason, this paper is aimed to discuss the inclusion of self-assessment among elementary school students studying English incorporated with other assessments.

DISCUSSION

Young Language Learners and Language Learning

Teachers need to know an appropriate view of who children are because almost all pedagogical decisions the teachers would make based on this view (Musthapa, 2010). Young language learners are defined as children whose age ranging from 5 to about 12 (Rea-Dickins, 2000; Cameron, 2001). Similarly, Scott and Ytreberg (1990: 1) define children are between 5 and 10 or 11 years. Brown (2001:87) differentiates very young children ranging of 4 to 6 from pre-pubescent children of 12 to 13. He further said that many cases of six- to twelve -year old children still have difficulty in acquiring a second language. Meanwhile, Pinter (2006) suggests a continuum of younger and older learner's characteristics instead of grouping age.

The age of children who come to elementary education ranges from six or seven to 11 or 12 years old in some contexts, while in other contexts there are primary schools lasts from 5 to 11 years of age (Pinter, 2006). They come to the language classroom with them a set of instincts, skills, and characteristic which will help them to learn another language (Halliwell, 1992). Characteristics of children are they own such a particular need and capacity for play, fantasy, and fun, a relatively short attention span, and any sense of failure which can discourage them (Hasselgreen, 2000). McKay states that their cognitive, social, emotional and physical aspects are still growing and their literacy still develops, and also they are vulnerable from being failed (McKay, 2006). This special characteristic of young language learners should be taken into account as a consideration when teachers design classroom activities as well as their classroom assessment. By knowing of this special characteristic of young language learners, teachers will be more aware of how to select and run effective assessment of young language learners and also how to give appropriate feedback that will not discourage them.

As mentioned in the previous discussion, teachers are responsible for collecting evidences of assessing their students of how far their students make progress in learning and achievement. Self-assessment is as one of alternative assessment providing distribution of the responsibility of assessing students' learning progress. It means that it is not only teachers' task in assessing students' learning progress, but also students themselves take part in assessing their own learning progress.

After knowing who children are, teachers should know how children learn (Mustapha, 2010). The language teaching to young learners is drawn from the nature language learning. The theories of language learning are viewed from the theory of how children learn: e.g. Piaget's and Vygostky's theories of learning. Piaget, a theorist of developmental psychology, summarized the main characteristic of children development within each "Piagetian Stage" (Pinter, 2006).

1. Sensory-motor stage (from birth to two years)
2. Pre-operational stage (from two to seven years of age)
3. Concrete operational stage (from seven to eleven years of age)
4. Formal operational stage (from eleven years onwards)

In "Formal operational stage" children are able to think more abstract terms. Children under seven years of age were lacking ability in logical thinking. However, in the Vygostky's theory a child constructs knowledge through the process of social interaction with their surrounding whereas in the Piagetian's theory it is excluded (Cameron, 2001). In Vygostky's theory children can be able to reach the next level of knowledge in doing task by guidance or assistance from a more knowledgeable peer or adult and it is called Zone Proximal Development (ZPD) (Pinter, 2006).

Jerome Bruner, an American psychologist, and his colleague introduced the term 'scaffolding' in 1976 (Pinter, 2006). Bruner (1978:19 in Hammond, 2001:3) describes that scaffolding is '… the steps taken to reduce the degrees of freedom taken in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring'. It means children are led to focus their attention on the task and use their ability to accomplish the task by the assistance provided.

The term scaffolding is described by Maybin, Mercer, and Stiere (1992; 186 in Hammond, 2001:3)) in the context of classroom interaction as 'temporary but essential nature of the mentor's assistance' in supporting learners to carry out tasks successfully". This means a teacher as a scaffolder in a classroom provides the momentary assistance for their students to be able to complete their task and to develop their new understanding to complete a similar task by themselves. Furthermore, they said scaffolding is not just only assistance which helps a learner accomplish a task, but also help to enable a learner to accomplish a task which they would not have been able to manage on their own way (Maybin, Mercer, and Stiere, 1992 in MacKay, 2006).

Pinter (2006: 12) states scaffolding is "essentially an instructional strategy which ensures the child can gain confidence and take control of the task. Pinter further says during the interaction taking place in ZPD, encouragement to children is provided with

praise, possible difficulties are pointed and distractions are avoided (12).This means providing scaffolding is providing support given to students to develop their cognitive and language support through a task which help them to learn (McKay, 2006, p. 17).

It can be concluded from the discussion that children can be able to attain the next level from meaningful support provided by adults (ZPD). It means the ability of children in logical thinking may appear under 11 with the help or meaning support provided by a more knowledgeable adult. It is in line with what Paris and Newman (1990 in Butler and Lee, 2010) found in their research. They reported that the ability to self-reflect and self-assess their performance appears to improve around years 8 to 12 (p.8). Therefore, conducting student' self-assessment in teaching English as a foreign language to young learners is worthwhile, in this context implementing student self-assessment to elementary school students. Considering the concept of ZPD and age of elementary school students around 6 - 11 years old, teachers should provide guidance or scaffolding when delivering self-assessment to their students.

Self-Assessment for Young Learners

Self-assessment is defined as "the involvement of students in identifying standards and or criteria to apply to their work, and making judgment about the extent to which they have met these criteria and standards" (Boud,1995:1). The definition suggests two things in doing self-assessment: identifying criteria and making judgement how well that students can engage with the criteria. In line with this definition, Dragemark (2006: 169) states that self-assessment is as monitoring one's work and how to approach it to clearly defined criteria. These discussions of self-assessment share similar way to allow learners to involve in judging their progress in learning based on criteria established.

Self-assessment is one of strategies developed in metacognitive strategies. and metacognitive strategies are strategies developed in 'learning to learn'(Pinter, 2006). Learning to learn is to start to raise children's awareness in their learning (p.99). Metacognitive strategies refer to activities intended to develop students' awareness in learning by reflecting how well they involve in activities and starting understand why activities are used in classroom (p.104). In other words, metacognitive awareness is being aware of what one thinks and does. Self-assessment is also assessment used to assist learners to foster their awareness to think about their strengths and weaknesses (Jayne, 2000). Children can be encouraged to participate actively in the process of self-assessment, if guidance is provide to ask them think about their own performance (McKay:2006). This discussion suggests that self-assessment is assessment can potentially raise their awareness

of what they are doing and why they are doing and if these activities become students' habit, this will lead them to become autonomous learners (Gardner, 2000).

McKay (2006) states that if they are aware of the criteria being used, they begin to become conscious of the quality of their work and more responsible for their own learning. This means that doing self assessment by children can foster their awareness what they understand and know about their learning through criteria established. In line with this discussion Pinter (2006) defines self-assessment as assessment when children are asked to think about their own performances and achievement on a regular basis. Printer further emphasizes that employing self-assessment needs a careful and gradual training and the ability of children to assess themselves cannot be neglected and short criteria are used in self-assessment sheets to give them confidence and a sense of safety (p.136). This means that teachers need to provide students with a training of how to deal with self-assessment and moreover criteria set in self-assessment sheet can use simple items.

From discussion of self-assessment, it can be drawn a conclusion that self-assessment is assessment that can potentially raise students' awareness of what they learn and why they learn. To help them foster their awareness, a set of criteria are established in self-assessment. Hence, they will be aware of their strengths and weaknesses of what they have learnt. If doing self-assessment is conducted regularly, it will become their habit and they will be responsible for their learning progress. For long run, self-assessment can shape them to become autonomous learners. Hence, self-assessment is a tool supporting autonomous learning (Gardner, 2000; Gardner and Miller, 1999; Harris,1997; Tudor, 1996). In addition, teachers cannot leave children without help when doing self-assessment. Therefore, they need a careful and gradual training to do self-assessment or in other words scaffolding is provided by teachers when doing self-assessment. This is also in line with the notion of ZPD from Vygotsky.

Types of Self-Assessment for Young Learners

There are different types of self-assessment for young learners. The following table are examples of self-assessment sheets. Table 2.1 is an example of a self-assessment sheet/questionnaire using criteria to reflect what learners have learned and problems that they face during their learning.

Table 1 Self-Assessment sheet (Scarino, Vale,McKay and Clark, 1988, Book 3,p.53 in McKay, 2006:165)

Name …………………………………… Class ………………………..
Task:
What I learned:
Problems I encountered:
How I can solve the problems:

The table 1 shows a self-assessment sheet to help children focus on their learning and the problems faced in a certain task. They are asked to complete charts about their performance and what they have learned. These kinds of activities can be conducted in the target or first language.

Another assessment-sheet uses criteria or competencies that raise students' awareness to think of their progress in learning and how much they make progress (see table 2).

Table 2 Self-assessment sheet (McKay, 2006:168)

When SPEAKING I can	Not so well	OK	Quite well	Really well
• Ask questions				
• Answer questions				
• Introduce myself				
• Make a request				
• Talk about my family				
• Apologize when I do something wrong				
• Describe something				
Etc.				

The table 2 shows a self-assessment sheet which provides children to check their abilities against set criteria or competencies. These criteria may come from the objective of the course, and therefore raise awareness about what they should be learning, and how much they have achieved so far (McKay:165). Teachers might sometimes use 'yes, mostly, a bit, no' as alternatives to guide answer. Interviews between teachers and individual children can develop self-assessment skills, and also give feedback about the child's motivation and interests.

Table 3 A Simple Self-Assessment Tool (Pinter, 2006;136)

Rate yourself on this scale	Very Good ****	Good **	Try Again *
I learnt all the words from this unit.			
I can talk about my family			
I can count to 50			

The table 3 shows a self-assessment questionnaire using simple criteria and the rating scale is used to assess learners what they have known and learned.

Brown (2004) provided students the opportunity to think about the extent to which they have reached a desirable competency level in the specific objectives of the unit by giving checklist. Table 4 shows a sample of this "checklist" feature. Through this technique, students are reminded of the communication skills they have been focusing on and are given a chance to identify these that are essentially accomplished, that are not yet fulfilled, and those that need more work. The teacher follow-up is to spend more time on items on which a number of students checked "sometimes" or "not yet", or possibly to individualize assistance to students working on their won points of challenge.

Table 4 Self-Assessment of lesson objectives (Brown 1999, p.59 in Brown 2004 p. 274)

I can	Yes !	Sometimes	Not Yet
Say the time in different ways			
Describe an ongoing action			
Ask about and describe what people are wearing			
Accept or decline an offer of help			
Ask about and describe the weather and seasons			
Write a letter			

Harris (1997) suggests the integration of self-assessment with everyday classroom activities is the effective of self-assessment implementation. He further said that the integration of self-assessment fits into time, equipment and the busy schedule of language classroom in a formal setting. Furthermore in line with what Harris's suggests , Butler & Lee (2006 in Butler & Lee, 2010) showed in the result of their research which self-assessment items that are assessed to immediate task objectives are found to be more accurate.

Harris (1997) further suggests that more guided questionnaires and more simple rating are needed to include in self-assessment for younger language learners. He also suggests that young learners may be less resistant to the concept of self-assessment than more experienced learners (p.18). It means that self-assessment implementation to students in elementary school need more simple self-assessment sheet and more trained to consider students' reluctance to the concept of self-assessment.

To make self-assessment simple the first language is used in self-assessment as what Oscarson (1997) in Butler & Lee (2010) suggests that the young learners can more accurately self-assess, if the items of self-assessment is delivered in their first language

compared to their target language. Therefore, in Indonesian context, criteria or items asked in self-assessment in elementary school can be designed in Bahasa Indonesia as the National language. This is more helpful especially for students who just start experiencing with self-assessment.

Benefits of Self-Assessment

Cameron (2001: 233-234) points five benefits of doing self-assessment. These following benefits of self-assessment for young learners are very useful to create meaningful learning for them. However, Cameron further says these benefits still need some thought when self-assessment is applied to young learners of foreign language. The benefits are as follows:

1. Learners can understand more about the learning process;

2. Learners can be motivated towards more involvement in their learning;

3. Teachers can understand more about individual pupils;

4. Learners will be better prepared to carry on learning,

5. A more equal relationship is created between teachers and learners.

It means self-assessment will yields as meaningful experience of assessment for young learners providing that teachers have and skill when delivering self-assessment to their students.

Other benefits of student self-assessment when correctly implemented are promoting intrinsic motivation, fostering internally controlled effort, achieving a mastery goal orientation, and creating more meaningful learning (McMillan and Hearn, 2008). Intrinsic motivation is related to behavior performed to experience pleasure and satisfaction, such as doing an activity that makes one satisfied or satisfied one's curiosity (Dornyei, 2001:27). The involvement of students in self-assessment enhances their motivation because they feel a sense of ownership and responsibility in learning (McMillan and Hearn, 2008). Besides, self-assessment controls and regulates efforts to improve one's learning and understanding of what he is learning.

Achieving a mastery goal orientation is related to the theory of goal-orientation. This theory was initially developed to explain children's learning and performance in school setting (Dornyei, 2005) but currently it is involved in research on students' motivation in classrooms (Pintrich and Schunk, 1996 in Dornyei 2005). According to Ames (1992 in Dornyei, 2005) goal-orientation theory has two features, first is mastery and performance orientations. The former focuses on learning the content or called 'mastery goal' and the former focuses on the outcome or called "performance goal".

Therefore, self-assessment is related to a mastery goal since the orientation of a mastery goal involves cognitive processes such as thinking, self-monitoring, and regulating effort and find strategies to improve learning. Hence, having intrinsic motivation will lead one to control his efforts in pursuing a mastery goal and to attain achievement and success and all these make learning more meaningful.

Another benefit is that fostering self-regulated and autonomous learners. Self-assessment has been assumed that it promotes effective assessment for promoting learners' self-regulatory learning and autonomous learning (e.g., Dann, 2002; Oscarson 1989; Paris and Paris, 2001 in Butler and Lee, 2010: 6).To become self-regulated and autonomous learners students need to make efforts to reach that level. It cannot happen in a short period of time. Students need to experience self-assessment on a regular basis in order they can become self-regulated learners and autonomous learners.

Related Empirical Studies to Self-Assessment among Young Learners

Research conducted by Butler and Lee (2010) investigated the effectiveness of self-assessment among 250 young learners, 6th grade students at elementary school, learning English as a foreign language in South Korea. The implementation of self-assessment was employed to the treatment group on a regular basis called Unit Based SA (self-assessment) and a summative SA, whereas the control group was employed only a summative SA. The employment of Unit-Based SA was done after each unit was finished and Summative SA is administered before and after the term for one semester. The criteria of Unit-Based SA were designed based on the content covered in each unit in the textbook while criteria of Summative SA were general format in Unit-Based SA. The result showed that the students improved their ability to self-assess their performances more accurately after conducting self-assessment regularly for one semester in the treatment group compared to the control groups. Next, it showed that there were some positive effects of self-assessment found on the students' English performance and their confidence in learning English, but not on other effective domains and also some marginal effects on students' English performance when their English performance was measured by two objective tests. The study also indicated that teachers and students have different perception towards self-assessment depending on their teaching/learning contexts.

Another research from Butler and Lee (2006) investigated the validity of two types of assessments, namely On-task and Off-task self-assessments among Korean students at the elementary school learning English as a foreign language. In on-task self-assessment

students were asked to self-evaluate their performance as soon as they finished their English tasks whereas in off-task self-assessment they were asked to self-evaluate their overall performance in a general format of on-task self-assessment. In another words on-task self-assessment is carried out in a contextualized way while off-task self-assessment is done in a decontextualized way. The results showed that students can self-assess their oral performance more accurately in an on-task self-assessment compared to counterparts. The next finding indicated that it revealed that the on-task self-assessment was generally less influenced by student attitude/personality factors than was the off-task self-assessment.

Research of self-assessment among learners in elementary school was also conducted by Farahani and Khezrlou (2009) adapting the self-assessment questionnaires from the previous research Butler and Lee (2006). They investigated the effectiveness of the use of on-task versus off-task self-assessment among 25 elementary students in Iranian context. The twenty-five students were asked to self-assess in decontextualized way or deal with off-task self-assessment and to self-assess themselves in a contextualized way or on-task self-assessment. Both of off task and on-task self assessments are adapted from Butler & Lee (2006). In off-task self-assessment was also to find out the attitude/personality questionnaires. The result showed that students performed better in the on-task self-assessment compared to the counterpart. The next finding indicated that on-task self-assessment had a higher correlation with the Teacher Assessment as a criterion measure.

The result shared similar finding with Butler and Lee (2006) that there was a difference between learners' personality factors particularly motivation, sociability, and confidence. However, in Farahani & Khezrlou those personalities got strengthened in on-task format while in Butler and Lee (2006) these personality factors were getting stronger in off-task assessment.

From all results above show that implementing self-assessment among children in primary school can be conducted on a regular basis both Unit Based Self-assessment and Summative Self-Assessment. The accuracy in self-assessing students' performance improved after Unit-Based Self-Assessment was regularly conducted. The level of students' confidence and performance on the students' foreign language learning indicated on increase. The effect size had some marginal when the students' English performance was measured by two objective tests, but still there were positive effects. Furthermore, students' ability in self-assessing their oral performance is more accurate in On-Task self-assessment compared to Off-Task Self-assessment. It can be concluded that conducting self-assessment should be done on a regular basis after one unit lesson is finished and also after all lessons are completed.

How to Implement Student Self-Assessment for Young Learners

To achieve success of implementing self-assessment, the appropriate implementation of students' self-assessment is required to carry out in classroom. Ross (2006) poses four dimensions to make self-assessment more useful when it is implemented.;

1. Defining the criteria that are used to assess by students.
2. Teaching students how to apply criteria.
3. Providing students' feedback on their work
4. Giving students help in using self-assessment data to improve their performance.

In line with what Ross (2006) recommends in making self-assessment more useful, Rolheiser (1996, in McMillan and Hearn (2008: 46-47) identifies four stages of teaching student self-assessment to help teachers implement student self-assessment in classroom.

Establishing Criteria → How to Apply Criteria → Providing Feedback → Setting learning goals and strategies

Rolheiser more specifically divides different stages of implementation into three levels: beginning, intermediate and full levels of implementation. Since young learners' metacognitive awareness are still developing, the beginning level of implementation is used as a guidance in implementating student self-assessment.

The Begining Level of Implementation

	Stage 1	Stage 2	Stage 3	Stage 4
Level of Implementation	Establishing Criteria	Teaching Students How to Apply Criteria	Providing feedback to students application of Criteria	Setting Learning Goals and Strategies
Beginning	Criteria given to students for their reaction	Examples of applying criteria given to students	Teacher provides feedback	Goals and strategies determined by teacher

Table. 5   Growth Scheme for Teacher Implementation of Stages of Student Self-Assessment. Adapted from Rolheiser (1996, in   McMillan and Hearn, 2008: 47)

The first stage is 'criteria given to students for their reaction'. It is also stated in this stage that using student's language in naming and describing criteria is important. Using students' language is also suggested by Oscarson (1997 as cited in Butler and Lee, 2010).

It means that students are provided by the criteria that teachers have set up rather than they are asked to involve in determining criteria. It is due to the fact that self-assessment for students in the beginning level will be the first experience. Therefore, the criteria were labeled and described by using students' language to make them easier understand the criteria.

The second stage is examples of applying criteria given to students. It indicates students are helped to familiarize and to understand the criteria in self-assessment and guide them how to deal with it (McKay, 2006: 165; Kosel, 2006:203). It is important to do since teachers' explanation of each criterion, teacher modelling of criteria application, and student practice in applying the criteria are more powerful strategies (Ross, 2006).

The third stage is teachers provide feedback. Feedback is needed in promoting learning and achievement (Bangert-Drowns, Kulik, and Morgan, 1991; Brinko,1993; Butler and Winne, 1995; Crooks, 1988 in Andrade and Valtcheva, 2009). In this stage feedback required in this process is not about feedback of an answer or product is correct but rather than feedback of how well students understand and apply the criteria. It means feedback is given by teacher to their students when they are doing self-assessment. This is expected that gradually students will be able to initiate their feedback and start discussing it with their teacher in the next level. In the beginning level it is obvious that teachers' responsibility in giving feedback to their children dominates in this process,

The fourth stage is that 'goals and strategies determined by teachers'. It means after students understand the defined criteria by teachers, and practice the criteria as well as they are provided feedback from their teachers, teachers give feedback of their students' self-assessment and what learning goals and strategies need to be developed to improve their performance. Raising students' awareness to apply relevant learning strategies can promote their students' self-motivation learner strategies (Dornyei, 2001: 132). It is expected that students have the ability to set their own learning goal and strategies with teacher' guidance and they will get less guidance in the next levels.

In implementing self-assessment, the role of teacher is very important. Gardner (2000: 55) highlights three roles of teachers in self-assessment process. First, teachers have to raise awareness among learners of benefits gained from self-assessment. Second they have to provide guidance on their students when their students are doing self-assessment, prepare materials for, and also conduct self-assessment. Third they provide learners help to understand the significance of the results. It means teachers play a crucial aspect in conducting self-assessment. Their willingness to conduct self-assessment in their classes

and sufficient knowledge in how to implement self-assessment become an important thing to meet the benefit of self-assessment.

CONCLUSIONS AND SUGGESTIONS

The inclusion of self-assessment among young learners in elementary school should be conducted in an effective and meaningful assessment Self-assessment is one of alternative assessments that develops students' metacognitive awareness. They need to experience self-assessment on a regular basis in order that self-assessment can become a part of their habit in learning. A careful and gradual training should be conducted when teachers implement self-assessment for young learners in their teaching. Simple self-assessment is needed to delivered, notably for young learners who are not accustomed with self-assessment and this can be done by designing a set of more guided criteria asked in self-assessment. Furthermore, teachers should decide what relevant types of self-self-assessment for their students. Teachers also should know their role and procedures in implementing self-assessment. The concept of self-assessment is promoting students' awareness in learning. They are expected to be aware of what they have known and learnt and what they have not. It is considered that if self-assessment is carried out on a regular basis, it is expected to become students' habit in learning and in long run it can foster self-regulated learners and autonomous learners. Hence, English teachers in elementary schools should consider on implementing self-assessment in their teaching. It is highly recommended to incorporate self-assessment with other assessments. More studies on self-assessment among young learners of English in Indonesian context need to be conducted in order to gain more evidence to be discussed.

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A MODEL OF EFL LISTENING MATERIALS DEVELOPMENT

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Abstract: In oral communication, listening skill is important because communication does not take place successfully if the message stated is not understood. To master the skill, learners should learn it. Therefore, good listening materials are needed. However, English teachers often find it difficult to teach listening skills because the listening materials are not adequately available. Besides, if the materials are available, they are not appropriate with the students' needs and the curriculum. In that case, English teachers need to develop listening materials by themselves. For this, they should have knowledge of materials development. This paper presents ideas and tips for English teachers how to develop good and applicable listening materials.

Keywords- listening materials, developing, listening skills.

INTRODUCTION

Besides an adequate mastery of English, an English teacher who teaches English as a foreign language (EFL) needs to have a practical and specific skill to facilitate students in learning English. Many things should be done to make the teaching of English run well. One of important components in an education program is instructional materials. Obviously, one factor which will influence EFL teaching program is the sources of instructional materials which can be selected and developed by a teacher.

In selecting and developing instructional materials, some aspects should be taken into consideration. Among the aspects is the purpose of the teaching of English. Through the teaching of English, the students are expected to be able to communicate in English both orally and in a written form to overcome their daily problems. To meet this objective, the mastery of four language skills is necessarily possessed by the students. (Depdiknas, 2006).

However, the teaching of listening skills is hardly ever conducted at schools because the listening materials are not adequately available. Besides, if the materials are available, they are not appropriate with the students' level, the existing syllabus and the curriculum. In that case, teachers find it difficult to use them to teach listening.

To overcome the problem, English teachers can select and develop the listening materials for their students by themselves without waiting until they become professional writers. For this case, they have to know not only the objective of teaching listening and the content suggested in the curriculum but also the criteria of good and applicable listening materials and the procedure of materials development.

The presentation of this paper is intended to give contribution of ideas and tips which might be beneficial for English teachers to be used as a practical guideline in selecting and developing listening materials.

DISCUSSION

The Importance of Teaching Listening

The degree of importance of four language skills is not the same, depending on the kind of communication in which one is involved. In an oral communication, listening skill is very important. Misunderstanding and miscommunication may happen when people do not have a good listening skill. As a passenger is asking another one, for instance, "Is this Wimberley?" (The name of a railway station). The second passenger replied, "No, it's Thursday." Whereupon the third person remarked, "I am too; let's have a drink" (Brown, 2001). From this situation it can be said that the second passenger misheard Wimberley. He heard it as Wednesday. The third person heard Thursday as thirsty. Because of this misunderstanding, the communication did not run well.

The example above gives an impression that teaching the comprehension of spoken language is therefore of primary importance if the communication purpose is to be reached. Without this skill, the communication is practically impossible. A foreign language learner who has memorized a lot of expressions necessary for communication in various contexts cannot continue the communication unless s/he can understand what is spoken by another person with whom s/he communicates. If a foreign language learner wants to have a perfect proficiency of the language, s/he must undergo intensive training and exercises to develop her/his language skills.

Teaching English as a foreign language means helping the learners develop their language skills. As each of the four skills is important in communication, each must get sufficient emphasis for development. But in reality, as stated by Brown (2001) listening

comprehension has not always drawn the attention of educators. Perhaps human beings have a natural tendency to look at speaking as the major index of language proficiency.

However, speaking by itself does not form a communication unless what is said is understood by the listener. The most difficult thing for a visitor to a foreign country is not that s/he cannot make herself/himself understood. Her/his first problem which can cause embarrassment is that s/he cannot understand what is being said to her/him. This shows that teaching listening cannot be neglected in the teaching of English as a foreign language.

Nunan (1999) points out that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, learning can not begin. He provides three other important reasons for emphasizing listening, and these demonstrate the importance of listening to the development of spoken language proficiency. First, spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding so that access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning. Second, authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers actually use it. Third, listening exercises provide teachers with the means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language.

Rubin (1995) also emphasizes the importance of listening. He states that none of the four language skills should be neglected if complete English proficiency would be achieved. Also, if any of the four skills should get more emphasis, it is the listening skill, as it is the most difficult or that makes the heaviest processing demands for the foreign language learners because they must store information in short term memory at the same time as they are working to understand the information.

Cahyono (1997) states that listening skill is considered necessary because it has an essential role in facilitating learners to master English proficiency. Skills in listening, for example, can help learners participate well in oral communication, for communication cannot take place successfully if the message is not understood. Therefore, opportunities given to the students to listen to both non native and native speakers will train them to understand normal communication in unstructured situations.

Therefore, it can be concluded that teaching listening comprehension is very important in TEFL to develop the students' listening skill as an important part of the whole communicative skills. Therefore, listening materials which are suitable with the students' need is necessarily developed.

The Nature of Listening Process

Underwood (1993b) claims that listening is the activity of paying attention to and trying to get meaning from something we hear. Physiologically, hearing is a process in which sound waves entering the outer ear are transmitted to the ear-drum, converted into mechanical vibrations in the middle ear into nerve impulses that travel to the brain. While the psychological process of listening begins with someone's awareness of and attention to sounds or speech patterns, proceeds through identification and recognition of specific auditory signals, and ends in comprehension.

In comprehending spoken English as a foreign language Gebhard (2000) indicates that there are two distinct processes involved i.e. bottom-up processing and top-down processing. Bottom-up processing refers to a process of decoding a message that the listener hears through the analysis of sounds, words, and grammar, while top-down processing refers to using background of knowledge to comprehend a message. In bottom-up processing, the successful comprehension relies on recognition of sound, words and grammar while successful top-down processing hinges on having the kind of background knowledge needed to comprehend the meaning of the message.

In addition, Nunan (2002) states that both bottom-up and top-down strategies are necessary in developing courses, materials, and lessons. It is important to teach not only bottom-up processing skills, such as the ability to discriminate between minimal pairs, but also to help learners use what they already know to understand what they hear. If teachers suspect that there are gaps in their learners' knowledge, the listening itself can be preceded by schema-building activities to prepare learners for the listening task to come.

Richards (1999) suggests that the listener's inability of using top-down process will make the utterance incomprehensible. On the contrary, bottom-up process alone often provides insufficient basis for comprehension. Further, he states that when learners first encounter a foreign language, they will depend heavily upon top-down processing, that is the working of background knowledge, especially in working out the meaning of the utterance they hear. Then, when their linguistic competence has developed, the listeners may analyze the utterance from the bottom-up process.

From the bottom-up and top-down processes suggested by Richards (1999) it is clear that the two processes cannot be separated. They do not act independently. When one process does not work effectively the other will assist to fill in any gaps. It is quite possible that in different context with different discourses, one type of process will work harder than the other. If someone has to listen to a familiar context or listening to a familiar voice, the top-down process will work harder than the bottom-up process. Besides, it is also said

that the level of bottom-up process needed by a learner is often determined by the amount of top-down process that a student can bring to their listening.

In conclusion we can say that listening includes both physiological and psychological processes, and goes through bottom-up and top-down processing or interactive process between bottom-up and top-down processes. Thus listening competence needs active efforts of improvement through listening practices of various types of tasks, activities and situations so that students will be more competent in using linguistic and background knowledge for comprehending various types of oral texts.

Microskills of Listening

Brown (2001) lists a series of microskills of listening, which are useful in helping teachers to break down what it is that the learners need to actually perform as they acquire effective listening strategies. Those skills are as follows: (1) retain chunks of language of different lengths in short-term memory; (2) discriminate among the distinctive sounds of English; (3) recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information; (4) recognize reduced forms of words; (5) distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance; (6) process speech at different rates of delivery; (7) process speech containing pauses, errors, corrections, and other performance variables; (8) recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms; (9) detect sentence constituents and distinguish between major and minor constituents; (10) recognize that a particular meaning may be expressed in different grammatical forms; (11) recognize cohesive devices in spoken discourse; (12) recognize the communicative functions of utterances, according to situations, participants, goals; (13) infer situations, participants, goals using real-world knowledge; (14) from events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main Idea, supporting idea, new information, given information, generalization, and exemplification; (15) distinguish between literal and implied meanings; (16) use facial, kinesics, body language, and other nonverbal clues to decipher meanings; and (17) develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help, and signaling comprehension or lack thereof.

Through a checklist of microskills, the teachers can get a good idea of what the techniques need to cover in the domain of listening comprehension. As the teachers plan a

specific technique or listening module, such a list help the teachers focus on clearly conceptualized objectives. And in the evaluation of listening, these microskills can become testing criteria.

Furthermore, it is important to note that the seventeen micro skills apply to conversational discourse. Less interactive forms of discourse, such as listening to monologues like academic lectures, include further, more specific microskills. Students in an academic setting need to be able to perform such things as identifying the structure of a lecture, weeding out what may be irrelevant or tangential, detecting the possible biases of the speaker, critically evaluating the speaker's assertions, and developing means (through note-taking, for example) of retaining the content of a lecture.

Models of Materials Development

In developing listening materials, teachers should use a certain model of materials development. They might adopt or adapt a model which has been proposed by materials development experts such as Richards, Tomlinson, Dick and Carey, Denise Finney, and Hyland.

According to Richards (1999) curriculum development processes in language teaching comprise needs analysis, goal setting, syllabus design, methodology, testing and evaluation. While, Tomlinson (1998) points out that there are seven steps in the process of materials writing. The steps are identification of need for materials, exploration of need, contextual realization of materials, pedagogical realization of materials, production of materials, student use of materials, evaluation of materials against agreed objectives.

Dick and Carey (2001) propose a model of instructional design which is called a systematic instructional design. They offer ten steps i.e. identifying instructional goals, conducting instructional analysis, identifying characteristics of the students, writing performance objectives, developing test-items, developing instructional strategies, developing instructional materials, conducting formative evaluation, revising instructional materials and conducting summative evaluation.

Similarly, Finney (2002) describes a framework of instructional materials development consisting of four stages of decision making, i.e. curriculum planning, ends/means specification, program implementation, and implementation in the classroom. In the first step, the competences, objectives, and indicators which have to be achieved by students need to be set up. After that, the specification of the product is determined including the development of the materials. The next step is related to the development of the lesson plans which will be implemented in the teaching and learning process. Then in

final stage, the materials are tried out to the students. She, however, believes that evaluation is not a stage in itself, but as necessary and integral part of each and all of the stages already mentioned.

Hyland (2003) suggests nine steps of materials development related to course materials namely consideration of the students (personal goals, proficiency levels, interest, etc.), consideration of learning context (duration, resources, relationship to other subjects), consideration of the target context (future roles of learners and the text and the tasks they need), establishment of course goals and objectives, planning the syllabus, devising units of work and lessons, creation or evaluation and selection of materials, teaching the course, evaluation of learners.

All of the models proposed by the experts might be applicable and might be well employed in developing listening materials. However, it is possible for teachers to make an adaptation. The adaptation is done to suit particular instructional needs, purposes, and available resources. Therefore for the practicality, the writer proposes a model of listening materials development as follows: first, conducting needs analysis, second, selecting materials, third, developing materials, fourth, expert and practitioner's validation, fifth, evaluation and revision, sixth, conducting the try-out, and seventh, evaluation and revision. (See Figure 1)

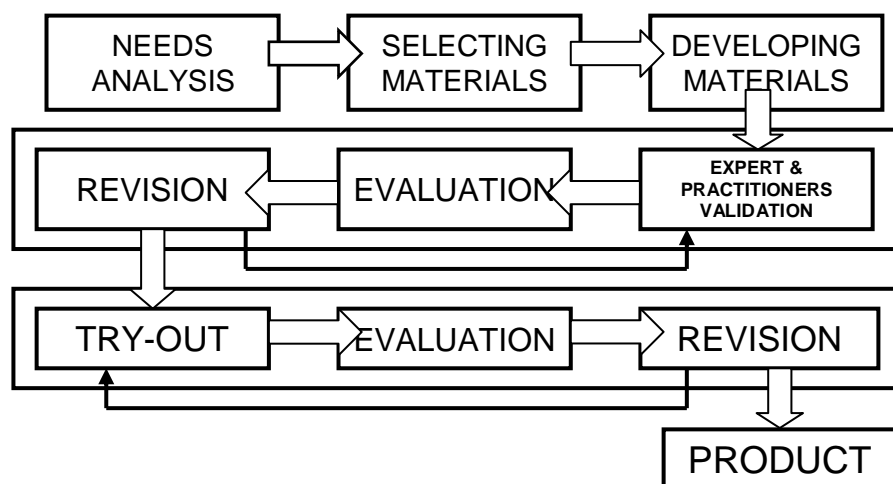Figure 1 Stages in Materials Development

Needs Analysis

Needs analysis is a procedure used to collect information about learners' needs (Richard, 2001). In language teaching it is used for a number of different purposes. First to find out what language skills a learner needs in order to perform a particular role. Second, to help determine if an existing materials adequately address the needs of the students

Third, to identify a gap between what students are able to do and what they need to be able to do. Fourth, to collect information about a particular problem learners are experiencing.

To obtain the data in needs analysis stage, some instruments such as questionnaires, interview guide and field notes can be used. They are employed to find out information about what the learners' and teacher's need.

Selecting Materials

Before developing listening materials, some available teaching materials related to the English listening should be collected. When the materials are already gathered, the recorded materials are played and listened to carefully. This is administered to select the appropriate ones. However, selecting materials which suit students' need and applicable for all students is not easy because the appropriateness of the materials should be based on the learners' need, teachers' need, the techniques of teaching listening and the facilities available in the school. In addition, the curriculum should be taken into consideration in terms of the instructional objectives, especially the standard competences and basic competences of listening skill.

The process of materials selection might be the first step to see the strengths and weaknesses of the sources of the materials. In that case, the criteria of the materials need to be set up. Ur (1996) states that the criteria can help teachers to select instructional materials.

In relation to that, Underwood (1993a) states that most teachers are not able to choose what material to use. But if they are in a position to make that choice, they have to be sure to listen to as large of any recording as they can before making up mind.

Here is a simple and practical list of criteria to be taken into consideration proposed by Underwood (1993a): (1) the recording is really clear, not just for one person to listen to but for use in a large class; (2) it is at the right level for the students; (3) it is easy to use with clear divisions between exercise and sections and so on, that the teacher can find the part needed easily; (4) the links between the recorded material and related printed material are straightforward; (5) it generates good language work; (6) the content is suitable; (7) it is culturally appropriate; (8) it is interesting; (9) the students will find it motivating.

Moreover Underwood (1993a) suggests teachers to use the checklist when choosing recorded material for their classes (See Table 1). This checklist will facilitate teachers in evaluating their listening materials.

Table 1 Checklist for the Selection of Audio Recording

Features to consider	Yes/No	Comments
▪ Clarity of recording ▪ level of content ▪ Practicality to use ▪ Links with book ▪ Quality of language work ▪ Content Appropriateness ▪ Cultural acceptability ▪ Attractiveness ▪ Variety of voices		

DEVELOPING MATERIALS

Developing materials is the next step in which the selected materials are organized to be presented in the learning experience. The choice and the organization of materials is a big decision. Developing materials refers to the development of listening materials which is based on students' need and the consideration on the curriculum.

Materials development covers at least three strategies: adopting, developing, and adapting materials. Adopting materials involves the process of making decision on the kinds of needed materials, evaluating and using the materials.

Developing materials can be conducted if all efforts to adopt materials fail to find appropriate materials (Brown, 2001). It is an extremely hard work since the materials might be developed from the very beginning.

Another way to get appropriate materials is adapting the selected materials. A compilation of materials can be evaluated and analyzed, and then the decision on materials which will be adapted is made.

The materials adoption, development, and adaptation follow certain criteria. The criteria are related to language, length, content, style, and speed of delivery, the style of delivery and the quality of the recording (Underwood: 1993b). The following is a brief description of the criteria.

Language

Listening texts should be of the right level, as texts of the right level of difficulty combined with appropriate activities will develop not only the listening skill but also contribute to students' overall language learning. It is more important to select listening texts which provide comprehensible input and which are at appropriately the right level of difficulty than to 'match' listening material with the language being taught at any particular time.

Length

There can be no strict rule about the length of listening texts for a particular level. The important thing is that if the teacher has a text which she wants to use but finds it rather long, she should plan to stop the tape from time to time, and use it in more manageable sections and introduce pauses to give time to the students to think.

Content

In early stages, it is important to use plain, straightforward content so that this can lessen the students' burdens. The burdens are the problems that the students have to cope with while they are listening. They do not know what sounds will occur, how fast the language is to be spoken, what the intonation signifies, what pauses are used for, or even whether the speaker is angry or pleased. To have plain, straightforward content, for example, texts should be avoided if they jump backwards and forwards in time, deal with very abstract concepts, are full of jargon words, or are not logically sequenced, etc.

The Style of Delivery

At least in the early stages of their learning, students should not be faced with too many varieties of styles or ways of speaking at once. They should at first be presented with listening texts which are spoken without excessive or sudden changes in speed or pitch or volume. It is suggested that the selected text for early stages is the one spoken by a person whose natural speed of speech is quite slow and deliberate, but who has a pleasant tone and varied pitch.

The Speed of Delivery

Underwood (1993b) suggests that words of the texts should be spoken in normal speed, not slowed down in an attempt to help the students. It is better to have speakers who naturally speak slowly than to have a speaker whose natural speech is fast but tries to slow down for the sake of foreign listeners. More important than the speed of uttering the words is the length or pauses between groups of words. With these pauses students will have time to sort out the part of the message just received and to prepare to receive the next part. So, teachers should select listening texts already having appropriate pauses or give pauses while playing the tape for the students.

The Quality of Recording

The tape should be clear enough for the students to hear. The background sounds which give an indication of the context are often helpful to the listeners, and give a much

more realistic listening situation. But teachers should avoid recording where the background is distracting, or so loud.

Experts and Practitioners Validation

After the materials are developed, they are given to an expert and practitioners to be validated. The expert chosen should meet the criteria of having expertise and experience in materials development and have expertise in the theory of teaching listening. The practitioners should have sufficient experience in teaching English and know well about the characteristics of good listening materials.

The criteria of good and applicable listening materials which will be validated should be determined so that the expert and practitioners can judge clearly whether the developed listening materials meet the criteria. The expert and practitioners judgment is used for the basis of revision of the materials.

Try-out

The purpose of the try-out of the prepared materials is to know its applicability, appropriateness, usefulness, effectiveness, efficiency, and attractiveness of the products to the user. Try-out can be conducted in a small group consisting of 3 or 5 students or in one classroom consisting of 40 or more students.

By trying-out the draft materials, the necessary data concerning the applicability of the developed materials can be elicited, and the advantages and the disadvantages of the materials are revealed. By so doing, the data obtained are useful to identify the problems and hindrances in applying the materials. Based on the obtained data, the revision is done.

CONCLUSIONS AND SUGGESTIONS

Listening is one of language skills which should be learned by learners. It means that this skill should be taught by teachers. Therefore, English teachers who teach EFL need to have a skill to develop listening materials by themselves because very often are the listening materials not adequately available. If they are available, they are not appropriate with the students' need and the curriculum. In that case, it is important for English teachers to know the procedure of materials development. They also have to know how to select and develop listening materials. Besides, they need to have knowledge about the criteria of good listening materials.

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THINK ALOUD PAIR PROBLEM SOLVING (TAPPS) STRATEGY IN TEACHING READING

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Abstract: This research is aim to know what extent the achievement of students' reading comprehension by using Think Aloud Pair Problem Solving (TAPPS) strategy at the tenth grade students of SMKN 3 Watampone. the objectives of the research is to know what extent the achievement of student's reading comprehension by using Think Aloud Pair Problem Solving (TAPPS) strategy. The population of this research is the tenth grade students of SMKN 3 Watampone which has 149 students. The writers applied random sampling, because the school has students more than 100 students. The X Multimedia Class is taken as the sample, because it has many students who have low values in English subject based on their teacher report. This research employs an instrument based on the problem statements investigated, It is Reading comprehension test. After several meetings, this research finds out the achievement of students' reading comprehension significantly effective to improve the student's reading comprehension. The result of this research shows that the mean score obtained by the students through pretest was 46.545 and posttest was 88.364; the t-test value was higher than the t-table (49.385 > 2.080). It means that there is a significant difference between the result of the students' pretest and posttest.

INTRODUCTION

English must be taught to give supplies for the future. There are two reasons why we should learn English, first is English has become an international language that is used as the main language or one of the main languages in many countries and the second is people need a common language in order to communicate each other (Baker, 2000). Studying English is needed at least ability in writing, speaking, listening and reading.

Reading as the one of the four language is a receptive skill, like listening. This means it involves responding to text, rather than producing it. It involves making sense of written text (Spratt, 2005).

Being able in reading English is very important, because there are many books and literatures written in English (Hilmi, 2011). So it is very important for the student to know how to comprehend the reading text. Reading comprehension involves much more than reader's responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types (Harris, 2007). Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update student's knowledge. Reading skill is an important tool for academic success (Patel, 2008).

Whenever we use language we create and interpret texts. When we read we interpret texts created by others. These texts are created to achieve particular purposes. Different kinds of texts are created to achieve different purposes. A functional, or social, approach to language focuses on how language works in different contexts to achieve particular purposes. Everyone should have the ability to read, especially in English because the fact shows most of the scientific books are written in English. It becomes essential for everyone to increase his or her knowledge. This idea is supported by the fact that reading has become a part of our daily activities. There are two main reasons for reading: reading for pleasure and reading for information. As we know one characteristic of good readers that has been noted in the literature is that they are able to make prediction about the text they read while they are reading.

Reading is a complex process which involves interaction between the reader and the language and ideas of the text. It involves readers in drawing upon their existing knowledge of the world, of language and of the written code in order to attend to the visual information of the text (Department of Education, 1997). The task of the reader is to construct meaning from a text by interpreting it within a particular context. A functional approach to language helps us to understand how a particular text works to achieve its purpose and so helps us to interpret, or read, the text. Teaching reading is about establishing effective and affective communication relationships with students. They are those who understand communication and learning are interdependent and the knowledge and attitudes students take with them from the classroom are selectively drawn from a complex assortment of verbal and nonverbal messages about the subject, the teacher, and

themselves. They are those who are more concerned with what the students have learned than with what they have taught, recognizing those two things are not necessarily synonymous. They are those who consciously and strategically make decisions about both what is communicated and how it is communicated (Wrench, 2009).

Reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. My definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message (Department of Education, 1997). Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience (Mikulecky, 2008).

So that, the researchers try to research an action research in SMKN 3 Watampone to help both the teachers and students for finding out a proper way in teaching reading which can increase the students reading ability. In this opportunity, the researchers are interested to choose one of cooperative learning, it is the Think Aloud Pair Problem Solving (TAPPS) Strategy. Cooperative learning seems to provide a classroom environment in which such needs can be met in a way that is beneficial for both academic achievement and the development of the learning skills. The main problem of this study is how to increase student's reading comprehension by implementing the Think Aloud Pair Problem Solving (TAPPS) strategy. Based on the explanation, the researchers attempt to carry out a research under the title, "Teaching Reading by Using Think Aloud Pair Problem Solving (TAPPS) Strategy at the tenth grade students of SMKN 3 Watampone".

Concept of Reading

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning or constructing meaning. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Reading defined as a process of thinking, evaluating, judging, imaging, reasoning a problem solving (Worther, 1993). Reading can be defined as a process of looking at and understanding what is written but it is not as simple as that, for many understand some things and not others and still be reading compared to someone who is reading in his own language, the foreign language reader may not understand many things and will have to develop strategies to overcome the

problems encountered yet, the fact is that, despite this view of what reading is, the reader does not have to look at or understanding every word in a text to be able to understand it in some measure although there are differences in the way people read, research shows that the efficient reader does not read word by word, but in groups of words, taking what he needs to discover the meaning of the text in an activity which has been called a psycholinguistic guessing game. However, mean random guessing, but principled and guided by two main sources (Bottino, 1999).

Reading is one of the basic communicative skills that are very complex process. It can be said that reading is a process in which reader to find information given by the researchers in the written form. While reading, someone can guess, predict, check, and ask questions about what the text is about (Merill, 1984). The effective reader brings a number of very important things. Knowing the writing system can recognize letters in a panted and handwritten form, and is familiar with the spelling of a wide variety of words (Bottino, 1999). Based on that definition, it can be concluded that reading is interaction between the reader and the researchers where the reader tackles what the researchers mean. The reader expresses it by giving attention, encoding, and retrieval with eyes and brain.

Reading is not straightforward process of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. Although at first glance, reading may seem to be passive, solitary and simple, it is in truth active, populated by a rich mix of voices and views (Schoenbach, 1999).

There are four kinds of reading (Hall, 1983) that is known as reading for information, reading for every term of which will be discussed below:

a. Reading for Information. Reading is to learn about a trade, or politics, or how to accomplish something. Reading a newspaper this way, or most textbooks, or directions on how to assemble a bicycle. With most of this sort of material, the reader can learn to scan the page quickly, coming up with what he needs and ignoring what is irrelevant to him, like the rhythm of the sentence, or the play of metaphor. Courses in speed reading can help us read for this purpose, training the eye to jump quickly across the page. Quick eye-reading is a necessity to anyone who wants to keep up with what's happening, or learn much of what has happened in the past.

b. Reading for Ideas. With a philosopher one reads slowly, as if it were literature, but much time must be spent with the eyes turned away from the pages, reflecting on

the text. Intellectual writing, requires intellectual reading, which is slow because it is reflective and because the reader must pause to evaluate concepts.

c. Reading for Escape. This reading is the automated daydream, the mild trip of the housewife and the tired businessman, interested not in experience and feeling but in turning off the possibilities of experience and feeling. The reader is in control: once the characters reach into the reader's feelings, he is able to stop reading, or glance away, or superimpose his own daydreams."

d. Reading for Engage. If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, it's only laziness. The muscles in our throats move, and come together when we see the word "squeeze." We hear the sounds so accurately that if a syllable is missing in a line of poetry we hear the lack, though we may not know what we are lacking. In prose we accept the rhythms, and hear the adjacent sounds. We also register a track of feeling through the metaphors and associations of words.

The great writers reward this attention. Only by the full exercise of our powers to receive language can we absorb their intelligence and their imagination. This kind of reading goes through the ear--though the eye takes in the print, and decodes it into sound-- to the throat and the understanding, and it can never be quick. It is slow and sensual, a deep pleasure that begins with touch and ends with the sort of comprehension that we associate with dream. Reading literature is to be intimately involved with the words on the page, and never to think of them as the embodiments of ideas which can be expressed in other terms. Great literature, if we read it well, opens us up to the world, and makes us more sensitive to it, as if we acquired eyes that could see through things and ears that could hear smaller sounds (Hall, 1983).

There are three techniques in reading text (Kabik, 2011):

a. Skimming reading is reading to confirm expectations; reading for communicative tasks. It is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

b. General reading or scanning is reading to extract specific information; reading for general understanding. It is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

c. Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse). It is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

Concept of Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding text information, children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Wolley, 2011).

Reading comprehension is defined as the ability to understand information presented in written form. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors. Meaning is formed in the reader's head, that is, a person's prior knowledge affects the kinds of meanings constructed from the text information. From this perspective an individual's existing knowledge is a major determinant in acquiring new information. Furthermore, the reader's comprehension of the text is considered to be linked to the reader's ability to construct hypotheses, rules, schemas, and mental models (Wolley, 2011).

As comprehension involves the interaction of a wide range of cognitive skills and processes, there are many occasions where difficulties arise that may lead to comprehension failure. For example, during reading the ability to derive meaning is normally enhanced when there is a reduction in the cognitive load of a reader's working memory, and the reader can decode the words and phrases fluently and bring meaning to the unfamiliar vocabulary encountered. The indications are that successful readers are more efficient at gaining unfamiliar word meanings from texts because they have a greater

existing vocabulary, more experience using context clues, and greater background knowledge. In contrast, less skilled readers are considered to have more difficulties integrating read text information. Furthermore, due to the fact that strong contextual cues are not always found in many texts, less skilled readers may have more difficulty considering the writer's interpretations, and forming appropriate inferences from unfamiliar events or relationships (Wolley, 2011).

Based on the definitions above, the researchers assume that reading comprehension is the term used to identify some skills; it is needed to understand and apply information contained within, the writer form.

People generally do something because they want to get something from it. It is the same as with reading. People want to read something because they want to get something as their purposes. For example, a mechanical read the book about the element of a bike to repair it. There are some purposes of reading comprehension (Schoenbach, 1990), namely:

a. Reading is not a basic skill. Many people think of reading as a skill that is taught once and for all in the first few years of school. In this view of reading the credit (or blame) for student's reading ability goes to primary grade teachers. Seen this way, reading is a simple process: readers decode (figure out how to pronounce) each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language.

b. Reading is a complex process. The text evoked voices, memories, knowledge and experiences from other times and places. As experienced readers read, beginning to generate a mental representation, or gist, of the text, which serves an evolving framework for understanding subsequent parts of the text.

c. Reading is problem solving. Reading is not straightforward process of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences.

d. Reading is situationally bounded. A person who understands one type of text is not necessarily proficient at reading all types. An experienced reader of dessert cookbooks can understand what is meant by "turn out on a wire rack to finish cooling" but may be completely unable to make sense of a legal brief. A political science undergraduate can understand that the phrase "on the other hand I will argue" leads into the author's main point and that the main point will be contrast to the earlier discussion.

Reading comprehension skill is divided into four categories (Johan, 2006), as given below:

a. Literal Reading. Literal reading is fundamental to all reading skill at any level because reader must first understand what the author says before he can draw an inference or make an evaluation.

b. Interpretative Reading. Interpretative reading involves thinking skills in which readers identify ideas and meaning that are not stated explicitly in the written text. Interpretative reading requires the reader to understand not only what the author says, but also what the author means.

c. Critical Reading. Critical reading includes both literal comprehension and interpretative" comprehension. It is said that the reading occurs after the literal and interpretative reading.

d. Creative reading. Creative reading involves going beyond the material presented by the author. Creative reading requires reader to think of their read just as critical reading and it requires the reader to use their imagination. In creative reading, the reader tries to purpose new alternative solutions to those by writer.

There are some steps that we can apply to improve reading comprehension (Teaching Unit, 2010), they are:

a. Purposeful Reading. If you tend to begin reading like this: *"I need to read Chapter 6 – here it goes! ..."*, you may need to rethink your approach. Specifically, you will need to create a purpose for reading. you will look for answers to questions, general understanding of a topic or issue, detailed knowledge, a range of perspectives, identification of a writer's position, evaluation of a writer's position, arguments that support your position, arguments that oppose your position, examples, statistics, definitions, explanations, quotes, etc. Try to have the purpose in writing nearby so you maintain focus.

b. Information Words. "Information" words, the other words are like glue and paint: they are there to provide connections and add interest, but are not essential for meaning. If you concentrate on information words, you can read faster and with better comprehension. But, how do you learn to pick out the important information words? A large part of the trick involves paying attention to what the author is trying to say. Look for the message, and the information words will emerge naturally.

c. Phrase Reading. Watch the eyes of a friend or a member of your family while he or she is reading. You will see that they move along each line of print in a series of jerks. The pauses between the jerks are known as fixations. It is during the fixations that your eyes take in words. Poor readers take in only one or two words in each fixation.

d. Analytical Reading. Analytical reading (or study reading) is needed when you want to make sure that you fully grasp and appreciate what you are reading. You may have to read statements more than once, stop to think about them, or jot down key words when using this style. As a result, your reading rate can easily drop to below 100 words a minute.

e. Marking the Text. If the text you are reading is your own copy, you could also underline key words, highlight with a marker, or make notes in margins, or alternatively, if you don't own the text, you could use little 'post-it' labels. This process of marking texts can help you concentrate (and keep reading!) and can help you identify key points and make the book easier to survey later when you need.

f. Note Taking. If you don't take notes well, or don't take them at all, now is the time to develop this essential skill! Note-taking can help you gain deeper understanding and reflection, a better ability to remember and good exam preparation materials for later.

g. Managing Vocabulary. Even if you are a native English speaker, you may at times feel overwhelmed by the amount of unfamiliar vocabulary you encounter. Of course, as a university student, you have a great opportunity and need to build you vocabulary (discipline specific and general), so consult glossaries and use a dictionary. Keep a list of new words: record their definitions and write example sentences which show meaning and usage.

Concept of Think Aloud Pair Problem Solving (TAPPS) Strategy

In this research, it was decided to implement the TAPPS strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. The thinking aloud pair problem solving (TAPPS) technique is a strategy for improving problem solving performance through verbal probing and elaboration. TAPPS requires two students, the problem solver and the listener, to work cooperatively in solving a problem, following strict role protocols. The problem solver attempts to solve the problem, while fully verbalizing his or her thoughts and thought processes. The listener's goal is to develop a detailed understanding

of every step, strategy, and assumption of the problem solver. The listener makes certain that the problem solver continues talking by meeting even the shortest silence with statements such as, "Tell me what you are thinking now." The listener also queries the problem solver any time that the problem solver's thinking is unclear to the listener, using statements such as, "Tell me why you did that." Listeners are not allowed to solve the problem or ask questions or make statements that guide the problem solver toward a solution (Pate, 2004).

There are some formats for this technique is an active-learning structure (Brant, 2012) called Thinking-Aloud Pair Problem Solving (TAPPS):

a. Prepare a handout containing the derivation or solved problem to be analyzed and have the students pick up a copy when they come into class. Tell them to form into pairs (if the class has an odd number of students, have one team of three) and designate one member of each pair as A and one as B (plus one as C in the trio).

b. When they've done that, tell them that initially A will be the explainer and B (and C) will be the questioner(s). The explainers will explain a portion of the handout to the questioners, line-by-line, step-by-step, and the questioners will (a) ask questions (if the explainers say anything incorrect or confusing), (b) prompt the explainers to keep talking (if they fall silent), and (c) give hints (if the explainers are stuck). If both members of a pair are stuck, they raise their hands and the instructor comes over and helps. The second function is based on the fact that vocalizing one's thinking about a problem sometimes leads to the solution.

c. The students first individually read the description of the formula or model to be derived or the statement of the problem to be solved; then the explainers explain it in detail to the questioners and the questioners ask questions, keep the explainers talking, and offer hints when necessary. Give the class 2–3 minutes for this activity.

d. Stop the students when the allotted time has elapsed, randomly call on several of them to answer questions about the description or problem statement they just went through, and call for volunteers if additional responses are desired. Add your own explanations and elaborations (you're still teaching here). Then have the pairs reverse roles and work through the first part of the derivation or problem solution in the same manner. When results are obtained that are not in the handout, write them on the board so everyone can see and copy them. Proceed in this alternating manner through the entire derivation or solution.

This argument enclosed all the issues that imply think-aloud in a reading process. Think aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension. These sub-strategies will be defined in the ensuing sections. These comments reveal readers' weaknesses as well as their strengths as comprehenders and allow the teacher to assess their needs in order to plan more effective instruction

There are many procedures in TAPPS that can be followed by teacher, Richard and Joanna said that there are some procedures in TAPPS strategy. They are:

a. Use passages that contain unknown words, unclear sections, or contradictions.

b. The teacher reads aloud, stopping to verbalize the thinking that takes place when difficult or confusing material is encountered. The students follow along silently and listen as the teacher thinks through the trouble spots.

c. Students can work with partners to practice think-aloud by taking turns reading short, carefully prepared passages and sharing thoughts.

d. Students can practice independently using the checklist to verify use of the procedures. Integrate practice with other lessons and provide demonstrations of how, why, and when to use think-aloud.

Think Aloud Pair Problem Solving (TAPPS) is needed by students to help them claify the problem from the text, and used their background knowledge to solve the problem. Think Aloud Pair Problem Solving (TAPPS) focus to the solve problem solving process rather than the product. Barkley in Rahmi (2012) mention that:

a. Think Aloud Pair Problem Solving (TAPPS) can improve analytical skill by helping students to formalize ideas, rehearse concept, understand the sequence of steps underlying their thinking, and identify errors and learn to diagnose errors logic.

b. Articulating one's own process and listening carefully to another's process help students practice problem solving skills.

c. Think Aloud Pair Problem Solving (TAPPS) can also promote deeper understanding.

Think Aloud Pair Problem Solving (TAPPS) strategy is a strategy that teacher can apply in teaching reading. There are some procedures that should be followed by teacher, for example teacher gives a text and asks students to analyze the problem. Student involves

learning to talk aloud while thinking about a strategy for solving a problem and learning to listen and encourage. Think Aloud Pair Problem Solving (TAPPS) gives good effect for students to deeper their understanding (Rahmi, 2012).

There are several steps how to use TAPPS strategy (Barkley in Rahmi, 2012) :

a. Explain that reading is a complex process that involves thinking and sense-making; the skilled reader's mind is alive with questions the students ask themselves in order to understand what they read.

b. Select a passage to read aloud that contains points that students might find difficult, unknown vocabulary terms, or ambiguous wording. Develop questions you can ask yourself that will show what you think as you confront these problems while reading.

c. While students read this passage silently, read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems. It is helpful if you alter the tone of your voice, so students know when you are reading and at what points you begin and end thinking aloud.

d. Coping strategies you can model include: Making predictions or hypotheses as you read: "From what he's said so far, I'll bet that the author is going to give some examples of poor eating habits"; Describing the mental pictures you " see": "When the author talks about vegetables I should include in my diet, I can see our salad bowl at home filled with fresh, green spinach leaves"; Demonstrating how you connect this information with prior knowledge: "'Saturated fat'? I know I've heard that term before. I learned it last year when we studied nutrition"; creating analogies: "That description of clogged arteries sounds like traffic clogging up the interstate during rush hour"; Verbalizing obstacles and fix-up strategies: "Now what does 'angiogram' mean? Maybe if I reread that section, I'll get the meaning from the other sentences around it: I know I can't skip it because it's in bold-faced print, so it must be important. If I still don't understand, I know I can ask the teacher for help"; Ask the students to work with partners to practice "think-aloud" when reading short passages of text. Periodically revisit this strategy or have students complete the assessment that follows so these meta-comprehension skills become second nature.

METHOD

This research employs quantitative research. The purpose of the research is to find out the student's reading comprehension after getting the treatment of Think Aloud Pair Problem Solving (TAPPS) strategy from the material of reading text. The group did the pre-test, got the treatment, and did the post-test. Treatment (X) was given to the students between pre-test (TI) and post-test (T2) (Arikunto, 1997). In this research, there are two variables. They are dependent variable and independent variable. The dependent variable of this research is the student's reading comprehension. The independent variable of this research is the use of Think Aloud Pair Problem Solving (TAPPS) strategy in teaching English. In this study, the population of this research is the tenth grade students' of SMKN 3 Watampone, academic year 2014/2015, consisting of six classes. The total numbers of population are 149 students. The researchers took some students from population as a sample and uses cluster sampling technique and it tooks one class from six classes in tenth class. It is "X Multimedia" class. The total numbers of sample are 22 students

The instrument of the research is reading test. The contents of the reading test include factual question, determining a title and determining the main idea. They are compiled by collecting information about the subjects, which are learned at SMKN 3 Watampone. For those reason, the researchers compiled 25 items of multiple choice and 10 items of essay question taken from various sources. Those choices from multiple choice questions: factual questions are 16 items; determining a title are 4 items and determining the main idea are 5 items. Every question is valued at 2 points, and then the total value is 50 points. And the essay questions: determining a title are 4 items; determining the main idea are 6 items. Every question is valued at 5 points, and then the total points are 50 points. Thus, the total points of multiple choice and essay questions are 100 points.

Procedure of collecting data were given a pre-test and treatment conducted for eight meetings to give students reading material and for applying Think Aloud Pair Problem Solving (TAPPS) strategy and each meeting takes 45 minutes. The treatments were given after giving pre-test. This was done for eight meetings in the classroom at 24th April of 2015 till 29th May of 2015. The researchers gave reading test to find student's ability before giving treatment. It was done to know what extent student's reading comprehension in SMKN 3 Watampone. So, the researchers could measure their skill and used the best strategy in teaching English for the students. Pre-test was held on Friday, 24th April of 2015. The Pre-test consists of reading test with multiple choice, 25 numbers and essay questions, 10 numbers. The test allocated about 90 minutes. And the last, the researchers gave posttest. Posttest was given to the students after they had done the treatment. It was

held on 1 June of 2015. This test is to find students' ability in reading comprehension by using Think Aloud Pair Problem Solving (TAPPS) strategy. The test allocated about 90 minutes. It means that the item and content of post-test is same as in the pre-test.

In analyzing the data, the researchers employed some steps as follows:

1. the data correction answer at pretest and posttest (Arikunto, 2002) by using formula:

$$Score = \frac{students\ corrrect\ answer}{the\ total\ number\ of\ terms} x100$$

2. Classification the students score (Depdikbud, 1985) into seven:
   a. 96 to 100 is clasified as "excellent"
   b. 86 to 95 is clasified as "very good"
   c. 76 to 85 is clasified as "good"
   d. 66 to 75 is clasified as "fairly good"
   e. 56 to 65 is clasified as "fair"
   f. 36 to 55 is clasified as "poor"
   g. 0 to 35 is clasified as "very poor"

3. Calculating the mean score of the students` answer (Arikunto, 2002) by using the formula :

$$\overline{X} = \frac{\sum X}{N}$$

   Where:

   $\overline{X}$ = Mean score

   $\sum X$ = The Sum of all Score

   N = The Number of Subject

4. Calculating the standard deviation of the students pretest and posttest (Gay, 2006) by applying following formula :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

   Where:

   SD = Standard Deviation

   $\sum X$ = The Sum of all Score

$\sum X^2 =$ The Sum Square of all Score

N $\quad$ = Number of students

5. To find out whether the difference the between pretest and posttest value of the test (Gay, 2006) by using the following formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t $\quad$ = The test of significance

$\sum D$ = The different between the score of the pretest and the score of posttest for each student

D $\quad$ = the mean score from the different score of pretest and posttest

$\sum D2$ = the square of D

N $\quad$ = number of students

FINDINGS AND DISCUSSIONS

Findings

The findings of the research deal with the rate percentage of the students' score obtained through test, mean score, standard deviation, test of significance, the result of inferential analysis. In the rate of percentage of students' score pre-test and post-test are presented showed that before treatments were conducted, most of students were in poor classification with the highest rate percentage was 90.90%. Meanwhile, none of them was in excellent classification with the lowest rate percentage was 0%. The mean score was 46,545. It indicates that before the treatments were given, the achievement of the student's reading comprehension was categorized into poor classification. And after giving the treatments to the students, two students were in excellent classification with the highest percentage 9.09%. Meanwhile, most of the students in very good classification with the rate of percentage 59.09%, besides that, there are seven students got good classification with the rate percentage 31.82%. Then none in fairly good until very poor classification with the lowest percentage 0%. The mean score was 88.364 indicates that after treatments were conducted, the achievement of the student's reading comprehension by using think aloud pair problem solving (TAPPS) strategy was effective.

Having calculated the result of the student's pre-test and post-test, the mean score and standard deviation of the student's reading comprehension by using Think Aloud Pair Problem Solving (TAPPS) strategy showed that the statistical summary of the student's mean score and standard deviation both in pre-test and post-test. The mean score of the result of the student's pre-test was 46.545 and the mean score of the result of the student's posttest was 88.364. The student's standard deviation of pre-test was 7.353 and the standard deviation of the post-test was 4.991. It means that the mean score of post-test was higher than the mean score of pre-test. Thus, it can be said that the use of Think Aloud Pair Problem Solving (TAPPS) strategy in teaching reading comprehension was effectiveness.

In other to know whether or not the mean score was different from two tests (pre-test and post-test), the researchers used t-test which indicated that the value of the t-test was higher than the value of the t-table. It indicates that there was a significant difference between the result of the student's pretest and posttest. Inferential analysis is answered by using t-test and the result was analyzed based on the research hypothesis. The result of data analyzed is the t-test = 49.385 was higher than t-table = 2.080 at level significance α 0.05 and df 21 = 2.080, thus the result shows that null hypothesis (H_0), teaching reading by using Think Aloud Pair Problem Solving (TAPPS) cannot develop the students' reading comprehension at the tenth grade of SMKN 3 Watampone, is rejected and alternative hypothesis (H_1), teaching reading by using Think Aloud Pair Problem Solving (TAPPS) can develop the students' reading comprehension at the tenth grade of SMKN 3 Watampone, is accepted. From the result above, we can also show the difference between t-test and t-table is very significant. Consequently, it can be concluded that teaching reading by using think aloud pair problem solving (TAPPS) strategy was proved to be effective.

Discussions

The statistical analysis from the result of the students' comprehension achievement test of this research shows that the student's comprehension before doing treatment using Think Aloud Pair Problem Solving (TAPPS) strategy was still low. It was proved by the result of pre-test before treatments that there were 1 (4.55%) students got very poor, 20 (90.90%) students got poor, 1 (4.55%) students got fair score. Meanwhile, no one of them got fairly good, good, very good as well as excellent scores. On the contrary to the result of the student's pre-test above, there was a significance improvement on the post-test where 2 (9.09%) students got excellent score, 13 (59.09%) students got very good score, 7 (31.82%) students got good score but no one (0%) got fairly good, poor and very poor score.

The researchers assume that teaching reading by using Think Aloud Pair Problem Solving (TAPPS) is really helpful to improve the student's reading comprehension achievement because there is a significant students' reading comprehension develop after the treatments were conducted. It was proved by the result of data analysis after being compared t-table (2.080) with t-test (49.385). Further research should be conducted to investigate why students are unsuccessful at utilizing and transferring meta-cognitive skills without benefit of an external prompt. Additionally, if thinking aloud pair problem solving results in more efficient troubleshooting through elaboration of the thought process, research is needed to determine strategies to invoke this process when the external prompt is removed. This would allow students to exhibit independent meta-cognitive skills, and to become successful independent problem solvers. More specifically, educators may be able to overtly teach these skills to students (Pate, 2004).

CONCLUSIONS AND SUGGESTION

Based on the data analysis and discussion above, the researchers come to conclusion that the students' reading comprehension before doing the treatments is still low; it was proved by the data that the most of students got poor classification with mean score of students' pre-test was 46.545. Students' reading comprehension achievement after applying Think Aloud Pair Problem Solving (TAPPS) strategy is significantly improved their reading comprehension; it was showed by the data that most of them got very good score with mean score of students' post-test was 88.364.

In view of fact that the implementation of Think Aloud Pair Problem Solving (TAPPS) strategy in teaching reading as the teaching strategy, has been proved to be more effective in increasing the student's reading comprehension in learning English reading, the researchers would like to give suggestions as follows: The English teachers should be creative to manage the material and the classroom for teaching reading; they should be creative in applying new strategy for students to improve their ability in learning language and apply this strategy as one of the ways to improve reading comprehension to the English learners in reading subject. The students have to improve their abilities, skills in English, especially, reading comprehension as like as we need and they should achieve reading comprehension and manage their time.

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IMPLEMENTING SPEECH COMMUNITY STRATEGY TO ENHANCE STUDENTS' ENGLISH SPEAKING ABILITY

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Abstract: Implementing speech community strategy to enhance students English speaking ability. This classroom action research describes how the implementation of speech community strategy increases the students' English speaking ability. The research stages consist of planning, implementing, observing, evaluating and reflecting. The study indicates that the providing of speech community can increase English speaking ability at students of SMA Sekar Kemuning Islamic Boarding School Cirebon.

Keywords- Speech Community, Strategy, English speaking ability

INTRODUCTION

The life of human being wherever and whenever they live, they must absolutely do with communication. They can not live without communication. They need to communicate with each other in order to fulfil their needs. Certainly, communication needs a tool. The only tool that is used for communication is language. That is why, language plays an important role in their life.

By language, one of the most important achievements of human being in their historical civilization. It is through the language that they can communicate and interact one another and even disseminate their achievements and advancements in science, technology, economics, education, religion and culture as well to much wider world.

In todays world, English becomes an important language as it is used globally or internationally. The role of English is for global communication tool due to the globalization era. English is used widely and easily for it is called international language. English is the language of pop culture, of tourism, of markets, of the internet and trade (Nehemiah, 2009). Over half of various forms of personal communication written in

letters, short massage service (SMS) and e-mail are also written in English. Due the widely use of English in the world society, the role and functions of English as a tool for communication and interaction are not doubted.

In 2,000 there were approximately 1,500 million speakers of English world wide, consisting of around 329 million first language (L1) speakers (mostly in inner circle countries), 430 million second language (L2) speakers, (outer circle countries) and about 75 million speakers of English as a foreign language in the countries of the expanding circle (Crystal, 2003). It is more over, proven that English speakers are increasing every year.

English has been pervasively studied in Indonesia since 1960s and it is officially regarded as the first foreign language to be studied in schools and university (Ratminingsih, 2012). English is also learned as a part of academic requirements in the school systems, or in preparation for travel or study in an English speaking country. English has played an important role in education as it is one of the school subject and a compulsory subject (Rachmayanti, 2008). According to the competency based curriculum which was issued by the Indonesian ministry of National Education reflects that the objective of teaching and learning English in Indonesia is to develop communicative competence and to enable the students to be able to communicate in English orally and writtenly (BSNP, 2006). Thus, it can generally be understood that the goal of teaching and learning English is to enable the students to be able to communicate and interact with other people in the global society. Most students feel that being able to communicate orally is an important goal in a foreign language learning (Graham, 2007).

English is taught from elementary to University level in Indonesia, has to be mastered by those who study to be going to apply for a job. Unfortunately, some students have problems to master English. Problems in learning English are also experienced by the students of SMA Sekar Kemuning Islamic Boarding School Cirebon. The problems have relation with the mastery of four skills of language, i.e., listening, speaking, reading and writing. More particularly, the students of SMA Sekar Kemuning Islamic Boarding School have low in English speaking.

From the result of the writers observation, discussion, and interview with teacher and the students of SMA Sekar Kemuning Islamic Boarding School. It was found that one of teaching and learning problems that should be critically improved is the students English speaking ability. The problems were identified as follows: The students become very nervous and embrassed when asked to speak English. They do not have self confidence and discourage to speak English. They are afraid of making grammatical

mistakes when they utter sentences in English. They admit that they are reluctant to speak English because of having no sufficient vocabularies. They are lack in motivation to practice English either with their English teacher or classmates. When the teacher asks questions, no body responds. They do not know how to communicate with each other. When the teacher asks them to practice with their friends, they tend to use Indonesian language or they just keep silent.

The problems faced by the students in teaching and learning English speaking because of the role of process of teaching and learning English speaking at school has not been emphasized yet with clear regulation. English teaching and learning activities in the classroom which seem to be monotonous. The teacher only explains the subject and asks the students to do the exercises provided on the students work sheet, while the students are only noting to the teacher explanation and do what the teacher has instructed to them. In other words, students become too passive and lazy to speak English either inside or outside classroom (Zahroh, 2012). If the problems have explained above are neglected, certainly, they will have an impact on the lowering of the students ability in developing English speaking skill. The case can result in discreasing of education quality in Indonesia (Jalal, 2005).

There are a number of reasons why the students have problems/difficulties in English speaking, especially with the tasks of communication activities. Developing of English foreign language learners speaking performance relates not only to their linguistics and personality factors, but also to the types of classroom tasks provided by the teachers with regard to those thoughts (Widiati and Cahyono, 2006).

There are kinds of problems that English foreign language learners face in relation to speaking. In term of linguistics, the students feel that they do not have such adequate vocabulary and control of grammar, and when lack fluency when speaking in the class. Then in terms of personality problems, the learners/students have less encouragement or motivation (Nation and Newton, 2009). The teaching and learning English speaking in Indonesia is not as easy as to imagine. Problems always occur. Some of them are the errors made by the students in pronunciation, grammatical accuracy, vocabulary, fluency, and interactive communication (Cahyono and Widiati, 2006). Thus, it can generally be understood that the students difficulties in learning English speaking are not only because of they have low in motivation, low in self confidence, and bad self image in English speaking, but also they have high anxiety to speak English.

There are a number of ways in which teacher can help the students find English speaking easy. Firstly, teacher needs to match the tasks, he/she asks the students to perform

with their language level. This means ensuring that they have the minimum language they would need to perform such a task. Secondly, teacher needs to ensure that there is a purpose to the tasks, and the students are a ware of this. Finally, teacher needs to assess the problems caused by the language they need, and the difficulties which the topic might create (Harmer, 2007). Teacher should also remember that students who are not used to speaking spontaneously need to be helped cultivate such habits. Teacher should not expect instant fluency and creativity, in stead they should build up students confidence bit by bit, giving them restricted tasks first before prompting them be more and more spontaneous later (Harmer, 2007). Thus, it can generally be understood that in order to the process of teaching and learning English speaking successfully, the teacher allows the students to do their tasks with using students language level.

In teaching and learning English speaking, the teacher should allow the students to learn with playing, asking, discussing, doing the meaningful something, and motivating them to become learning activity to be enjoyable experience. Learner wants to learn if learner sees learning as an enjoyable experience (Hutchinson & Walters, 1994). If the learners are asked to answer the questions, discussion, or observation, students brain will work better, so, the process of teaching and learning can be better too (Silberman, 1996). If the teacher asks questions to the students or order them to discuss the material which has just explained, it will be able to increase students evaluation score significantly.

In teaching and learning English speaking, teacher should always give motivation to the students and build up students self confidence. Krashen and Terrel (in Hadley, 1993:51) state in the affective filter. The hypothesis states that comprehensible input can have its effect on acquisition only when affective conditions are optimal: 1) The acquirer is motivated; 2) he/she has self confidence and a good self image; 3) his/her level anxiety is low. When learners are "put on the defensive", the affective filter is high, and comprehensible input can not "get in". Thus, it can generally be summarized that attitude on language acquisition is affective filter will filter what will be reserved or rejected from certain language. The closed filter, i.e. closed attitude to accept input, it will make smaller on language acquisition. On the contrary, the loose filter, i.e., opened and positive attitude to accept input, it will make bigger on language acquisition. So, the students who have opened and positive attitude will communicate and interact with other people with their trust and get input easily. The students who have certain motivation, have high self confidence and their anxiety is low, they will be more successful in learning speaking than who have low motivation, low self confidence, and high anxiety. Dereshiswsky (as quoted by Marwan, 2008:119) states that anxious learners may find it difficult to respond their

errors effectively. When feeling anxious, learners may find their study become less enjoyable.

In this relation, Harmer (as quoted by Syuryanto, 2011:68) states that there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all aspects of language at their command. They are rehearsal which is used to give them chance to rehearse outside the classroom. Feed back which is used to provide feed back for both teacher and students; and engagement which is used in accordance that good speaking activities can and should be highly motivating. Thus, if all of the students are motivated and participating fully and the teacher has to set up the activity properly, they will get tremendous satisfaction. In this case, Kay (2006) states that there are some principles for teaching English speaking as follows: The teacher should be a ware of differences between second language and foreign language learning contexts, the teacher should give students practice with both fluency and accuracy, and the teacher should provide opportunities for students to talk by using group work or pair work, limiting teacher talk.

To be successful in teaching speaking, Brown (2007) states that several classroom activities could be conducted, such as imitation (drilling), intensive speaking, responsive speech, transactional dialogue (exchanging specific information), interpersonal dialogue (maintaining social relationship) and extensive monologue (oral reports, summaries short speeches). Further more, Brown (2007) adds that there are the principles of designing such speaking teaching techniques are as follows: 1) The techniques could cover the students needs (language based focus on accuracy and message-based focus on interaction, meaning, and fluency); 2) The techniques are intrinsically motivating; 3) It encourages the use of authentic language in meaningful contexts; 4) It provides feed back and correction; 5) It capitalizes on the natural link between speaking and listening; 6) The students have opportunities to imitate oral communication; and 7) It develops the speaking strategies.

Cahyono and Widiati (2006) states that the focus of speaking teaching is on either training of speaking correctly (such as in pronunciation and grammatical structures) or encouraging students to speak fluently. The group activities are the most suggested concept to conduct in the teaching of speaking. A part from increasing the teachers role as a facilitator, the grouping may also improve the students motivation to participate in classrooms activities. According to Yanda (2012) states that debate is one of strategies to improve speaking skills. It deals with a form of discussion, but in an extent, it is a form of arguing ideas between pro and contras.

In this relation, Jones (as quoted by Eviyanti, 2008:56) stats that speaking is a form of communication, so, it is important that you say is conveyed in the most effective way. How you something can be as important as what you say in getting your meaning across. It means that speaking activity doesnt tell about what will be spoken, but speaker has to explain about the goal of speaking, in order to the listener be able to understood the content of speaking. Speaking activity is take and give, it means, at the same moment, speaker gives ideas to the interlocutor and takes ideas from the interlocutor.

To make fluently in English speaking, it needs the capability of experience in the field of linguistics, semantics, and communicative aspects (Brumfit & Christopher, 1983). In a fact, however, a learner has mastered in grammatical rules and had sufficient vocabularies, but he/she is not able to speak correctly.

Based on the problems are faced by the students in learning English speaking, the researcher makes serious efforts to solve the problems through providing speech community to enhance students English speaking ability. Speech community is widely used by sociolinguistics to refer to a community based on language (Hudson, 1996). In the term of sociolinguistics, speech community is called linguistic community.

Gumpers (in Hudson, 1996:25) states that speech community as a social group which may be either monolingual or multilingual, held together by frequency of social interaction, patterns and set off from the surroundings areas by weakness in the lines of the communication. Linguistic community may consist of small groups bound together by face to face contract or may cover large regions, depending on the level of abstraction we wish to achieve. In this definition, then communities are defined partially through their relationships with other communities. Internally, a community must have a certain social cohesiveness; externally, its members must find themselves cut off from other communities in certain ways. Related to this, Bloomfield (in Wardhaugh, 1998:119) states that speech community is as a group of people who interact by means of speech. While according to Lions (in Hudson, 1996:25) states that speech community is meant as all the people who use a given language (or dialect). Thus, it can generally be summarized that speech community is the community which the members have to be like in England. Every student in the group/in the classroom has to speak English, has to ask questions with English, and has to give feed back with English too. No body in the classroom speaks Indonesian. He/she is not permitted to use students language. He/she only use a target language, i.e., English.

In this relation, Chaer and Agustina (2005) state that speech community is a community which the members have to recognize at least one of language variations and norms of the language usage.

The implementing speech community be able to solve the students problems in English speaking in speech community, teacher can encourage the students to speak English. Brown (207) states that teacher is to provide the kind of warn, embracing climate that encourages students to speak, however halting or broken their attempts may be. In speech community, among students, they helped each other, they give and took each other, they should be responsibility together, they learned to respect each other, and they learned to solve the problems together in the teacher guide.

Basically, speech community can be formed by having togetherness in linguistic codes in its aspects. For example: Sound system, syntax and semantic. There is no certain relation between linguistic equality with a member of speech community. By having mutual intelligibility, there will appear a social dimension of subjective psychology.

Based on the explanation above, the researcher would like to formulate the aim of this study is to find out how can the implementing speech community be applied to enhance students English speaking ability at the students of SMA Sekar Kemuning Islamic Boarding School Cirebon.

Relation to this, Farhan (2004) states that school should develop speech community with forming language activator, the activity of language activator, language discipline, language discipline transgressor. While according to Huriyah (2010) states that teacher should develop speech community with growing students positive attitude in language, motivating students to speak English, providing English activity to increase students language skills, language discipline, giving reward for students who did language discipline, and giving punishment for students who did language discipline transgressor.

Implementing speech community is begun with simple explanation about learning speaking with providing speech community. The teacher starts to shape learning group and divide the students into small group between three or four students. After small group has been shaped, teacher gives the different topic for every group. For example: The topic is about visiting to the Zoo, visiting to the national library, visiting to the museum, and so forth. Every group should choose one of the students in the group becomes a speaker, a secretary, and others become members of the group. The teacher will give a certain time for students to discuss the topic. After discussion, the student who becomes a speaker and his/her members will come forward to present the topic. Every student in the group should give feedback or answer questions if there are questions. The teacher will manage the

students have to speak English, ask questions with English, and give feedback with English too. No body in the classroom uses the students language. He/she has to use a target language, i.e., English. For the students who are active in the class, the teacher will give reward by saying good job for you. While for the students who are lazy and only keep silent, teacher will motivate them and encourage them to speak English until they like English. To measure students performance and presentation, teacher will use performance test. Performance test can be used to evaluate the students English speaking ability. Harries (1989) states that there are five components of the rating oral test scale, such as pronunciation, grammar, vocabulary, fluency and comprehension.

METHOD

This study was mainly intended to know the implementing speech community to enhance students English speaking ability. It was carried out in SMA Sekar Kemuning Islamic Boarding School Cirebon, West Java in the 2011/2012 Academic year for six mounts starting from July until December 2012 with the subject of the research consists of 30 students. This study used classroom action research with steps as follows: Planning of acting, Implementing of acting, observing, evaluating and reflecting (Wiriatmaja, 2007) in every cycle. Classroom Action Research is conducted by one or more individuals or groups for purpose of solving a problem or obtaining information in order to inform local practice (Fraenkel, 2006).

The role and position of the writer in this study is as a researcher and a main instrument. The researcher is also helped by two collaborators, i.e., Ustadz Yusuf and Ustadz A.Mujahid as English teacher at SMA Sekar Kemuning Islamic Boarding School. The data of the research are divided into two kinds, i.e., qualitative data and quantitative data. Qualitative data consist of descriptive and reflective data. The descriptive data consist of set of instruction, students activities in the class, providing speech community in English teaching and learning process, research journal and the students performance or presentation. The reflective data consist of a researcher interpretation about descriptive data. While quantitative data is students test score when they present the topic and their performance since the English teaching and learning process and also in the end of the first and second cycle. The source of data in the research consist of teachers, students performance, and the process of English teaching and learning.

The techniques are used by the researcher for collecting data consist of structured observation, instructional process, learning journal, and scoring project. The structured observation is used for observing the English teaching and learning process. While the

scoring project is used for measuring students performance or presentation in the class with concerning the students pronunciation, grammar, vocabulary, fluency and comprehension.

The techniques of analysis data consist of two techniques, i.e., qualitative and quantitative technique. The qualitative technique is used for interpreting of qualitative data. While quantitative technique is used for giving the score with statistical analysis technique (Nurgiantoro, dkk., 2004).

The step in planning of acting in this research is started by collecting problems in the process of teaching and learning with English teacher. Second, formulating the English course planning to solve the problems. Third, preparing a set of instruction involved a unit of instruction, English course planning, strategy /method/approach, material and preparing one of the best evaluation. Fourth, formulating structured observation and reflection. While the step for carrying out of acting is created by the teacher in the form of carrying out of English teaching and learning process that composed and collaborated by English teacher. Observation is done by the teacher on the students and teacher activity. The teacher activity in doing English teaching and learning process consists of applying a unit of instruction, English course planning, managing the classroom interaction between students and teacher or between teacher and students and providing speech community. The students activity that observed consists of how the students do their task in together work and have responsibility on their task, students presentation or performance with different topic. The students performance when they present the topic, ask questions, answer questions, and give feedback.

The evaluation step is done by the teacher to evaluate a set of instruction, teacher and students activity. A set of instruction consists of providing of a unit of instruction, English course planning, the instruments, material, strategy/method/ approach and evaluation instrument. The teacher activity in doing the process of English teaching and learning involved the application of a unit of instruction, English curse planning, class management, interaction between students and teacher, and providing the speech community to enhance students English speaking ability. The students activity involved the activity how the students do their task in together work and have responsibility on their task, students presentation with different topic in English, students performance when they ask questions, answer questions, and give feedback. In the students presentation, teacher evaluates the students pronunciation, grammar, vocabulary, fluency and comprehension.

In the step of reflecting is done by the teacher is to reflect a process of instruction, students response on the providing speech community, material/topic, and teacher strategy/method/approach in teaching, and students basic competence and their skills that

have not been mastered. The students score indicator classically shows 70%. In the case, students are able to present the topic in English, ask questions, answer questions and give feedback with the score > 70.

FINDINGS AND DISCUSSIONS

Findings

The Data About Teacher Activity

In the step of opening the process of English teaching and learning, teacher has given apperception to the students before explaining the main material. But in this step, teacher has some weakness, for example: Teacher does not give motivation to the students. The students seem not to be ready to follow new material, so, they only just keep silent.

In the step of explanation of the main material, there are some weakness made by the teacher or students as follows: 1) Students only just keep silent without asking the questions; 2) Students have lack in English pronunciation and grammar when they present the topic, ask questions, answer questions, and give feedback; 3) Teacher does not make interaction between student actively; 5) Students anxiety is high to speak English; 6) Students motivation is low; 7) Students do not give feedback if there are questions; 8) Teacher does not give motivation to the students; 9) Teacher does not help the students who have problems in learning with their group. Some problems that have explained above, may be, the teacher does not know how speech community is very important to be applied in order to be able to enhance students English speaking ability.

In the step of closing activity, teacher does not give reflecting after process of English teaching and learning. In this step, teacher should make reflecting what has been understood and mastered by the students after presenting the topic. More particular, teacher should give test after finishing the instruction. Basically, reflection is very important element in the process of English teaching and learning. By reflecting, teacher knows about the weakness and the increase herself/himself at the moment of English teaching and learning process.

When teacher provides speech community, teacher should manage good time in the teaching and learning process. In this step, teacher seems not to be able to manage the time. The time is only used to instruct the students to do the task. Speech community needs good time management, because there are some activities that should be done by the students, for example: discussion, asking questions, answering questions, giving feedback and presentation.

The Data About Students Learning Activity

Students learning activity with providing speech community is the activity which is done by the students as follows: students do their task with their members in the group and work together. Students discuss the topic in the group, students present the topic with different topic. Students ask questions, answer questions and give feedback if there are questions. A student who becomes a speaker should help his/her members if they have problems in learning speaking in the group, and so forth.

In the classroom which the teacher provides speech community, students are active to concentrate on teacher command. Students use English for discussion and presentation, for interaction between teacher and students or between students and teacher. Teacher always motivates the students to speak English. No body in the classroom is permitted to use students language. All of students should use English as a means of communication and interaction between other students or teacher in the classroom.

In the aspect of asking questions, there are a few students ask questions and give feedback. Although students still have high anxiety and ashamed to ask questions with English. In the aspect of work together, students enjoy doing their task with togetherness. Between students have responsibility each other and ask questions with other students. But, in the aspect of discussion, students seem having low motivation and bad image to discuss the topic with English. Because discussion with English is a new material for students. Students do not habituate yet to do discussion with English. So, there are some students still use students language to do this activity.

The observation is focused in the providing speech community in the process of English teaching and learning with some activities as follows: Teacher divided students into small group between three until four students. Students discuss the topic in the group with their members and work together. Students give presentation with different topic. Students ask questions, answer questions and give feedback in English if there are questions. The situation and condition should be like orchestra. Every one in the classroom has to speak English. No one is permitted to use students language, only English that can be used in speech community as a target language.

From the result of observation since the process of English teaching and learning, students still have weakness in learning English speaking as follows: Students still have high anxiety and ashamed to speak English. Students still have low motivation in learning English speaking. Students still just only keep silent. But, in other aspect, students enjoy doing discussion with together work. Students like to give feedback if there are questions although their pronunciation is not well and ungrammatically, and so forth.

The Data About Researcher Team Journal

In the researcher team journal, there are some notes written by the researcher team as follows: First, at the first meeting of process of English speaking teaching and learning, teacher begins to open English speaking instruction with reading Surah Al-Fatihah. In this step, teacher orders the cheap of the class to read Surah Al-Fatihah loudly and the other students follow him together. In the next step, teacher gives apperception to the students before explaining new material. Apperception means that teacher ability to correlate the last material with new material.

Second, after giving apperception, teacher explains standard competency, basic competency, teaching and learning indicator, learning experience, learning material, and the next step, teacher will explain the material.

Third, in this step, teacher starts to divide the students into small group between three until four students. After small group has been made, teacher gives different topic for every group. For example: going to the Zoo, reading in the library, going to the museum, and so forth. Teacher orders the group to choose one of the students in the group to become a speaker, a secretary, and other students become members of the group. Teacher orders students to discuss the topic that helped by a speaker of the group. Teacher asks for the students to use a target language, i.e., English when they do discussion, a speaker and members of the group give presentation in front of the classroom. Every one in the group should have been responsibility to give feedback if there are questions. The other students have to ask questions for the group is presenting the topic. The teacher manages the class should be like orchestra that every students in the classroom uses the target language, i.e., English, students language cant be used.

Fourth, in this step teacher gives the same task for students, i.e., to discuss the different topic in English, to give presentation, to ask questions, to answer questions, to give feedback if there are questions from other students.

Fifth, in this step teacher evaluates all of students performance in the end of the process of English speaking teaching and learning. The students performance that evaluated by the teacher consists of students pronunciation, grammar, vocabulary, fluency and students comprehension.

Sixth, the research team has provided speech community at the first cycle. Speech community be able to enhance students English speaking ability gradually. Students successful level in the first cycle until 13% for the whole of the elements that evaluated by the teacher. But, the score of students English speaking ability has not been achieved yet. The minimal standard score that has been determined by the researcher, i.e., 75. So, the

acting will be continued in the second cycle. The students successful level can be seen in the first table as follows:

Table 1: Mean Score of Students Successful Level in English Speaking Ability in the First Cycle

No	Material	Mean Score of Students English Speaking Ability		Increasing of Mean Score for all of Elements
		Before Acting	First acting	
1	Pronunciation	65 (sufficient)	67 (sufficient)	2%
2	Grammar	66 (sufficient)	69 (sufficient)	3%
3	Vocabulary	70 (high)	72 (high)	2%
4	Fluency	67 (sufficient)	70 (high)	4%
5	Comprehension	71 (high)	73 (high)	2%
	Total			13%

The Data of Students Feedback Information

The data of students feed back information according to the students since the process of English speaking and learning in he first cycle as follows: 1)The result of interview with some students showed that there are some students just keep silent because they do not understand to discuss the topic in English; 2) Some students have low interest to practice English speaking. In this case, some students are still doubt about his/her competency. So, they have bad image in learning English speaking; 3) There are some students only learn a point of topic and they give their task to the speaker of the group. They believe that a speaker be ale to do the task.

Reflecting

Based on the result of data analysis about observing activity, students feed back information, researcher team journal, interview with some students, and the result of the students evaluation in the end of the first cycle, there are some aspects can be corrected as follows: 1) In the process of English teaching and learning with providing speech community, students should have been good image, feel happy, and they should be active. No body in this class is permitted to keep silent; 2) The classroom management should be like orchestra. Every one has to speak English, ask questions, answer questions, make conversation, make interaction, and give feed back with English. No body in the class uses students language. Just English can be used for communication and interaction with each other 3) When the students give presentation, teacher should always pay attention to them to correct their pronunciation, grammar, vocabulary, fluency, and their comprehension and also teacher always give positive reinforcement and reward. By giving reward, the students

will be happy. When the students are happy, it is easy to motivate them to learn English speaking.

The Second Cycle

The procedure of English teaching and learning at the second cycle has the same procedure with the first cycle. In the second cycle, acting and observing are focused at the providing of speech community which teachers and students have to use English as a target language and as a means of communication and interaction. In this step, students language really cant be used. Every body or every one in the classroom has to use English to give presentation, to do discussion, to ask questions, to give feed back and so forth.

In the second cycle, the research does correctness acting, i.e., by giving different topic to the students one week before the next meeting. By giving the topic before meeting, the teacher hoped that students will give presentation easily and readily. The students have prepared by themselves about their pronunciation, grammar, vocabulary, fluency and their comprehension about the topic in their house in order to the students will be more easier in presenting the topic with english.

In the other correctness acting, teacher does the correctness in the class management. More particular, teacher orders the students to take a part actively in the group which the group is discussing the topic and presenting the topic. Teacher also orders the students to increase their motivation to always practice English speaking in every moment and every place. It means that students hoped to have encouragement to ask questions, to answer questions and to give feedback in English with people in speech community.

The Data of Students Learning Activity

The activity of students learning at the second cycle has increased with providing speech community. It is because of the students have practiced and habituated learning with speech community. The activity of students in the process of English teaching and learning at the second cycle as the whole is good. The students are active in discussing the topic, active in giving feedback, active in asking questions, active in answering questions, and active in presenting the topic.

The Data of Research Journal

Based on the students learning activity, the researcher makes some conclusions as follows: 1) The teacher has carried out of English teaching and learning process with

providing speech community with successful level until 22% for the whole of the elements that evaluated by the teacher, i.e., pronunciation, grammar, vocabulary, fluency and students comprehension; 2) As the whole of the students are active in English teaching and learning with providing speech community. The students are active in discussing the topic, presenting the topic, giving feedback, asking the questions, answering the questions and so forth; 3) The students have good image, high motivation, high interest and low anxiety to speak English when they present the topic after discussing. The case can be seen that classroom is like orchestra. Every body in the class tries to discuss and speak English with other friends in speech community. The students successful level can be seen in the second table as follows:

Table 2: Mean Score of Students Successful Level in English Speaking Ability in the Second Cycle

No	Material	Mean Score of Students English Speaking Ability		Increasing of Mean Score for all of Elements
		First Acting	Second acting	
1	Pronunciation	67 (sufficient)	75 (high)	5%
2	Grammar	69 (sufficient)	75 (high)	5%
3	Vocabulary	72 (high)	76 (high)	4%
4	Fluency	70 (high)	75 (high)	5%
5	Comprehension	73 (high)	76 (high)	3%
	Total			22%

From the second table can be seen that there are some increasing of students successful in learning English speaking until 22% for all of elements, i.e., 5% for pronunciation, 5% for grammar, 4% for vocabulary, 5% for fluency and 3% for students comprehension that evaluated by the teacher in the second cycle. We see that students have enjoyed and habituated learning English speaking in speech community.

Based on the result of the research can be concluded that application of speech community in the process of English teaching and learning, more particular, English speaking be ale to enhance students English speaking ability. The process of speaking teaching and learning in speech community, students have high motivation, have self confidence and have encouragement to speak English, to discuss in English and to present the material in English. In this case, teacher always memories the students to be active, becouse of mastery of English speaking is students task. By knowing English and mastery of English speaking, the students can make interaction and communication with other people, not only in their school, but also in the world. Learning English speaking with

providing speech community, students enjoy doing their task with together work with their friends in the group. Students have high self confidence, to ask questions, to answer questions, and to give feed back in English.

In the application of speech community, the teacher needs to work hard. He/she prepares English course planning, carries out of the process of interaction in speech community and divides the students into small group, does observation, collects and analyzes the data, and makes evaluation and conclusion. If speech community is carried out by teacher correctly. It will give big contribution to the students knowledge in increasing students English speaking ability. In this case, the teacher has the role as facilitator, motivator, guidance, moderator, corrector, evaluator, and the source of learning for the students who have problem in learning English speaking.

The Data of Students Feedback Information

The data of students feedback information according to the students since the process of English speaking teaching and learning in the second cycle as follows: 1) The students have been active to do the task, to discuss the topic in English, to present the topic with English, to ask questions, to answer questions, and to give feedback in English if there are questions; 2) The process of English speaking teaching and learning with providing speech community, students are easy to be motivated until they like learning English speaking seriously. They like to ask questions if they have problem in comprehending the topic in English. The students interest in learning English speaking can be seen when they practice English speaking with their friends anthusiasly; 3) Students motivation becomes high until they like to discuss the topic in English as a whole, not only a part of the topic. Students realize that learning English speaking is a part of their task. So, they do not give their task to the speaker of the group, but they do their task by themselves seriously.

Discussions

Based on the result of the research has been explained in the previous discussion that there is increase of English speaking ability of the students of SMA Sekar Kemuning Islamic Boarding School Cirebon from the mean score of the first cycle is 12% becomes 22% in the second cycle for all of elements that evaluated by the teacher, i.e., pronunciation has increased until 5%, grammar has 5%, vocabulary has 4%, fluency has 5%, and the students comprehension on the topic has 3%.

The increase of the students English speaking ability appears at the process of English teaching and learning with providing speech community. The students are active to

discuss the topic in English with their friends in a group. The students are active to ask questions, to answer questions, to give feedback and to present the topic in front of the classroom.

The increase of students English speaking ability appears after teacher gave the topic for presentation one week before students performance in front of the classroom. This case is the same with the research result of Eviyanti (2008) about increase of the students French speaking competence after the students are given a key word before presenting the topic. The increase of the students English speaking ability has been researched by Farhan (2004). He states in his Dissertation that by providing speech community, students become active to use a target language, i.e., English for interaction and communication between students and teacher or between teacher and students at school. Farhan also adds that environment should be like in England. Every body /student should always speak English. No body is permitted to use students language.

The carrying out of the process of English teaching and learning at the first cycle has many weakness as follows: The students only just keep silent without asking the questions, students have low motivation, students have lack in English pronunciation, grammar, vocabulary, fluency and comprehension. Students anxiety is also high to speak English. This case is because of the students are not habituated learning English with providing speech community.

The activity of English teaching and learning in the second cycle can minimize the weakness in the first cycle. It can be considered by the existence of increase of the students English speaking ability. In the second cycle, teacher attention is more concentration at the providing speech community and the students activity. In this case, teacher always orders students to take a part actively in the group which the group is discussing and presenting the topic. The teacher also always orders the students to increase their motivation and have encouragement to ask questions, to answer questions, to give feedback with people in speech community.

Speech community has many advantages as follows: It is able to encourage the students interact with their friends in English. It makes the classroom is like orchestra. It motivates the students to do discussion the topic in English. The students can be easy to be motivated to do their task with together work. It is able to encourage the students to present the material in English, to ask questions, to answer questions, and to give feedback in English. It is also able to give opportunity to the students practice in English, and it makes students have big responsibility to do their task in group (Huriyah, 2010:127, Farhan,

2004). Speech community is community which its members use a language variation and language norms that should be suitable with the language usage (Chaer &Agustina, 2005).

Speaking skill is needed serious and simultan practices in conducive speech community and supported by sufficient facility, for example: reading books, newspaper, magazine, language laboratory and also audio visual aids. So, school should provide language activities that enable students become active to use the language and in the turn, students will use target language optimally (optimal users), more particular, speaking skill will be reached.

CONCLUSIONS AND SUGGESTION

Based on the research result and discussion in the previous explanation can be concluded that application of speech community qualitatively be able to increase students English speaking ability. The application of speech community is done by teacher be able to enhance students motivation and self confidence. The students have encouragement to speak English. Speech community also be able to minimize students anxiety, so, the sense of students anxiety become low. Speech community is provided by teacher be able to make the classroom is like orchestra. Every body in the classroom uses English for discussion, presentation, asking questions, answering questions, and giving feedback. No body in the classroom is permitted to use students language.

In the process of teaching and learning English speaking in the classroom with providing speech community, the teacher always motivates students to use a target language, i.e., English for interaction and communication, not only with teacher but also with their friends in the classroom. The students become active to do the task, to discuss the topic in English, to present the material with using power point in English, to ask questions, to answer questions, and to give feed back in English if there are questions. So, with providing speech community, students English speaking ability can be reached.

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THE IMPLEMENTATION OF GRAMMAR TRANSLATION METHOD (GTM) AND COMMUNICATIVE LANGUAGE TEACHING (CLT) IN TEACHING INTEGRATED ENGLISH

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Abstract: Fluency and accuracy are the target of learning English. Both of them have important role for the students who learn English. Consequently, a teacher should consider fluency and accuracy of the English used by the students in the classroom. It means that teaching English should teach both linguistics and communicative competence. To teach lingusitics competence, a teacher can use Grammar Translation Method (GTM). Furthermore, a teacher needs Communicative Language Teaching (CLT) Method to teach commuicative competence. This article will study about the "The Implementation of Grammar Translation Method (GTM) and Comunicative Language Teaching (CLT) Method in Teaching Integrated English" which are applied in Basic English Station (BEST) Course of Jombang. This English course can combine both GTM and CLT to teach the students. For the first time, the writer will discuss about GTM and CLT theory. Then he will describe the programs and the materials applied in this course. Afterward, the writer will discuss about the implementation of GTM and CLT which are used to explain the materials and how GTM and CLT are applied in the programs that this course has. It means that, GTM and CLT will be applied both in the classroom and the programs of this English course.

Keywords-Grammar Translation Method, Communicative Language Teaching, Basic English Station Course

INTRODUCTION

Fluency and accuracy are the target of leaning English, both of them are very important for the students in learning second or foreign language. Consequently, a teacher should teach the students by using a method that can be used to achieve the target of

accuracy and fluency. CLT is one of methods in language teaching that emphasizes on communicative in teaching English. This kind of method focuses on building communicative competence of the students. It is a type of students' competence to use the language that they learn in the classroom for meaningful communication. This idea is supported by Richards (2006:3), he said that

" .... it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence."

However, linguistics competence is also useful for the students, because it helps students to form sentences correctly. This competence focuses on building sentences, such as understanding part of speech, tenses in active and passive, and conditional sentence. It means that in linguistics competence, the students should be able to understand part of speech and to make sentences correctly.

However, both the competences are needed by the students. They cannot be separated each other, because one method completes another. Therefore, it is very important to use method(s) that can achieve both communicative and linguistics competence.

This article will discuss about the way to achieve both competence in teaching English Course at Jombang East Java Indonesia. It will cover GTM and CLT theory as review of related literature and the previous study. Then he will describe the programs and the materials applied in this English Course. Afterward, the writer will discuss about the implementation of GTM and CLT which are used to explain the materials and how GTM and CLT are applied in the programs that this course have. It means that, GTM and CLT will be applied both in the classroom and the programs of this English course.

A study of GTM and CLT had been done by Shih-Chuan Chang from Cheng Shiu University of Taiwan. The researcher compared Grammar Translation method and Communicative Approach in teaching English Grammar. The result of the research showed that grammar teaching in the framework of the Grammar Translation Method is better than Communicative Approach. It means that teaching grammar is better to use Grammar Translation Method (GTM). Furthermore, teaching grammar focuses on accuracy. Based on the research, we can understand that Grammar Translation Method (GTM) will achieve accuracy of learning English. In addition, Communicative Language Teaching (CLT) will

achieve fluency of learning English. This research showed that both GTM and CLT have important role in learning English, but they have different function.

Grammar Translation Method (GTM)

Grammar translation method that is also called classical method is a method of teaching English that uses translation of the implementation. The main characteristic of this method is that this method focuses on learning the rule of the grammar (sentence structure) and the implementation of it in translating passage from one language to another language. In another word, a teacher who teaches English by using GTM will teach the grammar. Furthermore, the teacher uses grammar to teach the students by translating one language to another language.

This kind of method is assumed that it can make the students bored in the classroom, because a teacher who uses GTM in teaching English will present the language structure in front of the classroom. Furthermore, the students just listen and take a note from the explanation of the teacher. It means that GTM can create the domination of the teacher in the classroom. In other words, the class activity will more focus on the rule of the language structure than practice the rule itself.

In addition, GTM cannot develop the students' communicative competence, because they cannot use the rule of the language structure flexibly to communicate. Consequently, some teachers leave this method and move into another method that can develop the communicative competence of the students.

However, Grammar Translation method still has the advantage for language teaching and learning, especially in term of accuracy. Learning English accurately is very important, especially for reading, because it can help the students to understand the construct of sentence in a text. This condition can help the students to understand a text through the identification of sentence, such as part of speech, noun determiner, tenses, etc. This condition can help the students to comprehend a text easily, because learning English means learning to read.

This idea is supported by Zainudin (2011:64), he said that reading is also a goal for learning language. It means that learning language is not only for communicating, but also for reading. By mastering the grammar through Grammar Translation Method, the students can read and understand a text easily by identifying the structure of sentence in a text.

According to Celce Murcia (1979:3) there are eight characteristics of this method that the writer will mention as follows :

1. Classess are taught in the first language, with little active use of the target language;
2. Much of the vocabulary is in the form of lists of isolated words;
3. Detail explanation about the structure of grammar is given;
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and the inflection for words;
5. Reading of difficult classical texts in the beginning of the class;
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis;
7. In teaching grammar, it is important to make the language situations and language material as realistic as possible. After explaning the lesson, the teacher can provide a chance for the students to use the language that they learn in the classroom.

Based on the explanation above, we can see that Grammar Translation method is a method that can make the students bored. However, when it is modified, the students can acquire the grammar competence in enjoyable classroom without facing boring situation. The English Course that the researcher will describe has tried to implement the modified Grammar Translation Method.

Communicative Language Teaching (CLT)

When GTM focuses on teaching grammar, then CLT focuses on the language usage. It means that CLT is a method that focuses on how a certain language is used in communication. This idea is supported by Harmer (2007:69), he said that CLT talks about the concept of the language usage. This condition is reflected in our English Curriculum that the English teachers should teach the students some expressions which are used to communicate, such as asking and giving something, asking and giving services, expression of certainty and so on. It is a proof that the English currilum nowadays is designed based on the CLT method.

Furthermore, a teacher who teaches English by using CLT, it means that the teacher gives a chance for the students to use the language in communication. This condition can help the students to be master in English skill, especially in speaking. Harmer (2007:69) said that one of CLT characteristics is that CLT can create a real communication for the students. Consequently, it will help the teacher to create English environment for the students. As we know that English environment is very important for the learners, especially for EFL students. According to Sarah (the reseacher interviewed

her on September 26th, 2013 at Mayjen Sungkono University, Mojokerto), she is one of the English Teacher Volunteers from USA, practicing English in daily activity is very important. This is the big problem in Indonesia, because the students only listens English in certain condition, such as in classroom, on TV etc, but they do not have chance to use the language in daily activities, even the English teachers sometimes do not speak English with the students. It shows that giving a chance for the students to practice their English is very important thing.

In CLT, teaching English is designed for teaching the content (not the form), such as how to make something or to do something, some expressions, etc. Harmer (2007:70) said that the students, who learn English in communicative way, must have spirit to communicate something. It means that the students must have purpose when they learn English and the purpose is that the content of the language learnt, such as making an agreement, order food etc.

However, it is not easy to ask the students to have conversation each other. Consequently, it is very important to find the way how to support the students in order that they have willingness to use the language that they learnt. One of the way that the teachers can do is by giving "information gap". This is one of technique that the teachers use to invite the students' involvement in English communication. Harmer (2007:70) said "a key to the enhancement of communicative purpose and the desire to communicate is the information gap." This way can be done by giving different information to the students who are involved in language learning. For example, first student is given the question of the position of certain place, and second student is given the map of certain place that first student needs or vice versa.

By creating that condition, communicative classroom will be created and that is one of CLT. It means that a teacher who teaches by using CLT, the teacher teaches English as a function, because CLT emphasizes more on the language usage rather than the structure, although CLT has also structural competence. Richard & Theodoe, 2001: 155) said "...Communicative Language Teaching means little more than an integration of grammatical and functional teaching."

This kind of method is supported by some scholars from different disciplines, such as Halliday, Hymes, Labov etc. Richard & Theodoe (2001: 153) stated that there were some scholars who supported Communicative Language Teaching, such as Jhon Firth and Halliday form functional linguists, Hymes, Gumperz and Labov from Sociolinguistics, Austin and Searle from philosophy. CLT can provide a real context in teaching English and also it can give information about certain culture. As we know that teaching language

should also teach the culture and the context. According to Richard & Theodoe (2001: 158) stated that language should be taught in culture and context. Furthermore, CLT provide those aspects, culture and context, in teaching language, in this case is teaching English.

It means that teaching English not only teach the structure, but also how language is used in certain condition based on the context and culture of the society. On the contrary, CLT is also called as integrative method because it teaches the language and also the social interaction that uses English as a means of communication. According to Littlewood (1981:86) Communicative Activities covers two things, they are functional communication activities and social interaction activities. Both activities are very important to be implemented in language teaching and learning.

METHOD

The design of this research is a Descriptive Qualitative. This research would like to describe the implementation of GTM and CLT in teaching integrated English for EFL learners at Indonesia, especially at Basic English Station (BEST) Course, Jombang, East Java. This research had been done a year. At that time, the researcher involved in teaching and learning process. During the time, the researcher observed the teaching and learning activity (English for General (EFG) Program. Actually, it had 3 (three) programs, they were English for Children/EFC (it lasted for 3 months), English for General/EFG (it lasted for 6 months), and English for Academic/EFA (it lasted for 3 months). However, the researcher focused only on EFG Program, To observe EFG programs, the researcher used field note technique. The data that the researcher got by using field note was that the technique of language teaching used in teaching and learning process. To ensure the data got, the researcher also used triangulation technique by interviewing teacher about the technique used in the classroom and also interviewed the director. By using this way, the researcher can have been sure that the technique used is the same technique at the same program.

To collect the data, the researcher did the following steps: (1) preparing the interview guides, (2) Preparing observation sheet for doing field note, (3) doing the interview and observation. To analyse the data, the researcher did the following steps: (1) list the data got from field note and interview, (2) analyse the data got based on the Grammar Translation Method and Communicative Language Teaching theory.

FINDINGS AND DISCUSSIONS

Findings

The Program Implemented at *BEST*

Based on the field note and interview, the researcher got the following data: (1) the data about the programs that the English course had and the material which were delivered to the students, (2) the data that related to the technique of language teaching. the following was the data presentation.

There were some programs that BEST (It stands for Basic English Station) had, they were English for Children (EFC), English for General (EFG), and English for Academic (EFA). English for Children Program was a program that was designed for children who were at elementary school. They were 9 to 13 years old. This program lasted for 3 months in which a week had 3 or 4 meetings.

Furthermore, English for General (EFG) is the second program that BEST had. This program was designed for junior high school students, senior high school students, and university students. This program consists of three levels, they were BTC (Basic Training Course), CTC (Central Training Course), and TC (Training Course). It needed 6 months to complete all the levels in this program.

Each level had certain materials. The materials of BTC level were Part of Speech, Pronoun, Possesive, Tenses in Active, translation, and conversation. Translation and conversation were two activities that had to be done at each meeting. In this case, the teacher spoke Indonesian Language, and the students translated it into English based on the grammar they learnt in the classroom. Each meeting for this level consisted of 90 minutes. 15 minutes for drilling the students, 30 minutes for explaining the material, and 45 minutes for having conversation. In drilling activity, the teacher asked the students to translate what the teacher said from Indonesian into English based on the materials that had been explained at previous meeting. Then in explaining the material, the teacher started it by giving the pattern of certain tense, after that the teacher gave the example in the form of sentence, and the teacher drilled the students by using the material given. This second activity lasted for 30 minutes. The lasted 45 minutes, the students were asked to have conversation with the partner that they chose by themselves. It means that they were free to choose partner, in order that they could express their mind freely. In this level, both the students and teacher sometimes used English in the classroom. This level lasted for 1 month.

In addition, the materials of CTC level were Tenses in Passive, Degree of Comparison, Command and Request, Conditional Sentence, Tag Question, Reported

Speech, and Full English Training. In this level, the teacher used two languages in explaining and communicating with the students. In the classroom, the teacher used Indonesian and English to explain all the materials. Besides that, the students were a must to speak English although they had finished the class activity. In this case, the students were supported to use the English out of the classroom. In order that this rule did not make burden for the students, they could apply code mixing in their conversation. The most important thing in this level was that the students were brave to use their English in daily activity. Moreover, this level had additional program and activity, they were Meeting Program and Memorizing Drilling Concept. Meeting Program was a program that gave the students to practice their English in the real social context. In this program, the students got duty to be MC, reader of Holy Quran, Translator, and speakers. For those who became speakers, they had to present their idea in front of the audiences by using English. Besides that, the audiences gave questions based on the topic presented. The second program in this level was that Memorizing Drilling Concept, it was a compilation of recount text that the students had to memorize in front of the classroom. After memorizing it, the students were asked to make conversation based on the drilling concept they memorized. This level lasted for 2 months.

Additionally, TC level materials were full of English Communication, Adjective Clause, Discussion and it would be completed with spoken test in which the students had to practice to have communication with the foreigners. Additionally, in this level, the teacher used full English in explaining the materials, besides that the students also used English in daily activity, especially in the classroom, or in anywhere when they were in the English course area, such as in parking area and in the waiting room. In another word, the students who could reach this level, they had to be able to create the English environment to support their skill, especially in speaking. The program that was held by this level was Cycling and Selective New Chief of Meeting Program. It was a kind of outdoor activity that was used not only to practice their English, but also to refresh the students' mind. This level lasted for 3 months, the test was included in the three months.

The last program that BEST had was English for Academic (EFA) Program. This program was designed for the students who had been completed EFG Program and students would like to be master in Academic English, such as texts type and some expression. However, in this research, the researcher just focused on English for Genenal (EFG) Program

The materials given during the teaching and learning process are Part of Speech, Pronoun, Possesive, Tenses in Active, Tenses in Passive, Degree of Comparison,

Command and Request, Conditional Sentence, Tag Question, Reported Speech, and Adjective Clause.

The next data that the reseacher got was that related to teaching techniques. The teaching techniques used during the teaching and learning process were (1) at the first level (BTC level), the teachers used first or second language (Javanese and Indonesian), (2) at all levels, teachers explained the structure of certain grammar that relate to the material at that time, (3) besides teaching grammar, the teachers also gave list of vocabularies while they were teaching grammar, (4) the teachers drilled the students to use certain grammar, (5) at the end of the classroom (about 45 minutes before the class finished), the students are asked to practice in pair the language that they learnt that day, (6) before practicing, the teachers gave a model for the students in order that the students could understand the instruction clearly and they could have spirit, because they had known what they would like to do in front of the classroom, (7) in practicing, the students were asked to have conversation based on the language used in daily activity, such as asking subject, asking object, asking time, place, etc. When the researcher interviewed one of the teacher there, the respondent for the teacher was Mrs. Indah, she told the researcher that she used the same techniques as the researcher used. Besides to the teacher, the researcher also interviewed the director, he asked about the technique implemented in this English course. According to Mr Budi, as the director, all the teachers there were asked to use the same technique in teaching and leanring process and it was a must for the teachers to implement those techniques.

Furthermore, based on the observation, the researcher also found that this English course did some activities, such as memorizing Drilling Concept, Meeting activity, Cycling and Selective New Chief of Meeting Program.

Discussions

Based on the data above, the researcher would like to classify the techniques used in teaching and learning process as follow:

Table 1: the method used in Basic English Station (BEST) as the English Course

Method	
GTM	**CLT**
the teachers used first or second language (Javanese and Indonesian)	the students are asked to practice in pair the language

	that they learnt that day
teachers explained the structure of certain grammar	the teachers gave a model for the students
the teachers also gave lists of vocabularies	the students are asked to have conversation based on the language used in daily activity
the teachers drilled the students to use certain grammar	Meeting activity
Memorizing drilling concept	Cycling and Selective New Chief of Meeting Program
	To have conversation based on drilling concept

Based on the table above, we can see that the English course implements Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) both in the classroom and outdoor activity.

The first technique to present the material used by the teacher was that the teachers used first or second language (Javanese and Indonesian) when they explained the material at the first level (BTC Level). it is the first characteristic of GTM technique proposed by Prato and Celce Murcia (1979:3), because the teachers spoke Indonesian and even Javanese rather than English as the target language. Actually, the teachers also used target language, but they used Indonesian and Javanese frequently. It was done because the students at this level were still basic; they did not have more language input in their society.

The second technique used by the teachers was that to explain the structure of certain language. It is also the characteristic of GTM, because the language teaching and learning focuses more on the pattern rather than communication. In this technique, the teacher explained the structure of English sentences, both in active and passive form. The teachers explained how to construct the correct sentence.

List of vocabularies were also given to the students. This is one of the characteristic of GTM, because at this activity, the teachers made a list of verb, adjective, or noun for the students and those verbs were used to practice the pattern of sentence that the students learnt. Teaching grammar and vocab at the same time is a good way for students because it can help them to practice what they learnt in the classroom by using grammar and vocab they got. According to Phillips (1995:74), he said "both vocabulary and grammar need to

be taught in context and the children should always to be given plenty of opportunities to use the language that they have learned in class". This way is the combination of GTM and CLT, because the teachers did not only give vocabularies list, but also gave opportunities for the students to practice the language at the end of the classroom activity. The students were asked to practice in pair. It is the characteristic of CLT. By combining this activity, the students not only can create correct sentence, but also they can use the language for daily conversation.

Before being given a chance to practice, the teacher stimulated the students by using two activities; they are drilling technique and giving a model. The purpose of drilling was that to stimulate the students in using the target language based on the pattern and vocabularies given. Besides that, this technique was used to ensure that the students understand the material given. While giving a model is one of activity to give scaffolding for the students before they practice. This scaffolding was very important for the students, because the students can see directly what they would do/practice in front of the classroom.

Memorizing drilling concept was also type of GTM. In this activity, the students were given a text that relates to the grammar they learnt, and they memorized the text in front of the classroom. However, the students not only memorize the text, but also they practiced to have conversation based on the text they memorized. This is also a combination of GTM and CLT, because in memorizing, the students got input about the grammar and vocab, while in having conversation, the students got a chance to practice the grammar and vocab they got in drilling concept. Both activities were useful for the students in building the knowledge of grammar and confidence of the students to speak in front of the classroom.

Additionally, Basic English Station (BEST) also had outdoor activity that was Cycling and Selective New Chief of Meeting Program. They were kind of programs which were done to refresh the students' mind and to give the students a chance to express their mind. Those activities were done once three months. There were many activities that the students should do, they were fun bike, practicing to be MC, giving speech and some performances. During those activities, the students had to speak English. When they needed a help, they should ask a help to their friends by using English, that was a learning model that could create English environment for the students. Consequently, the researcher calls it as Communicative Language Teaching.

Relate to Cycling and Selective New Chief of Meeting Program, Basic English Station (BEST) also had program namely Meeting Program. This program was done once two weeks. In this program, all the students had to speak English. There were some

students who got duty as MC, English translator, speakers to give speech, and other students had pay attention to the speakers. After the speakers gave speech, the other students should give certain question that relate to the topic of the speakers. Consequently, the students always got a chance to practice their language, because this activity was done once two weeks. This kind of activity was very important for the students to build the confidence of students when they spoke in front of the public.

To make clear the explanation above, look at the figure below:

Focus on Accuracy

Focus on Fluency

Focus on Fluency&Accuracy
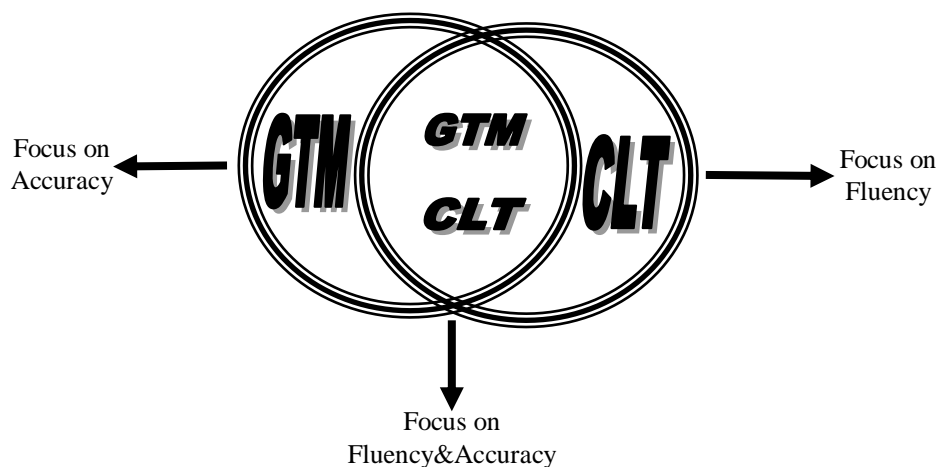
Figure 1: the combination of GTM and CLT in Teaching and Learning Process

Based on the figure above, it can be seen that both of GTM and CLT are useful for language teaching and learning, because each method has different target – accuracy and fluency – and both of the targets are needed by the students.

CONCLUSIONS AND SUGGESTION

Finally, it can be concluded that discussing about GTM and CLT means that we do not discuss about better and worse method, but we discuss about the different target of each method. GTM target is accuracy, and CLT target is fluency. It is very important to combine both accuracy and fluency. Furthermore, Basic English Station (BEST) as the English course is the institution in Indonesia that has implemented those two methods – through material and activity – to get accuracy and fluency in English for their students.

It is suggested for the next reseachers to have research by combining those two methods in teaching and learning. The next researchers can use Research and Development Design to develop material based on those two methods. Furthermore, the next researchers also can use these two methods in Classroom Action Research Design.

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Hari Prastyo was the researcher born on Jombang, August 15th, 1986. He finished his undergraduate program at "Maulana Malik Ibrahim" State Islamic University of Malang on 2008. In addition, on 2012 he got his Magister Degree in English Education at Islamic University of Malang. At 2013, he presented his first paper at the international conference on English Linguistics and Literature. The next year (2014), he presented his second paper at National Conference of 6th NELTAL. Then at the same year, he presented his paper at 61th TEFLIN International Conference about Need Analysis on Academic Writing. A few days after that (2014), he also presented his article about readability and discourse quality at 2nd ELITE International Conference. On 2015, he was invited as parrarel speaker at the International Conference on Language, Culture and Society held by Indonesian Institute of Sciences-LIPI Jakarta).

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Larue (2007) identified intelectual freedom and patron confidentiality as two key values held historically by libraries.

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Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological" (Gould & Brown, 1991, p. 14).

Indirect Quotation with Author as a part of the Narrative
Gould and Brown (1991) explained that Darwin used the metaphor of the tree of life "to express the other form of interconnectedness–genealogical rather than ecological"(p. 14).