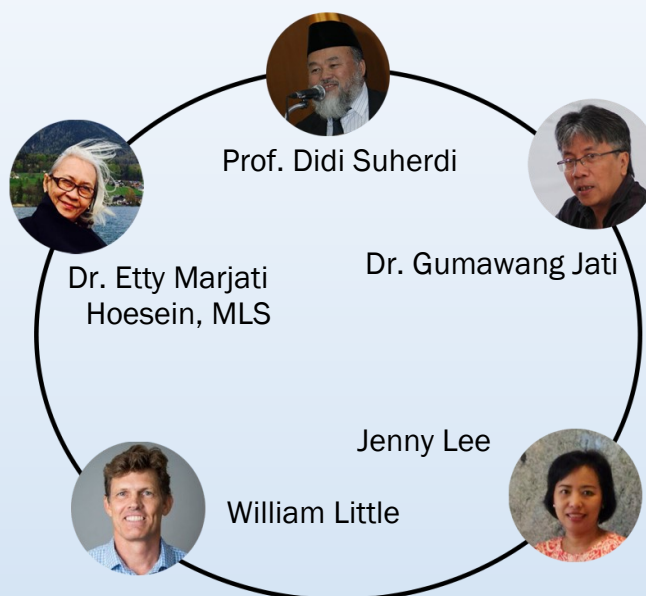# THE 1st INTERNATIONAL IETA CONFERENCE

PROCEEDING

Equipping Young Indonesian Future Leaders with Proper Attitude, Essential Knowledge, Competitive Skill, and Globally Accepted Credentials

Prof. Didi Suherdi

Dr. Gumawang Jati

Dr. Etty Marjati Hoesein, MLS

Jenny Lee

William Little

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Universitas Pendidikan Indonesia
September 14-15, 2016

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Preface

This proceeding contains a collection of papers presented at the 1st International IETA Conference conducted by Indonesia English Teachers Association (IETA) West Java associating with Universitas Pendidikan Indonesia (UPI) Bandung at 14-15 September 2015. This conference took place at Fakultas Pendidikan Ekonomi dan Bisnis (FPEB), Universitas Pendidikan Indonesia, West Java, Indonesia.

The conference having theme, "Equipping Young Indonesian Future Leaders with Proper Attitude, Essential Knowledge, Competitive Skills and Globally Accepted Credentials" was very special because it was designed in the form of seminar and workshop. In addition, teaching demo and best practice presentation from teachers also were scheduled in this conference. Consequently, all teachers will get relevant information from other teachers, lecturers, students, and practitioners from different perspectives in order to improve the quality of English teachers and students in schools.

Therefore, we hope that this proceeding will give benefit to readers especially English teachers who came to conference and presented their paper. However, we also hope that this digital proceeding will spread to other English teachers in Indonesia so that this proceeding will be more useful. Last but not least, the conference is not over yet. We will spread the word of education in Indonesia in next year planned at Kupang. Thus, thank you for joining us this year and we are looking forward to seeing you again next year.

Bandung,   September 2016

Committee of IETA Conference

Committee Report
Chief of IETA
West Java

Bismillahirohmannirohim

Rector of Indonesia University of Education
His Excellency Head of Education and Art Office of
West Java Province
Conference Participants
Distinguished Guests and Speakers
Ladies and Gentlemen,

Assalamualaikum Wr. Wb.

First of all, let us thank Allah, the Almighty, for blessing and guiding us into the right path, and for granting all means and opportunities together here to attend this meaningful occasion. It is indeed a pleasure to welcome you this morning to this First International IETA Conference on Equipping Young Indonesian Future Leaders held in the beautiful city of Bandung, West Java. As chairman of this conference, I am honored to greet you here today to deliberate an important issue for all of us as English teachers and lecturers, to provide our young generation with all best things they can get to win global competition, and therefore the theme of the conference is "Equipping Young Indonesian Future Leaders with Proper Attitude, Essential Knowledge, Competitive Skills and Globally Accepted Credentials." This conference is being held here today to introduce and explain all matters related to the theme to all participants. I understand that education, especially English subject, has evolved in many ways and so does the world. It is necessary for us to promote how important English language is, to ourselves and as well as to our next generation, including keeping in touch with the latest English learning methods, learning materials, learning tools, and so on, so we all can be part of the fast changing world with high level of English competency.

Organizing a conference of this magnitude is no easy task, especially when we have many agendas and topics areas. I did not imagine how difficult it would be when I was invited to chair this conference. However, I am pleased that I accepted this challenge as it has been a stimulating experience for me to coordinate the work. I would like to express my thanks to all the staff at IETA West Java, Universitas Pendidikan Indonesia,and Dinas Pendidikan Provinsi Jawa Barat for their untiring efforts to make this international conference a success. At this point, I would like to extend a warm welcome to our distinguished guests and speakers. Firstly, Mr. William Little, Director of RELO US Embassy. Secondly, Dr. Etti M Hussein, Director of IDCA. Thirdly, Dr. Gumawang Jati (ICT Specialist from Institut Teknologi Bandung, and Mrs. Jenny Lee, COO of International Test Center.

Your presence here today is of great significance to us and your acceptance of our invitation to be the speakers is most graciously acknowledged. I would also like to welcome all of the conference participants.

Ladies and Gentlemen

Insha Allah we are going to have two days discussion on 14 and 15 September 2016 which is segmented into two main sessions, Plenary and parallel with the keynotes, presenters and participants from all over Indonesia and overseas.

On behalf of all of you, may I extend my thanks and appreciation to our speakers, presenters of technical papers and posters, our sponsors, associates and members of the organizing and program committees.

My thanking and gratitude to the sponsorships, West Java Office of Education, Indonesia University of Education, PT International Test Center, PT Humaniora Utama Press, Ganesha Operation, English Development Program, MGMP Bahasa Inggris SMK West Java Province, IETA, IETA West Java that have given us valuable things to make the conference run smoothly. My special thanks to Danke Dradjat who is willing to be the Master Ceremony of our event.

Now, on behalf of the organizing committee, I am pleased to declare this conference open. I am particularly delighted that, Prof. Didi Sukyadi, Vice Rector of Universitas Pendidikan Indonesia has graciously agreed to preside over today's opening ceremony and deliver the address.

Our wish is that you will enjoy this conference, contribute effectively toward it and take back with you knowledge, experiences, contacts and happy memories of this First International IETA Conference on "Equipping Young Indonesian Future Leaders with Proper Attitude, Essential Knowledge, Competitive Skills and Globally Accepted Credentials

Ladies and Gentlemen,
Thank you for all your attention
Wassalamualaikum Wr. Wb.

Welcome Speech
IETA President
Drs. Andri Defrioka, M.Pd.

His Excellency Head of Education and Art Office of West Java Province
Rector of Indonesia University of Education
Distinguished Guests
Conference Participants

Ladies and Gentlemen

A very good morning and Assalamu'alaikum war.wab.

A feel honored to bid you all welcome to the First International IETA Conference. I must be the first to admit that the preparation of the conference came out tops, especially the swiftness of gaining positive responses from invited overseas and domestic speakers.

Ladies and Gentlemen

IETA is a professional organization which stands for Indonesian English Teachers Association. The members of IETA are institutions and individual teachers of English in primary, secondary and tertiary education institution in Indonesia as well as instructors in non-formal English course. IETA was set in 2008 as the result of the first congress of English teachers to provide them with opportunities to share and discuss contempory issues and trends as well as developments in language teaching, learning, and research. IETA also aims to provide direction to the future development of English language teaching in the country.

To achive its purpose, IETA conducts an annual conference organized by its member institutions. The current conference is attended by more than 200 domestic and overseas participants. The speakers at the conference consist of invited scholars, university lectures, and teachers from schools and other educational institutions.

Since it was established, IETA has conducted a lot of programs and conferences. Until now, It has been established 17 branches of IETA. Since 2010, IETA has been the member of IATEFL (International Association of Teachers of English as a Foreign Language) based in Canterbury, England. IETA has been involved in developing the association in selecting IATEFL board, conducting survey etc,

Ladies and gentleman,

In 2013, the ministry came with a new concept of school curriculum, which is claimed to be a curriculum emphasizing the affective domain of education. Therefore, the desired attitudes and characters expected of the learners are explicitly stated in terms of competences across the curriculum. As a whole, Curriculum 2013 is still a competence-based curriculum in that the objectives are formulated in terms of the target competence or the product of language learning. Despite the similarities, however, this new curriculum seems to have sent much bigger shockwaves to the teachers in its implementation.

Moreover, the globalization era which has been implemented challenged our nation to prepare the new generation which have three types of skills. First .good learning skills involving; Critical Thinking, Creative Thinking, Collaborating and Communicating. Second, Literacy skills involving Information Literacy, Media Literacy and Technology Literacy and the last, Life Skills involving, Flexibility, Initiative, Social Skills, Productivity and Leadership

To achieve all skills above, as English teachers and lecturers have to find certain strategies. That is why at this conference, we choose the theme "*.Equipping Young Indonesian Future Leaders with Proper Attitude. Essential Knowledge, Competitive Skills and Globally Accepted Credentials".*This theme may give inspiration for their success of EFL teaching and learning in Indonesia, especially at secondary and higher education.

On behalf of the National IETA Board, I would like to take this opportunity to extend my high appreciation and sincere gratitude to invited speakers, institutions such as Indonesia University of Education Bandung, RELO US Embassy PT. International Test Centre Jakarta, International Literacy Association, and paper presenters, without whom no sessions of the conference could be held. Our appreciation is also intended to the honourable Rector of Indonesia University of Education Bandung and staff for their willingness to support and to host this conference. Our appreciation is also intended to all sponsors such as: PT. Humaniora Utama Press Bandung, EDP etc. Likewise, my thanks also go to members of the Organizing Committee of IETA West Java board for their hard work without which this conference would not be what it is now.

Distinguished guests, ladies and gentlemen

I wish you fruitful deliberations and have a nice conference, and we'd like to call upon His Excellency, the Head of Education West Java Province to officially open this conference.

Thank you.

THE 1st INTERNATIONAL IETA CONFERENCE 2016

Equipping Young Indonesian Future Leaders with Proper Attitude, Essential Knowledge, Competitive Skills
and Globally Accepted Credentials

14- 15 September 2016

A. Background

Current learning models such as competence-based, problem-based, outcome-based, heuristic, cooperative, and collaborative do sound different, but in fact, on the surface only. If consistently adopted, whatever term is used it shares the characteristics which all those terms signify. If competence-based learning does not stop at its loose parts, for example, the competence has to become outcome-based, e.g. to accomplish a project or solve a problem. Only simple problems need segregated knowledge, skills, and attitudes to solve. Complex and more profound educational problems, on the other hand, need an integrated competence, outcome-based focus, discovery, cooperation, and collaboration to bear meaningful solutions.

This postmodern society of ours requires even more collaborative solutions, rather than competition, for the promotion of self-actualization, for higher excellence in one's own right, personal and social, empirical and transcendental. Collaboration rather than competition allows every educator, inclusive teacher, and every group of educators to take a role befitted to one's own conditions.

Indonesian English Teachers' Association (IETA) serves for such a purpose. A national-level collaboration allows every provincial-, district- and school-group, and individual teacher and educator to see better what role they can play and the nature of self-excellence they are capable of growing to. At the regional level, 2015 is to coincide with the Asia Economic Community (MEA). With APEC and WTO to follow suit, eventually every educator, even group of educators is, in one way or rather, to become a collaborative member of global society.

A teacher conference is naturally, a venue to promote teacher professionalism by way of seminars and other activities. IETA Conference of 2016 provides opportunities for teachers to share their effective teaching method, their best practices in English instruction and the like. It is therefore, earnestly appealed that all English teachers in Indonesia send representatives.

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B. Topic Areas

1. Best practices in language learning and curriculum design
2. Innovative approaches in embracing creativity in language learning
3. Blended Learning
4. Action Research
5. Teacher's Professional Competence
6. Deliver model practices using approaches for different types of learners
7. Modes and modalities of language assessment
8. Continues Professional Development
9. ICT-Based English instruction
10. English local-based material development

C. Conference Goals

1. To provide a forum for sharing authentic English instruction.
2. To engage discussion on new initiatives in translating language policy into curricula, materials and actual classroom practice.
3. To share creative, innovative, and effective English instruction.
4. To explore new possibilities in English teaching literacies.
5. To discuss implication for English teacher competencies

D. Plenary Speakers/Invited Speakers

These are formal lecture presentations by distinguished scholars in the field specially invited by IETA, lasting forty-five minutes plus fifteen minutes question time. The plenary speakers in the conference are, among others:

1. William Little—The Director of RELO US Embassy
2. Etty M Husein—The Director of IDAC
3. H. Didi Suherdi—Indonesia University of Education
4. Gumawang Jati—Institut Teknologi Bandung
5. Jenny Lee—COO International Test Center

Plenary Speaker

William Little

William Little is a Regional English Language Officer (RELO) currently based in Jakarta, Indonesia. He holds master's degrees from the University of Colorado, Boulder (Sport Psychology) and the University of Texas, San Antonio (Bicultural – Bilingual Studies) and has over 20 years' experience in the ESL/EFL field both domestically and overseas. Prior to joining the Bureau of Educational and Cultural Affairs, Bill was a professor at Georgetown University where he explored a variety of language teaching interests, from education technology (including video games, virtual platforms and online learning environments) to learner autonomy and social entrepreneurship. He also served as a Senior English Language Fellow (2012-2013) in Turkey where he worked extensively with other Fellows, Fulbright ETAs and the Access programs in south and eastern Turkey. Mr. Little lived in Tokyo, Japan for three years and has traveled widely in Indonesia and other countries in Southeast Asia.

The Creative Classroom

The Nobel scientist, the master artist, even the prolific goal scorer in football are commonly lauded for their creative genius. Interestingly, it has only been in the last three decades that teachers have been described as 'creative'.   In fact, the creative classroom is now seen as an essential aspect of successful teaching at all levels.

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Gumawang Jati

Education

§ S1 Degree, IKIP Sanata Dharma 1987

§ Master of Art, University of Warwick, England

§ Doctorate Degree, Universitas Pendidikan Indonesia, Bandung

Fields of Competence

§ English Language Teaching , Teacher Training, Digital Material Development & ICT in Education

Working Experience

§ English Teacher

§ English Teacher & Course Programmer

§ Head of Language Center

§ General Secretary
§ Director

Technology, Literacy, & Language Learning

"Teaching Z Generation"

Rapid evolution of communication technologies has changed language pedagogy and language use, enabling new ways of learning, new forms of authorship, and new ways to teach beyond cognitive, classroom wall and curriculum. The first section of this presentation identifies and discusses the characteristics of Z generation followed by what required when entering the job market for 21st century. The second section discusses changes in the society due to the rapid development of ICT which lead to the changes of how people interact in their daily basis. The third section discusses the implications for teaching and learning and what teachers and students can do beyond the classroom wall in relation to the present of new available Apps which can be used for teaching Z generation.

Keywords, ICT, Z Generation, useful Apps for education

Didi Suherdi

Didi Suherdi is a Professor of English Language Education and currently the Dean of Language and Literature Education Indonesia University of Education (Universitas Pendidikan Indonesia). His research interests include English as a foreign language teaching and learning, English teacher education, and classroom discourse analysis.

ATTITUDE AND INDONESIAN FUTURE LEADERS

The introduction of Curriculum 2013 in Indonesian schooling system may serve as a critical response to the 21 st century challenges. The inclusion of attitudinal contents into the curriculum play a pivotal role in the success of the country in this challenging and very demanding century. This paper is intended to present a report on the developmental study of a model for the incorporation of attitudinal contents into the curriculum of Indonesian secondary schools, especially in the teaching of English. The study was a part of a bigger project on the development of MAMPU (Membangun Akhlak Mulia dan Prestasi Unggul, literally means Developing Noble Character and Outstanding Achievement) in the Universitas Pendidikan Indonesia's Laboratory Schools. The data was collected through observations, interviews, and questionnaires. The result shows that the model motivates the development of positive attitude towards good learning, teaching, and life.

Keywords: attitudinal contents, Curriculum 2013, MAMPU, noble character, outstanding achievement

Etty Marjati Hoesein

Etty Marjati Hoesein is a senior lecturer at Pattimura University. She is also Chair of International Development in Asian Community of International Literacy Association. She was graduated from Library Science & Information Technology at State University of New York at Albany. She was also graduated from English Teaching at Universitas Negeri Malang.

Jenny Lee

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3. Jakarta Utara

The Importance and Benefit of Having International Certification: English and ICT

Our world is changing at unprecedented speeds. Countries, organizations, companies, schools and individuals have to adapt quickly in order to be competitive. The number of jobs in our markets may be increasing but workforce growth is outpacing job opportunities. Good and well-paying jobs are scarce. As human resource costs rise, employers become much more careful and professional in making decisions about hiring than before. They cannot afford to rely on guesswork to screen, shortlist and select employee candidates because wrong hires can be very costly to them in terms of money, time and morale. Fortunately, technology and science now make it possible for employers to recruit people efficiently and effectively. By relying on standardized and globally accepted assessments, employers now have affordable, simple-to-use means to help them sort and select good candidates reliably and objectively. Increasingly, it has become necessary for people seeking jobs to have certifications in vital life and work skills, besides owning a national school examination result or college degree. In a super-fast changing and globalizing world, vital life and work skills that employers seek include English Language (for International Communication), ICT, Verbal Reasoning and Numerical Ability proficiencies. They also want to vet their candidates' psychological profile, character and leadership qualities. It is not enough to confer our graduates and job seekers with a national examination result or university degree. Employers want more proof of qualification, proficiency and fitness for work. This presentation helps educators and students understand the value of

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standardized assessments and international certification to increase employment opportunity. Take heed, unemployment and underemployment are silent killer diseases in today's society. On the other hand, standardized assessments and international certifications are silent remedies and supporters for those serious about wanting good jobs for themselves or their students.

Parallel Speakers

An Analysis of Theme and Thematic Progression of Narrative Texts in English
Summativetest for Ninth Graders

Fanissa Narita, Dra. Sri Setyarini, M. A, M. Handi Gunawan, M.Pd.
English Education Department of Indonesia University of Education

This study entitled an Analysis of Theme and Thematic Progression of Narrative Texts in English SummativeTest for Ninth Graders aims to find out Themes and Thematic progression patterns frequently reveal in Narrative text taken from the English tests for ninth graders used by the teacher. A descriptive-qualitative approach focusing on case study was employed in this study since only one school involved as the participant. The collected data were analyzed by using Theme system grounded from Systemic Functional Linguistics (SFL) theory (Halliday and Matthiessen, 2004). Firstly, the Narrative texts were selected following the theories of Genre by Eggins (2004) and Christie & Dewerianka (2008). Two out of three texts consisted of Complication, Evaluation, Resolution, Coda whereas one text didn't reveal Coda in the story. In terms of Theme choices, the dominant Theme appeared was Topical Theme, followed by Textual Theme and Interpersonal Theme. Meanwhile, the most frequent Thematic progression applied in the texts was Reiteration pattern which repeated the same Theme within clauses (Eggins, 2004). However, the results also showed some discontinuities in the Thematic progression of the two texts. Due to the discontinuities found, students are potentially hindered in discovering the point of the texts (Butt et al., 2000). Thus, the findings of the research suggested that the teacher should give more attention towards the materials given to students. Teacher is supposed to comprehend Theme system so that the analysis of text can be made to select a better test material.

Keywords: Systemic Functional Linguistics, Theme, Thematic progression,
Narrative text

Reinforcing reading skill is essential for EFL/ESL students since it builds a better development in all academic areas (Anderson 2007, as cited in Han, 2010). It is an interactive process in which the author and the readers are communicating through text. The process will run if the reader can catch the writer's message expressing the idea of writing, opinion, knowledge, fact, etc (Burnes, 1991). Besides, McNamara, Louwerse, and Graesser (2005) confirmed that one of the highly interactive component in reading comprehension is the text aspect.

Nevertheless, the current practice of selecting texts for students is far from adequate. It is stated by Brown (2001) and Gerot (2000) that the idiosyncrasies of written language is a reason for certain reading difficulties experienced by the readers in reading test. A research conducted by Handayani (2013) investigating students' competence in reading story also showed that many Indonesia students find it difficult to understand the text especially on recognizing the formation from the texts. Regarding this, one aspect that should be taken into account in constructing the text is text's coherence. This aspect largely influences the process of reading comprehension in the reader mind. As stated by Mckeown (1992, cited in Alderson, 2005) that text coherence facilities and enables reader to comprehend the text better, thought the topic is unfamiliar. Wei (2016) also said that Reader- Based coherence at global level-by requisite of consistent ideas- helps readers understand the development of ideas, concepts, or arguments, which coincides with the information structure composed. A coherent text mainly depends on the semantic relation between sentences, such as thematic structure. According to Halliday (1976; as cited in Jingxia and Li, 2013) words cannot be formed by jumping from one to point to another point disorderly. It can be inferred that the words must be developed regularly following the coherence of Theme.

On the other hand, Systemic Functional Linguistics (SFL) has provided a tool for analyzing text's coherence. The connection and the development of ideas in the text can be traced by *Theme* system and *Thematic progression* pattern. As stated by Thompson (2014) that thematic organization is "a major aspect of how the message of text is delivered in a way which makes *Theme* fit smoothly into unfolding language event" (p.145). Therefore, *Theme* and Rheme construction can be considered as a valuable instrument for Language education for both in the teachers and students side. It helps teachers in making material for learning process (McCabe-Hidalgo , 1998 as cited in Shieh and Lin, 2008). Besides, *Theme* system analysis also benefits readers from some aspects as suggested by Jianghong, Hairong, and Xiangfeng (2005) and Wang (2007). Firstly, the use of *Theme* system enables students to remember the most important information in the texts. Furthermore, drawing upon *Thematic progression* patterns is a very effective method for fast reading and keeps the students aware of the central information.

Concerning the explanation above, maintaining *Theme* and *Thematic progression* patterns in the texts is important. Teachers should be aware to the text used in their English tests, whether the one adapted, taken from other sources or originally written by the teachers. Thus, this study is intended to analyze texts in English summative test used by the teachers using *Theme* system and *Thematic progression* patterns. However, in Indonesia the research done on the application of textual metafunction in analyzing and interpreting texts in English test used by teachers is rare. In contrast, some studies relating to those concerns mostly investigated students' text. The previous research on the application of textual metafunction conducted by Bangga (2013) was aimed to analyze Exposition text written by students.

Therefore, Therefore, this study purposes to analyze the organization of the texts used by teacher in the English summative test especially, in terms of its textual organization. In particular, this study aims to explore the *Theme* and *Thematic progression* patterns of the Narrative texts in English summative tests used by the teacher at one of Junior High Schools in Bandung.

Systemic Functional Linguistics

SFL is a social theory of language regarding the function of language is "to maintain social interaction among people" (Emilia, 2014, p. 63). The theory points out that language is realized for specific functions that are oriented towards its context (Caffarel, Martin and Matthiessen, 2004; Halliday and Matthiessen, 2004; Eggins, 2004). Moreover, Caffarel, Martin, and Matthiessen (2004) identified that "SFL is grounded in discourse and focused on meaning" (p. 2) However, SFL holds the principle that language is structured to make three main kinds of meanings including *ideational, interpersonal* and *textual* function (Bloor and Bloor, 2004; Caffarel, Martin and Mathiessen, 2004; Halliday and Matthiessen, 2004). Principally, it is stated that the ideational meaning deals with on ideas, things, phenomena and experiences, the interpersonal meaning focuses on judgments, negotiations and social relations, and the textual meaning concerns on the properties of textual organization (Halliday and Matthiessen, 1999; Eggins, 2004; Gerot and Wignell, 1995; Emilia, 2014).

Theme System: Clause as Message

Textual metafunction is realized into a system called as *Theme* system (Caffarel, Martin and Matthiessen, 2004; Halliday and Matthiessen; 2004, Halliday and Webster, 2009). Generally, *Theme* system is concerned with the structure of the text as a whole. As stated by Martin(1992), Martin, Mathiessen, and Painter (1997) that the *Theme* system notion is on the organization of information within individual clauses, and through this, with the organization of a larger text.

It is the system for organizing text in a particular way which depends on its purpose and its context in order to achieve textual meaning (Eggins, 2004; Lock, 2005). According to Coffin (2005), understanding *Theme* system is essential "to construct message so that they fit smoothly and coherently into the unfolding text" (p. 55). Moreover, *Theme* system has a significant role in language Education. It benefits both teachers and students in learning process. As pointed by Belmonte and McCabe-Hidalgo (1998 as cited in Shieh and Lin, 2008) that the notions of *Theme* and *Thematic progression* is to help teachers in providing materials for classroom activities. Besides, implementing *Thematic progression* patterns is a very effective method for fast reading and keeps the students aware of the central information (Jianghong M. , W. Hairong and C.Xiangfeng, 2005; Wang, 2007).

Basically, *Theme* system is realized through a particular structure in which a clause falls into two main constituents: *Theme* and Rheme (Halliday and Matthiessen, 2004; Eggins, 2004, Bloor and Bloor, 2004; Emilia, 2014). Halliday (2004) defined that *Theme* is the primary element within the clause in which the message is delivered. A Theme is the point of departure of the message or the starting point for the message: "what the clause is going to be about" (Halliday, 2004, p, 65 ;Eggins, 2004, p. 275). Furthermore, Emilia (2014) stated that the information considered as *Theme* indicates the writer's or speaker's attention in their message. Thus it can be concluded that *Theme* must be the first constituent of a clause.

The Boundary of Theme

Theme mostly can be categorized into some types: *Topical Theme, Interpesonal Theme and Textula Theme.* (Gerot and Wignell, 1995; Eggins, 2004; Halliday and Mathiessen, 2004). The elaboration of Theme types is presented below.

1. Topical Theme : *Topical Theme* is a type of *Theme* reflecting the ideational metafunction (Gerot and Wignell, 1995; Halliday and Matthiessen, 2004). The occurrence of *topical Theme* in a clauses "signals what the text is concerned with"(But et al, 200, p. 153). The realization of Topical Theme is mostly in the form of adverbial groups, prepositional groups, and nominal group.

2. Interpersonal Theme: *Interpersonal Theme* mostly involves subjectivity's of the writer. According to William, the *interpersonal Theme* is frequently used "to indicate the writer's or speaker's personal judgment on the meaning" (1993, as cited in Emilia, 2014, p. 229). Besides, it also signals the interaction taking place and the point of view of those interactions (But et al, 2000, p. 153). This Theme is typically realized through an auxiliary verb and all four categories of Modal Adjuncts: Mood, Vocative, Polarity and Comment (Eggins, 2004; Gerot and Wignell, 1995).

3. Textual Theme: *textual Theme* is doing important cohesive work connecting the clause to its context (Eggins, 1994). The *textual theme* function is "to provide the structure for interpretation of the textual meaning of the clause by linking the clause with what has gone" (Lock, 1996, p. 222). There are two elements which are considered as Textual Theme: Continuity adjuncts and Conjunctive Adjuncts (Eggins, 2004; Halliday, 2004).

Thematic Progression

The development of the Themes in a text can be traced in pattern called as Thematic progression. According to Paltrigde (2006 cited in Marfuaty and Wahyudi, 2015) Thematic progression is a term referring to "the way in which the Theme of a clause may pick up, or repeat, a meaning from a preceding Theme or Rheme" (p. 109). The significance of using Theme progression is that it helps to enhance the cohesion and coherence (Emilia, 2014) aiding students in the process of discovering and concluding the text's purpose. To follow Eggins (2004,) and Bloor and Bloor (2004) the *Thematic progression* in the texts can be classified into: the *re-iteration pattern*, the *zig-zag pattern* or a *linear Thematic progression* and the *multiple Theme pattern* or *derived Theme*s.

1. Reiteration Pattern : A pattern where the same Theme occurs repeatedly with a number of different Rhemes (Eggins, 2004). Eggins (2004) said that the use of this pattern is significant for making the text with a clear focus Moreover, in story genre Theme constant pattern sometimes used to make focus on the behavior of one person (Bloor and Bloor, 2004).

2. Zig-zag Pattern: The pattern is also known as Linear Pattern (Blor&Bloor, 2004). In this pattern, the Rheme of one clause is promoted as the Theme of the following clause. The use of *zig-zag pattern* gives the text a sense of cumulative development, since the cohesion in the text is achieved by building on newly introduced information (Eggins, 2004).

3. Multiple Pattern: The pattern derives from the existence of multiple contents within Theme or Rheme. In the *multiple Theme pattern*, the passage as a whole concerns on a single general notion, and the Themes of the various constituent clauses all derive from that general notion delivered in different ways (Emilia, 2014). The *multiple Theme pattern* contains two general components; *macro Theme* that is the opening generalization in a text which predicts its overall development and *Hyper Theme* which is the Theme of a paragraph (Coffin, 1997; Martin 1992).

METHOD

This study employed a descriptive-qualitative method as this method attempted to provide the holistic description of complex phenomena (Fraenkel, Wallen and Hyune, 2012) . this study was intended to analyze, describe, and interpret the data including the Theme choices and Thematic Progressions patterns of Narrative texts in English summative tests used by the teacher. Moreover, a case study approach is applied in order to get an in-depth exploration of a bounded system (Creswell, 2012). The texts analyzed in this study were Narrative texts taken from English summative test for ninth graders used by the teacher at one of Junior High Schools in Bandung.

The main data were obtained from English tests used by one of Junior High Schools in Bandung. There were two tests used for two different semesters collected to be analyzed. The first test was given in the first semester consisting of 40 multiple choices questions and five essays. Meanwhile the second test was used for the second semester containing 50 multiple choices questions. As stated previously that study is concerned on Narrative text firstly the texts was selected by following the genre theories proposed by Gerot and Wignell (1995), Knapp and Watkins (2005), Martin and Rose (2008), Christie and Derewianka (2008). A total of three texts considered as Narrative text were chosen for this study**.**

The data analysis in this study was divided into two steps: identification of *Theme* choice, and identification of *Thematic progression* patterns. This study considered SFL theory as the great tool for the text's analysis in order to find out the textual organization of the texts. In order to analyze the *Theme* choice and *Thematic progression* patterns frequently occur in the texts, this study employed the relevant theories from Halliday and Matthiessen (2004), Eggins (2004), Bloor and Bloor (2005).

FINDINGS AND DISCUSSIONS

The three texts have been analyzed using *Theme* and *Thematic Progression* theories proposed by Halliday and Matthiesen (2004), Eggins (2004), Bloor and Bloor (2005). Generally the various Themes have been used within unfolding texts. In order to contrast the use of Themes in the texts, diagrammatically the distribution of Themes can be seen below.

Table.1 The Distribution of Theme in the Texts
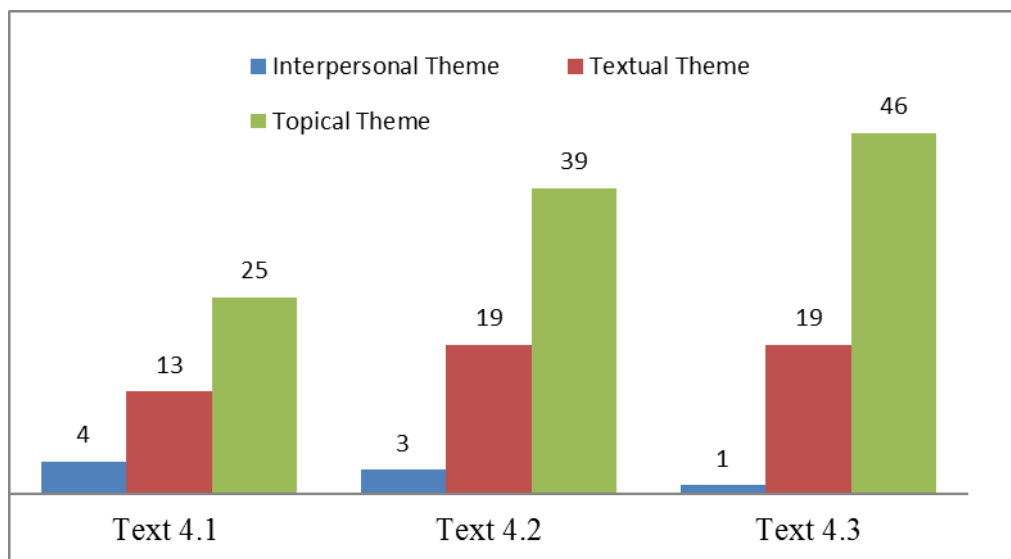
The analysis of the texts was conducted by following stages of Narrative text. Two out of three texts consisted of *Orientation, Complication, Evaluation, Resolution* and *Coda*. Though one text didn't reveal *Coda*, the text was still acceptable to be Narrative since *Coda* is an optional element (Eggins, 2004). As can be seen in the diagram, the most frequent *Theme* found in the teachers' text is *Topical Theme*, followed by *Textual Theme* and *Interpersonal Theme* at least.

Based on the findings, *Topical Theme* is mostly found in all the texts. The use of Topical Theme in each stage is relatively high: 60% used in the text 1, 64 % used in the text 2 and 70% used in the text 3. The use of *topical Theme* especially the *unmarked Theme* is useful to introduce the characters since the Theme roles as the subject of the clause. Besides, the use of unmarked topical Theme serves to identify the topic under discussion (Emilia, 2005) as in *they....., I....... , we.........* . It is useful to focus the story on the character's journey.

Meanwhile, the use of *marked Theme* such as *once upon a time* is used to highlight particular points of time in the unfolding events (Emilia, 2014). In addition, Butt et al (2000, p. 153) stated that *marked Theme* are the resource writers used to foreground manner, condition or cause. In Narrative the marked Theme was used when the story shifted the story on a particular time or place (Halliday and Matthiessen, 2006.)

On the other hand, textual Themes are also regularly released in structural conjunction such as *and, then* (Martin, Mathiessen & Painter, 1997). *Textual Theme* is known as the series of language items serving to link the clauses by creating logical connection and a coherent whole (Christie, 2005; Eggins, 2004; Lock, 1996).

In the Narrative the logical connectors are able to create a connection between the series of events in the story (Emilia, 2014, p.231) bringing it to the climax. In addition a contrast conjunction such as *but* is essential to signal the complication or crisis point of the story (Butt et al., 2000).

Moreover, the *interpersonal Theme* is less used in the text. Interpersonal Theme is frequently used "to indicate the writer's or speaker's personal judgment on the meaning" (1993, as cited in Emilia, 2014, p. 229) . The example of the interpersonal is *dreadfully* emerged in evaluation stage of the text 2. The word presents characters' subjectivity as a response toward the conflict. Generally, the Theme choices are appropriate with the characteristic of evaluation stage intended to make a reflection on the Complication (Christie, 2005) and also expect the following events (Martin & Rose, 2008).

In the light of Thematic progression, the text analysis was done by following the theories of Thmatic progression proposed by Eggins (2004) and Bloor and Bloor (2004). They argued that theme development can be traced therough three patterns: *Reiteration pattern, Zig-Zag pattern,* and *Multiple pattern*. Nevertheless, there are only two patterns of Thematic progression applied in the Narrative texts. The most frequent pattern appeared in the texts is *Reiteration* in which the same Theme is repeatedly applied in the subsequent clauses. This pattern is valuable to elaborate the characters' behavior or action. It is confirmed by Bloor and Bloor (2004) that in story genre Theme constant pattern sometimes used to make focus on the behavior of one person. The example of *reiteration pattern* can be seen as below.

Fig. 4.6 Example of Reiteration Pattern in Text 4.2

She went into bed chamber

And **(she)** took of all the bedclothes

And **(she)** places one pea on the bottom boards of the bed

As can be seen above, the topical Theme of the three clauses is *she*. It means that the topic under discussion refers to *she* or specifically refers to *the real princess.* These clauses have focused the message on how *the real princess* attitude in the story. Another pattern revealed in the texts is Zig-zag pattern where the Rheme of one clause is promoted as the *Theme* of the following clause. The example of Zig-zag pattern in one of the narrative texts can be seen in the following clauses.

Table. 2.14 Example of Zig-Zag Pattern

Once upon a time, there was a prince
He wanted [[to get himself a princess]]
But she had [[to be real princess]]

This pattern supports the cohesion achievement of the text by giving newly information that gives a sense of cumulative development of the text (Eggins, 2004). It makes the communication of idea is coherent and effectively delivered. Especially in the Narrative, it helps the connectedness of one event to another event. Overall, the use of reiteration and zig-zag pattern in the Narrtive indicate that aside of giving focus on the characters behavior, it is also meant to keep the logical element relation of the text (Fries, 1995; Eggins, 2004; Bloor & Bloor, 2005).

On the other side, it is also common to find some discontinuities in some clauses. It can be caused due to some unrelated *topical Theme* in this stage which causes the readers lost the thread (Butt et al., 2000, p, 152). In fact the pattern doesn't belong to the three of thematic progression patterns proposed by some experts such as Eggins (2004), and Bloor and Bloor (2004). However, Theme development should be taken into account as a significant aspect in the process of texts' selection for students. As suggested by   Butt et al. (2000) suggested that the study of Theme development can help students to discover the "point" of the text and conclude the text's purpose. Moreover, it is very useful for reader because it can guide to note taking and summarizing (Butt et al, p. 155).

The summary of findings and discussions of each text will be elaborated in separately. The elaboration includes the analysis of the texts in terms of its structure as a whole, Theme choices and Thematic progression patterns.

Summary of Findings and Discussion of Text 1

The analysis and discussion regarding one of the Narrative texts in English summative test used by the teacher in terms of Theme choice and Thematic progression have been elaborated above. Generally, the text has met the criteria of a good Narrative text. In terms of schematic structure, the text follows closely to the stages of Narrative genre i.e. Orientation, Complication, Evaluation, and Resolution. Though the text doesn't consist of coda as it is an optional element in Narrative text (Eggins, 2004)

In terms of maintaining the smoothness of message organization, the Theme and Thematic progression analysis capture how far the text is coherent. The text uses a various type of Theme including topical, interpersonal, and textual Theme. However the Topical Theme and Textual Theme are dominant Theme in this text. The text contains of two patterns reiteration and zig-zag pattern which is appropriate with Narrative genre. Overall, the variation of Theme choices and Thematic patterns of the text indicates that teacher has been able to select a text containing coherent for students. It helps students to comprehend the text better. This also means that the teacher fills the requirements of teacher's proficiency as the evaluator.

Summary of Findings and Discussion of Text 2

The elaboration of finding and discussion regarding the Narrative text found in Teacher's test has been presented above. Comparing to the previous text, this text has met a better criteria of Narrative text in terms of schematic structure. The text consists the elements of Narrative genre proposed by Eggins (2004), Bloor and Bloor (2005), Martin an Rose (2008) such as orientation, complication, evaluation, and resolution. Moreover, Coda as an optional element is also found in this text at the end of story.

The next discussion is about Theme and Thematic progression in the text. It is very useful for reader because it can guide to note taking and summarizing (Butt et al, p. 155). Most of the Theme choices in this text have been effectively chosen to reveal the purpose of each stage. Nevertheless, in this text it is also common to find discontinuity of Theme development. The pattern appeared doesn't belong to either reiteration pattern, zig -zag pattern or multiple pattern. Whereas, Butt et al (2000) suggested that the study of Theme development can help students to discover the "point" of the text and conclude the text's purpose. Thus, this discontinuity possibly obstructs students to discover the message derived in the story as a whole.

Summary of Findings and Discussion of Text 3

The analysis and discussion regarding the third text found in English summative test used by the teacher has been presented previously. The text consists of five stages: orientation, complication, evaluation, resolution, coda as Labov and Waletzky (1967), Gerot and Wignell (1995), Eggins (2004), Christie and Derewianka (2008), Martin and Rose (2008) suggested. It means that the text is sufficient to be used in the tests for students.

In terms of maintaining the smoothness of message organization, the Theme and Thematic progression analysis indicates how the story is arranged in a functional ways. Basically, the various of Theme choices are applied in the text. Meanwhile in terms of Thematic progression, there are two types revealed in this text. The first pattern is reiteration pattern giving focus on one's behavior. The second pattern is zig-zag pattern keeping the logical elation of the text (Eggins, 2004). Nevertheless, it is found that some clauses are developed randomly which can be a trouble for students to catch the point of story.

The present discussion has elaborated the findings of *Theme and Thematic progression* patterns in the Narrative texts found in English summative tests for ninth graders. Based on the analysis, most of the Theme choices in this text have been effectively chosen to reveal the purpose of each stage. Nevertheless, in this text it is also common to find discontinuity of Theme development. The pattern appeared doesn't belong to either *reiteration pattern*, *zig -zag pattern* or *multiple pattern*. This discontinuity possibly obstructs students to discover the message derived in the story as a whole.

CONCLUSIONS

Having analyzed how the *Theme* choices and *Thematic progression* pattren of the texts, the conclusions taken from findings and discussion of this research highlight some points.

Firstly, in general all the texts have been considered as Narrative texts since the texts consist of Narrative elements including *Orientation, Complication, Evaluation, Resolution* and *Coda*. In terms of *Theme* choices, the *Theme* used in the texts was varied. *Topical Theme* was dominant in all texts, followed by *textual Theme* and *interpersonal Theme*. Overall, the Theme choices within the texts had supported the texts to achieve its purpose in each stage. *Topical Theme* was revealed both in unmarked and marked *Theme*. The unmarked *topical Theme*s were used to emphasize the topic under discussion was very useful to introduce the characters of story. The marked *topical Theme*s were used to emphasize the shift between information such as particular points of time in unfolding events. Besides, *textual Theme*s were used to build connectedness between subsequent events occurring in the story. In addition, though the use of *interpersonal Theme* in the texts is rare, in some clauses it was applied to portray the character's feeling and attitude. For the *Thematic progression* pattern, only two patterns were found in the texts: *Reiteration pattern* and *Zig-zag pattern*. The use of *Reiteration pattern* and Zig-zag patterns were intended to keep the focus of text on the caharacters' action and keep the smoothness within unfolding events in the story. However, the results also showed some discontinuities in the Thematic progression of the two texts. Due to the discontinuities found, students are potentially hindered in discovering the point of the texts (Butt et al., 2000).

Regarding the aim of the study, this study has attempted to find out how the textual organization of the narrative texts which revealed from the use of *Theme* and *Thematic progression* patterns. Based on the findings and discussion, the study is committed for the English Language teaching. Particularly it encouraged teachers to pay attention towards the implementation of *Theme* and *Thematic progression* patterns analysis in the process of texts selection, since both teachers have benefited from the text analysis. Morover, teacher is supposed to comprehend Theme system so that the analysis of text can be made to select a better test material.

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TEACHING READING NARRATIVE TEXT WITH RETELLING STRATEGY

Vivin Krismawanti Modjanggo, S.S., M.Pd
Universitas Sintuwu Maroso Poso

Abstract

Retelling is a diagnostic technique use by the teachers to monitor whether students are aware of text structures and if they are using this knowledge before, during, and after they read. After reading a variety of texts, students begin to notice different ways of information is presented and different patterns authors use when they write. They also recognize that the authors use different patterns to organize information. In every narrative text, there are characters, problems, a potential solution, and a final resolution. Effective readers are aware of the text structures authors use and apply this knowledge to predict what the author will write. They can also use their knowledge of the text structure of narrative to help them remember important details and to make sense of the story as they read. This paper reveals an alternative model for teaching reading narrative text using retelling strategy

Keywords: retelling, narrative texts, strategy, reading comprehension

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Reading Comprehension

Many experts in teaching reading comprehension have tried give some definitions. Wong (2004), for example, defines reading comprehension as the process of extracting and constructing meaning from text. There are three interactive elements which impact comprehension: the reader, the text, and the context. The reader is doing the comprehension. The reader's capabilities, abilities, knowledge, and experiences impact the act of reading. The text is anything that is read. The context is the activities of which comprehension is a part. There are three dimensions to these activities: purpose (why is the reader reading the text); processes (what mental activity must the reader engage in); and consequences (what did the reader learn or experience as a result of reading the text).

In other point of view, Dymock (2007) says that reading comprehension is also an interactive process between the reader and the text. Good reader uses a number of strategies, including activating prior knowledge, monitoring comprehension, generating questions, answering questions, drawing inferences, creating mental imagery, identifying the text structure the writer has used, and creating summariess. The reader interacts with the text and relates ideas from the text to prior experiences to construct meaning. A part of this process requires that the reader understands how the author has organized his ideas; text structure. There are two major types of text – narrative and expository. The structural pattern, or the way information is organized, and the relationships those ideas form to communicate meaning are different. Narrative text typically follows a single general structural pattern often called story grammar. Expository text comes in a variety of patterns; for example, description, sequence, compare-contrast, cause-effect, and problem solution. These two types are organized differently so that the reader must use their comprehension process differently when reading the texts.

Research has shown that teaching students strategies for focusing on text structure enhances their comprehension. Hence, students need to be taught how to read different types of the text. They need to learn different strategies for different text (Amer, 1992). Moreover, students who are taught to identify the structure of expository and narrative text have been found to have better comprehension than students who have not received such instruction.(Taylor, 1992)

Teaching Narrative Text

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, she explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. In addition, Anderson and Anderson (2003) explain that narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The text structure of narrative text has been discussed by Anderson and Anderson (2003). They explain five steps in constructing a narrative text. They are orientation, complication, sequence of events, resolution, and coda.In orientation, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is happening. In complication, the narrator tells about something

that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. Then, in the next step, sequence of events, the narrator tells how the characters react to the complication. In this step, the feelings of the character and what they do are included. In addition, the events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view. In resolution part, complication is sorted out or the problem is solved. Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.

For a variety of reasons, learners may struggle to read narrative text. Narrative text encompasses a wide breadth of genres, in both fiction and nonfiction domains. As students progress through grade levels, the narrative text they are exposed to becomes increasingly complex (Dymock, 2007). Additionally, a lack of knowledge about narrative-text structure, a skill generally acquired before or during early elementary education, can broadly interferewith student comprehension.

How does instruction in text structure help students to comprehend written text, and what strategies are effective for understanding narrative text? Some experts in teaching reading have clarified how to introduce the text structure and effective strategies to teach narrative text. Fitzgerald & Spiegel (1983) stated a key to comprehending narrative is a sense of plot, theme, characters, and events, and how they relate….Teaching students to attend to the organization of a well-formed story… improves not only comprehension but also the quality and creativity of stories the students compose.

Children learn the structure of narrative text by being read to (Caldwell & Lesly 2009). A study results showed that students who were read to, when asked to retell, were able to recall the main elements of a story including characters, problem, some events, and some sort of solution. The results also showed that students who have not been exposed to stories may need more explicit instruction when learning about the elements of a story. He added that teaching a narrative effectively requires thorough lecture instruction as well as reading comprehension strategies that allow students to fully engage with the narrative text. Students must be encouraged to dynamically work with the text to develop proficient and creative interpretation strategies. Furthermore, such techniques allow students to understand and appreciate the assigned narrative on a personal level, making reading a more rewarding and enjoyable experience.

Lewis (2009) also suggested five points to be considered in teaching narrative text structure:

1. Have students identify key aspects of setting.
o   Encourage students to find words and phrases that signal the time and place a story occurs.
    Read the beginnings of stories aloud noting the clues for time and place but also point out where authors may deliberately obscure the story's setting.
2. Have students identify characters.
o   Stop and list main and minor characters, noting physical and personality traits.
o   Help students to understand how authors reveal personality traits through character thoughts, behavior or language.
o   Encourage students to identify the main characters' goals and how these goals guide the story.

3. Help students to identify the obstacles in the way of character goals.
List obstacles, and guide students in conversations about the possible ways of overcoming obstacles. This allows for better understanding of a story and for the literature to become a "moral laboratory" for students to experiment with their own decision making.

4. Give students an understanding of plot.

o   Make sure to encourage students to look for the information included in the introduction or exposition of a story: Time, place, circumstances, main characters.

o   Encourage them to look for the series of incidents where main characters go about achieving goals.

o   Call attention to how the goals are achieved or not achieved in the conclusion, and the high point of the action.

o   For students who have trouble, encourage them to make time lines of the narrative structure.

5. Make sure to monitor comprehension by pausing and asking key questions to help students reflects all parts of story grammar.

In conclusion, in teaching reading narrative text, teacher has to consider many things and students should be taught:

- That the setting establishes where and when the story takes place.
- That characters can be classified as major and minor.
- How to analyze individual characters, focusing on their appearance and personality, and how to compare and contrast characters.
- How to analyze the overall plot and that it consists of four parts: **Problem.** What is the problem in the story? **Response.** How do characters respond to the problem? **Action.** What do characters do about the problem? **Outcome.** What is the outcome?
- How to analyze individual episodes (i.e., subplot).
- That the theme is the message that underlies the story. The theme often explains the motives of the characters or comments on social relationships or society in general. The theme is often left to the reader to interpret. Ask your pupils, "Why did the author write the story?"

Retelling Strategy

A number of experts have clarified the definition of retelling. Kalmback (1986) in Stoicovy (2004) states that retelling is a process of re-memorizing what we listened to and read. Morrow (1989) defines retelling as " post reading or post listening recalls in which readers or listeners tell what they remember either orally or in writing". Reem (2013) states that retelling is redoing or reconstructing something. This leads us to say that it is a sophisticated activity that requires the reteller to collect items, organize, find the relation among them in order to reconstruct and introduce them in a new form that keeps up the meaning and the theme. In other words, it is expressing an experience that the reteller has passed in a personal form and his/her own understanding and opinion to the core matter.

According to Koskinen (1988) retelling requires the reader to organize text information in order to provide a personal rendition of it. It has been found to significantly improve story comprehension, sense of story structure, and oral complexity. As a comprehension strategy, retelling:

1. encourages reader to attend the meaning of the text.
2. reinforces elements of story structure such as, characters, setting, and plot.
3. requires readers to distinguish between key ideas and supporting details.
4. encourages communication and oral language development.

In teaching narrative text, there are many purposes of implementing of retelling strategies. It helps students remember a story. A student should recall, in his or her own words, details about character, setting, plot, conflict, and information. It encourages students to reread passages and discover new things. It is a form of paraphrasing. It helps students synthesize information as they put it in their own words.

Stoicovy (2004) also points out that based on several studies, retelling has positive influence in language learning as it promotes students' ability in rearranging information from the text that they have read. In addition, he mentioned that during the retelling process students apply and develop their language knowledge through the internalization of the texts' features.

As a teacher, retelling helps her identify the level of students' comprehension of what they listen to or read. It helps teachers to attend to the level of retention and understanding achieved by the student. It reveals students' ability to recognize the structure of the text and setting items in a logical order. It also reveals the level of linguistic advantages the students have achieved

Koskinen et al. (1988) explicated that retelling is a useful teaching technique to encourage students in communication, and improves an oral language comprehension. It provides the readers to separate between the point of ideas and supporting details and retelling helps students to understand the text's meaning. It advocates students to learn about the story's elements such as plot, setting, and characters. Readers or listeners retell the story from their remembering through speaking, drawing, or writing; and retelling can help students rethink to the ways of enhancing in retelling the story comprehension.

In short, retelling is a reading comprehension strategy that engages pupils at different levels of language: from interpreting meaning at the whole text level, to individual words and phrases and back to the whole text again. It provides opportunities for pupils to engage in a whole range of important language and cognitive processes including recall of events/information, main points and characters, text structures and language features. It also provides opportunities for all of the major language skills to be applied - listening, reading and viewing as well as speaking, presenting and writing - as pupils actively make meaning of texts and share their understanding with their peers.

The following is a model of retelling technique for teaching narrative text, suggested by Hilderbrant &Condy (2008)
The procedures are:
1. Write the name of the story (Three Friends of a Kind) on the chart paper, overhead, or chalkboard.
2. Model Think aloud (e.g.,): When I see this title it makes me think this will be a story. The title reminds me of a lot of folktales I know. I wonder if this will be a folktale. I wonder if this will be about three friends that are people or three friends that are animals. I wonder what the title means by three friends "of a kind?" I wonder if these friends will be kind to each other, or does the author mean they are alike in some way like three-of-a-kind?
3. Then distribute copies of the text so that each participant has an individual copy. Tell them to follow along as you read aloud. Remind them not to read ahead.
4. Teacher reads the text loud.

Three Friends of a Kind

By Abenaa Korama

Long ago, Fox, Monkey, and Rabbit were great friends. *(Think Aloud: Ahha! I was right. This is a story, and it is about animal friends so I believe it will be some kind of folktale, because in real life a fox, monkey, and rabbit are not really friends).*
They lived in the forest. Each of these animals was a clever trickster in his own way, but Rabbit was the most cunning of them all. Each time any of them played a trick on his friend, that friend was able to use his wits to free himself from danger.
(Think Aloud: I think the word "cunning" means "smart" because the author uses the word "clever" and "wits" to tell about these characters.)
[Explain that you will create a chart to keep track of the story. On the chart paper write the label Characters

Retelling: This is a story about three Characters, and then list: Fox, Monkey, and Rabbit.
Retelling: Write the label Setting, and then retell: This story takes place long ago, in the forest.]
Explain that the author has already identified the characters and where the story takes place.

(Think Aloud, I predict these friends are going to have a problem and they are going to have to be cunning to solve the problem. I wonder what the problem might be?)
[On the chart paper, add the label: Problem. Think aloud: I predict the problem will be one character is going to be jealous of another character.]

continue reading.....

There came a time when there was famine in the land in which they lived. Food was very difficult to come by. Most of the animals including the three friends suffered greatly. The animals had to walk long distances in search of food. Sometimes they returned home with very little food for themselves and their families. At other times, they returned home empty handed. It was really a hard time.
(Retell: The problem is there is no food. List on chart paper under Problem: no food to eat. I wonder how the friends will try to solve the problem. I predict they will leave home and go to a place where there is more food.)
One day, the Squirrel wondered, "For how long is this famine going to last?" The Rat added, "Nobody knows how long the famine will last. If we don't do something about it, we are all going to die soon." (Think Aloud: These marks " " mean that someone is talking. They show the part that tells what the characters said.)

Continue reading....
The animals met on several occasions to think about what to do to get food to eat, but they could not find a solution. Tiger was the only animal who did not suffer. This is because he was very rich. While the other animals played, he farmed. He had many farms and enough food to eat. He was also very selfish and wicked. He cared little about how the other animals could get food to eat. Some of the animals were very poor and had no money to buy food. Tiger was also a money lender. (Think aloud: This whole paragraph seems to be about Tiger. I think he must be an important character in this story. I'll have to add him to my list of characters.

I wonder whether he will be a good character or a bad character. Tigers are usually not very friendly.) He lent money to the animals that needed it and woe to any animal that borrowed money from Tiger and did not pay back at the given time. Tiger either ate him up or held him hostage and made such animals work for him on his farms. For this reason, all the animals feared him. Even Lion, who claimed to be very strong, feared Tiger.

[On chart, add Tiger to the list of characters. Retell: The tiger is another character, maybe an evil character.]

Continue reading.....
One day, Fox, Monkey, and Rabbit met to discuss their plight (Think aloud: This is a strange word. I'm not exactly sure what it means but it looks like it could rhyme with "light" so at least I know how to pronounce it.)

Fox suggested, "Friends, why don't we make our own farm? That way we shall soon have food to eat." (Think aloud: I'll have to add this to my list of story ideas. This part tells how the characters are going to try to solve the problem. Instead of going away, they will grow food.)

[On chart paper add a new label Solution:
then retell: The friends plan to solve the problem by making their own farms. List: make farms, grow food] "That's a very good idea," replied Monkey. "But I think it would be better for us if each of us makes his own farm." (Think aloud: I wonder why the Monkey would say this. I'm guessing he probably doesn't trust that his friends will work as hard as he will or that they will argue over how to do things.)

Rabbit also added, "Well, well, making a farm is a very good thing, but we have no money to start now."
[Retell: The friends needed money to start their own farms. On the chart paper under the label Problem add No money]

Then Monkey suggested, "Let's go to Tiger to borrow money to make our farms. I'm sure he will grant us some loan." (Think aloud: I have a feeling this is not going to go very well for somebody. I think either the Tiger won't give them money or if he does they will have trouble paying back the loan.) "Very well, let's go tomorrow" Fox added.

[Retell: The friends will ask the Tiger to loan them money to make their farms. On the chart paper under the label Solution add: Borrow money from Tiger.]
Continue reading....
The next day, the three friends set off to see Tiger. When they got to his house, he was asleep so they had to wait for some time until he woke up. To their surprise, Tiger was very pleasant towards them. He welcomed them warmly and asked, "Folks, what can I do for you?" (Think aloud: I like the way this storyteller has the animals talking. They seem a lot like people! I'm going to try to remember to have characters talk like this when I write a story.) They all spoke and said, "We've come to borrow money to make our own farms." "Very well, tell me how much each of you will need and I'll give it to you," said Tiger with a smile.

IETA

Capture the Growth

WEST JAVA

[Retell: Tiger loaned each friend some money to make a farm. Add this to Solutions. Tiger loans money.]

"We shall need five hundred thousand cedis each to start our farms," they all said. Tiger entered his room and brought five hundred thousand cedis to each of them. Tiger was very friendly that day. (Think aloud: Maybe I was wrong about the Tiger. The author makes him sound very nice here.) He had a long chat with them about a lot of things. After a while, the three friends and Tiger agreed on the time for paying back the loan, and they left. On their way home, they started to make plans for their farms. *[Retell: Tiger loaned each friend some money to make a farm. Add this to Solutions. Tiger loans money.]*

Fox said, "I want to make a big cocoa farm. With that, I'll get plenty of money. As you know, cocoa is a very important crop." Monkey said, "I prefer a big banana farm to a cocoa farm. It doesn't take too long for banana trees to bear fruits. You know I like bananas very much. I'll have as many bananas as I like and sell some to the other animals who like bananas."

Rabbit also said, "I want to make a big farm of food crops and vegetables. Soon, I'll get food crops like corn, yam, cocoyam, plantain, and sweet potatoes. I'll also have tomatoes, garden eggs, okra, pepper, green vegetables, and beans. I'll have plenty to eat, give some to the poor and sell the rest to the animals who can afford to buy them. I can also keep some against a rainy day."

(Retell: Each Friend decides to make a different kind of farm List under Solutions: Fox/Cocoa; Monkey/Banana; Rabbit/Food Crops)
Think aloud: Now I see why the animals wanted their own farms. They have very different ideas. I wonder if they will all be able to pay back their loans and still have enough food to eat.)

(the story continues….)
(Three Friends of a Kind, by Abenaa Korama, Published by Royal Gold Publishers Limited, Accra, Ghana 1999).

Review the story information listed in the story map to this point. Explain that the story continues but it is not included in this material. Have the participants work in groups to brainstorm how the story might end. Have them write an ending to the story. Remind them they might wish to add new characters, settings, problems, and solutions as they complete the story. Allow about 20 minutes for groups to brainstorm and complete writing. When all groups have finished writing, call on volunteers to read aloud their story conclusion. Encourage groups to read in pairs or dramatize as a Readers Theater or ask the students to retell the story in front of the class individually.

Conclusion
Retelling strategy provides an opportunity for readers to process what they have read by organizing and explaining it to others. Retelling develops students' story grammar because they must identify crucial points and the support information especially in narrative text. It also reinforces sequencing since it demands remembering information, events, and processes. It encourages interacting with the text from a variety of perspectives: their own, their audience's, and the author's. Retelling supports good reading because students must engage in repeated readings of the text, which supports fluency.

Retellings require the reader or listener to integrate and reconstruct the parts of a story. They reveal not only what readers or listeners remember, but also what they understand. Retellings build story comprehension.

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Learning through Eyes: Distorting Mirrors in Bradbury's Fahrenheit 451

Irfan Reza Hardiansyah, Sandya Maulana
Faculty of Arts, Universitas Padjadjaran
irfan12004@mail.unpad.ac.id, sandya.maulana@unpad.ac.id

Abstract

This paper has an aim to describe how Bradbury's Fahrenheit 451 as a science fiction novel serves a way to educate students through eyes—the act of seeing to mirrors. The issue raised in the novel—why we need to "see"? —will be explained by using Lacan's mirror stage that reread by Mellard (1991) and Jackson (1981). Mirrors which McGiveron (2008) stated as a device the main character used to identify self and others in the novel, hereafter, will be argued to the concept of mimesis explained by Benito. Connor's article (2008) that connected Bradbury's Fahrenheit 451 and Plato's Allegory of the Cave will help to enlighten how science fiction—the literature of ideas and change—can be a literature of education. All of those will be compared to the situation of education in America 1950s which the novel firstly published described by McDonald (2007) and Zipes (2008), and the situation in Indonesia nowadays which is similar to America 1950s. This paper therefore, will not only describe the projection of our education which was conformist, apathetic, and anti-intellectual, but also the role of science-fiction as a literature genre for our future leaders.

Keywords: fantasy, mimesis, mirror, science-fiction, education.

Introduction

In Indonesia, literature has been used rarely in teaching. In fact, it is never used except in university level. English class in senior high school and below focus to create students who can fluently use English. The curriculums are designed to create students who are great in reading, speaking, writing, and listening English language. It, indeed, is happened because Indonesia as non-native English language, need its generation being able to involve and reach globally as stated in the opening of UUD 1945, "ikut melaksanakan ketertiban dunia yang berdasarkan kemerdekaan, perdamaian abadi dan keadilan sosial." English, consequently, as international language, is one of the tool to achieve that dream. Our generation will be able to meet international client, work in overseas, and promote Indonesia globally. However, education at this point is being used as a printing machine and therefore we forget the core of education itself—to enlighten the life of our nation--which do not only make students smart but also make them humans. Then, problems arise in our nation. The smarts become selfish keeping their knowledge for themselves while the remains who still left in the cave are unemployment and gradually lost their future.

Literature, then, at this point, science fiction, provide an approach to enlighten the life of our nation. Science fiction, as stated by James Gunn, "offers the opportunity to stretch the imagination as well as exercise the mind; it can dramatize contemporary problems and consider other ways of existing, behaving, organizing, perceiving, thinking. It is a literature of ideas and a literature of change--it can be a literature of education" (1992:14). This paper therefore, will discuss how Bradbury's Fahrenheit 451 can be used by teachers to educate their students. However, this paper will focus on how the novel works instead of how the teachers use the novel. The paper also describes the projection of American education in 1950s which was similar to our education nowadays. In the end, this paper will answer the role of science fiction as a literary genre for our future leaders.

Bradbury's Fahrenheit 451 is an American novel written by Ray Bradbury and published in 1953. The novel projects a future American society in which books are outlawed and "firemen" burn any that are found. The title refers to the temperature when the book burns (Reid, 2008:71). The setting of the novel is unclear but possibly "in an unnamed city in the United States, possibly in the Midwest, in some undated future" (Reid, 2008:76).

The Power of the Eyes

> "It was a special pleasure to see things eaten, to see things blackened and changed" *(Bradbury, 1953:3).*

The quote above is the first line in the novel. At this point, the novel describes the initial situation through the eyes of the invisible focalizer. What he/she sees gives the spectator plenty information. We know that there is something eaten, blackened, and changed because the focalizer sees the things. However, the word "a special pleasure" shows that someone felt them. It is not the main character—Montag—because the next sentence shows that the focalizer sees Montag "[w]ith his symbolic helmet numbered 451 on his stolid head, and his eyes all orange flame" (Bradbury, 1953:3). The focalizer, therefore, is at the first level of focalizing, according to Bal (2004:279) while Genette named it as zero focalization or "vision from behind" (1988:65) .

Then, the level changes and becomes internal when the focalizer sees what Montag sees. Shortly after the beginning of the novel, we discover the following sentence.

> He knew that when he returned to the firehouse, he might wink at himself, a minstrel man, burnt-corked, in the mirror. Later, going to sleep, he would feel the fiery smile still gripped by his face muscles, in the dark. It never went away, that. smile, it never ever went away, as long as he remembered (Bradbury, 1953:4).

Montag saw the mirror in the fire station mirror letting the spectator see what he sees. According to Bal, this second level of focalizing is the most mimetic view in focalization. "The focalizer assumes the character's view" (Bal, 2004:280) so that the spectator sees at the same time that the character sees it. At this level, what the spectator sees is Montag's self reflected in the mirror. However, what he and the spectator see, according to Lacan, is not himself but the other who is constructed by the image of his mother in the imaginary phase (Mellard, 1991:10-1). Therefore, what he sees which is defined as himself created by the language of his surrounding. His smile therefore, indicates the acceptance of himself as fireman. According to McGiveron, "his [Montag's] gaze is merely one of self-satisfaction" because "the situation, the surroundings, and even the mirror itself are too familiar [so that] he does not see himself as he really is" (2008:64).

Then, the level of focalization changes again when Montag met with his new neighbor named Clarisse McClellan who was a sixteen years old girl. This passage above bears that out;

> He saw himself in her eyes, suspended in two shining drops of bright water, himself dark and tiny, in fine detail, the lines about his mouth, everything there, as if her eyes were two miraculous bits of violet amber that might capture and hold him intact. Her face, turned to him now, was fragile milk crystal with a soft and constant light in it (Bradbury, 1953:7).

At this level, Montag saw himself in the mirror of Clarisse. However, what Montag sees is what Clarisse sees and also what spectator sees. By showing what Montag see to the spectator, focalizer seems want to show the different way of seeing. From the next line, we know that Clarisse's face is bright while Montag's face as book burner is dark. By seeing Clarisse's face which is different with his face, Montag can relate it to himself to identify it.

Jackson said that fantasy fictions served mirror, glass, reflection, and eye to show problems in seeing (1981:43). By using mirror, eyes could be blurred or distorted to distract focus. Therefore, fantasy fictions could give transformation effect from familiar to unfamiliar. For Jackson, in a culture which made eyes as the most dominant organs than others, the real is visible while the unreal is invisible. "The unreal can only have a subversive function in relation to an epistemological and metaphysical system which makes 'I see' synonymous with 'I understand.'" (1981:45). Knowledge, comprehension, and reason are created through eyes so that subject 'Montag' could understand Clarisse by seeing them.

Nevertheless, it seems that seeing is not enough. Montag not only identifies himself by seeing but also imagining it. After meeting with Clarisse, Montag looked at a black wall and

> [t]he girl's face was there, really quite beautiful in memory: astonishing, in fact. She had a very thin face like the dial of a small clock seen faintly in a dark room in the middle of a night when you waken to see the time and see the clock telling you the hour and the minute and the second, with a white silence and a glowing, all certainty and knowing what it has to tell of the night passing swiftly on toward further darknesses but moving also toward a new sun (Bradbury, 1953:10).

In this reflection, Montag sees his face in the wall. However, what he sees is not his face but Clarisse's face. It seems that focalizer displays what Montag imagines in his memory when looking to the wall to show that Montag thinks Clarisse. Therefore, the face is unreal and the part of his imagination. According to Lacan, in the imaginary phase, when a child—starts to able to talk--sees him/herself in the mirror, the child imagines that the image of his body locate in his/her m[other]. In other words, looking at the mirror, the child seeing the m[other] in it (Mellard, 1991:10-1). In this sense, Montag used his imaginary to see Clarisse and identify himself through her face. Touponce said that in this moment, Montag "thereby receives a tranquil affirmation of his being" (in McGiveron, 2008:64). By imagining Clarisse, Montag can realize what he cannot see in himself and later in his society.

Clarisse said that "they [people] name a lot of cars or clothes or swimming pools mostly and say how swell! But they all say the same things and nobody says anything different from anyone else" (Bradbury, 1953:31). Montag had seen it but he never realized them until meeting with Clarisse. Montag is blind because the surrounding was too similar with him. By seeing Clarisse who talk[s] about how strange the world is" (Bradbury, 1953:29), Montag understood that "everyone… is either shouting or dancing around like wild or beating up one another" (Bradbury, 1953:30). Therefore, McGiveron said that Clarisse is a mirror because she not only reflects American society in the novel but also "she is so mirror-like in her informing" (2008:65).

However, Clarisse is not a faithful mirror. Clarisse did not reflect all of reality in the novel because Clarisse as a character cannot visualize and describe every tiny visual as a mirror does. Clarisse only reflects reality which only she sees. Therefore, Clarisse's acts--a mimesis, "[an] act of reproducing reality" (Benito, Manzanas, & Simal, 2009:11)--reflects partial reality so that Clarisse is a distorting mirror. Baxter said that "for mimesis is not just a reflection but also a method of strengthening and deepening the moral understanding of the real" (in Benito, Manzanas, & Simal, 2009:13) because the distorting mirror only focuses to reflect some reality which the text sees that it is important. Therefore, "[s]eeing himself in the [distorting] mirror of Clarisse, Montag realizes that he merely wears his happiness like a mask" (McGiveron, 2008:64) although he also needs to think and imagine what Clarisse says and reflects. Consequently, 'I see' is not synonymous with 'I understand.' Montag realizes that the unseen is real which later he finds them in books.

Getting a new way of seeing from Clarisse, Montag could see American society when looking his wife named Mildred.

> Late in the night he looked over at Mildred. She was awake, There was a tiny dance of melody in the air, her Seashell was tamped in her ear *again,* and she was listening to far people in far places, her eyes wide and staring at the fathoms of blackness above her in the ceiling (Bradbury, 1953:42, my emphasized).

What focalizer sees through Montag's eyes is that Mildred used two technology. The first is Seashell she wore which is "thimble radios tamped tight" (Bradbury, 1953:12). The second is three walls television which she was staring. What I emphasized is the word 'again' which shows that Mildred uses it often even later described that she used it when asleep. His wife seems to succumb to both of the technology. In further sentence, Mildred asked Montag to buy a new television which was very expensive although he already bought a new television last month. Furthermore, Mildred often drove her car all night long feeling good hitting rabbit and cat. She also was hard to sleep so that she overdoses consuming sleeping pills.

According to Connor (2008), American society in Fahrenheit 451 is similar to caveman in Plato's Allegory of the Cave. Intertextuality is shown clearly when Montag hoped that his people could get out from stupidity, "maybe the books can get us half out the cave" (Bradbury, 1953:74). In the allegory, people were trapped inside the cave since child. Their hands and necks were bound so that they could only see shadow casted by fire behind them (Connor, 2008:84). In this sense, Mildred who is the part of American society in the novel, only sees and listens the shadow of fire which is the technology--Seashell and television--casted by far people in far place. Socrates said that "such men would hold that the truth is nothing than the shadows of artificial things" (Plato, 1968:515c). Because Mildred always uses the technology, she will believe what she sees, as Jackson (1981) said, 'I see' synonymous with 'I understand.'

McGiveron said that Mildred is also a mirror which reflected "the superficiality and emptiness of the novel's society" (2008:65). Because Mildred in the novel is similar to other people, Mildred could possibly represents the society, Because Mildred is mirror, Montag sees himself and her as "a silly empty woman near a silly empty woman, while the hungry snake made her still more empty" (Bradbury, 1953:44). Thus, after seeing Mildred, Montag is "so mad [he] could spit!" (Bradbury, 1953:44). Because the focalization is internal, all of the information is seen through Montag's eyes. Thus, it is not only the information which focalizer see but also Montag's mind or what Montag think when seeing. What Montag sees and thinks reflects the politic of the novel itself. In this sense, Bradbury criticizes American society 1950s who succumb to technology. People who forgot to see other people became stupid. Bradbury emphasizes that seeing was important to get knowledge shown by Montag who tried to understand Clarisse. By seeing Clarisse, Montag realized that he was unhappy. He was married but he did not have child. He did not love his wife and did not understand why he burned books. Bradbury warned masses through education so they are able to exit from cave.

In the context of 1950s America, conformist American families in the society was married and able to buy television at home. McDonald said that in 1946, there were only 6000 televisions produced in America, but seven years later these number was increased to seven million (2007:188). Then, in 1950, nine percent of American family had television and the number increased to 64 percent in the middle of 50s. In 1960, the number increased to 87 percent (Patai, 2012:42).

For McDonald, the number showed the way American lived has changed from dominating through weapon and war to domestic conformity. Besides, most of Americans were married. McDonald said that American wife was happy cleaning kitchen and cooking while American husband smoked cigarettes, brought bag, and worked in office. Children was naughty but they had good attitudes. These pictures were the result of American Dream. The way they live represented American self in 1950s (2007:188). In this sense, Clarisse therefore, asked not only Montag's self but also American's self about industry in America. Bradbury indicates that the root of the problems in America is conformity (Zipes, 2008:6). Bradbury shows that state and industry have contributed in producing television, sport gambling, recreation park, and advertisement. All of those blocked self reflection and another way of living which is different from the way most people lived.

Furthermore, according to Patai, television in Fahrenheit 451 is not like television in Orwell's 1984 which is used to served fear as a strategy to control society. For Patai, Bradbury uses television to create ""a quiescent population lulled by a kind of non-thinking awareness combined with bodily comfort and soothing sounds" (2012:42). In other words, watching television can create a stupid society. Those situation is similar to Indonesian people nowadays. Almost every family in Indonesia has television. According to Nielsen Audience Measurement, a company which surveys television watchers in Indonesia, in 2014, 95% of Indonesian people watch television followed by another media, Internet (33%), Radio (20%), Newspaper (12%), Tabloid (6%) and Magazine (5%) (2014). However, most of the television programs seems did not have good quality, According to Komisi Penyiaran Indonesia, most of the program Indonesian watched in 2015 was drama and variety show. Both types of the programs are lack in quality index. KPI said that the index of the programs was still below standard, 2 from 4 (KPI, 2015:27).

Nevertheless, the real problem of American society in the novel is not television but education. Through Clarisse, Bradbury criticizes education system in America. Clarisse described that her class always used mass media and sport so that there was not critical discussion. Besides, Clarisse, told that American young generations experienced stress. The young generations killed each other and destroyed cars. Bradbury emphasizes this issue in his interview, "[n]ot for a moment. The main problem is education, not politics. The teachers of our country have to taught to start teaching and reading and writing in kindergarden and first grade… However the teachers were all poor [at the time]" (Bradbury, 1953:182-3). Although he said that the teachers is poor, the problem is that teachers does not love what they are doing. "It has nothing to do with pay" (Bradbury, 1953:183).

Therefore, Bradbury uses science fiction as his writing media. If his writing only reproduced American reality, it would be a history. If his writing is only something unreal, it would be a fantasy. Through science fiction, Bradbury will be able to reproduce American problems and imagine its solution as stated by McKitterick

> Perhaps SF's purpose is to urge us on toward important things, toward a future in which we can survive; it certainly urges us toward the stars. SF, as functional art, helps men and women dream great dreams--and recognize great nightmares before they happen, so we can stop them. 'Nothing is impossible if man wants to do it'. But without dreams, there is no future (1996).

In conclusion, Bradbury's Fahrenheit 451 shows that the real problem of American society in 1950s is not conformity or technology, but stupidity. American people become anti-intellectual. People are afraid of thought and laugh at those who learn and read books. By seeing, Bradbury reminds American people that knowledge and education are very important. Besides, Bradbury's Fahrenheit is a distorting mirror of America 1950s. By reproducing a part of 1950s American reality, Bradbury tried to project issues in 1950s so that people can see and identify their problem and think the solutiob. He warned Americans to learn from past and see the future, as he said being interviewed by David Mogen in 1980. "The Martian Chronicles and Fahrenheit 451 come from the same period in my life, when I was warning people, I was preventing futures" (1986:83). Probably, by learning through our eyes, Indonesian can prevent future too…

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Improving Students' Critical Thinking in Discussion Texts Teaching Using Problem Based Learning
(An Action Research at SMAN 1 Bandung)

Susanti Retno Hardini
SMAN 1 Bandung
susanparamita@gmail.com

Abstract

The action research is aimed to investigate how students' critical thinking can be improved in the teaching of discussion texts using problem based learning. The research employed a qualitative study design as well as a quantitative study design. The data were gained from classroom observations conducted in 7 meetings by the researcher and her colleague, from students' tests investigating students' interpretation, analysis, evaluation, inference, explanation, self-regulation proposed by Facione (*http://www.student.uwa.edu.au/__data/assets/pdf_file/0003/1922502/Critical-Thinking-What-it-is-and-why-it-counts.pdf*), from collection of samples of students' texts analyzed in terms of schematic structures and language features developed by Derewianka (2004), Christie and Derewianka (2008), and Emilia (2011), and from the interview conducted with nine students after the teaching program. The findings reveals that the teaching of discussion texts was successful in improving students' crtitical thinking by employing problem based learning and critical thinking stages proposed by Duron dan waugh (2006). The selection of texts, during group discussion, containing problems, has succeeded in improving students' critical thinking by showing their autonomy, responsibility, active-learning, self-management, and feedback. The students' critical thinking is also seen in students' discussion texts employing proven data sources as the discussion texts employ different view of opinions.

Keywords: Critical Thinking, Problem Based Learning, Discussion schematic structures and language features.

Students critical thinking ability has been a crusial issue in 21st century learning development in Indonesia. Puskurbuk (2013) mentions that there is transition in the learning paradigm of 21st century, that is to create productive, creative, innovative, and affective Indonesian students through attitude (knowing why), skills (knowing how), and knowledge (knowing what). Besides, *Konsep Kurikulum 2013, Kemendikbud, (2015)* mentions one of 9 ways of thinking that is critical thinking kearning.

Related to critical thinking, *Problem Based Learning* (PBL) approach is a learning model which makes students able to solve problems, have their own learning style and students also have skills of participating in a team (*Model Pembelajaran, Kemendikbud,* 2015). It is concluded that PBL emphasizes the learning process (*process-centered*) instead of learning product (*product-process*). Moreover, when students can solve problems, they reflect their learning process.

In addition, argument text can also help students improve their critical thinking in English teaching. Argument text which gives a perspective about an issue is Discussion which is usually found in essay, editorial, and public forum (Emilia, 2010). Derewianka (2004) states that the purpose of argument text is *to take a position on some issues and justify it*. Besides, Christie dan Derewianka (2008: 206) state that *A discussion genre in science involves identifying an issue, and then developing arguments for and againts, normally reviewing evidence, before offering a conclusion or a recommendation*. These two statements conclude that students' opinions about an issue should be reviewed by evidence. Not only students' opinion need to be reviewed by evidence but also the students' opinion need to be respected as they reveal the students' metacognition.

Furthermore, argument text questions according to Norris and Ennis (1990:150); Perkins (1987b) as cited in Emilia (2010) can engage students in an extended discussion about an issue. It is explained further in Emilia (2011:122) that Discussion text can be said to be more "*sophisticated*" and more difficult. This statement shows that an argument text (Discussion) may reveal students' metacognition which can be realised in students' stance with evidence. This stance, realised in evidence, reveals students' critical thinking ability which can also be realised in the schematic structures and language features written by the students in Discussion texts.

Likewise, regarding to students' critical thinking (HOT), Brookhart (2008) proposes that HOT can be assessed from written project (performance assessment) which leads to major project. This major project needs students to do library research or internet, *higher order thinking* (HOT), and writing. Moreover, HOT assessment is taken from content, reasoning and evidence, clarity of written expression. This clarity of written expression is related to text and context proposed by Halliday (1985) as cited in Emilia (2010). The relation between text and context is called metafunction of language which can be realised in the Theme and Rheme of a sentence. Further detail of the convention, Halliday (1994) as cited in Emilia (2010) states that Theme plays an important role in text building.

Related to students' ability to show their stance or opinion, Brookhart (2008) argues the principle to evaluate students' critical thinking is by giving students problems to think about, "*Present something for students to think about, usually in the form of introductory text, visuals, scenarios, resource material, or problems of some sort*". Thus, it can be concluded that when the students are able to evaluate something by giving an opinion or recommendation, a teacher has supported the students to think critically, for instance by giving problem questions or issue which is stated in Discussion text.

Moreover, Facione in *http://www.student.uwa.edu.au/__data/assets/ pdf_file/0003/1922502/Critical-Thinking-What-it-is-and-why-it-counts.pdf* proposes that critical thinking is the ability of someone in interpretation, analysis, evaluation, inference, explanation, and Self-regulation. These critical thinking ability are incorporated in Problem Based Learning (PBL) stages proposed by Duron dan waugh (2006).

Departing from the explanation above, it can be said that PBL approach needs critical thinking. Thus, Critical thinking stages, PBL, and Discussion text can give a chance for students to improve their critical thinking.

Method

The action research focused on English teaching, Discussion text using Problem based Learning (PBL), specifically explaining if the Discussion text teaching using PBL can improve students' critical thinking. The study was conducted in 7 meeting, started from 26 Oct 2015 to 20 Nov 2015, at SMA Negeri 1 Bandung, assisted by one teacher colleague as the observer. The research participants were 36 students of twelve grade. For the sake of texts analysis and interview, thus 9 students were selected representing low-, mid-, and high-achievers. The selection was based on students' test.

This action research was conducted in four phases of activities within three cycles; namely Planning, Action, Observation, and Reflection. During the Planning Phase, lesson plan, evaluation tools, and observation sheet were planned. The lessons were focused on students' comprehension about Discussion texts; namely, schematic structures and Language Features, some vocabularies related to issues about smoking, ads, law, social media, expressions how to give opinion, expressions how to agree and disagree, the use of should, contra conjunction, and Discussion text gambits.

The Action Phase consisted of Discussion text instructions about some issues. The lessons were implemented in three cycles as follows: (1) Cycle one (29 Oct -5 Nov 2015) focused on listening, speaking, reading, writing about Anti-Smoking Ads. The lessons were divided into two sessions; one for listening, speaking, reading, writing of Anti-Smoking Ads (https://www.youtube.com/watch?v=lKDkDjQHPuA) phase, another for reading-writing of Pros and Cons on Anti Smoking Law (http:// www.sekolahoke.com/2011/11/contoh-discussion-text-tentang-pro.html) phase; (2) Cycle two (6 Nov – 13 Nov 2015) in three sessions; one dealt with listening, speaking, reading of What Advice Do You Have for Younger Kids About Navigating Social Media (http://learning.blogs.nytimes.com/2015/10/15/what-advice-do-you-have-for-younger-kids-about-navigating-social-media/#more-162645) phase, the second phase discussed speaking and reading about Should Parents Spy on Their Children's emails and texts? (http://www.telegraph.co.uk/technology/internet/9815906/Should-parents-spy-on-their-childrens-emails-and-texts.html) phase, the last phase was reading about Should Parents Spy on Their Children's emails and texts? (http://www.telegraph.co.uk/ technology/internet/9815906/Should-parents-spy-on-their-childrens-emails-and-texts.html); and (3) Cycle three (19 Nov- 20 Nov 2016) concentrated on speaking and writing in the first phase about Should Parents Spy on Their Children's emails and texts? (http://www.telegraph.co.uk/technology/internet/9815906/Should-parents-spy-on-their-childrens-emails-and-texts.html.) and the second session focused on writing about Are Antismoking Ads Effective? or Should Parents Intervene their kids in navigating Social Media? based on students' views

In the Observation Phase, the critical thinking and PBL stages during the lessons were observed and noted using observation sheet. For a quick check on stages acquired and not acquired for each phase, an observation checklist was also employed. Furthermore, document analysis, as secondary data, was also carried out through examining students' reading comprehension, students' sentences related to theme and rheme, and students' writing opinion, schematic structures, and language features. Other secondary data include audio recording of the interviews with the nine students as participants.

Data collection process, ran from October to November 2015 for a period of 5 weeks. all of the seven meetings were photographed with camera, and a few other selected meetings were taped with the video camera. the students' worksheets related to reading comprehension, theme and rheme, opinions, schematic structures and language features were analyzed briefly. At the end of each cycle, all the data gathered were analyzed in order to find any contribution to the next cycle. The schedule of the data collection phase for all cycle is tabulated in Table 1.

Eventually, in the Reflection phase , the data gathered were analyzed for aspects contributing to the next cycle and to the research. The photograph, video, or audio recordings, as well as hand-written notes, were first transcribed. The interviews were explained verbatim using *pseudonym* in order to get suitable answer (Kvale, 1996). Primarily, samplea of students' worksheets during the cycles were compared in order to find out if any improvement resulted to be the cause of such success or failure.

Table 1. Schedule of Data Collection

No	Data	Instrument	Meeting						
			1	2	3	4	5	6	7
1.	Classroom observation	Fieldnote	√	√	√	√	√	√	√
		Photograph	√	√	√	√	√	√	√
		Video Recording					√	√	√
2.	Students' Test	Document analysis	√	√	√	√	√	√	√
3.	Text Analysis	Schematic Structures and Language Features		√		√		√	√
4.	Interview	Audio recording							√

Findings and Discussion
Findings

For the purpose of improving students' critical thinking, some of the scoring related to schematic structures and language features were conducted. From the various data gathered, mainly the students' test samples after the lesson and the worksheet result.

Table 2. Charts for the Students' Speaking-Writing Linguistic Features
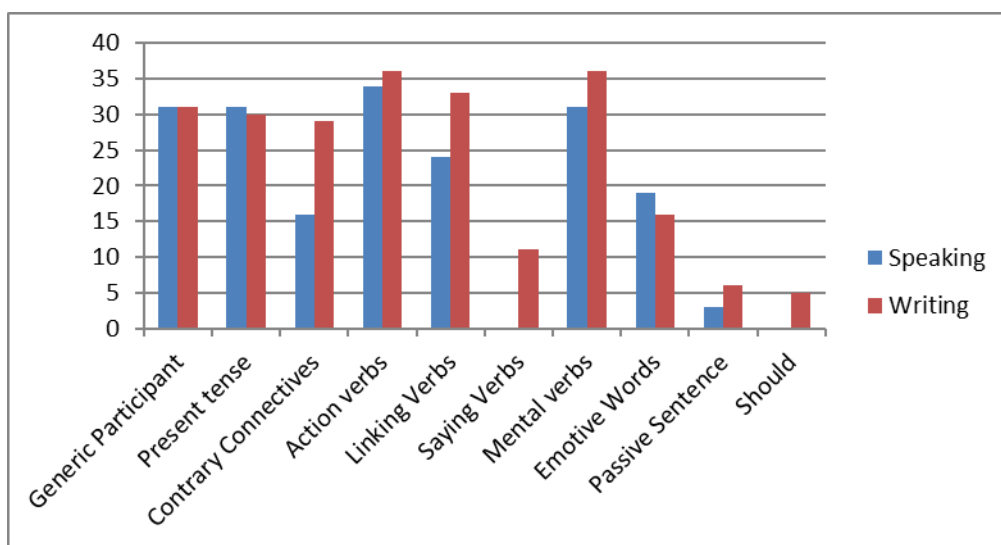
The first meeting in cycle one concluded that the use of 'saying verbs' (direct speech) and 'should' (recommendation) were not fully employed by the students in speaking and writing skills. There was only 32% students out of 36 students attended empoying 'saying verbs' in their speaking and writing skills. Meanwhile 14% students out of 36 students employed 'should' in their speaking and writing skills. The second meeting in cycle 1 concluded that the use of 'passive voice' and 'mental verbs' were not fully employed either by the students in reading and writing skills. On the other hand, related to students' schematic structures, almost 75 % students have improved their critical thinking skills which were realised in the employment of topic, issue, argument for, argument against and conclusion. There was a 53% improvement raise from group to individual writing task.

Table 3. Charts for Students' reading Linguistic Features

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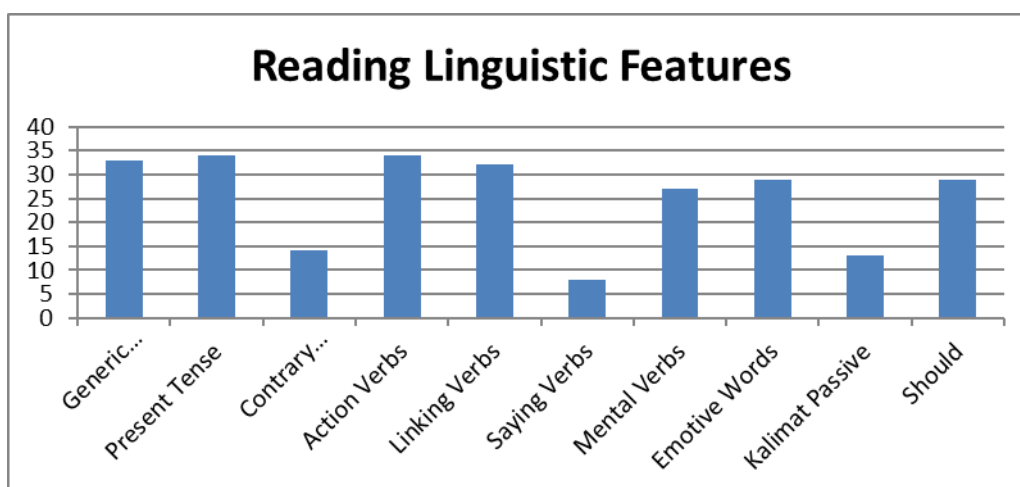
The first meeting in cycle two, there was an improvement raise in the employment of 'should'. The improvement raise was about 69% students out of 36 students. Moreover, in the second meeting, students' ability in reasoning and giving evidenced were analyzed. The result showed that 71% students were able to argue their opinions which was 69% in the previous result. It can be concluded that there was 3% of improvement raise. Lastly, in the third meeting, the employment of 'passive voice' and 'saying verb' improved for about 86% eventhough the raise was in reading skills.

In the first meeting of cycle three, the students conducted group discussion in pro and contra group. The result of the speaking skills showed that 100% students knew the purpose of Discussion text, the schematic structures of Discussion text. Meanwhile, 83% students was able to employ the linguistic features. Related to reasoning and evidence, the improvement raise was about 100%. Lastly, the result for students' writing showed that 86% of students were able to write Discussion text realised in the accuracy of the schematic structures employment in the students' text.

The students' text analysis was taken from students represented by high-, mid-, and low- achiever. It was revealed that 100% of students were able to develop issue. While, the argument for was developed by 67% of students. Next, 71% of students were able to develop argument against. Lastly, 78% students were able to develop recommendation.

To data were also collected using students' interview. The interview was related to students' knowledge, attitude, and skill. First, students get advantage from the employment of video, pictures, authentic texts. Second, students ability and encouragement in writing is because students' self experienced the activities before writing, such as reading, questioning, and giving opinions. Third, the lesson activities using problem questions is able to improve students' critical thinking. Fourth, Discussion text teaching using PBL is a meaningful learning because the topic is real, relates to students' future, and related to other learning subject. Fifth, Discussion text teaching nurtures students' change biourehav, such as curiosity, self confidence, courage, respect, and the students' change behaviour reflects the improvement of critical thinking.

Discussion

During the speaking skill, it can be said that students' critical thinking had developed. This was seen from the employment of some language features when students contributed their opinion. Students' arguments also develop honesty (Emilia, 2010). It pictured that past experience is the best teacher, as students learned from mistake. Consequently, the questions given during the lessons had made students learn from the experience. Thus, it can be assumed PBL has improved students' critical thinking. Moreover, from the students' recommendation, it was also revealed that the questions had given students a chance to do self-assessment.

Meanwhile, during the reading skill, the reading questions have benefited the students to understand the Discussion text and to develop the critical thinking. The explanation was revealed from students' reason and evidence which are the process to evaluate the truth and linked informasion (Brookhart, 2008). Likewise, PBL which focuses on problem (Kemendikbud, 2015) has led to active-learning, feedback, self-management, driving questions, contructive investigation, and autonomy.

Departing from the explanation above, It can be concluded that the speaking and reading skill of Discussion text have contributed greatly to students' ability in writing Discussion text. It is proven during the writing session where some students have succeeded in writing the draft and final draft. Moreover, students also asked some questions to the teacher, although the text has already proven by proof reader.

The students questions concludes that students' activities are important as they resulted in autonomy, *Model Pembelajaran* (Kemendikbud 2015).

Related to students' critical thinking proposed by Duron dan waugh (2006) http://www.isetl.org/ijtlhe/pdf/IJTLHE55.pdf, the students' test revealed that the teacher determined the purpose of learning, taught trhough question, did some exercises before evaluating, repeated and improved the activities, and gave feedback.

Conclusion and Suggestions

Departing from the explanation above, it is proven that PBL and Discussion text can improve students' critical thinking. Besides its limitation, the research has suggested some findings to assist the Discussion text teaching, especially for the English teachers. The Problem Based Learning is suggested to be implemented to help students' critical thinking.

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THE USE OF DICTOGLOS TECHNIQUE IN IMPROVING STUDENTS' WRITING SKILLS

Isry Laila Syathroh, S. Pd. M. Pd
STKIP Siliwangi Bandung
islaisya@yahoo.com

Abstract

Writing skill is always assumed as the most difficult language skill by language learners. The process of writing is often boring and teachers must have a lot of strategies to maintain students' interests and motivation during the process of writing. The main objective of this study is to find out how dictoglos technique enhances students' writing skills. Dictoglos is a strategy developed by Wajnryb in1990 for use with high school students. However, it can be adapted for use with all levels. Since this research employs qualitative descriptive research design, the data for this study were gained through direct observation and learners' reflective notes. The study revealed two main findings: first, students had shown better writing through four stages of dictoglos (preparation, dictation, reconstruction and correction). Second, since the writing process is collaborative, students looked enthusiastic and enjoy the writing process.

Keywords: dictogloss, writing skills, collaborative learning
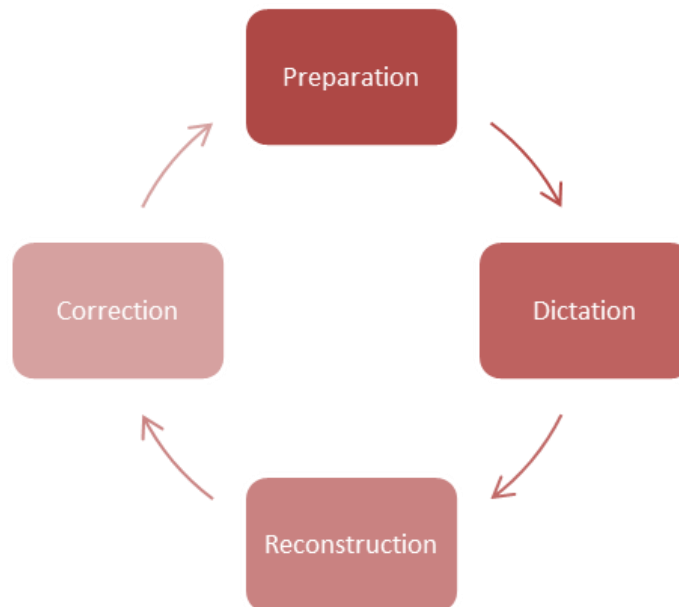
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Background

Writing is one of the most essential language skills which should be mastered by students. Through writing, students can express their ideas, communicate with people and convey their intentions. However, writing skill is mostly assumed as the most difficult skill to be learned. Moreover, writing process is often boring. English teachers must be able to find strategies to maintain students' interests and motivation in the process of writing and at the same time, to improve their writing skills.

One of the techniques to teach writing is dictoglos. Dictoglos is a technique of dictation that can be used for teaching writing cooperatively. It consists of four important steps, namely: preparation, dictation, reconstruction, and correction. This research attempts to investigate the use of dictoglos technique in improving students' writing skills. Furthermore, this study is also expected to provide information about students' perception on the use of dictoglos technique in writing classes.

Literature Review

To fully understand about the use of dictoglos, it is necessary to take into some theoretical perspectives. Dictoglos is a relatively recent procedure in language teaching. It borrows a little from traditional dictation, but in fact it is quite distinct from dictation in both procedure and objectives (Wajnryb, 1990). Dictoglos, which was introduced by Wajnryb in 1990 (Abbasian, 2013), can be considered as a way for integrating form and meaning in the learning context. Nunan (1995) also claims that the dictoglos technique provides a useful bridge between bottom-up and top-down understanding. In the first instance, learners are primarily concerned with identifying individual elements in the text – a bottom-up strategy. However, during the small group discussions, some or all of the following top-down strategies might be employed. In all at these, the listeners will integrate background inside the head knowledge with the clue picked up during the dictation.

Dictoglos is a type of cooperative learning strategy. Specifically, it is done by forming groups of two until four students recreate a text that the teacher has read to them. At the first reading the students just listen and then they take notes as the text is read twice more. By combining their knowledge the students then try to recreate the written text (not word-for-word) by using full sentences while trying to retain the meaning and form of the original text. Afterwards the students, with their teacher's help, identify similarities and differences between their text reconstruction and the original text. Dictoglos technique also requires the students to use all four language modes and it helps the students to notice their own language gaps. The stages of dictoglos technique are shown by the figure (1) below:

(Herrel and Jordan, 2004) elaborate the steps in the table below:

| NO	STAGES	ACTIVITIES
1	Preparation	Teachers select a content-related text and read it aloud at a normal speaking pace. At first, students are instructed to just listen carefully.
2	Dictation	Teachers read the text twice more. The students are now in-
3	Reconstruction	Teachers have the students in pairs and to re-create as much of the text as possible using the keywords they have written. They must re-create the text as closely as possible to the original text as read by the teachers. Next, teachers have the two pairs meet together and pool their re-creations of the text to reconstruct it more completely. Teachers have the group of four work together to write down as much of the text as possible. Their aim is to re-create it as closely as possible to the original.
4	Correction	Teachers ask one member of each group to read the group's creation of the text and ask the other groups to see how closely it matches their versions. Teachers then display the groups' re-created texts, compare and discuss them, noting the sections in the text that were difficult to re-create.

Dictoglos activities have several advantages. They integrate the four language skills of listening, reading, speaking, and writing. They also give students opportunities to talk about both content and the language itself. Furthermore, dictoglos activities are a useful way of presenting new factual information to students and encourage them to listen for key points. Finally, they give support to less confident students, as they are encouraged to participate in their groups as part of the structure of the activity (Herrel and Jordan, 2004).

Methodology

In line with purpose, this study adopted a descriptive qualitative study. Qualitative research methods are used to examine questions that can best be answered by verbally describing how participants in a study perceive and interpret various aspect of their environment (Crowl: 1996). The qualitative data is collected from appropriate data source in order to answer the research question. The researcher serves as the main instrument of the research. According to Miles and Huberman (1992), qualitative research design employs naturalistic enquiry which places the researcher as the instrument. The data were collected through direct observation and students' reflective notes. Direct observation was used to see the process of wiring through dictoglos technique, and students' reflective notes are used to see how students perceive this technique in improving their writing skills. In this research, one class of intermediate students was chosen The selection of the participants was based on convenient sampling. It is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Crowl, 1996).

Finding and Discussion

This study identifies some findings. First, the use of dictoglos can stimulate students' motivation and interests in writing. Through the process of collaboration with peers, students had shown positive attitudes in learning. They looked enthusiastic getting involved in the writing process during the four stages: preparation, dictation, reconstruction and correction. Table (1) below shows that 90% of the participants assumed that the dictoglos technique is interesting:
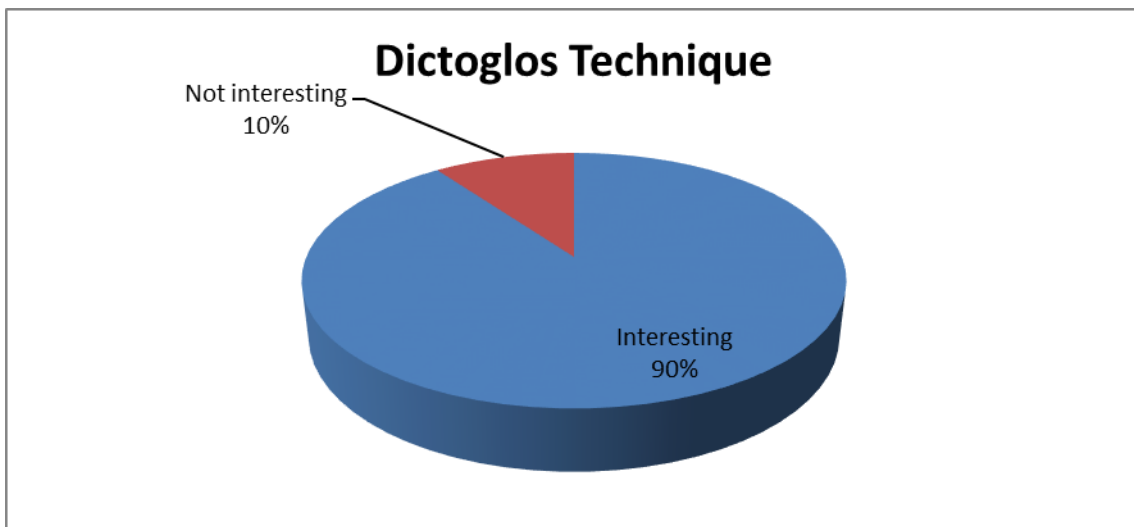
Second, revealed from their reflective notes, students positively perceive the use of dictoglos technique in writing. Sharing and brainstorming are used in the writing process and those make the process easier. Table (2) shows that 90% of participants claim that writing process becomes easier through dictoglos technique:
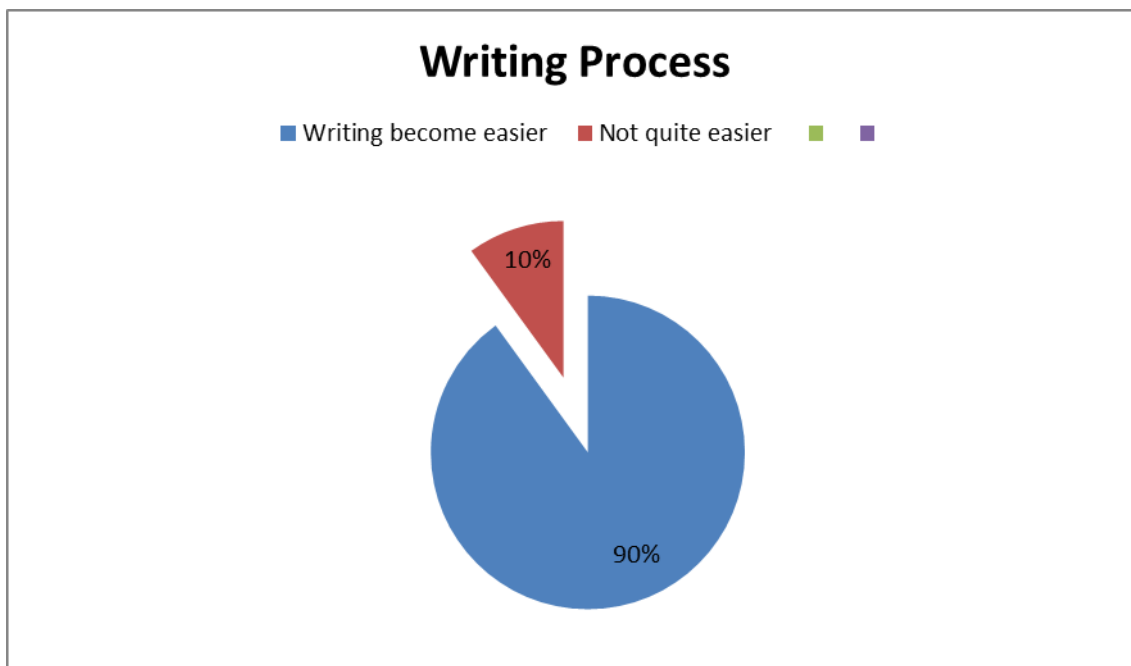
Finally, students' writing showed better improvement through dictoglos technique. Dictoglos is an output-oriented focus on form technique. Actually, there are many variations of dictoglos procedure. However, generally dictoglos consists of four main steps. In the preparation stage, students build their schemata. The reading texts used were taken from *Effective Reading* book, about *Doodles* and *Hunter Patch Adams*. These texts were chosen due to these topics were related to the context of learning that after this reading class, they will be studying certain grammatical forms.

In the second stage is the dictation of the two texts which have been selected to provide practice in the use of a particular construction or linguistic form. The first time the text is read the learners listen without taking notes, to gain a global view of the text. On the second reading, learners are advised to take notes on what they hear. The next stage is the important reconstruction stage of dictoglos. It is during this reconstruction of the text that the learner finds out what they know, what they need to know and what they don't know (Kuiken & Vedder, 2002). Finally, there is the analysis and correction stage, where learners compare their finished product with the original text (Wajnryb, 1990). A fifth step has been added to the procedure for further study. In this final step, a pair or small group, after a short interval, work together to reconstruct the text again, but this time exclusively from memory and their grammatical knowledge of the target language.

Conclusion

This study produces with several conclusions. Firstly, dictoglos technique can be one of several choices to use by language teachers to improve students' writings skills. Through the four stages (preparation, dictation, reconstruction and correction) students had shown better writings. Second, since the learning process is collaborative, students enjoy the writing process. Sharing and brainstorming of the writing ideas are reflected during the process. Lastly, this technique is adaptable to different students' proficiency levels. Teachers can make adaptations of this technique for different ages and certain curricular areas.

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DEVELOPING STUDENTS' SKILL IN WRITING NARRATIVE TEXT AT SMA NEGERI 1 TORUE THROUGH COOPERATIVE INTEGRATED READING AND COMPOSITION

Heni Oktavianti Tamanampo
SMA Negeri 1 Torue
henitamanampo@gmail.com

Abstract

Penelitian tindakan kelas ini dilaksanakan pada SMA Negeri 1 Torue. Subyek penelilitian ini adalah 38 siswa kelas XC tahun pelajaran 2012/2013. Tujuan penelitian ini adalah untuk mengetahui bagaimana keterampilan siswa dalam menulis teks naratif dapat dikembangkan melalui CIRC (Cooperative Integrated Reading and Composition). Data dikumpulkan dari observasi, catatan di lapangan, kuesioner, dan tes. Penelitian ini terdiri atas dua siklus. Ada dua kriteria keberhasilan dalam penelitian ini; pertama, siswa harus mendapatkan nilai sama atau lebih dari 70 sebagai nilai individu dan harus dicapai oleh 75% dari keseluruhan jumlah siswa, dan kriteria kedua adalah keterlibatan aktif siswa sama atau lebih dari 75% dari keseluruhan jumlah siswa. Hasil dari penelitian ini menunjukan bahwa hasil siklus 1, pencapaian belajar siswa adalah 58% (22 dari 38 siswa) mendapatkan nilai diatas 70, dan keterlibatan aktif siswa adalah 72,8%. Setelah menerapkan perencanan yang direvisi dalam siklus 2, pencapaian belajar siswa adalah 79% (30 dari 38 siswa) mendapatkan nilai diatas 70, dan keterlibatan aktif siswa adalah 86,7%. Hal ini menunjukan bahwa hasil siklus 1 tidak memenuhi ke dua kriteria keberhasilan. Pengembangan dan pencapaian kriteria keberhasilan terjadi dalam siklus 2. Hal ini mengindikasikan bahwa CIRC efektif dalam mengembangkan keterampilan siswa dalam menulis teks naratif. Oleh karena itu, CIRC sangat potensial untuk diterapkan dalam pelajaran menulis.

Kata-Kata Kunci: *CIRC, mengembangkan, keterampilan menulis, teks naratif.*

Writing is regarded as one of the important skills in studying English. It has always occupied place in most English language course. One of the reasons that more and more people need to learn writing in English is for occupational or academic purpose. This kind of writing skill requires the mastery of the writing steps and sufficient knowledge on the component of writing.

English is thought as complicated one since its difference in terms of the writing and how to pronounce it. This problem faced by most of Indonesian students who are accustomed with Bahasa Indonesia where the writing and the way to pronounce it are the same. Especially for students of SMA Negeri 1 Torue who dwell in a village which English is rarely spoken as social language, faced difficulties in expressing ideas in written form. The students wrote an essay but unfortunately the students could not do it properly. Their writing is confusing and unwell-developed. In another words it can be said that some of them did not know how to start writing and what to write even though they had been provided the topic. The students had problems in organizing ideas when they were asked to write a paragraph, did not know how to organize sentences into paragraph, had problem in constructing sentences, and also they have made many grammatical errors, lack of English vocabularies, hence they have made mistakes in spelling when writing a word, and they were not interested in the writing class. They felt that writing was a boring activity. The researcher inquired the problems based on the result of the students' works and several tests given to the students.

Considering the above conditions, the researcher conducted a Classroom Action Research to overcome the tenth grade students' problems at SMA Negeri 1 Torue. She proposed CIRC (Cooperative Integrated Reading and Composition), one of Cooperative Learning Model in helping her students understood and composed narrative text especially to develop the students' writing skill.

Cooperative Integrated Reading and Composition is a method which is designed to combine reading and writing. The students write something based on the task and the teammates read their peer writing .They study in teams which each group consist of four to five students who have different ability level. It is hoped that the high performance students can assist those who are in average or low performance in improving their competence and performance in writing especially writing narrative text.

Cooperative Learning is not only an instructional model of learning for increasing students achievement, but it is also a way of creating a happy, pro-social environment in the classroom, one that has important benefits for a wide array of affective and interpersonal outcomes. CIRC as one of Cooperative Learning which is assumed by Slavin (1995) as one of method that could solve students' problem in writing and give benefits to the learning process such as motivating the students, improving social interaction in the classroom, creating a positive learning environment, and improving writing skill.

Based on the background of the study, the problem statement: "How can the students' skill in writing narrative text be developed through Cooperative Integrated Reading and Composition?" The objective of this research was to know whether CIRC (Cooperative Integrated Reading and Composition) could develop the students' skill in writing a narrative text.

WEST JAVA

RELATED LITERATURE REVIEW
Reading and Writing in EFL Writing Class

Traditionally, teacher of English as a second or foreign language have tended to teach reading and writing separately from each other. However, some experts have argued that reading and writing are closely connected and should be taught together. Tsai (2006) believes that reading to write and writing to read are two facilitative strategies for instruction in English literacy classrooms. Reading supports and shapes English learners' writing when they are performing reading tasks. They have ideas on vocabularies especially for those who have less fluency in English. The impact of reading on writing is exhibited in the provision with vocabulary needed for writing, general ideas and background knowledge to write composition (Alkhawaldeh, 2011).

Through reading, students are given opportunities in writing classrooms to acquire knowledge of vocabulary, grammatical structures, or rhetorical features of texts. On the other hand, writing to read serves as a technique which changes the goals of teacher's instruction from helping students answer comprehension checks correctly to encouraging students' meaningful interaction with written texts, and supports students to experience reading as a composing process.

In most of schools which use English as a second language can combine lessons which assist students in preparing academic writing assignments by using readings in writing class as a basis to practice such skills as summarizing, paraphrasing, interpreting, and synthesizing concepts. It is impossible that anyone who is a non proficient reader can develop into a highly proficient writer. For that reason, teachers are suggested to include a reading component in their writing class. Murcia (1991: 253) argues that awareness of how to address the writing process in class and of the importance to students of actually doing writing in class, the primary activity of so called writing classes was actually reading.

The students should have skill in reading and listening to support their writing and speaking. Listening comes first before speaking, and reading before writing. White, 2003 claims that the interdependence of reading and writing implies that teaching these two language skills cannot be separated. Writing a text involves reading it, and reading a text need writing to response it. Reading is needed to be comprehended in order to produce individual expression in writing. The more students read, the more they become familiar with the vocabulary, idiom, and sentence patterns of the target language. Those are important in producing a piece of writing.

CIRC (Cooperative Integrated Reading and Composition)

The researcher considers that one of the models of Cooperative Learning that will be implemented in this research that is CIRC (Cooperative Integrated Reading and composition) is suitable in teaching writing skill. A unique aspect of CIRC is its focus on cooperative team learning. Students are assigned to teams composed of two or five students from different reading levels. Students work within their teams on a series of cognitively engaging activities. CIRC makes the objectives are easy to be achieved and the use of time is more effective, since there are a mutual helpfulness and positive interdependence. Students work in pairs on activities that include reading to one another; predicting how stories will end; identifying characters and settings; summarizing stories for each other; writing responses to stories; and practicing spelling, decoding words, and vocabulary. Students also write drafts, revise, and edit each other's work, and prepare to "publish" their writing.

CIRC is implemented in promoting students linguistic development. Abisamra (1998) argues that CIRC is usually used to teach both reading and writing, but can be used as separate reading and writing/language arts program. In CIRC Reading, students are taught in reading groups and then return to mix teams ability to work on a series of cooperative activities, including partner reading, making predictions, identification of characters, settings, problems and problem solutions, summarization, vocabulary, spelling, reading comprehension exercises, and story-related writing. CIRC Writing/ Language Art is a comprehensive approach to teach writing and language arts based on a writing process model, and serves as peer response groups. During writing and language art periods, students engage in a writer's workshop, writing drafts, revising and editing one to another's work, and preparing for publication of team or class books. Dealing with the objectives of CIRC in teaching writing, Slavin (1995: 106) claims that:

> "A major objective of the CIRC writing and language arts program is to design, implement, and evaluate a writing-process approach to writing and language arts that would make extensive use of peers. Peers respond groups are a typical component of most writing-process models, but peer involvement is rarely the central activity."

CIRC Procedures in Writing Class

During language arts and writing periods, the researcher will use lesson plan on writing developed especially for CIRC. The emphasis of this lesson plan is on the writing process, and language mechanics skills (Slavin, 1995: 108). The teacher directs the lessons on specific components of writing, such as organizing ideas into a well-developed text, and the use of simple past tense in the sentences and the text as a whole. The students practice and master these skills in their teams. Here, students spend the main part of period planning, drafting, revising, editing, and publishing their writing.

Informal and formal peer and teacher conferences are held during teaching learning process. Whenever a few students face difficulties on the lesson or make mistakes, the teacher may directly guide the students individually at informal conference. Formal conference happens when most of the students have same problems. It means that the teacher has to make clear and solve the students' problems for a whole member of class.

The procedures of CIRC writing class as stated by Slavin (1995) are teacher presentation, team practice, independent practice, peer pre-assessment, and testing. The first, the teacher tells the students what they are going to learn and what objectives they are going to achieve, and present the instructional materials dealing with the objectives of learning. In this stage, the teacher also shows and discusses the same genre text that the students are going to write. The second, students work together with their teammates. They help each other especially for low achiever in brainstorming and generating ideas of writing. The third, Independent practice happens when students work by themselves without teammates' help in making a compositions draft. It is happened after consulting teammates and the researcher about their ideas and organizational plans. The fourth, individual works will be pre-assessed and edited by teammates. Each student will revise the content of their composition then edit one another's work using peer editing forms emphasizing on organization, sentence formation, language use and mechanical correctness. Finally, each student publishes his/her final composition in team. The fifth, To show whether the students have made improvements or not after

having experiences with their teammates, testing is held. It is the time for the students to write a composition individually. The teacher does not allow the students help each other, they work on their own.

METHOD

This research employed CAR (Classroom Action Research) which the researcher and collaborator were involved in the teaching learning process directly from the beginning until the end of the study. The research was conducted at SMA Negeri 1 Torue. The school is located at Jl. Gunung Sari No. 1 Tolai Barat, Torue. It is about 120 km from Palu, Central Sulawesi. The subjects of the research were class XC. The numbers of this class were 38 students. This class was varied in terms of their competence and performance in English. Their heterogeneous was the main aspect to apply CIRC method.

Since this research design was CAR, it was done in cycles and adopted the steps as stated by Kemmis and McTaggart (1988: 10-14) that involving: planning, acting, observing, reflecting, and revise planning.

In planning, the researcher and her collaborator worked in grouping the students into groups, designing lesson plan, instructional materials, and research instruments such as: observation sheets, quizzes, questionnaire, field notes, and set up the criteria of success. This research was considered successful if it met two criteria of success: 1) the students' achievement should get equal or over 70 as individual score and should be achieved by 75% of total number of students; and 2) the students' active involvement was equal or over 75% of the students.

To implement the plan, the research was carried out in the classroom. In the first meeting, the researcher divided students into some groups. The researcher introduced the instructional materials such as: the generic structure and the language features of narrative text especially simple past tense. She also gave them some examples of narrative text then asked the students to analyze the text given. She asked the students to identify the picture then made and classified some sentences into the proper generic structure. In this stage, each student discussed and shared ideas within the group members. In the second and the third meetings, the students collaborated in mastering some components of writing in their groups. The researcher also asked the students wrote a narrative text. Each member of the group gave comments and suggestions to his or her member's topics. After that the students were guided to write first draft based on comments and suggestions of their group members. The researcher assigned to each student to revise his or her friend's draft, and then wrote based on the member's comments and suggestions as the production of writing.

In the observing, the researcher and her collaborator observed the students' activities during the implementation of CIRC. The observation sheets and field notes were used to observe the students' active involvement and the researcher activities during the teaching learning process. Their function was as medium in recording everything happen during teaching learning process. In observing the students' achievement, the researcher used test to know the improvement of the students' writing skill. The researcher used both quantitative and qualitative methods in analyzing data. The data gathered through tests, observation sheet on the researcher's activities and questionnaires were analyzed through quantitative method in the form of descriptive statistics. Brown et al. (2003: 122) claim that descriptive statistics are used to characterize or describe a set of numbers in terms of central tendency and to show how the numbers disperse, or vary, around the center. The data collected through the observation sheet on students' activities, field notes were analyzed by using qualitative method.
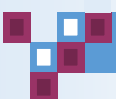
The last step was reflection. The results of data collection through observation sheets, quizzes, questionnaire, and field notes were reflected by the researcher and her collaborator. The data were used as a feedback to revise planning of teaching in next cycle. In this stage, the researcher wanted to know whether students' achievement in writing narrative text has met the criteria of success or not by implementing the CIRC method. . The criteria of success functions as a medium to decide whether the research should be quit or continue to next cycle.. If the criteria of success were not achieved yet in the implementation of planning in cycle 1, so the researcher and her collaborator revised the plan and provided a better one in cycle 2.

RESEARCH FINDINGS AND DISCUSSIONS
Cycle 1

This cycle consisted of some stages from the planning, the implementation of the action, the observation, and the reflection. The data in cycle 1 were obtained from observation sheets, field notes in the three meetings, and students' achievements in test by applying the procedure of CIRC method.

Planning

The researcher and the collaborator made some preparations before the actions were carried out. One of the preparations was assigning students to teams because this study employed CIRC. The researcher used the students' based score which was gained from previous semester, and also gender and their personalities as another consideration in assigning students to teams. The students' scores, gender, and personalities decided which group the students belonged to. The other preparations were planning the time to conduct the action, selected and developed instructional materials, designed lesson plans which covered the instructional objectives, the teaching and learning activities, and assessment.

Acting

The researcher implemented the actions in three meetings for teaching learning activities and one meeting for test. Implementation of the action for cycle 1 was carried out on February 19th, 2013 to February 27th, 2013. All of the meetings consisted of three steps: Preactivity, While Activity, and Postactivity. The time of conducting the actions followed the school regular schedule, on Tuesday and Wednesday. Each meeting had two periods, and one period had forty five minutes, so each meeting spent ninety minutes.

This study employed CIRC method which followed some procedures: teacher presentation, team practice, independent practice, peer pre-assessment, and test. The students were free to express their ideas. Each meeting of the cycle had a different focus, instructional objectives, instructional materials and activities from one another.

Observing

Students' involvement and participation during the implementation of the actions in each meeting were the focus in analyzing students' activities in teaching and learning process. The observations on students' activities may be looked at chart 1, and presented the percentage of the students on four items.

Chart 1Observation on Students' Activities in Cycle 1
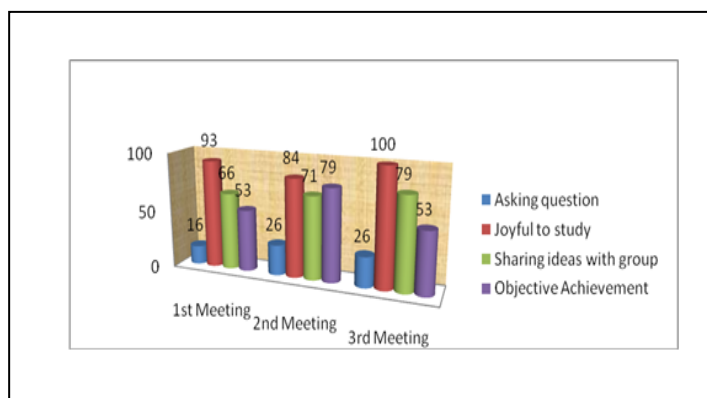
The students in asking questions related to the teacher's instruction categorized low. It could be seen that at the first meeting, it was about 6 students (16%), and at the second and also the third meeting were about 10 students (26%) asked to the researcher to repeat her utterances and instructions, and asked questions related to materials. Surprisingly, many students, had high motivation and joyful to join the teaching and learning process using CIRC method. It could be seen that 36 students (93%) at the first meeting, 32 students (84%) at the second meeting, and 38 students (100%) were enthusiastic and joyful to join the English class.

Some students faced difficulties in discussing the writing task with their group. They seemed reluctant to share ideas with group. It could be seen that only 25 students (66%) at the first meeting, 27 students (71%) at the second meeting, and 30 students (79%) could collaborate with their teammates. The rest did the writing tasks individually. The findings also showed that 20 students (53%) could write simple past tense sentences based on the picture, 30 students (79%) could rearrange jumble paragraphs into a good text, and 20 students (53%) could write a narrative text based on the pictures. The results of the students' achievement at the first, the second, and the third meeting did not meet the instructional objectives, in another words, they still confused about instructional materials, and needed more practices. The most difficult was when they were asked to write a narrative story at the third meeting. That was the reason why objective achievement at that meeting decreased 26% from the second meeting.

The percentage of average score on all students' activities from observation sheets were 67% at the first meeting, 75.9% at the second meeting, and 75.4% at the third meeting, and presented on chart 2.

Chart 2 Students' Active Involvement in Cycle 1
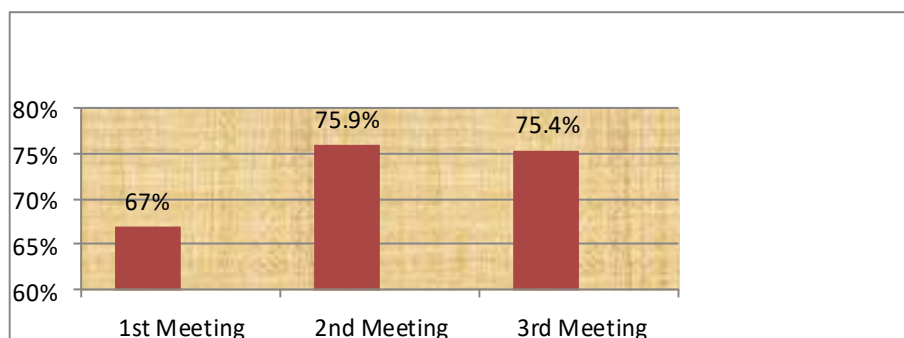
There was a decrease 0.5% in students' active involvement for the third meeting. This happened since the objective achievement of the third meeting as one aspect of students' active involvement was low. Most of the students were still confused in writing narrative text. The data presented that the average of the students' active involvement was 72.8%. It meant that it was in a fair level and it did not meet the criteria of success since the the students' active involvement should achieve at least 75% or in a good level.

After having three meetings in teaching learning process by implementing the procedure of CIRC method, the students were given a test. The test related to the materials that had been discussed in the previous meetings. It was writing a narrative text entitle "Three Foolish Son" in 90 minutes. This written test was intended to know the students' writing skill after giving treatments in three meetings. The result of the test showed that 58% or 22 students were successful, and 42% or 16 students were failed in the test. The researcher analyzed the students' scores in Organization, Sentence Formation, Language Use, and Mechanics as writing components. She computed the mean of their writing achievement on those components of writing and was presented on chart 3

Chart 3 Students' Achievement on Writing Components in Cycle 1
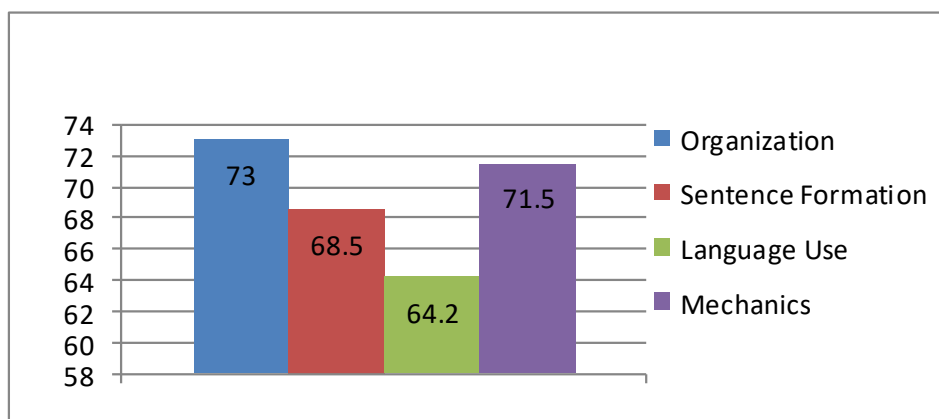
Reflection

The criteria of success of this study were students' achievement and active involvement should be 75% as the classical percentage. The data gathered from students' achievement showed that 16 students or 42% failed in test, and only 22 students or 58% passed. Based on data from observation sheets for three meetings (Chart 4.2) on the average of students' active involvement was 72.8%. The conclusion was students' achievement and students' active involvement did not meet the criteria of success yet. It means that the revision of teaching and learning process through CIRC method in teaching writing narrative text was needed for the next cycle. The re searcher and the collaborator decided to continue the action to cycle 2 by focusing the activities on the problems faced in cycle 1.

There were some revisions that should be made for cycle 2. The first, the researcher limited the time in each activity, so the students had much time in doing the tasks. The second, the researcher gave detail information on how to construct simple past tense sentences, and more guiding in word order especially for the low achiever.

In order to overcome students' problem in constructing past tense sentences, the researcher explained about second form of verbs especially irregular verbs. The third, the researcher recommended the students to use dictionaries as their references. The fourth, the researcher encouraged the students to do the tasks with their teammates more often. These activities were intended to train the students' cooperative skill. The last, to attract students' attention and active involvement, the researcher used more interesting teaching media, in this case she proposed videos to make the students could generate their ideas and easier to write.

Cycle 2
Planning

Based on the reflection on cycle 1, the researcher revised her teaching plan. The researcher was helped by her collaborator designed the lesson plans for each meeting with some revisions. In this cycle, the teaching activities were focused on sentence formation and language use since the students were weak on these two components of writing. They were directly given more examples and guidance how to construct simple past tense, especially explanation about irregular verbs. The researcher also encouraged and monitored more often whether the students applied team practice, independent practice, and peer pre-assessment as CIRC procedure effectively, so the students could share their ideas with their teammates.

Implementation

On Tuesday, March 5th 2013, the first meeting of cycle 2 was conducted. It was started at 09:45 am – 11:15 am (4th and 5th period), and the meeting lasted for about 90 minutes. This meeting was similar to the first meeting of cycle 1; the teaching and learning process was focused on how the students construct simple past tense. There was no evaluation at the end of this meeting as at cycle 1did, since the time spent mostly in practicing how to construct sentences grammatically.

Based on the schedule, the second meeting was conducted on Wednesday, March 6th 2013 at the second and the third periods, 08:00 a.m. up to 09:30 a.m. It was the last meeting for teaching learning activities in cycle 2. This meeting was different with the first meeting in terms of the instructional objectives. The students should produce narrative text after watching a video of *Timun Mas* at this meeting.

The third meeting was the test. All of the students were present in this meeting. It was done on Wednesday, March 13th, 2013. They spent ninety minutes in writing narrative text. The students were provided more details instruction in order to remain them what were going to do with the test. They had to write a story "The Ugly Duckling". They had to write a narrative text by considering the appropriate generic structure and language features of narrative text. In writing a story, the students were guided by some words that they had heard from video. What they were going to do was the same as the second meeting activities but they composed the text without interfering of their teammates.

Observation

The observations on students' activities and students' active involvement may be looked at chart 4.

Chart 4 Observations on Students' Activities in Cycle 2
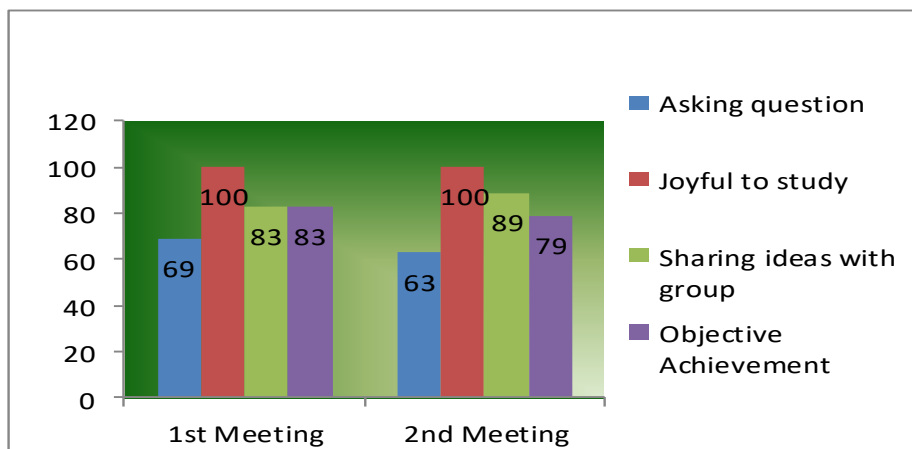
From the observation sheet on the students activities showed that there were significant improvements on students' curiosity about the materials given, 25 students (69%) in the first meeting, and 24 students (63%) asked questions related to the material, and asked the researcher to clarify her utterances and instructions.

The other findings were all of the students (100%) in the first and the second meetings were enthusiastic and joyful to join the English class. They also were motivated to be involved into class interaction. Most of the students, 30 students (83%) in the first meeting and 34 students (89%) in the second meeting could share ideas and discussed the writing task with their group actively. Hence, it was not surprised if the students could achieve the instructional objectives in each meeting. In the first meeting, 30 students (83%) could write simple past tense sentences, and 30 students (79%) could write narrative text. The results of the students' achievement at the first and the second meeting showed that the students had mastered the materials as stated in the instructional objectives for each meeting.

The classical students' active involvements could be seen from the average scores from the two meetings. The first meeting was 86.4% and the second meeting was 87%, and presented on chart 5. The average score of the two meetings was 86.7% as the classical students' active involvements. It was in excellent level, and had met the second criterion of success.

Chart 5 Students' Active Involvement in Cycle 2
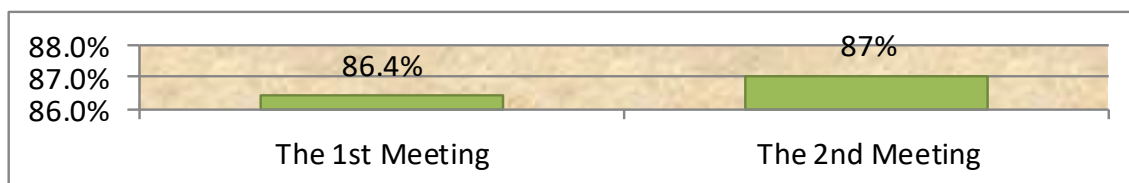
After having two meetings in teaching learning process, it was the time to know how far the students had made progress in their achievement. The students were given a test. All of the students were presents in the test. They were evaluated individually by giving a test to write narrative text. The students had to write a narrative text in 90 minutes based on the data they gathered from the video entitle "The Ugly Duckling". The video was played to generate and stimulate the students' ideas, so they were easier to write.

There were 30 out of 38 students or 79% students could achieve the score above 70, and 8 students or 21% failed in the test. The finding showed that 30 out of 38 students could meet the criteria of success and got the significant development as individual scores. In analyzing the students' writing product, the researcher still focused on organization, sentences formation, language used, and mechanics as what had been done in cycle 1 The students' score indicated a gradual progress in constructing words into sentence and sentences into a paragraph, even most of them were able to make sentences grammatically. The mistakes in both aspects could be minimized. The researcher computed the mean of the students' writing achievement on some components of writing and was presented on chart 6:

Chart 6 Students' Achievement on Writing Components in Cycle 2
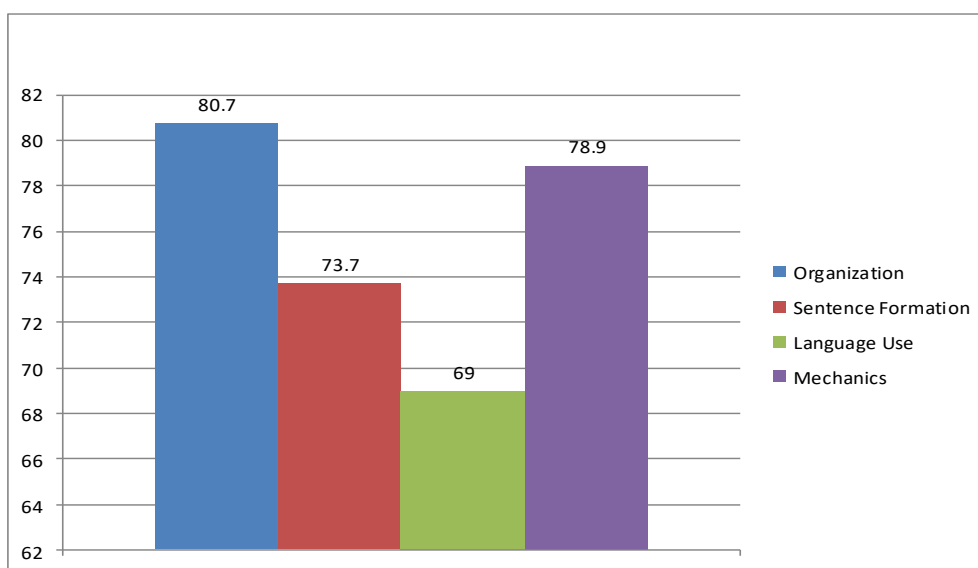
Students' Answer

It was given to the students after the action was completed in cycle 2. The findings could be seen in table 1.

Table 1 Students' Answer on Questionnaire

No.	Pertanyaan	Pilihan Jawaban	
		Ya	Tidak
1.	Apakah anda merasa senang belajar Bahasa Inggris khususnya belajar tentang menulis text?	33 (87%)	5 13%
2.	Apakah menurut anda belajar secara kelompok lebih baik dibandingkan dengan belajar mandiri?	35 (92%)	3 (8%)
3.	Apakah metode CIRC yang di contohkan guru membantu anda dalam keterlibatan dan motivasi anda untuk menulis?	32 (84%)	6 (16%)
4.	Apakah penerapan metode CIRC dapat meningkatkan pemahaman anda khususnya pada *generic structure* (Orientation, Complication, Sequence of Events, dan *language* features teks naratif khususnya kalimat *Past Tense*	36 (95%)	2 (5%)

5.	Apakah dengan penerapan metode CIRC tersebut dapat mengatasi kesulitan anda dalam menulis?	35 (92%)	3 (8%)
6.	Apakah penerapan metode CIRC dapat anda harapkan sebagai upaya meningkatkan kemampuan anda khususnya pada kemampuan menulis?	38 (100 %)	- (0%)

The researcher asked the students to give their opinion about the implementation CIRC method in their writing class by asking them to fill a questionnaire after they had the test. The questionnaire consisted of 6 items. The researcher asked the students to put a tick (√) in the column "*Ya* or *Tidak*". They had to choose one of the alternatives freely. The questionnaire was aimed to get information or the students' opinion concerning with the teaching learning process through the CIRC procedure.

Reflection

All of the instruments which had been aimed to investigate the result of the implementation of CIRC in this study showed that there were increasing in students' achievement. The students' achievement in writing throughout this study was classified into two types: process and product.

After having two meetings in teaching learning process in cycle 2, it was found that the students had made progress in the students' achievement as their writing product, and the students' active involvement as their writing process. The analysis of the students' activities in teaching and learning process was found that they gradually had been able to compose narrative text. The students' ability to   construct some words into grammatical sentences gradually increased. The significant improvement between the two cycles as shown in chart 7.

Chart 7The students' Achievement in Cycle 1 and Cycle 2
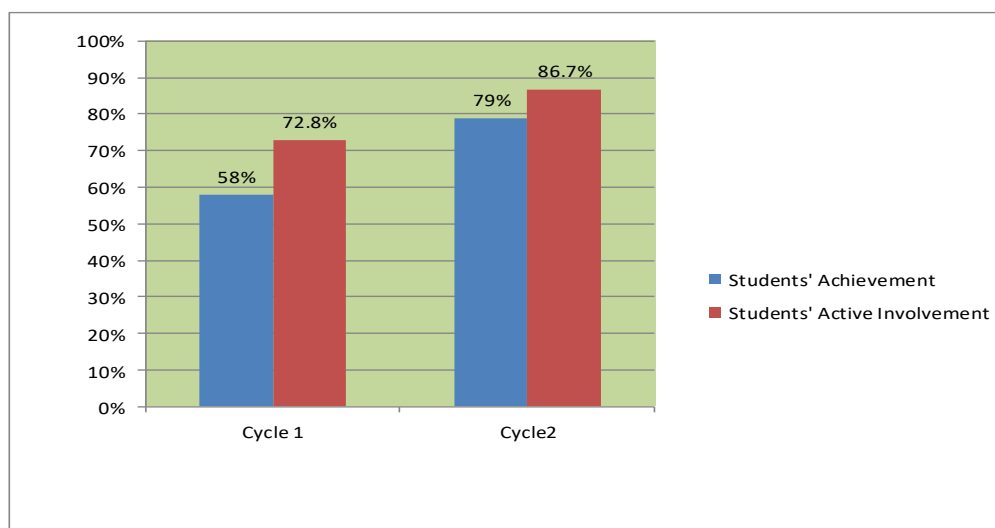
By focusing on the result of reflection in cycle 1 and its revisions, the researcher designed more interesting lesson plans, teaching media, and instructional material in order to attract the students' active involvement in cycle 2. The researcher used videos as her teaching media. These media were not only successful in helping the researcher in getting the students' active involvement, but also in increasing the students' achievement. The students watched and read the text from videos before they were given a task to write. This activity helped them very much in generating their ideas to write.

The observations of teaching learning process in cycle 2 showed that the cooperative skills of the students were gradually improved. The cooperative skill such as taking turns in correcting their peers' work, sharing ideas with their teammates, developing social interaction among the group members were achieved during the class activities by the students. The students' active involvement was shown in the activities when they were doing the task by following the procedures of CIRC. Moreover, the activities were undertaken in the classroom could assist the students to write narrative text and could make them enthusiast. The students were actively involved in their groups to work and share their ideas. These facts indicated that learning atmosphere created by the researcher attracted the students to take part in teaching learning process.

Based on the data of students' achievement in cycle 2 table 7 showed that 79% students were successful in the test. The students' active involvement in teaching learning activities was observed by using observation sheets. The observation sheets showed that the average score of the two meetings in teaching learning activities was 86.7% as the classical students' active involvements. It was in excellent level, and had met the second criterion of success.

Since the students had achieved the two criteria of success in cycle 2, the next cycle did not need to do. It could be said that the implementation of CIRC method was successful to solve the students' problem in writing narrative skill. The researcher and the collaborator concluded that cycle 2 had been successful, and the research was finished. The eight students who did not meet the criteria of success in this study were given remedy.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Based on the findings and discussions of this study, it can be concluded CIRC could develop the students' skill in writing narrative text. Moreover CIRC gave benefit to the students in many ways. First, CIRC method could improve the students' writing skill. The students were able to make good improvement in the students' achievement. Second, CIRC made the students had active involvement by sharing their ideas in team practice, and corrected their peer work in peer pre-assessment, and also reduced teacher domination. The members of the group did the tasks cooperatively. Third, the students enjoyed the writing class since there were various activities to be done. The students felt more comfortable and relax, even their motivation and self esteem to write increased.

Not only method, but also the use of appropriate teaching media influences the students' achievement. Pictures and videos were used in this study and the finding from observation sheet and field note, it could be proved that these media helped the students in generating and stimulating their ideas to write.

The criteria of success of this study were the students' achievement and the students' active involvement .The students had made progress from cycle 1 to cycle 2 in both of the criteria. The students' classical achievement in cycle 1 was 58% or 22 students had score more than 70, while 30 students or 79% were successful in cycle 2. The students' active involvement in cycle 1 and cycle 2 were 72.8% and 86.7% respectively. It could be said that the actions were implemented in two cycles considered successful to solve the writing problems in constructing narrative text.

Suggestions

1. For the teachers

It is recommended for English teachers to apply innovative methods rather than conventional and traditional method in teaching especially in writing class. It is also recommended for the teachers to use interesting and appropriate teaching media in order to generate students' motivation and attract their attention to study. This is important since good teacher has to create good environment for students to study.

2. For the school

It is suggested to the school to supply more English reading books and dictionaries in library. In order to create good habit of writing and to sharpen the students' writing skill, the school may include writing competition among the students in school agenda every year.

3. For the future researcher

CIRC is not only used in teaching writing, but also it can be applied in teaching reading comprehension. It is suggested for the future researcher to follow up this study by conducting another research on improving students' reading comprehension in the same or different genres.

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READING FOLKTALES:
STRATEGY OF THREE LEVEL GUIDES AND ANALYSIS OF THE INTRINSIC FEATURES
FOR AN OVERALL COMPREHENSION

Damianus Talok
Program Studi Pendidikan Bahasa Inggris
Universitas Katolik Widya Mandira di Kupang, NTT
talokdami@gmail.com
HP: +628123583579

ABSTRACT

Despite learning strategies for EFL learners (students) in general and reading comprehension strategies for the purpose of helping students to build their competence in reading in particular, materials for reading is also important as well. It is argued that teachers have to be able to select reading materials to help students develop their reading habit and, most of all, their reading comprehension ability. First and foremost to consider is that reading materials have to be relevant to the background knowledge of language learners. If the texts are in the realm of the students, it is believed that they will read the text more easily and they will be better comprehending the text they read. What they have in mind as their background knowledge will be connected to the text they read. In addition, since the text they read is familiar, their motivation and interest to read will be stronger. Despite the abundance of reading materials for EFL learners in Indonesia in general, and in East Nusa Tenggara (NTT) in particular, folktales are worthy reading materials to select for EFL classroom reading activities. As in other parts of Indonesia, it is easy to have access to local folktales in NTT. Teachers may obtain many folktales quite easily and faster. However, an extra energy has to be spent by teachers of English to the collected folktales they have. Translation into English is a real need. Accordingly, to abridge a folktale into readable texts for SMA students need to be done. A text of about 4 to 5 paragraphs is appropriate for SMA students. Thus, it is required of teachers of English the ability to abridge a local story into a readable and worthy text to read. To make the text meaningful for students, that is their comprehension ability, the activities for the sake of comprehending the text have to be prepared, entailing, first, the activities concerning activating students' background knowledge relevant to the text, comprising content and linguistics. Then it is followed by the core activities, comprising a three level guide activities (literal, inferential and critical) and a closer study on the intrinsic features of the text, comprising plot, character, setting, metaphorical language and theme. Finally, the activities end with retelling the story. By these activities, students can understand the text they read entirely. They do not only recognize what is written, but, much more than this, they know what message is for readers to know in the text.

Keywords: folktales, comprehension ability, background knowledge, three level guide activities, intrinsic features

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BACKGROUND

Regardless of the abundance of reading materials for EFL learners (students), folktales may become alternatives. In East Nusa Tenggara Province (NTT), Indonesia, for instance, it is beyond doubt, there are so many folktales as there are so many ethnic communities residing in this area. So unquestionably, teachers of English working throughout this area may have an easy access to obtain the so called folktales for the need of learning of the English language. Despite the easy way of the access for folktales for teachers of English in NTT, nevertheless, there has to be an extra energy to spend. They have to translate their chosen folktales from any of local languages or from Bahasa Indonesia, if the folktales have been translated into Bahasa Indonesia, into English. The translation must appear to be so strandardized, in terms of the use of words, sentences and content. Good translation may become the assurance for worthy reading materials.

Indeed, a folktale is, in nature, long. It takes pages when it is re-written. Thus, it appears to be so challenging if they (folktales) are supposed to be used as classroom reading materials. SMA students may certainly encounter difficulty when reading (except for those who are so proficient in English) such a long text. Students are required to spend longer time to read it. They are so definitely to encounter many unfamilair words and many complicated sentences. All these may hinder students to comprehend what they read. They may possibly experience "reading fatique." Such a text causes boredom to students. Then, they will frustrate and their reading may be futile.

Accordingly, after being successful in translating a folktale, teachers of English have to abridge it. A folktale can be abridged up to only 4 to 5 paragraphs. Abridging a folktale is quite a sophisticated task to do. The abridged one has to have the real essence as the tale is. To abridge, it has to be assured that none of the elements of the essence of the story is lost. In addition, the abridged tale must be linguistically well made. Words and sentences are to obey rules of the language being learnt.

Why is it that the abridged folktales may enhance SMA students' reading comprehension ability? Some plausible reasons and an exercise, one that the writier has prepared and given to his sudents for the Teaching Learning Strategies (TLS) Subject, will be presented here to show how to use folktales for classroom reading activities.

FOLKTALES

Folktales are stories descending orally from one generation to another. Selected persons of a generation have been in charge for the survival of folktales. They have been involving in the retelling of such stories to the young as what they have accepted from the older generation. In each generation, persons with this responsibility will, by nature, emerge. They appear to be "called" to retain such a significant legacy from extinction.

Why are falktales retained? Despite the facts that such stories are now rarely retold, folktales have, indeed, what all modern stories have. In terms of the essence or the real meaning, folktales communicate some local wisdoms to whoever interested to read them. **Suri Ikun no Buik Ikun** (Talok & Naimau, 2014: 208-217), a folktale of Tetun speakers residing in West Timor, Indonesia, for example, promotes a happy life of a family signified by a genuine love of the pair (husband and wife), the hard work and mutual help of the pair and hands of others offered to help the pair and vice versa. Thus, there is, at least, some common values to share to readers, meaningful messages to obtain and to retain in readers' memory.

Through folktales, learners (readers in general or students in particular) may learn and by its essence they may form and sharpen their life characters. They vicariously learn from the tale to be men with genuine love; to be hard working men; men who may offer to others hands to help, etc. If students very often read folktales, they may encounter more than just these values. Thus, from the perspective of the content, folktales are worthy reading materials.

By the point of story elements (Talok and Naimau, 2014:208-217), folktales have with them the so called **plot, characters, setting, metaphoric language, and theme** or what is generally called **the intrinsic features** of a story. When reading folktales, focus can be directed to these features of a story. It is said that by studying the intrinsic features of a story, readers may possibly comprehend the story better.

FOLKTALES AND HORIZON OF READERS

Folktales are stories so recognizable to many students of NTT. It is because folktales are part of their cultural heritage. In different parts of Indonesia, folktales are abundant. Since birth, those who learn English (students) may have heard the folktales because of the retelling practice in their surroundings. Their parents or grand parents or the other elders in their surroundings may have retold many folktales to them. Thus, when they come to read a passage which is the story they have ever heard, their reading will go better. It is in the sense that they will be better understanding the passage they engage themselves to read.

Shuying An (2013) Devine (1986) argues that readers, when reading, have been equipped with some kinds of background knowledge which may be similar to what is in the text the are reading. For Devine, the background knowledge students bring with them to the reading text they are going to read is so beneficial. Devine highlights that the schema of readers will certainly enable students to read a passage faster and to help them better comprehending it.

Thus, horizon of readers have to be considered when selecting reading materials for classroom activities. One of so many ways is that by selecting, translating and abriding folktales of which students are familiar with. By horizon, in this article, it is meant by the students' familiarity of reading materials assigned to them to read. At this point, reading passages to read are in the realm of students. Reading passages are, indeed, (nearly) close or similar to the background knowledge students have in mind when going through reading passages assigned to read.

This can be one of so many ways to help students establish their comprehension ability. Up to this point, students are required to recall of what he or she has ever heard. When reading, students will, of course, recall and then connect what he or she has in mind (background knowledge) to what is in the passage. There are points in students' mind, in this context, which are similar or even the same to what are in the passage. By referring to these similar or these same points, students will be better understanding the passage. Researches on schema or the so called the background knowledge of readers before they read reveal that the background knowledge of a reading passage students have enables them to comprehend the passage better (Li Xiao – hui, Wang Wei – hua ,2007).

To be frank, as a matter of fact, in NTT, the use of such a text is so rare or even neglected. Thus, a real try in terms of the use of an abridged folktale to be the reading material must be done. The purpose is to reveal if the use of such a materialt is better for students with the background knowledge of the folktales or not. Another perspective to be in consideration is that the selected and abridged story has to be given to the students with the relevant background knowledge.

Concretely speaking, a story from Nagekeo (Flores) is, for example, better for students with Nagekeo literary background.

INPUT OF FAMILIAR READING PASSAGE TO COMPREHENSION: NOTES FROM PRACTICE

Here are four contributions of the passages (stories/folktales) familiar to students for the building of students' comprehension ability. They are: (1) students are quite easy to follow the story. It is because they have ever heard of it from the retelling of the elders sometime in their childhood. They may know what happens first and what happens next; the beginning and the even end of the story; the charaters in the story; the locale and time in the story. (2) students may know the overall content of the story. They may be able to say that the story is about this and or that, although this is expressed only in a sentence or even only in a phrase. (3) students may actively participate in the discussion of the story in the class. At least when asking the students about the characters in the story, they will respond faster than if they read a text that they are not familiar with. (4) students may be able to retell the story. It is possible in two reasons. (a) They have heard of the story. Hearing does not only mean hearing of sounds, words, sentences. Hearing can also mean they catch the story itself. (b) Definitely, their ability to retell is "specific". The story they retell may be so short. It is, possibly, beacause they have to retell it in the language they are still learning. Their language does not indicate their proficiency. Thus, the content of the story then follows the way they are able to speak it out. Yet, if it occurs it adds such kind of quality element to their speaking ability.

These contributions are promoted here upon the basis of what has been practicing. In the teaching of TLS (Teaching Learning Strategies), a course offred to semester V students, one activity for students to do is to come to the class with a story of his or her own hometown. Surprisingly, they came with a story already translated and abridged.

A SAMPLE OF CLASSROOM ACTIVITIES

The designed material has been taught to students with tetun background in "simulation activities" in Teaching Learning Strategies Course. It is worth noting that students with other literary background were alo present. The purpose is that they could learn from what was done. After each question in the Content (Prior Knowledge Activation), a response from students, which is put inside the brackets, is written. Tetun is a local language spoken by about 400.000 speakers residing in Belu and Malaka, two of several disctricts in NTT which directly border the state of Timor Leste.

This learning model is inspired by Ledesman et al (1986) and Talok (1993). Talok' model is Prior Knowledge Activiation, Core Activities, and Post Activities. Meanwhile, Ledesma, et al's model is more levels of comprehension: literal, inferential, and critical.

1. Prior Knowledge Activation
    1.1 Content
    The following are some questions which are relevant to the passage "Mane Sukaer".
    a. Do you know Mane? (Yes)
    b. What does Mane stand for? (An adult man- not woman)
    c. Do you know Sukaer? (Yes)
    d. What does Sukaer stand for? (Asam, in English "tamarind")

e.   Is Mane Sukaer a story? (Yes)
f.   Whom is the story about? (About a man named Mane Sukaer)
g.   Aside from Mane Sukaer, who else is the story about? (Buik, the youngest)
h.   Do you know why the man named Mane Sukaer? (He was from Sukaer)

1.2 Vocabularies
Write number of words in colum A in column C which has similar or the same meaning of words in column B!

Number	A: English words in the passage	B: Their notions	C: Write number of words in colum A
1.	remote	fortunate	
2.	beautiful	close	
3.	nearby	pretty	
4.	failed	unlucky	
5.	tease	not succeed	
6.	bully	making joke of....	
7.	tamarind	threaten	
8.	unfortunate	a sour like fruit	
9.	surprising	very far away	
10.	unique	dropped	
11.	handsome	rare	
12.	single	good-looking	
		not married	
		married	

2) Core Activities
   Reading Passage

<p style="text-align:center">MANE SUKAER</p>

Once upon a time, there lived a family in a vey remote area. They were nine of all; the father, the mother and their seven beautiful girls. The youngest was Buik. Aside from going to the corn and rice fields, the girls were fond of going to the river nearby. They took bath and also each of them tried to catch any fish in the water pool.
The youngest, Buik, was not so lucky. Everytime they went to the river, she failed to catch any fish at all. To this, her six older sisters teased and even bullied her. They said: " Your are a very unfortunate woman. Everyday you fail. You only catch all sink tamarinds." They continued: "It seems that no man will marry you because of your unfortunate fate. How pity you are!" Everyday, Buik heard such a tease and bullying words. Many times she cried but nobody cared for her cry. Then, she tried and tried again to make up her mind. She kept silent. Yet, she did not know what to do. Thus, what she did was she brought home all tamarinds she picked up from the river. Sometime later, she built her own hut near her parent's house. She stayed there alone. Yet, she joined all activities as her six sisters did everyday. One day, after coming back from the field, as usual, they went to the river to clean themselves and to catch fish for dinner. Again, she failed to catch any fish but she got a very unique tamarind. It was straight and long not as the other tamarinds she already took home. It was what she got that day. They went home. She kept that special tamarind in

another basket in her hut.

Early next morning, she also went to the field. It was so surprising when she came back home. The dinner was ready for her to eat. This went for seven times successively. Finally, she knew that the special tamarind was a young and handsome man. They got married. They worked hard. They were happy. Her six sisters stayed single, no young man came and asked to get married with any of them.

(Abridged by Talok, 2016)

2.1 Literal level

Say **YES** if each of the statement is in the text. Say **NO** if each of the statement is not as in the text!

a. The title of the folktale is Mane Sukaer
b. A family with 6 persons lived in a remote area
c. The eldest of the six children is Buik
d. The six girls were fond of going only the corn and rice fields
e. They usually went to the nearby river to clean themselves
f. They also went to the river to catch fish
g. The older five girls were successful in catching fish
h. Buik was unsuccessful in getting fish
i. The youngest got tamarinds
j. One day the youngest got a rare tamarind
k. She put the rare tamarind in a special basket in her hut
l. Everyday the youngest also went the corn and rice fields
m. Buik was so surprised when she arrived at her hut for the dinner was ready
n. The surprising dinner occured 7 times
o. Finally, she knew that the rare tamarind was a young and handsome boy
p. The eldest merried to tamarind boy
q. The older girls were not married
r. Buik and husband worked very hard for their happy life

2.2 Inferential level

Say AGREE with some textual reasons to each of the following statements if you think it is an appropriate inference of the text!
Saya DISAGREE with some textual reasons to each of the following statements if you think it is an inappropriate inference of the text!

a. Buik did not regret of what she got when she and her sisters were in the river.
b. Buik did not bother herself to the bullies from her elder sisters
c. Buik appeared to be happy with all tamarind she got when she and others were in the river
d. Buik was also a hard workers as her other sisters
e. Good luck sides the youngest, Buik

2.3 Critical level

Speak out whether or not each of the two statements below is the message of the text!

a. Nobody knows what happens to his or her future life
b. Rubbish is, but it can mean a lot for someone's life

3. The intrinsic features of the story
3.1 Find events in the story!

a) Where did the family live?
b) How many members did the family have?
c) What did the girls usually do every day?
d) Where did they go after working at their farm?
e) What did they do in the pool of the river near by their farm?
f) In the river, beside they cleaned themselve, what did they do?
g) What didi Buik, the youngest, caught ?
h) What did Buik brought home all the time
i) What did Buik caught one day which she thought was special?
j) Where did she keep the special tamarind she caught?
k) What happend to the special tamarind?
l) What happened to Buik and Mane Sukaer then?
m) What happened to their life after getting married?

3.2 Order the following events as what are in the story!

1) The family lived together in a place
2) They went to their farm every day
3) They were seven girls and their parents
4) Buik, the youngest only caught tamarinds
5) They cleaned themselves and caught fish for dinner
6) Buik and Mane Sukaer got married
7) Buik brought all tamarindsshe caught home
8) Buik and mane Sukaer lived happily
9) Buik caught a special tamarind one day
10) Buik kept the special tamarind in a special place
11) The special tamarind was transformed into a young handsome man

Specific note
3.1 and 3.2 exercises aim to help students recognize the order of events. As known, in a story there are events organized in order, one after another. Basically, it is what is called **Plot**.
3.3 Answer the following questions!

1) Mention all persons in the story!
2) Who is the main character in the story?
3) Why is Buik the main character?
4) Are other characters important in the story?
5) Where did the story mainly occur?
6) In what places did the girls commonly go?
7) When did Buik catch a special tamarind?

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8) Where did the special tamarind transform itself into a young handsome man?
9) When did Buik know that the special tamarind was a man?
10) When did Buik and Mane Sukaer get married?

Specific note
3.3 exercise aims to help students identify persons in the story and decide who, among them, is the main character. In addition, in this exercise, students are hoped to be able to pinpoint the location and time of events in the story. Thus, this exercise concerns with character and setting of the story.
3.4 Meaning of some words

Choose one or more of the following which you consider appropriate to the given word or phrase!

"Tamarinds" in the story can refer to............
a) sour fruit of a tamarind tree
b) sink fruit in the bottom of the pool
c) rotten fruit in the bottom of the pool
d) useless fruit in the bottom of the pool
e) fruit but rubbish
f) delicious fruit to eat

special tamarind
a) It is rubbish but it is meaningful for life, the life of Buik
b) It is rubbish but when one is able to manage, success of life awaits
c) It is rubbish and it remains rubbish
d) It is what transforms into a young and handsome man

3.4 exercise aims to help students the both denotative and conotative meaning of some key words. It is to do with "figurative language" of a story.
3.5 Theme of the story

Select one of the following which you consider the theme best reflecting the essence of the story!
a. Nobody knows what happens to his or her future life
b. Rubbish is, but it can mean a lot for someone's life
c. Rubbish is rubish. It is useless

Specific note
This activity is hoped to help students to be able to come up with the theme of the story.

CONTRIBUTIONS OF USING FOLKTALE FOR READING COMPREHENSION

After presenting procedures of comprehending the text, here are points which may be beneficial to whoever considers that this is one possible way to strengthen students reading comprehension ability. They are as follows:

1) Students are trained to be able to understand the text in three levels, namely literal, inferential and critical. In the literal level, students are trained to elicit factual answers from the text, and to test students' recogniton of information (Brown, 1994:166). In the inferential level, students are trained to do a kind of "making conclusion" based on available data, or they do a kind of interpreting on the available information. Students may also do the following: apply the information into new situation, the may compose or combine elements into a new idea (Brown, 1994:166). With the critical level, students are trained to come up with the over all idea of the text, the message the text aims to convey, to judge of good or bad, right or wrong of the text (Brown, 1994:166).

2) In addition to the three levels of comprehension, students are trained to scrutinize the order of events in the story (plot), to identify and classify the characters of the story, identify and recognise time and location of the sotry (setting) of where and what characters do, give specific meaning (conotative meaning) to some words or phrases, and draw the theme of the story.

3) For EFL learners, students learning English in countries where English is taught as a subject in the class, reading plays multi roles, namely reading can be for pronunciation practice (reading aloud), reading can be for meaning (literal, inferential, and critical), reading can be for the training of thought (through the analysis of intrinsic features of a story, as promoted here), reading can be for enriching oneself with different kinds of information (for knowledge), etc.

4) For EFL learners, this model leads them to be in a more sophisticated activities. Here, like it or not, they have to be exposed to all English activities. It is not only on comprehension, but also on the intrinsic features of the text being read. Thus, consequently, many activities are provided and students have to get involeed in all activities. By these activities students use the target language, in this case English, during the process of reading is going on in the class. It is believed that the more students are exposed to English, the better their learning of English will be.

POST ACTIVITIES

For the post activities students may retell the story by employing some necessary information provided prior to the activity
.
Here, students are asked to retell the story by completing each of the following orally.

a) The title of the story is ....
b) The story is about ....
c) The family lived in ....
d) The family had .... members
e) The seven girls usually went together to .... and to ....
f) In the river, the girls caught ....
g) Buik, the youngest, caught ....
h) Buik brought home all .... she caught
i) Oneday, Buik caught a special .... and brought it ....
j) The special .... was a ....
k) Buik married to ....
l) Buik and Mane Sukaer lived ....

After completing the given activity, students can retell the story using their own words.

CLOSING REMARKS

Reading folktales may arouse students' interest. It is because such readings are familar to them. Yet, attempts to uplift their comprehension is so necessary. Here it is proposed that comprehension activities cover levels of comprehension, nemely literal, inferential and critical. In addition, to better understand what is read, teahers are obliged to
lead their students to go deeper to the text. Students have to get involved in studying the so called literary intrinsic features, encompassing plot, character, setting, figurative language and theme of the story.

All comprehension activities proposed in this writing have been continuosly practiced in EFL Learning Strategies at the English Education Program, Widya Mandira Catholic University, in NTT, Indonesia.

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CREATIVITY
IN THE ENGLISH TEACHING LEARNING PROCESS

Dra. Agustina Emi Indarti, M.Pd.
SMP Negeri 3 Ngaglik Yogyakarta

Abstract

Creativity is expected to be a good effort to overcome on whatever obstacles coming across by human being. Obstacles seem to appear in the English teaching learning process as well. This paper aims to describe kinds of creativity found in English teaching learning process. Kinds of creativity written in this paper are based on observation, in depth interview, writer's contemplation, and questionnaires. It is known that components of teaching learning process include teachers, students, materials, methods, space, time, and facilities. Therefore, creativity of those components will be discussed in detail through this paper. From the analysis, it can be concluded that there are three major categories of creativity in the teaching learning process, namely affective, cognitive, and psychomotor aspects. 1) Representation of the creativity related to affective aspect is shown from the teacher's appearance, appreciation, and characters that evoke student's motivation, enthusiasm, joy, and willingness to attend English class better. 2) Representation of the creativity related to cognitive aspect is when teacher serve and encourage students to be skillful and master English well with various strategies and teaching media such as realia, replica, electronic media, and unused objects. 3) Representation of the creativity related to psychomotor aspect is seen in the joyful and dynamic classes, teacher's ability at managing the classroom, making the students involve in the lesson, and implementing appropriate teaching techniques.

Keywords: creativity; affective, cognitive, and psychomotor aspects.

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I. BACKGROUND OF THE PROBLEM

Creativity is expected to be a good effort to overcome on whatever obstacles coming across by human being. Obstacles seem to appear in the English teaching learning process as well. Teacher, students, materials, methods, space, time, and facilities are the main components in the English teaching learning process. Therefore, the focus of the discussion in this paper is on creativity related to those components.

II. FORMULATION OF THE PROBLEM

Based on the background, the formulation of the problem is *what and how is creativity in the English teaching learning process.*

III. AIM

This paper aims to describe *what and how is creativity in the English teaching learning process.*

IV. DISCUSSION
A. Theoretical Review
1. Creativity

According to Gerngross (2007) the word 'create' comes from the Latin verb *creare* that means 'produced'. By the twentieth century, 'creativity' came to refer to human innovation and making. Today the word extends to activities in thought, language, and social practice that are novel and innovative.

Wijaya (1991) states that creativity is usually meant as the ability to create a new product, whether it is really new or the one modified or changed by developing the available things. Wijaya also adds that the emergence of creativity is influenced by any possessed abilities, positive attitude and high enthusiasm to the job, and skill to do the assignments.

2. Teaching

Burton (1994) defines "teaching is the guidance of learning activities, teaching is for purpose of aiding the pupil to learn." Hendricks (1981) has written that at its best, teaching, like life is a process of learning more about ourselves and sharing that expanded wholeness with students so that they may become more unified. It is a process of finding out who we really are so that we can grant the space to others to find themselves. It is, in a word, the art of centering.

3. Learning

According to Cronbach as quoted by Sardiman (1996) "Learning is shown by a change in behavior as a result of experience." Harolds Spears has stated that "Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow instruction." Furthermore, Geoch has written that "Learning is a change of performance as a result of practice."

4. English

According to Longman Dictionary of Contemporary English (1987) English is the language of Britain, the US, Australia, etc.

5. Teaching Learning

Bruner (1966: 72) describes teaching learning as "to instruct someone in this discipline is not a matter of getting him commit results to mind. Rather, it is to teach him to participate in the progress that make possible to establish the knowledge."

6. Process

Usman (1995) has stated that process is an interaction of all components or aspects in the teaching learning process that relates one another (interdependent) to reach the goal. The components of teaching-learning process among others are the objective of teaching that will be achieved, teaching materials, teaching methods, teaching media.

7. Teaching Learning Process

According to Sardiman (1996) teaching learning process is always a serious effort to solve problems by catching or understanding the relation between parts of those problems. He adds that teaching learning process is a bound events, objective oriented and carried out to achieve the objective.

B. Analysis

Creativity seems to emerge when an improper reality takes place.   Prof. Dr. Gunawan, M. Pd. has said that the existence of creativity can be seen from two points. First, **creativity** deals with intensity. This kind of creativity happens persistently to overcome different situations. Second, creativity deals with kinds of creativity due to the insufficient materials and limited conditions.

Creativity in the English teaching learning will be discussed based on the second kind above. Therefore, creativity is seen from the point of view of the teaching components: teacher, students, materials, methods, space, time, and facilities. The identification of the creativity is as follows.

1. Creativity and teacher

Teacher is believed to be the central agent of creativity. All efforts teacher makes should be meant to construct the solution of the obstacles. In this case, teacher's creativity includes three aspects, namely cognitive, psychomotor, and affective aspects.

The first discussion is related to *cognitive* aspect. The broader the teacher possesses the knowledge, the more creative the teacher is. On the other hand, teacher whose mastery of knowledge is low is believed to share less knowledge than the clever ones.

Creativity related to teacher's *psychomotor* aspect. A skillful teacher who is fluent at the four language skill tends to master other supporting talents in terms of art, sport, and the other social skill. This kind of teacher is assumed to have more willingness to find any ways to improve the student's mastery of English. Meanwhile, teacher who is not quite skillful is not really able to modify activities focusing on improving students' skill.

Creativity related to *affective* aspect. A competent teacher is assumed to make good achievements as a result of their being discipline, responsible, and motivated. The teacher is believed to be professional and have a good commitment at teaching. Qualified teacher will give good soul to the class activity. As a result, the teacher can inspire and enhance the students well. On the other hand, a teacher who is not competent tends to be less creative, possess less energy to motivate students.

2. Creativity and student

Students are different one from another. The difference refers to their competences. It means that they are varied in terms of their cognitive, psychomotor, and affective aspects.

Students who are good at their cognitive aspects tend to master the material taught faster and easier. The large prior knowledge helps them relate new information and ideas better. Whereas, those who are not so smart tend to be inferior, slow to catch new material, and possess less motivation and facilities to improve their English.

In relation with the psychomotor aspects, extrovert students are believed to be more expressive and enthusiastic. They are more motivated and much more confident to use the target language taught. On the other hand, introvert students are the opposite. They look shy, unconfident and they don't look expressive or enthusiastic in class.

3. Creativity and materials

Creativity dealing with materials relates with quantity, complexity, and whether they are interesting or not. Creativity should be made to design teaching material appropriate with the students' level and need. Broad material should be made simple. When the material is too simple, some additional are needed so that it becomes more challenging and interesting. Various sources of texts and supporting materials are available. Internet, bookshops, public places offer a lot of things. Combining these with any kinds of teaching materials can create joyful class activities for the students.

4. Creativity and methods

Methods are assumed to be one of the most important components in English teaching learning process. However, methods are meaningless unless they are implemented appropriately. The followings are possibilities that might occur in class.
a. Students, teaching material, and teacher are all good.
b. Students and teaching material are good but not the teacher.
c. Students and teacher are good but not the teaching material.
d. Teaching material and teacher are good but not the students.
e. Students are good but not the teaching material and the teacher.
f. Teaching material is good but not the students and the teacher.

Creativity to combine and select the most appropriate method should be based on the above conditions. Methods are said to be good when they support to enable a successful teaching and learning process. Effective class depends largely on how the three aspects: teacher, students, and method relate one to another.

5. Creativity and space

Space is one of crucial components in the English teaching learning process. Factors need to consider to arouse creativity relate to noise, size, lighting, location, and cleanliness.

Creativity to lessen the disturbance caused by noise is needed in a class near a busy road, a music class, a sport lesson, a surrounding that is operating a noisy electronic device such as cutting down a big tree with a saw machine.

Creativity to adjust the students' seat arrangement and activities based on the condition of the width of the class is also needed. Some classes might be standard in size but some others may be not.

Creativity to adjust the brightness of the class is closely related to the condition of the class especially when it is cloudy. It is quite possible for the class to be dark. Students who sit at the back row get trouble at looking the writing on the board. Therefore, the teacher's handwriting should be made bigger or students are asked to sit at the front row.

Creativity is needed when the location of the class is not strategic or there are some obstacles caused by the location, for example a class next to the teacher's office is quite possible to be disturbed by teachers who pass by to or from the teacher's office.

Creativity related to the cleanliness of the class is when there are a lot of litters inside or nearby the class. It is also quite possible that the class is close to the place where rubbish and litters are put. Any appropriate efforts should be done so that the class is clean and comfortable for the teaching learning process.

6. Creativity and time

In terms of time, creativity is related to the length, constancy, and frequency.

Creativity dealing with the length of time is necessary to do. Too long presentation will certainly make the class feel bored. Too short presentation is not enough to do all the steps. A certain material will be good to be presented in an appropriate time allocation.

Creativity dealing with constancy is needed. Constant presentation promotes success better to the students rather than doing a long presentation at once. Two periods for each meting per week is assumed to bear better achievement that three or four periods at a time.

Creativity dealing with frequency is believed to give good result to the students. Twice or three times a week meeting for the students to learn is considered to be beneficial. It does not create burden to the students. Curiosity to learn English more might arouse their motivation after the students are successful to finish easy tasks previously.

7. Creativity and facilities

Creativity related to facilities is determined based on the completeness, conditions, and accessibility

School that possesses complete facilities such as laboratory, internet access, good library, and various teaching media helps students to learn English better. On the other hand, school with incomplete books, teaching media, internet access is believed to be less comfortable to study. In this case, teacher should adjust the creativity based on the facilities available. Designing more interesting teaching media and making use of available facilities are what a teacher should do.

Conditions have become one aspect to support the students to learn. In a very hot season, classes might be inconvenient to study. Asking the students to move outside might be a creative way to overcome. Studying under a shady tree or another cooler place enables students to get better understanding of the lesson.

Creativity is a need when the accessibility is low. In a listening class when suddenly the electricity is off, a teacher needs to think of overcoming the obstacle. Inviting bright students who speaks aloud to read the text is very creative. Otherwise, the class activity will stop.

V. CONCLUSION

Creativity is necessary to be done based on the condition of the seven components of the English teaching learning process, namely teacher, students, methods, materials, space, time, and facilities. Teacher is believed to be the central point in class who controls how the teaching learning process works. Therefore, the most important creativity is done by the teacher.

From the discussion, the conclusion is that there are three major categories of creativity in the teaching learning process, namely affective, cognitive, and psychomotor aspects.

1. Representation of the creativity related to *affective* aspect is shown from the teacher's appearance, appreciation, and characters that evoke student's motivation, enthusiasm, joy, and willingness to attend English classes better.
2. Representation of the creativity related to *cognitive* aspect is when teacher serves and encourages students to be skillful and master English well with various strategies and teaching media such as realia, replica, electronic media, and unused objects.
3. Representation of the creativity related to *psychomotor* aspect is seen in the joyful and dynamic classes, teacher's ability at managing the classroom, making the students involve in the lesson, and implementing appropriate teaching techniques.

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TEACHING SPEAKING IN SENIOR HIGH SCHOOL
USING GALLERY WALK

ARIS WIDARYANTI
SMA Negeri 1 Kalasan, Sleman, Yogyakarta
aris_widaryanti@yahoo.com

Abstract

Speaking is said to be able to reflect students' ability to communicate in English. Compared to the other language skills, speaking is considered to be more difficult because it happens in real time and when we speak we cannot edit and revise what we want to say, as we can do in writing. Speaking skill was observed as a difficult skill to be maintained; therefore an extensive practice is required to perform. However students tend to be silent in the classroom because they lack of self-confidence. Students need more practice, so that they could learn to express their feeling, thought, idea, emotion and intention, whereas, teachers should create a good situation in teaching learning process in the classroom. Gallery walk is one of the most learner centered activities which provide good situation in teaching learning process. It is a presentation method in which individual learners or groups display their work products and then they walk around the room viewing each others' work. The purpose of this paper is to describe gallery walk technique to teach speaking in Senior High School. This technique seems to be suitable to provide fresh atmosphere in teaching English especially in Speaking.

Keywords: teaching speaking, gallery walk

Introduction

Many students are observed to feel that speaking English is harder than reading, writing and listening. Unlike reading or writing, speaking happens in real time. The person whom we are talking to is usually waiting for us to speak right then. When speaking, editing and revising what to say cannot be done as we can do in writing. An extensive practice is required to help them speaking English as a foreign language. However, it is not such an easy way to maintain teaching speaking to give students practice. It is caused by the fact that students tend to be silent in the classroom and they lack of self-confidence. Students do need more practice since through practice they could learn to express their feeling, thought, idea, intention or even emotion. Besides teachers should be able to realize their problem in speaking and then create a good atmosphere in the process of teaching and learning for speaking in the classroom. One of the most learner centered activities which provides good situations in teaching and learning process is by using gallery walk.

Some research on teaching English by using gallery walk has been conducted and proven to be effective. Anwar (2015) found that her students' speaking skill in SMA Muhammadiyah Salatiga can be enhanced by gallery walk technique in teaching learning process. Another research conducted by Mulyani (2014) on students of SMP Muhammadiyah Weleri concludes that the students' achievement of writing announcement text who were taught by using gallery walk technique was higher or better than those who were taught by using conventional method. Referring to the previous studies, similarly the writer considers gallery walk technique seems also to increase the achievement of speaking, because it is proven to be able to enhance students' speaking skill.

Speaking is activity in producing verbal utterances to convey meaning. Teaching speaking means to prepare students with opportunities to produce verbal utterances so that they are able to communicate. Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities (Edel, 2015). Teaching speaking in senior high school using gallery walk means teacher design learning activities to facilitate students to practice expressing their feeling, thought, idea, intention or even emotion by using a technique where senior high school students get out of their chairs and move around the classroom to go to learning stations displayed on the walls.

Since students are observed to get difficulty in speaking because of lack of self-confidence and motivation, creating situations of teaching learning process is badly needed. From the reason above, this paper tries to contribute to overcome the problem of teaching speaking by creating a good situation in which enhances the students' speaking ability by using gallery walk technique. Gallery walk is one of the most versatile learner centered activities. It connects learners to each other and learners to the training topic in a number of interesting and interactive ways (Bowman, 2005). By using it is hoped the students are able to involve the emotional power to find new knowledge and motivate themselves to be active to improve their self-confidence to speak. To clarify the problem that is going to be analyzed, statement of the problem is what is teaching speaking in senior high school using gallery walk like.

Based on the statement above, the objective of this paper is to describe teaching speaking in senior high school using gallery walk. After this study has been completed, there will be benefits. Theoretically this study can contribute for similar problem in the classroom. Practically, it can be the guidance for teacher as well as student.

For researcher, it can be used as reference to develop the study. For students, it enables them to improve their speaking skill and to make students easier to explore their speaking skill by using gallery walk technique. And for English teacher, they will have valuable experience in using new technique to find out the best and effective technique in developing students' speaking skill.

Teaching Speaking

Teaching speaking is activities to promote speaking in English as a foreign language. It means that teaching speaking is to provide students with opportunities to practice in producing the English speech sounds and sound pattern, using word and sentence stress, intonation patterns and the rhythm of the second language, selecting appropriate words and sentences according to the proper social setting, audience, situation, and subject matter, organizing their thought in a meaningful and logical sequence, using language as a means of expressing values and judgments, and using the language quickly and confidently with few unnatural pauses, which is called as fluency. Teaching speaking is very important part in foreign language learning. The ability to communicate in foreign language clearly and efficiently contributes to the success of the learner in school as well as later in real life. Therefore it is essential that language teachers pay a great attention for teaching speaking.

The goal of teaching speaking should be providing students with strategies to improve their communication outside the classroom. Lackman (2010) states that rather than just have students 'speak' in the classroom we should be teaching students specific speaking skills, known as sub-skills or micro skills. Since conversation outside the class are bound to be better learning experiences that those inside the class, rather than trying to duplicate real-world conversation in the classroom. We should be teaching students skills they are not likely to learn outside the classroom. By raising of awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be the ultimate goal.

What to teach in speaking class? Teachers should teach students speaking sub-skills and by providing practice in different types or function of speaking. The main speaking sub-skills are fluency, accuracy, and appropriacy (Lackman, 2010). Fluency deals with the ease or the smoothness of speaking, accuracy covers the correct use of pronunciation, grammar, and vocabulary. And appropriacy deals with the use different language in different situation, it relates to time, place, turn taking, socio-cultural, and politeness. While the functions of speaking, as stated by Richard (2008), are as interaction, transaction, and performance.

Gallery Walk

What is gallery walk? Bowman (2005) considers gallery walk as one of the most versatile learner centered activities. It has been called by a lot of names and has many variations. We can use it as an information rich opening (connection), closing (celebration), or review activity. The gallery walk connects learners to each other and learner to the teaching topic in a number of interesting and interactive ways. Hosseinali (2014) states that gallery walk is a discussion technique that gets students out of their chairs and into a mode of active engagement. For students it's a chance to share thoughts in a more intimate, supportive setting rather than a larger, anonymous class. For instructors, it's a chance to gauge the depth of student understanding of particular concepts and to challenge misconceptions.

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Gallery walk is a discussion technique for active engagement. Gallery walk is a cooperative learning strategy in which the instructor devises several questions/problem at a different table or at different place on the wall- hence the name 'gallery'. Students form groups and each group moves from question to question- hence the name 'walk'. After writing the group's response to the first question, the group rotates to the next position, adding to what is already there. At the last question it is the group responsibility to summarize and report to the class. Hosseinali (2014) states that gallery walk get student out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In gallery walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just a piece of paper located at different parts of the classroom. Each chart or station has its own question that relate to an important class concept. This technique closes with an oral presentation in which each group synthesizes comments to a particular question.

Why gallery walk is used? It promotes high order thinking, oral or written presentation skills, and team building. It is flexible and has many benefits. Gallery walk can be organized for a simple fifteen minutes ice breaker or for a week long project involving oral and written reports. This technique encourages students to speak and write rather than just hearing it from the teacher. Besides dealing with a variety of cognitive skills which involve analysis, evaluation, and synthesis, gallery walk has the additional advantage of promoting cooperation, listening skills, and team building.

How to use gallery walk? Student teams rotate between posted charts. In gallery walk student teams rotate to provide bulleted answers to questions posted on charts arranged around the classroom. After three to five minutes at a chart or "station" the team rotates to the next question. Gallery walk works best with open ended questions, that is, when a problem, concept, issue, or debate can be analyzed from several different perspectives. In this section teacher should find a variety of instructional resources such as preparing students for this technique, a step by step guide for using gallery walk, evaluation rubrics, and challenges in implementing the technique.

Discussion

A basic learning of language learning is language as communication. Perhaps the most fundamental reality of language learning is that language is a tool for communication. The goal of most students learning English in schools of non-English speaking countries is to communicate with other English speakers, some are native, but probably most non-native both intra and intra-nationally and internationally. Therefore those learners only need achievable models who are competent users of English. Today there are more multilingual English teachers who are very competent speakers of English. They can also be ideal speakers – models to provide learners with practicable and appropriate models for using English as a lingua franca.

The functions on speaking in human interaction are classified into useful distinction between the interactional function of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. Richard (2008) expands the classification into *talk as interaction*, *talk as transaction*, and *talk as performance*. Each of these speech activities is quite different in terms of form and function and also requires different teaching approaches. The followings are explanation of each classification.

The first classification is talk as interaction. It refers to what we usually mean by conversation. It describes interaction that serves mainly a social function. Take for example, when people meet, they exchange greetings, take part in small talk, tell a story about recent experience, and so on because they wish to be friendly and establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. In other word it reflects speaker's identity. The exchanges may be either casual or formal depending on the situation. It reflects degrees of politeness, uses conversational register, and is jointly constructed.

Mastering the skill of talk as interaction seems to be difficult and students may not prioritize it. But, students who do need such skills sometimes feel difficult to deal with and feel a loss for words when they find themselves in situations that require talk for interaction. They get difficulty in presenting a good image of themselves and then they sometimes avoid situations that demand this kind of talk. To deal with this difficult situation, at the beginning, learners may depend on familiar topics. They also need practice in introducing new topics into conversation. They should practice nominating topics which are prepared to speak about. They should practice predicting question for a large number of topics, they should be taught elicitation devices to get topic clarification (Hatch in Richard, 2008). For instance, they should practice saying "huh", "pardon me", "excuse me, I didn't understand", etc. and echoing parts of sentences they do not understand in order to get it recycled again.

The second classification of speaking is talk as transaction. It refers to situation in which the focus is on what is said or done. In other word we could say that the purpose of speaking is to get things done. The central focus is on the message and making oneself understand clearly and accurately, rather than on the people who involve in speaking and on how they interact socially with each other. In the transactions, talk is connected with other activities. The examples of talk as transaction are: classroom group discussion and problem solving activities, a class activity during which students design a poster, discussing sightseeing plans with a hotel clerk or tour guide, making a telephone call to get flight information, asking someone for directions on the street, buying something in a shop, ordering from a menu in a restaurant, etc.

The followings are the main features of talk as transaction. It has a primarily information focus. The main focus is on the message and not the participants. Participants employ communication strategies to make them understood. There may be frequent questions, repetitions, and negotiation. Linguistic accuracy is not always important. Some of the skills involved in using talk as transactions explaining a need or intention, describing something, making suggestion, making comparison, agreeing and disagreeing, etc.

In this classification of speaking which consider talk as transaction, Burns in Richards (2008) divides it into two types. The first type involves situations where the focus is on giving and receiving the information, and where the participants focus primarily on what is said or achieved. For example asking someone for directions, accuracy may not be the priority as long as information is successfully communicated and understood. The second type is transactions that focus on obtaining good or services, such as checking into a hotel or ordering food in a restaurant.

The third classification of speaking that can be usefully distinguished has been called talk as performance. It refers to public speaking, that is, talk that transmits information in front of an audience, such as classroom presentations, public announcements, and speeches. According to Jones in Richards (2008) this kind of spoken texts often have identifiable generic structure and the language use is more predictable.

Because of less contextual support, the speaker must include all necessary information. And meaning is important; there will be more emphasis on form and accuracy. Talk as performance tends to be in the form of monolog rather than dialog. Examples of talk as performance are giving a class report about a school trip, giving a welcoming speech, making a sales presentation, giving a lecture, etc.

What are the features of talk as performance? It focuses on both message and audience. The organization is predictable and sequencing. Both form and accuracy are important. It often considered as a monolog. Talk as performance involves some of the skill, such as using a appropriate format, presenting information in appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using an appropriate opening and closing.

For teaching speaking, the three classifications above need to be addressed in planning speaking activities for an English class. Firstly, it is to determine what kind of speaking skills the class will focus on. Is it all the genres described above or will some receive greater attention than others? Secondly, it is to identify teaching strategies to provide opportunities for learners to acquire each kind of talk.

Anyway it is not just an easy way to plan speaking activities since students are reluctant to speak. Harmer (2007) states that students are reluctant to speak because shy and predispose to expressing themselves in front of people especially when they are being asked to give personal information or opinions. Luckily gallery walk comes as a strategy in building encouragement. Gallery walk is a classroom-based active leaning strategy where students are encouraged to build their knowledge about a topic or content to promote higher order thinking, interaction, and cooperative learning. The students in groups move through different stations where a question is posted for them to answer and interact and share knowledge in the process.

The steps in gallery walk technique engage students to practice speaking. Students firstly are divided into small groups. The teacher post different open-ended questions in the form of text or image related to a particular context/topic on the classroom wall with sufficient distance between them. This arrangement helps the students to walk around from one place to another to view the questions. Each student group is assigned to one question in the beginning of the activity and students in the group can discuss and write their thought, facts, or solution to the question. After a short period of time, the group moves to the next question. They can read and criticize the reflections of the previous group who answered that question or they can provide their own thoughts. This continues till the last question. When after walking in the classroom contributing to the solution of all questions, the groups return to the first question they faced. Meanwhile the teacher observes the students participation in the activity and also gives inputs to the students.

During the process of teaching and learning, some positive atmospheres for learning speaking emerge. Students interact and synthesize the concepts. It makes learning more effective and promotes higher order thinking skills because they speak in authentic way, in a real context and topic. Students are encouraged to move around without having to sit in one place for a long time, so that it may remove boredom. Students get to know about different views of the same topic, thus improving learning opportunity. Students are encouraged to use the appropriate language and terminologies of the subject; it means that they improve their knowledge. It improves public-speaking skills and develops team-building and listening skill among students.

Conclusion and Suggestion

Using gallery walk in teaching speaking has some advantages. It provides students to practice the functions of speaking. Students get a chance to make interaction as well as transaction talk when they exchange ideas, besides they also practice talk as performance when they report to class. In addition, it gives students practice speaking sub-skills. When they are doing gallery walk, they practice speaking meaning that their fluency, accuracy, and aappropriacy improve since they have to communicate with their classmate using real context and appropriate language and terminologies.

In using gallery walk for teaching speaking, it is advisable to use some variation of the media so that students will not be bored. Gallery walk technique could also be used for teaching other skills. It is suggested that gallery walk is used in pre or post activity of teaching reading, writing or listening as an opening/connecting/ brainstorming and a closing/celebration.
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HOW TO DESIGN SIMPLE ENGLISH TEACHING AIDS

Ramea Agus Purnama
Dinas Pendidikan Dasar Kab. Bantul Yogyakarta
romeopurnama@yahoo.com

Abstract

There are some ways that the teachers can do as an effort to help students understand the learning materials. One of them is by using teaching media in the learning process. Adeyanju (1997) states that learning can be reinforced with teaching aids of different variety because they stimulate, motivate as well as arrest students' attention for a while during the instructional process. Teaching aids can be defined as tools to use by teachers, facilitators, or tutors to illustrate or reinforce a skill, fact or idea, and to relieve anxiety, fears, or boredom. This paper discusses how to design simple English teaching aids to be used in the English teaching and learning activities especially for English teachers who teach in villages or rural places of non English speaking countries. Through this paper the writer wants to share his ideas as well as his experiences in designing simple teaching aids with the hope that it can inspire English teachers to be creative in managing the teaching and learning activities.

Keywords: simple teaching aids, teaching and learning activities

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INTRODUCTION

According to the Indonesian Education Act No.20/2003 on National Education System, students should be treated as the subjects of their own learning (Article 1, point 1). As subjects of their own learning, students basically have freedom to decisions about their learning. In the process of their learning, they certainly need guidance, help and assistance, advice and supervision, direction, training, and assessment to see if their learning has been effective or not. As facilitators, teachers should take the role of facilitating their students' learning as effectively as possible. The effectiveness of the teaching and learning activities depends on a number of factors – the input factors (the teacher, materials, students) and the process factors. As the subjects of learning, students will be the key factor. Students are truly involved in the learning process when they willingly, mentally, emotionally, and physically engage themselves in the learning process (PLPG, 2011). This will happen only if they are interested in the learning activities and motivated to learn something through the activities. Therefore, it is obligatory for teachers to find ways to arouse and maintain students' learning interest and motivation as well as to find ways to improve the effectiveness of teaching.

There are some ways that the teachers can do as an effort to help students fully involved in the learning process. One of them is by using teaching aids in the learning process. Adeyanju (1997) states that learning can be reinforced with teaching aids of different variety because they stimulate, motivate as well as arrest students' attention for a while during the instructional process. Teaching aids can be defined as tools to use by teachers, facilitators, or tutors to illustrate or reinforce a skill, fact or idea, and to relieve anxiety, fears, or boredom.

This paper discusses how to design simple teaching aids to be used in the English teaching and learning activities especially for English teachers who teach in villages or rural places of non English speaking countries. Through this paper the writer wants to share his ideas and experiences in designing simple teaching media with the hope that it can inspire English teachers to be creative in managing the teaching and learning activities. The term "teaching aids" in this paper can be understood similar with the term "instructional media".

REVIEW OF RELATED THEORIES
1. The Definition of Instructional Media

Derived from the Latin word meaning 'between', the term 'medium' refers to "that which carries information between a source and a receiver (Newby, Stepich, Lehman and Russell, in PLPG, 2011). It is "a channel of communication." The word 'media' is the plural form of 'medium'. When media carry messages with an instructional purpose, they are called instructional media. In other perspective, Kaye Siders (2006) states that teaching aid is something a teacher uses in his/her class to help students improve reading and other skills, reinforce skill, or to make learning fun. Additionally, the term instructional media can be defined as the materials that teachers use to teach and students use to learn for example printed text, digitized text, speech, images. In this paper, the writer prefers using teaching media to instructional media because he thinks that the term 'teaching media' is more familiar to many teachers. When individual forms of instructional media are combined to represent infomation in multiple ways they are called multimedia (www.cast.org/teachingeverystudent).

2. The Roles of Instructional Media

According to Newby, Stepich, Lehman and Russel (PLPG, 2011), instructional media serve at least two roles. First, instructional media serve to facilitate students learning. By using instructional media teachers can (a) provide a stimulus-rich environment presenting for example vicarious experiences from another country, (b) add meaning to words, for example, in the case of a picture accompanying a description of an object, (c) demonstrate a process in the case of motion media and sequential skill visuals such as the process of installing a new gadget or making something, and (d) increase student interest and motivation to learn through the use of colour, sound and motion. Second, instructional media serve to provide information for testing and evaluation purposes. For example, teachers can use photograph when they want to test if their students can identify differences between two objects or describe an object in a paragraph. They can also use a series of pictures to test if students can put them in a sequence according to the story presented to a narrative text. When students are to describe their responses to the events leading up to a problematic situation, they can use a series of pictures depicting the events and the problematic situation.

3. The Types of Instructional Media

Instructional media can be classified in different ways. Seen from the sensory channel, they may be classified into visual, audio, and audiovisual. Meanwhile, seen from the design, they may fall into the following types (Newby, Stepich, Lehman and Russel in PLPG, 2011): real objects and models, text, audio, graphics, video, and multimedia. According to Kaye Siders (2006) teaching aids can be used in any of the core classes. She says that there are several types of teaching aids to be utilized in classroom as follows: charts, flash cards, flip charts, maps, calendar, newspapers, graphs, and surveys. Furthermore, Anne Clarke (2007) adds some other teaching aids that can be used in English language teaching. They are chalkboards or whiteboards, pointers, overhead projectors, and computers.

Based on the definitions above, the writer summarizes the types of instructional media into three types. They are as follows:

1). Visual aids: blackboards, bulletin boards, realia, pictures, charts, flash cards, maps, clocks, cartoons, overhead projectors, etc.
2). Audio aids: radios and tape recorders.
3). Audio-visual aids: televisions, motion pictures, video-tape recorders or VCD or DVD players, and computers.

In this paper, the term of teaching aids refer to the term of instructional media.

HOW TO MAKE SIMPLE TEACHING AIDS

In this case, the writer talks about simple teaching aids in Indonesian context as a non English speaking country in which English is considered as a foreign language. The teaching aids presented in this paper are suitable for schools in villages or rural places. The teaching aids are called simple because they are easy to make, easy to use and do not need much money to make them. They can be called as low cost or no cost teaching aids.

1. The Procedure of Making Simple Teaching Aids

Here is the procedure of making simple teaching aids for English ELT based on the writer's idea and experience.

a) Identify the basic competency stated in the curriculum.
b) Choose the language skill you want to teach: listening, speaking, reading or writing. Are there any possibilities for you to create teaching aids for those basic competencies?

c) Decide the learning purpose you want to achieve. This is important because it is used to decide the learning activities you will do.

d) Decide the learning activities. Try to make the activities close to the real life. For example: a speaking activity related with interview, students can be asked to interview their teachers, classmates, schoolmates, or public figures around the school by using interviewing cards.

e) Determine what teaching aids you need to make the activities successful. For example, the learning activity is writing a recount text, then a set of serial pictures is suitable to use.

f) Think how to use the teaching aids you want to make. You should be sure that the teaching aids will work well, easy to make and easy to apply in the learning process. Imagine you were a student. By doing it, you will not make students difficult to do the learning activity and to use the teaching aids you have made.

g) Design the teaching aids. Try to make them as simple as you can in order that the students can understand them easily.

h) Write the instruction of how to use the teaching aids. This is important to do in order that other teachers can use the teaching aids you have made.

2. Examples of Simple Teaching Aids

Below are some examples of simple teaching aids that the writer ever made and implemented in the classroom. All are in the forms of cards as they are easy to make and easy to implement at any schools at any places.

a. Information Gap Cards

Information gap is an activity where students have different pieces of information about the same subject to share this information (usually without looking at what their partner has got) in order for them both to get all the information they need to perform a task (http://elt.wiki.cw.idm). In this type of activity, students complete a task by obtaining missing information, a feature the activities have in common with real communication. In this case, the writer writes the information gap on cards. So, the term information gap cards refer to cards that contain different pieces of information about the same subject to share this information (usually without looking at what their partner has got) in order for them both to get all the information they need to perform a task.

The purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Information gap cards can be applied in some basic competencies of all grades. You can make information gap cards for many materials with some purposes. Below is an example of an information gap card.

Grade   : First year of Junior High School
Skills   : Speaking and Listening
Goals   : To train students to be able to interview people to get their personal identity. After getting the identity, students then can be asked to describe the people they have interviewed.

```
┌─────────────────────────────┐   ┌─────────────────────────────┐
│          CARD  A            │   │          CARD  B            │
│                             │   │  Name        : Barack Obama Full│
│  Name         : ..........  │   │  Name        : Barack Hussein│
│  Full Name    : ..........  │   │                Obama, Jr.   │
│  Birth Date   : ..........  │   │  Birth Date  : August 04, 1961│
│  Place of Birth : ........  │   │                             │
│  Education    : ..........  │   │  Place of Birth : Honolulu, Hawaii│
│  Occupation   : ..........  │   │  Education    : Punahou Academy,│
│  Zodiac Sign  : ..........  │   │                Columbia University,│
│                             │   │                Harvard Law School│
│                             │   │  Occupation  : Lawyer, U.S. President,│
└─────────────────────────────┘   └─────────────────────────────┘
```

How to use the cards is that the cards are used in pairs. A Student gets Card A and the other student get Card B. Student with Card A acts as an interviewer and students with Card B acts as a public figure. The learning activity is student A interviews student B to fill card A. After that, student A reports the result to the class orally.

b. Index Card Match

This is an active, fun way to review class material. It allows students to par up and quizzes their classmates. It is done by down questions or statements about anything taught in the class on cards. On separate cards, write answers to each of the questions. Mix the two sets of cards and shuffle them several times so that they are well mixed. Give out one card to each student then the students' task is finding their matching cards. When a match is formed, ask the matching students to find seats together. When all the matching pairs have seated, have each pair quiz the rest of the class by reading aloud their question and challenging classmates to tell them the answer.

Below is an example of index cards.

Grade   : Second or third year of Junior High School
Skills   : Speaking, Listening and or Reading
Text types   : Functional Texts of Caution or notice.
Goals   : To make students understand the implied meaning of
                cautions or notices.

The question for the student who gets notice card is:
Where can you usually find the caution/notice?

```
┌──────────────────────────────────┐
│            Card A                 │       Statement/question/quiz
│  ┌────────────────────────────┐   │
│  │   CAUTION !                │   │
│  │                            │   │
│  │   SWITCH OFF THE ENGINE    │   │
│  │   WHILE FILLING UP A GAS TANK│ │
│  └────────────────────────────┘   │
└──────────────────────────────────┘

┌──────────────────────────────────┐
│            Card B                 │
│                                   │       Answer/response
│     At a fuel station             │
│                                   │
│                                   │
└──────────────────────────────────┘
```

c. Chain Vocabulary Cards

This is a simple way to train students to write a text in guided way. So this activity can be called a guided writing. Prepare ten pieces of cards which are tied together with glue. On the first card, write the theme and the topic of learning materials. On the second card, write vocabularies needed to use in writing the first paragraph of the writing. On the third card, write two sentences as examples and blank form numbers to fill by students. On the fourth card, write vocabularies needed to use in writing the second paragraph of the writing. On the fifth card, write two sentences as examples and blank form numbers to fill by students. Then do like this until the end of the cards.

Below is an example of a set of chain vocabulary cards.

Grade   : 9
Skill   : Writing
Text type   : Report

"CHAIN VOCABULARY CARDS"

Theme: Animals

Topic 2: Sharks

Words needed to write General

English	Indonesia
live	hidup
sea	laut
species	spesies
verterbrate	bertulang belakang
cold-blooded	berdarah dingin
backbone	tulang belakang
type	jenis

Sentences:

Sharks are a type of fish
They live in the sea.
....
....

Words needed to write Description

English	Indonesian
Warm water	Air hangat
Salt water	Air asin
Shallow	Dangkal
Deep	Dalam
Powerful	Kuat
Jaws	Gigi taring
Sharp	tajam

Sentences:

Sharks live in salt water.
Some sharks live in salt water and some can live in fresh water.
....
....
....

Words needed to write Description

English	Indonesian
Meat-eating	Pemakan daging
Food	Makanan
larger	Lebih besar
Seals	Anjing laut
Dolphin	Lumba-lumba
Whale	Paus
Sea creatures	Makhluk laut

Sentences:

Sharks are meat-eating.
Their favourite food is fish.
White sharks sometimes like eating larger sea creatures.
....
....
....
....

Words needed to write Description

English	Indonesian
Play	Memainkan
Role	Peran
Keep	Menjaga
Ecosystems	Ekosistem
Dangerous	Berbahaya
Man	Manusia
Fisherman	Nelayan

Sentences:

Sharks play important role in the sea life.
Sharks keep the ecosystem in balance.
....
....
....
....

CONGRATULATION!
You have done good jobs!
Recheck your report text. Make sure that there is a general classification and some paragraphs of description. You may ask your friend to do it.

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CONCLUSION

From the description above it can be concluded that to facilitate students learning, teachers need to use teaching media. Teaching media are tools to use by teachers, facilitators, or tutors to illustrate or reinforce a skill, fact or idea, and to relieve anxiety, fears, or boredom. An easy way to have good teaching media is by making media ourselves. Simple media are media that are easy to make and easy to apply. So simple media can be made by everyone and can be used at any schools of any places.

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FISHBOWL: A STRATEGY OF TEACHING SPEAKING IN MULTILINGUAL SOCIETIES

Drs. Andri Defrioka, M.Pd
SMK Negeri 1 Padang, West Sumatera
andridefrioka@yahoo.com

Abstract

The challenge identified in English as one of the subject matters is to what extent the teaching materials are integrated in the teaching learning process. English teacher has to focus to improve the students' English proficiency and the exploration of efficient ways of acquiring competence in the use of English for learning and work in multilingual societies   One of the strategies is Fishbowl. It is a teaching strategy that helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the "fishbowl" circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to process,then the roles reverse. This strategy is especially useful when you want to make sure all students participate in the discussion, when you want to help students reflect on what a "good discussion" looks like, and when you need a structure for discussing controversial or difficult topics. This paper reveals an alternative strategy for implementation of 2013 curriculum in teaching speaking of English in multilingual societies.

Keywords: fishbowl strategy, multilingual societies, english proficiency

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Rationale

Much educational research has shown a shift in learning from a passive process that is performed by someone else, to a more active personal and purposeful process. Cooperative learning and team assignments in which students work in a small groups are replacing the traiditional lecture format assignments (Cuny& Kimberly: 2005) Moreover, Class discussions should involve all students, not just those who are vocal and always likely to respond, and they should result in more student–student interaction patterns rather than student–teacher patterns

Teaching Speaking

Because oral interaction involves the negotiation of meaning between two or more people, speaking is always related to the context in which it occurs. According to Widowson (1994) speaking is the active production skill and use oral production. It is capability of someone to communicate orally with others. The one who has skills in speaking can be identified from his/her ability in using the oral language fluently, clearly and attractively.

Related to the reasons to speak, speaking means negotiate intended meanings and adjusting one's speech to produce the desired effect on the listener (Malley &Pierce, 1996). The purpose of speaking might be to exchange some information, that is to say that speaking is an act to produce utterances. In other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship.

In the light of the speaking terms above, it can be concluded that speaking is someone's activity in expressing his/her ideas in spoken language. It is natural means of communication to express human being through as well as from of social behaviour, emotions, and feelings. Furthermore, speaking is an ability to interact or to do dialogue with others, to understand what someone says and to create utterances that can be understood. It is not only talking but the speaker needs special attention from others because he/she shares information to others. Thus, she/he must know how to use language in the social context. If she/he does not know the language used, the information will not be received.

Some experts in teaching speaking such as Harmer and Lawtie, have clarified why teaching speaking is very important. According to Harmer (1990), the aim of teaching speaking is to train students for communication. Therefore, language activities in speaking class should focus to language use individually. This requires the teacher not only to create a warm and humanistic classrooom atmosphere, but also to provide each student to speak. In this case, the teacher creates strategies to improve the students' speaking ability such as by asking students to interact to their peers in pairwork or groupwork activities.

Lawtie (2004) gives some reasons why teachers teach speaking skills in the classroom. *First,* many students equate being able to speak a language as knowing the language and, therefore, view learning the language as learning how to speak the language. The success of learning language is measured in terms of the ability to carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get demotivated and lose interest in learning. *Second*, speaking is fundamental to human communication. If the goal of teaching language is to enable students to communicate in English, then speaking skills should be taught and practiced in the language classroom. Since most EFL learners learn the target language in their own culture, practice is available only in the classroom. So ,a key factor in EFL language

development is the opportunity given to the learners to speak in the language
promoting interaction.

Related to the activities to do in teaching speaking, Richard (2002) clarifies the characteristics of communicative activities that must be applied in teaching speaking:

1. *A desire to communicate*. In communicative activity, there must be a reason to communicate. When someone ask a question, the person must wish to get some information or some other form result. There must be an information gap or an opinion gap or some reasons to communicate.

2. *A communicative purpose*. When we ask students to describe their bedroom furniture to their partner, we are creating an artificial commmunicative purpose and making the activity more artificial by asking them to do it in English. We also create artificial information gaps by giving different information to pairs of students so that they can have reson to exchange information.

3. *A focus on language content not language forms*. In real life, we do not ask about our friends's family in order to practice"have got" forms. We ask the question because we are interested in the information.

4. *Language used variety*. In normal communication, we do not repeatedly language forms. In fact, we usually try to avoid repetition.

5. *No teacher intervention*. Teacher intervention in the class communicative activities adds to the artificially.

6. *No control or simplication of the materials.*. In the class, we often use graded or simplified materials as prompts for communicative activities. These will not be available in the real world.

Moreover, Kayi (2007) states that now many linguists and EFL teachers agree that students learn to speak in the foreign language by interacting. EFL teaching is based on real life situations that require communication, which have characteristics as follows:

1. the purpose is to accomplish a task, such as *conveying a telephone message, obtaining information, or expressing an opinion*.

2. the participants must manage uncertainty about what the other person will say.

3. it involves an information gap: each participant has information that the other does not have.

4. negotiation is central: participants may have to clarify their meaning or ask for confirmation of their own understanding.

Harmer (2003) states that there are three basic reasons why it is good idea to give students speaking tasks that provoke them to use all and any language at their command

1. Rehearsal : It means that getting the students to have the free discussion. It gives them a cahnce to rehearsal having discussion outside the class. It is a way for students to get the feel of what communicating in English.

2. Feedback. All speaking tasks applied in the class should provide feedback for both teacher and students. Speaking activities can give the students' confidence and satisfaction. The teacher' guidance can encourage them into further study.

3. Engagement. Good speaking tasks should be highly motivating,. They should make all students involve and participate in the class. The teacher should set up the activities properly. If both of them have been well done, they can give symphatetic and useful feedback and students will get tremendous satisfaction from it.

Related to what activities the EFL teachers do in teaching speaking, some experts such as Nunan and Kayi. Nunan (2003) suggests five principles for teaching. First, be aware of the difference second language and foreign language. Second, give students to practice with fluency and accuracy. Third, provide opportunities for students to talk by using groupwork and pairwork and limit the teacher's talk. Fourth, plan speaking task that involve negotiation of meaning. Fifth, design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Moreover, Kayi (2007) suggests the more details activities in teaching speaking. He suggests ten principles of teaching speaking that could be applied by teachers. First, provide maximum opportunity for students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and task, and shared knowledge. Second, try to involve each student in every speaking activity by practicing different ways of students' participation. Third, reduce teacher speaking time while increasing students speaking time. Fourth, indicate positive signs when commenting on a students' response. Fifth, ask eliciting questions in order to prompt students to speak more. Sixth, provide written feedback. Seventh, do not correct students' pronounciation mistakes very often. Eigth, circulate around classroom to ensure that students are on the right track and se whether they need help while they work in groups/pairs. Ninth, provide vocabulary before hand that students need in speaking activities. Tenth, diagnose students' problems and provide more opportunities to practice spoken language.

In the light of suggestions for teaching above, English teacher should create a classroom environment where students have real life communication, authentic activities and meaningful tasks that promote oral language.

To understand the quality and the success of teaching speaking, Uhr (1996) tries to list the criteria namely:

1. Learners talk a lot. As much as possible of the period of time alloted to the activity is in fact occupied by learner talk
2. Participation is even. Classroom discussion is not dominated by a minority of talkactive participants: all get a chance to speak: and contributions are fairly evenly distributed.
3. Learner's motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or bacuse they want to contribute to achieve a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Fishbowl Strategy

Partin (2009) states that fishbowl is a kind of discussion which consists of a small group discusses an issue while seated in the centre of a classroom (inner cycle) with the rest of the class seated in a larger cycle around the fishbowl. Often empty chair is included. Moreover, he added that fishbowl is a peer-learning strategy in which some participants are in an outer circle and one or more are in the center. In all fishbowl activities, both those in the inner and those in the outer circles have roles to fulfill. Those in the center model a particular practice or strategy. The outer circle acts as observers and may assess the interaction of the center group. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific.

Fishbowl is a strategy used not only in classrooms but also in business meetings and other settings where group dynamics are important. This technique allows for a richer discussion of any given topic, and it frequently helps build community by focusing attention on the ways that particular group might work together more productively. In a literature classroom, it also demonstrates how different groups can collaborate to construct meaning from a text. As students analyze a text and connect their responses with others', they model peer literature circle discussions (Sterling & Tohe :2016).
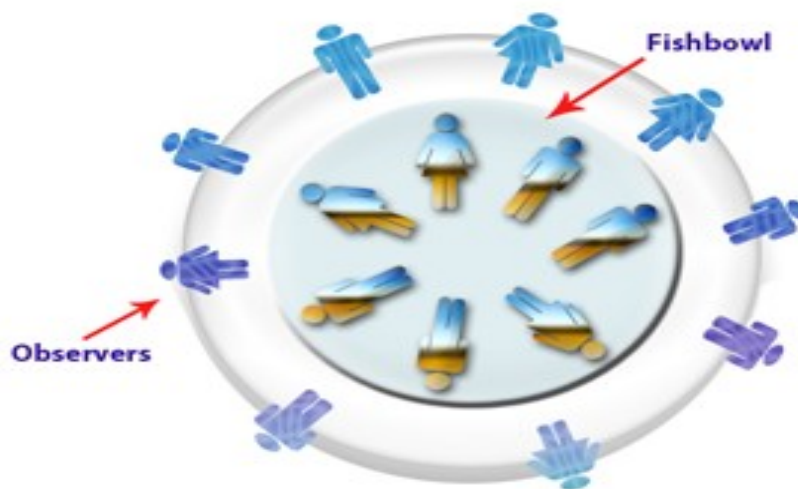
From the picture above, A **group of people (*the fish*) sit in an inner circle (*the fishbowl*) and discuss** a topic introduced by the facilitator (e.g. through questions). At the same time, a wider group of participants sit in circle and listen to the discussion. People are allowed to contribute to the discussion only if they are sitting in the inner circle. While the discussion develops, **people from the outer circle may join the discussion by taking a seat in the circle**. Every time a person joins the inner circle discussion (*jumps into the fishbowl*), a person must leave the discussion and sit in the outer circle.

Fishbowls are used to stimulate conversation in class, with an emphasis on deep listening, critical thinking, critical questioning and thoughtful response. The class divides into a small group of students sitting in a circle in the center of the room. The rest of the students form a circle around this group. The inner circle conducts a discussion while those in the outer circle listen and take notes. The instructor can be part of the inner or the outer circle and can set up a method for rotating students if this is desired — the groups can switch or individual students can rotate into the small group. The class will debrief after the conversation is concluded

The advantages of implementing fishbowl strategy have been discussed by many experts such as Bowman ,Sterling &Tohe . Using fishbowl strategy gives many benefits such as (a). provides time for discussion; (b) Provides class interaction; (c) Allows student to learn from peers; (d) Involves student critical thinking; (e) Provides break from routine (Bowman: 2008). Meanwhile, Sterling &Tohe (2016) stated that there are five advantages of using fishbowl in teaching speaking.

- Fishbowl is especially beneficial when using multicultural literature. It allows the teacher to see what misconceptions students have and address them. It also creates a safe forum for students to observe how charged a discussion of cultural issues might become. Because there is always a post discussion analysis, fishbowl also allows a group to handle this together.
- Students in the outside circle of a fishbowl can observe how specific individuals question, respond to, and make meaning of a text, which can model small-group literature circle discussions.
- Fishbowl allows students to practice group discussion skills.
- Fishbowl also teaches observation, listening, and community-building skills.
- Fishbowls provides students with the opportunity to identify small-group discussion habits in an effort to improve upon them.

From above information, it could concluded that implementing fishbowl strategy will give benefits for teaching learning prosess. First, Classroom Management: Teacher will find easy to manage the class since only half the class is discussing at a time. The rules that engaged only students who sit in inner cycle to speak will make easy for teachers to assess students' speaking abilities. Second, Promotes Active Listening: Half the students have the explicitly given job of listening to the inner circle. They understand that their turn to talk will come, which is more likely to free their attention from trying to get a turn to share, and focus it on attentive listening. The students will focus to observe and listen the inner cycle students.

Third, training students to debate: The physical position of students makes it very clear when it's time to listen and when it's time to talk. You can switch through the roles a number of times during debate, and students have more incentive to listen when they are in the outer circle so that they can appropriately counter the points made from the inner circle. At last, Peer Evaluation and Modeling: This model presents a valuable opportunity for students to evaluate their peers. Successful student presenters also serve as wonderful models to other students who are not as skilled at class discussions. It is also motivated other students to speak and express their own ideas.

Brozo & Simpson (2007) have suggested some procedures of implementing fishbowl strategy as follows:

1. Identify a focus for class discussion. Typically, The more controversial and charged the issue, the greater level of engagement on the part of students. The topic should be one related to the debatable multicultural ideas.
2. Ask students to turn to a neighbor and talk about their ideas and opinions related to the issue. Tell students to take notes on their discussion. Allow enough time for a reasonable exchange of ideas and viewpoints, which can be determined by moving around the room to monitor and facilitate.
3. Demonstrate the format and expectations of a fishbowl discussion. This is best accomplished in a "dry run" of the activity. Ask for four or five volunteers to sit around a table or a cluster of desks in the middle of the room. Have the other students gather in a circle.
4. Get the discussion started by telling the discussants sitting in a cluster to talk amongthemselves about the ideas and opinions they raised when conversing with a partner.
5. Tell the other students to listen carefully totheir classmates while they engage in a small group discussion and take notes or jot down questions to share afterward.
6. Allow the discussants to talk for 5 minutes or so, getting involved only if the discussion dies or to ensure everyone is contributing and taking turns.
7. When the small group finishes or is stopped, ask the other students to make

comments on the discussion they observed and/or ask questions of the discussants. This is an ideal time to model appropriate comments and questions.

8. Gather another small group of volunteer discussants, and continue to the fishbowl process until all students have had the opportunity to be inside the fishbowl and they are clear about their roles and expectations.

Conclusion

A fishbowl has half the students placed in chairs in an inner cycle while the other half forms an outer cycle around them. Students centered discussion like fishbowl encourages democtratic participation. First, everyone is evaluating personal levels of respectful participation. This focuses individual ability for one's action and words. Second, the format structure indicates when and how someone can speak , inhibiting loud or opinion laden voices from dominating the discussion or intimidating other speakers. Third, student acts as facilitators of the dicussions. This also allows students to take control of the conversation.

Fishbowl is useful in engaging students in discussions while giving the students autonomy. This strategy helps build deep questioning skills, attention to detail, discussion etiquette and confidence. A small group of students (as many as half the class) arrange themselves in a circle in the center of a room. This small group will conduct a discussion together while the rest of the students watch, take notes, and later pose questions and give comments about what they observed. The teacher can be part of either the inner "fishbowl" circle or the outer circle. Once the discussion is completed, the students switch places in the circle and repeat. This strategy allows for a richer discussion of any given topic, and it frequently helps build community by focusing attention on the ways that a particular group might work together more productively.

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DEVELOPING STUDENTS' SPEAKING SKILL THROUGH THE USING OF FUNCTIONAL DIALOGUES

Ika Paramitha Lantu, S.S., M.Pd.
English Education Study Program, Faculty of Teacher Training and Education of
Sintuwu Maroso University, located at Jl. P Timor No.1 Poso, Sulawesi tengah,
Ph: (0452) 21257.
Home address: Jl. Sangena, No. 5, Kawua, Poso; Mobile phone: 081354541238;
E-mail: ika.lantu@yahoo.com.

Abstract

This classroom action research was conducted at English Education Study Program at Sintuwu Maroso University to 36 first semester students in academic year of 2015-2016. The aim of this research was to know how the students' speaking skill be developed through the application of functional dialogues strategy. The criteria of success was that the students should get score at least 75 (or B) and at least achieved by 80% of the students in the class. This research consisted of two cycles, consisted of two meetings for the teaching and learning processes and one meeting for the test. The result of this research showed that in cycle 1, the students' test achievement was 66,7%, 24 out of 36 students got score greater than 75. In cycle 2, the researcher implemented the revised plans, and 33 students (91.6%) passed the test by achieving score greater than 75 and 3 students (8,3%) failed with score lower than 75. The criteria of success was achieved in cycle 2, indicates that functional dialogues strategy is effective to solve students' problems in speaking and suitable to develop students' speaking skill through the learning of the function of languages in speaking before having conversation with others.

Keywords : Functional Dialogues, Speaking Skill, Teaching Speaking

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Introduction

One of the many purposes of learning English is that the learners are able to speak English well in their conversation. Speaking will be difficult if we do not know how to start it and to find the correct expressions for certain situations. English learners sometimes face problems in speaking when they do not know the correct expressions. Learners might be able to read and write since they form the passive activities, but it is different matter when they have to speak. They need to create and produce the sentence in a conversation, to make the listener understand what they are saying. It includes in many factors, such as, the learners' self confidence and their knowledge of the target language rules of expressions and the ability to put the knowledge into use in communication. The learners should know the language functions as the purpose of speaking. For instance, when we speak, we must have a purpose in our mind; to ask, to answer, to make others understand our thinking, to debate, to agree, etc.

Instead of the learners' self confidence, here, we would try to solve the learners' problem in speaking which is to know the expressions of language functions as the purpose of speaking. Language functions, stated by Blundell, Higgens and Middlemiss (1982) form the purposes for which we speak and there are many expressions people use to express various functions in English. As in the example of function 'Greeting people', it has some expressions such as 'good morning', good afternoon', 'hello' and 'hi'. By understanding the language functions, learners will know the correct expressions for certain situations, because one expressions might be unsuitable at others related to the language used.

In a speaking class, the situation is that most of the students just keep on silence merely and feel reluctant to give their response, and only few of them can speak their mind and can choose the correct words. It is not good for the students speaking skill development when in a speaking class the teacher speaks more often than the students. The researcher found this situation in the speaking classes of English Language Education Department of Sintuwu Maroso University, especially for the speaking I class. Based on the researcher's opinion, there are some conditions that might be the cause of this problem. Firstly, the students sometimes feel discouraged to speak because afraid of making mistakes and feel embarrassed, particularly in choosing the correct words and the tenses that can convey their expressions and ideas. Second, the students probably have less vocabulary in the target language that can be used when speaking to cover their ideas. Third, they feel reluctant to speak because of they afraid that their ideas are not acceptable with the topic being discussed in the class or even worst is when they think that the class will laugh at their speaking. As the result, the students seems to have low ability in speaking.

Related to the problems above, the researcher interested in employing functional dialogues in teaching English, speaking in particular. Based on the description above, this research will be conducted to answer the questions 'How can the using of functional dialogues helps the students to improve speaking ability in expressing language functions?'

Speaking and Functional Dialogues
Speaking

Speaking is one of the four language skills that must be mastered by the English learners. It is a productive skill, where the students are demanded to produce sentences or phrases in English. Speaking is closely related to listening. When people are speaking, they are bound to speak as well as to listen. Otherwise, they could not interact with the person they are speaking to because they do not listen to the message.

Further, there are three components of speaking that must be achieved by the students when they learn to speak; they are fluency, accuracy and comprehensibility. If English learners are able to do this three components of speaking, then he or she is considered as a good English speaker. The lecturer also must be able to master these three components of speaking and to transfer it to the students.

In the teaching of speaking skill, the lecturer must be able to trigger the students to speak, through the tasks and the teaching technique. The students must be given chance to speak more than the lecturer. It is important because of several factors, such as to let the students to use their linguistic knowledge in an authentic speaking or conversation, to let the students to be creative in expressing meanings using language function, to make the students get used to use their linguistic knowledge (grammar, vocabulary, pronunciation, etc) in speaking, and to let the students to cultivate their listening skill as well as speaking skill. As what is stated by Harmer, in his book (2007, p.123), that there are three main reasons for getting students to speak in the classroom, they are as follows:

a. Speaking activities provide rehearsal opportunities or chances to practise real-life speaking.
b. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and the students. Everyone can see the language problems they are experiencing and how successful they are doing the speaking.
c. The more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Based on the reason above, the researchers are also demanded to be creative in making the teaching speaking material and tasks. The tasks must be interesting and can be understood easily by the students. Moreover, if speaking is assumed as a skill, then the tasks must be completed only through speaking. It means that the students must speak to rehearse their speaking skill in the classroom.

Language Function

Language functions are the purposes for which people speak or write. Just like everything that people do has its purposes, the using of language is included to it. We only speak and write with the purpose in our mind (Blundell, Higgens and Middlemiss, 1982). We speak in order to ask something, to give information, to give comment on something, to help someone, etc. The purpose of speaking is called the functions of language.

When speaking, people sometimes choose the expression to be used, whether it is suitable for certain times or not, whether it is formal or not, whether it is the right expression or not. In this research, the researcher will use several expressions to perform language function about information. There are several expressions included in this functions (p. 1), they are:

a. Asking for information
b. Asking if someone knows about something
c. Saying you know about something
d. Asking about remembering
e. Saying you remember
f. Saying you have forgotten
g. Asking if something is correct
h. Saying something is correct
i. Saying something is not correct

j. Correcting someone

In this research, the researcher combines the using of language functions with communicative language teaching (CLT) method. The researcher chooses this CLT method because it suits to be used in the class to make the students be able to express their language functions in dialogues with friends.

Learning a second language is similarly viewed as acquiring linguistic knowledge as means to perform different kinds of functions (Richard and Rodgers 2001, p. 160). In this research, the students are asked to perform several kinds of language functions expressions about asking and giving information. The students will be asked to create a conversation or even a role play which is containing the expressions of language functions.

The researchers will explain the material first and then give examples in front of the class. It is done to ease the students understand the material. As what is stated that teachers should be a good animator when asking the students to produce language, even teachers should want to participate in the conversation or role play (Harmer, 2007, p.148). After ensuring that all the students understand the material, the researchers then will give chance for the students to work in pairs, create a conversation or role play to be performed in front of the class. The students are free to choose the topic, but the language functions rules are determined by using the theory of language functions by Blundell, Higgens and Middlemiss in their book entitled Function in English.

After creating their conversation or role play, the students were asked to perform it in fornt of the class. The purpose is to see whether the students have understood the material and whether they are able to put it in the conversation and to interact with other people or not. This activity is similar to Hallidays' view of communicative competence in his book (1975, p. 11-17), he described that there are several basic functions that language perform for students learning their second language:

a. Using language to get things.
b. Using language to create interaction with others.
c. Using language to express personal feelings and meanings.
d. Using language to communicate information.

The lecturer will measure how the students express meanings through the using of language function expression. How they interact with others, express personal feelings and communicate information by using English to other students. The three components of speaking; fluency, accuracy and the comprehensibility will be measured through the students' performance. Moreover, the studenst are allowed to use any devices to support their performance, as long as it is related to the topic.

Methods

This research was a qualitative research and the collected data were presented and elaborated in the form of words. It was a CAR (Classroom Action Research), in which the researcher not only as the observer but also directly the one who conducted the teaching and learning process in the class with her collaborator. While conducting the class in the class, the researcher was also observing the learning process helped by her collaborator. For this, there were four processes employed; planning, acting, observing, and revised planning as proposed by Kemmis and McTaggart(1988).

Figure of Classroom Action Research
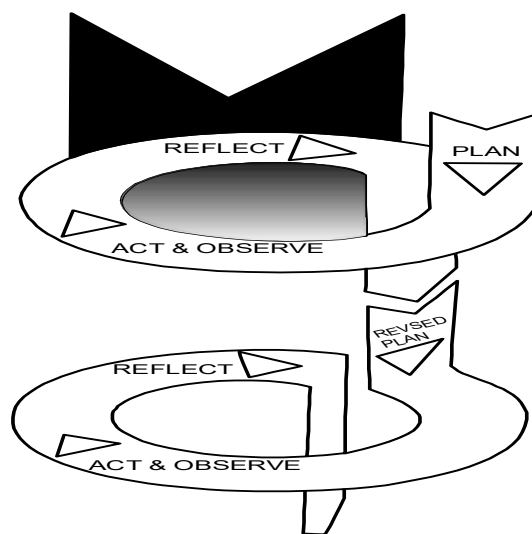
(Adopted from Kemmis dan McTaggart, 1988:11)

Data Presentation and Discussion

Cycle 1

Before applying this functional dialogues strategy, the researcher doing some preparations such as preparing lesson plans, learning material, and tools to collect data. The lesson plans are made for two meetings and it contains learning objectives which is to make students able to speak English by using correct expressions and words to express their ideas. The learning material is about "Asking for Something". The researcher uses communicative teaching material approach to teach the students the language functions. The researcher combined this teaching technique because it is appropriate to make the students learn language functions and they have to create functional dialogues from language function they have learnt. Before starting the learning process, the researcher explained to the students about what is language functions and communicative language teaching.

The implementation of this functional dialogues strategy in this first cycle is from 7-21 September 2015. There are 3 meetings held in a cycle, two meetings for the learning processes and one meeting for a test. Each meeting spends 90minutes and the researcher evaluates the students only on the third meeting, not in the learning process meetigs.

All the students attend the test meeting in this first cycle and the test material given is covered from the first and the second meeting material This test is used to see whether students' ability in speaking is developed or not after being taught by using functional dialogues. The researcher uses 3 components of speaking in assessing the students, they are fluency, accuracy and comprehensibility.

Among the 36 students that joined the test, based on the minimum criteria applied in this research, there were 24 students (66,7%) that pass it, and 12 students (33,3%) fail. There were 8 students got score greater than 80, and 16 students got score among 75-80. However, there were still 12 students that failed in the test because their scores were less than 75, only among 56-60 (D). This 12 students were categorized as failed.

Meanwhile, the calculation of average score of this class was 69,8 and it is categorized as C. This assessment was made based on the evaluation description that applied in Sintuwu Maroso University. Based on this students' result, it can be seen that the students' achievement on this first cycle is very low. Several students could not pass the minimum criteria of succes, where 80% of the students should get score greater than 75.

Reflection

In this first cycle, the collaborator lecturer observe the researcher's activity in the teaching and learning process. She found that the researcher failed to use the time effectively. The researcher spent too many minutes in pre-activity to introduce language functions and functional dialogues, also to give students examples before the learning process. Thus, the researcher dominated this pre-activity and the students got less minutes to speak or to say something.

The researcher then made some reflections on this first cycle to find out things that should be corrected for the next cycle. In this first cycle, among the 36 students, there were 24 students passed the test and the rest 12 students failed. The 12 students were considered unable to develop their ability in speaking English using functional dialogues. This situation happens in every teaching and learning process that conducts in classroom actions research. Thereby, the researcher should arrange the second cycle. The reflection of this first cycle and the revision for the next cycle are in the table below.

No.	Researcher's Activity	Students' Activity	Revision
1.	The researcher used time too long in the pre-activity.	Several students didn't pay attention and students got less time in their whilst activity.	The researcher limited her time in the pre-activity and focused on students' undertanding about the material.
2.	The researcher was too fast in explaining the material.	The students were not able to understand the material.	The reseracher explained the material in details and explained the difficult words in the material with slow pace.
3.	The researcher did not pay attention to the slow learning students.	The slow learning students were left behind by the fast learning students.	The researcher became more focus on the slow learning students.
4.	The researcher dominated the learning process by giving too many examples on each expression.	The students lost their time to practice and only expected examples from the teacher.	The researcher gave examples of each expressions but also limited the time for it. But, only until all the students understand the material.

5.	The researcher did not teach the students in details on how to make a funcional dialogue.	Not all the students were able to make functional dialogues, particulary on combining the expression in a topic of conversation.	The researcher motivated the students to ask and to answer (to be active) in the class and ensure that the other students would not laugh on it.

Cycle 2

In this cycle, the researcher focused more on teaching the students the expressions of language functions and how to make it into a conversation, also paid attention to the slow learning students. Moreover, some aspects were needed to be improved too, such as the using of time effectively, and the researcher's way of teaching. Thereby, it can be said that the teaching and learning process in this cycle was arranged based on the reflections in the first cycle, emphasized on some factors that can slow the development of students' speaking ability.

This cycle held from 5th – 19th of October, 2015. It also consisted of three meetings. Two meetings for the teaching and learning processes and one meeting for a test. The students were evaluated after receiving the lessons and doing some practices in two meetings. The researcher evaluated the students to see whether the implementation of functional dialogues in teaching speaking can help the students to develop their speaking ability or not, also to see whether the implementation of reflections in cycle 1 is successful or not.

In this cycle, all the students attended the test. There were 3 students (8,3%) could not pass the test and 33 students (91,6%) passed it. The 33 students passed the test because they could achieve score greater than the minimum criteria 75, and the 3 students failed because their score is lower than 75. This 3 students were considered as unable to develop their speaking ability and still experiencing problem on it. The researcher then decided to teach the students and give them another chance to develop their skill on speaking English.

In this cycle, some students also made significant development from the first cycle. A student with initial AF got score 56 (D) in the first cycle, but in cycle 2 this student got score 75,3 (B). While the class average score in the first cycle was 65,8 (C) then in cycle 2 it became 73,4 (B). This average score was qualified as very good.

The explanation above was made based on the minimum criterion of success, which is 75 and 80% of the students in the class should be able to get score greater or same with 75. Further, based on the students result in cycle 2, it can be seen that 33 students or 91,6% which is greater than 80% of the students' number in the class were able to pass the test. Thus, the researcher concluded that the result was considered as complete and the researcher will not continue to conduct the next cycle. This research only has two cycles.

Moreover, the result of observation in this cycle shown that the researcher had implemented the reflection well. The researcher was able to use the time effectively and did not dominate the class.. The reseracher asks the fast learning students to help their friends while they were making the conversation, the researcher helped the students and explain in details on how to move the language functions into a conversation under one topic. The researcher was able to follow all the points in the reflection of cycle 1.

Conclusion

The researcher' objective in this study was to develop students' speaking skill through the implementation of functional dialogues teaching strategy in speaking class. Based on the findings and discussion of this study, it could be concluded that the objective of this study was achieved. The students' speaking skill had developed successfully through the learning of language functions in speaking functional dialogues. The students found it was easy to speak English if they knew the correct expressions and their functions in a conversation. The students can build a conversation based on the language functions by using the correct expressions.

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LEARNING ENGLISH AS THE FOREIGN LANGUAGE THROUGH SHORT STORIES

Antonio Constantino Soares
Master of Linguistics Program
Udayana State University
antoniosoares907@yahoo.co.id

ABSTRACT

As we all know that there are four most basic English skills that must be mastered by the English learners if they want to be able to speak English language well. However, the obstacles faced by the English learnes are having lack of knowing the English word class. The aims of this paper is intended to use short stories as media in mastering English word classes. Normally a story is read by the readers because it contains some conflicts that can interest the readers to read it,however the readers are sometimes not aware of the word classes used in it. Learning English through short stories is more fun and considered as one of the best ways for the learners to master English language through reading because the words classes chosen have been selected based on their proper functions that can make the learners much easier when using the English words classes. In applying this kind of strategy, the English learners must have a strong intention to be able to speak English and must have a good English dictionary to be consulted when they have difficulties in determining the English word classes.

Keywords: English dictionary, short stories, word classes

INTRODUCTION

It is undeniable that being able to speak English has become a necessary need that has to be mastered in nowadays time. Not only for the purpose of the school achievement but also for older speaker around the working age, this ability has the same benefits especially that the use of being able to speak English as a foreign language is obligated for seeking a better job in the future. However, learning English especially as a beginner is not an easy thing to do. This has become a challenge for teachers to provide the best teaching method to fill the students need. One of the problems in the beginner learners is the lack of English vocabularies mastering. By knowing only bit of vocabularies is quite an obstacle for the learners themselves.

As we all are aware vocabularies can be achieved from reading, meanwhile reading is one of the fourth basic English skills that must be first well mastered by the English learners who start learning English as either foreign language or learn English as a second language. If the learners are aware of the power of the reading, it will be much easier to learn English grammar. Through reading, the learners can increase their English vocabularies. The vocabularies obtained will be varied as the reading passage itself can be related to many aspects, such as politics, economics, criminal, law, etc.

Many problems occurs in which one of them is the beginner learners sometimes just focus on the reading understanding and ignore the other function of the reading itself. Others think that it is difficult to read some reading materials because they think that reading isa boring activity. Sometimes, those beginner learners find difficulty in learning English because they do not pay attention to the word class. They are not accustomed to open a dictionary to find out whether the words they find belong to any specific word classes, such as adjective, noun, verb, etc. In fact, by mastering the word classes of English vocabularies, it will be very easy for the learners to study and implement the English grammar. By having a lot of vocabularies and understanding the word classescould be the key of the fluency of speaking as well as the quality of the grammar used.

Based on those reasons, this short paper is made and presented as one valuable contribution to assist the English learnersand teachers as the consideration succeeding their goals in conducting teaching and learning English as a foreign language.

Purpose of the Study

The purpose of this study is to stress on the effects of short stories over reading comprehension, especially utilizing short stories to master the word classes in English. There are two main purposes involved. The first one is to describe a particular activity to enhance attitude and activate the student's knowledge towards the grammar of the language, which is the word classes. It is also considered to explain the fun activity so that not only the students learn about the grammar, but also enhance their own understanding, and monitoring their own reading comprehension, such as summarize the major ideas, paraphrase the text they have learnt, expand on new ideas and words, and unite new information. Furthermore, the activity is also considered to give the additional purpose, which is to help the beginner students not only to translate the text word for word, but also to train the students to identify the type of the text.

THEORITICAL FRAMEWORK

Language is a system of symbols that permit people to communicate or interact. In learning language, especially a foreign language like English, there are involving four language skills, which are **listening, speaking, reading,** and **writing.** Those four elements are important for the English teaching and learning process.

In brief, the skill of **listening** is way of learning a new language through listening and understanding what we hear. **Speaking** is the productive skill of oral ability, which simply means they try to repeat what they hear or read what they read. The definition of **reading** according to Grolier (1976: 769) is defined as the action or practice of one who reads, last but not least the fourth skill is **writing**, which means reproducing language's words into the paper.

When we learn our first language, we usually learn to listen first, then to speak, then to read, and finally to write. Thus, for learning a second or a foreign language we also need to follow these steps. Related to this paper, according to Essberger (2000), when you learn a language, listening, speaking and writing are important, however reading can also be very helpful. There are many advantages associated with reading, including:

1. **Encountering new words**. By reading more and more every day, the ability to recognize new words will be built naturally. If it becomes habit, then after several reading, you may not even need to use a dictionary because you can guess the meaning from the rest of the text (from the context). Thus, you cannot only recognize new words, but also you can get used to it.
2. **Giving the readers examples to write**. By reading text, not only you can learn the vocabularies, but you can also learn the structures, or how the words are connected one to another. This will be the perfect examples to increase another skill of writing.
3. **Learning grammar better.** If you speak the foreign language, like English, it is still acceptable to speak without necessarily having the correct grammar. Thus, learning grammar is better through some texts rather than speaking. Therefore, by reading you see and learn English grammar more naturally.

Short Stories

A simple definition to define short story is an invented story that is no more than about 500 words in length. The types of short stories are generally defined through some points, for example, through the **length, subject,** etc. Here is an example of short story adopted from: (Sources: © english-for-students.com.)

A friend in need is a friend indeed

Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away. On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. There after, the mouse and the lion became friends. They lived happily in the forest afterwards.

Learning English through short stories can improve many English skills as they could be beneficial since this kind of literature has the quality of being universal and mostly are closely related to human world. Arigol (2001as cited in Hismanoglu, 2012 in Khatib & Nasrollahi) listed the following advantages for pedagogical advantages of short stories over other literary texts:

1. Short stories make the students' reading task easier because it is simple and short.
2. It requires more attention and analysis therefore it will help students to be more creative and raise the critical thinking skills.
3. It can raise cultural awareness as it gives learners a better view of other people and other cultures
4. It can reduce students anxiety and help them feel more relax
5. It is good for multicultural contexts because of its universal language
6. It offers a fictional and interesting world

Thus, it is important to choose the short story especially for the beginner learners. It is because teachers should take as considerations that beginner learners are assumed to have only bit knowledge of the foreign language they will learn. Also, it is better to choose the short stories for at most 500 words as well as find the one that has a simple story in it. This is so useful to help the students to understand the words easier. The degree of length and difficulty can be elevated as the class moving on.

Learning English Grammar through Word Class

Word Classes in English is a set of words that display the same formal properties, especially their inflections and distribution, similar to the more traditional term part of speech. The two major families of word classes are (1) lexical (or open) classes (nouns, verbs, adjectives, adverbs) and (2) function (or closed) classes (determiners, particles, prepositions, and others). Learning the English word classes belong to part of Basic English grammar which is an important matter to be learnt from the beginning. As we all do aware that in learning English, grammar takes an important roles as it shows you a description of the regularities in a language, a principle or rule of what should be said, and generalizations about what speakers of the language actually *do* say rather than with what they *should do* (Thornbury, 1999). By acknowledging the word classes, learners can understand the patterns that are crucial in helping them discover the constituents of language, which is recognizing patterns in distribution and meaning, as well as grammatical structures of the learning language.

DISCCUSSION

To implement the teaching strategies of mastering word classes through short stories can be through the following activity steps:

1. Pre reading activities:

The pre-reading activities consist of several things that have to be prepared before preparing the short story to be handed to the learners. For the beginner learners who learn English as their foreign language, it is better to choose the short story that is in the range of 500 words in maximum. After choosing the short story, then the class can be done by doing things as followed:

a. The teacher explains the procedures clearly and makes sure that the activity will be started until both are getting the mutual understanding. Hence, it is important for the teacher and the learners to be in the same track. Afterwards, the teacher tells the class that they are going to learn language by reading short stories as well as the main point of the lesson which is to learn about the word classes by identifying the linguistic objectives, for example the noun, adjective, verb, adverb, etc.
b. Once the short story selected, the teacher can provide a context for the story and present the main characters. This beforehand activity is useful for building the students' schemata about the overall story. It is optional as well to make the students actively choosing the short story they want. Or else, to make it more interesting, you can ask the students to choosee their own story they like better.

While reading activities:

Reading activities in this case is basically intended to practice the students' reading ability as well as to make the students comprehend the reading in general. The emphasizing of knowing the reading passage in general area is because our focus here is to learn about the word classes, assist them to practise. Even so, this reading activity is also one of the important steps to do:

a. There are some conditional options regarding the choosing of while reading activities. For the young learner like kids, the teacher could possibly read the story slowly and clearly first to help the students follow the story. If it is necessary you can put the addition use of gestures; facial expressions and intonation to make it more lively and interesting. Afterwards, you can ask them to repeat the reading one by one. Meanwhile, for the more mature learner, the teacher can ask them to read in take turns, and if they make some mistakes you can fix it after the reading is done.

b. In order to grasp the whole story in general aspects, after the students have done their job of reading, then the next step is that the teacher can make the students more active by asking them about the characters, and the difficult vocabularies they find in the text.

c. The teacher can give a simple explanation about the difficult vocabularies; or the teacher can ask the students to be more active by finding the meaning from the dictionary.

3. Post reading activities:

The post reading activities are the main activity to be done for this purpose. It divides into three main activities, which are: classifying the word classes, make questions based on the words they classify, and re-tell the story by their own words.

a. Classify the word classes from the short story

    i. As we know, English word classes are divided into many different criteria. Based on the oxford grammar dictionary (taken from http://www.oxforddictionaries.com/ words/word-classes-or-parts-of-speech), there are about nine classes that divide the English words, which are noun, verb, adjective, adverb, pronoun, preposition, conjunction, determiner, and exclamation.

    ii. In this activity step, the beginner learners should try to classify the words from the short story into the classes by their own. The teacher can provide some simple tips to help the students in determining the word class, such as ask them to find the meaning of the word, seeing the form or `shape' of the word, and the position or `environment' of the word in a sentence, however most of the time ask them to find their own from the dictionary.

    iii. Make a simple table as presented below, therefore later time, the words are seen systematically and easily. The shape of the table can vary as long as it is understandable and readable.

Table 2. Example of Word Classes Classification from the Short Story

Verb	*be, walk, grow, sing, thin, like, hate, ran, etc*
Noun	*Snake, sister, cart, house, London, station, etc*
Determiner	*a, an, my, some, the*
Adjective	*big, sad, happy, beautiful, small, smart, etc*
Adverb	*happily, soon, then, there, quickly, sadly, unfortunately*
Preposition	*at, in, of, over, with,etc*
Conjunction	*and, because, but, if, o, etc*
Pronoun	*I, you, we, they, he, she, it, we, them, me, him, her,etc*

Based on the table above, in general we can take a conclusion that **verbs** is a kind of word classes that are functioned as action or state, then **nouns** would be the word classes that are things or person. **Determiner** is a modifying word that determines the kind of reference a noun or noun group. Meanwhile, **adjectives** are the word classes that describe the nouns, and **adverbs** describe the verbs. The next is **preposition,** which belongs to word classes that link noun to another word. Last but not least, **conjunctions** will be the word classes that join the clauses or sentences or words, and **pronoun,** which are the word classes that replace the noun.

iv. By having the table above, the beginner learners can understand easier about the word classes and by understanding the word classes, it will be much easier to compose sentences or even story. Here is an example of sentence from utilizing the list of word classes above.

1. Re-tell the story by own words

The main activity of this step is not about story-telling, it is more like to practice the previous two activities into longer sentences. For this activity, it can be done in groups (if it is possible). Even so, it must be under certain conditions, such as each member of the group must be given a voice. Then, the presentation of the story should be done equally through spoken and written. This is because both aspects are equally important especially in learning English as a foreign language. No need to be in a rush as teaching the beginner is not in the same level as the advanced ones. They need to adapt more to the situations. For homework, the teacher can ask them to read new stories, do the several steps above, then presenting what they make in the next classroom meeting.

2. Make questions based on the word classes made.The questions can be either closed questions, open questions or alternative questions.

This activity is useful to build the students's ability to compose the words into sentences based on the short stories. Once the students know the meaning and understand the function and theword classes, it will be easy for them to make their own sentences. For example:

1   2   3   4
Where did   the Lion   live?
Q.W   AUX   S   V1Ø O

```
  1     2     3      4
What  did   the Lion  see?
Q.W  AUX    S       V1


  1     2         3
What  caught   the mouse?
Q.W   V2         O


  1    2      3        4
What was  the Lion doing?
Q.W   C     S     P.P


  1      2      3
Was   the lion  eating?
C       S      V-ING


  1      2       3
Was   the lion  eating    or    sleeping?
C       S      P.P     CONJ   P.PØ


  1      2        3       4
Did   the Lion  catch the mouse?
AUX    S      V1      O


  1        2       3
Did  the mouse  run away      or      (did  the mouse)   keep    on staying  there?
AUX       S      V1 Ø    CONJ  AUX    S            V1      P.P       P.M
```

Learning the word classes through dictionary

The learning process we have talked about previously is the basic activity of learning word classes through short stories. In order to help the learner more, the teachers need to introduce them to a good dictionary as well. A simple definition that can be given for dictionary is a reference where learners can find the meaning of words. The kind of language a dictionary can provide depends on the need of the learner. The function of a dictionary is to provide the learners new words they find in the short story they read. In a dictionary, we do not only can find the meaning of the words, but we can also find the way to pronounce the words, and the basic grammatical categories.

The benefit in finding and recognizing the words through dictionary is indeed, it teaches your students to actively fill their need by their own. This also will minimize the chance of mistakes, as a good dictionary will provide more definite information than someone's knowledge. Moreover, it is believed that a dictionary is an effective way to learn English words, especially for the beginner. Taken from http://www.ef.co.id/englishfirst/english study/belajar-bahasa-inggris, it is said that the memory of a learner when they only read something is low, but with the help of an additional media, like dictionary, it will increase the ability for learners to find the words and memorize them in short time. Things to remember that dictionary is not to teach someone however to help someone in learning new language. Therefore, in this activity, it is necessary for each student to provide themselves a good dictionary to be consulted.

CONCLUSION

Short stories are great sources in language classes because they can raise cultural awareness, linguistic awareness, motivation, and so on. The use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it can make the students' reading tasks and the teacher's encouragement easier. An important feature of short fiction is its being universal. In other words, students all over the world have experienced familiar to stories. Moreover, short stories, like all other types of literature, can give contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment.

Learning English through short stories can be said as one of the strategy of learning that is more fun and considered as one of the best ways for the learners to master English language through reading. It is possiblebecause the word classes chosen has been selected based on their proper functions. It can also make the learners much easier when using the English words class. In implementing this kind of strategy,the English learners must have a strong intention to be able to speak English. Besides, they must also have a good English dictionary to be consulted when they have difficulties in determining the English word classes.

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Creating Listening Material Using Text-to-Speech Application

Heri Septiawan, S.Pd.
SMKN 1 Cibinong

Abstract

Learning languages requires the four skills abilities: reading, listening, speaking and writing in appropriate portions. English as a foreign language has quite different linguistics features and prosody compared to Indonesian. English is a melodious language, has certain intonation pattern and word stress which is very different from Indonesian. Therefore, giving sufficient inputs in listening is needed for students to produce appropriate English. However, many English books used at school are not equipped with listening materials. Fortunately, the development of technology has given benefits for the learning process. Nowadays, to provide listening materials, teachers can make them using resourceful application, such as Text-to-speech. This research is aimed at suggesting English teachers to make listening materials using Text-to-speech application. The step-to-step will be delivered so that teachers can follow the directions. Besides, the difficulties and the benefits of the application has been observed and recorded. The text-to-speech listening materials have been used in SMK Negeri 1 Cibinong as the listening test material and in junior high schools in Kabupaten Bogor as the English book supplementary materials. The listening input is a bit mechanical but with some adjustments, it is quite beneficial for the students to give them enough English exposure in the classroom.

Keywords: text-to-speech, listening material, word stress, language exposures

WEST JAVA

Introduction

English is a foreign language in Indonesia which means that it has been taught at school but we don't use it as everyday communication. Students rarely get the exposure they need in order to make their English fluent. Because of this reason, teaching EFL has its own complexity compared to ESL. Although some primary schools have taught English earlier, yet the students' ability in English is very varied. At high school, only few students can reach intermediate levels because they have got enough exposure from their environment. It is an additional task for English teachers to make the lower levels catch up with the good ones. Teacher should provide students with the language exposure they need in the classroom since teaching language means upgrading students' four skills of communication: reading, writing, listening, and speaking.

The Importance of Teaching Listening

Of the four linguistic skills, it is listening that most speakers are often unaware of, in both its importance and practice (Dadzie and Awonusi, 2009). But actually, listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking, and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Listening helps students acquire detailed comprehension (Baker, 1971). Thus, it assists students approach the foreign language with more confidence and a greater expectation of success.

The Council of Chief State officer (CCSSO, U.S., 2009) defines listening in terms of the ability to understand the language of the teacher used in instruction, comprehend the important details, abstract pertinent information, and to keep abreast with the training modules through which teachers provide information. Listening awaken awareness of the language as it is a receptive skill that first develops in a human being. Learning to listen to the target language improves language ability (Ranukadevi: 2014).

In learning a language for communicative purpose, listening plays a vital role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax and the comprehension of message conveyed can be based solely on tone of voice, pitch and accent; as it is only possible when we listen (Croom Helm Cross: 1998).

Listening, however, unlike the other language skills, is felt comparatively much difficult by the learners, as it has all its interrelated subskills such as receiving, understanding, remembering, evaluating and responding. Importance of listening lies in the fact that it enables students become aware of language and how it is used. It gives students the creative use of grammar (Boyle, 1987). This is why the language teachers need to prepare various learning materials and techniques to help students acquire effective listening skills, learn grammar and vocabulary which they need at their level, in order to make them use the language communicatively.

In spite of the importance of listening skill, most English books used at school, unfortunately, are not equipped with the listening or audio materials. They do have some samples of dialogs, lectures, and mini talks, but they are in the written forms. Teachers usually use their own voice or ask students to read it for the class. This is not a good solution, yet it will make students lack of listening exposure. Students need more exposure from other voice rather than their own teachers, with the natural communication speed and variation of accents, if possible.

One of the best ways to bridge the gap between text book materials and listening materials needed by students is by integrating technology into classroom activities. Teachers can possibly use available listening materials from the internet and even make the listening materials using certain applications.

This research aims at providing English teachers the steps to create listening materials with resourceful application of TTS. Teachers are also given knowledge of some potential problems might occur when dealing with the application and the best solutions. At last, hopefully it can help teachers to cater with the lack of listening input to share to students.

Text-to-Speech Application

Searchmobilecomputing.techtarget.com defines Text-to-speech (TTS) as a type of speech synthesis application that is used to create a spoken sound version of the text in a computer document, such as help file or a Web page.

In the beginning, the purpose of TTS was enabling the reading of computer display information for the visually challenged person or dyslexia who may feel difficult in reading a written text (Taylor: 2007). Nowadays, the application is used in various ways, such as helping people whose jobs make them sit in front of the computer screen all day long to read e-mail or article from favorite websites. Current TTS applications include voice-enabled e-mail and spoken prompts in voice response systems. There are numerous products available each has products called "Text-to-Speech". One of the products is Next Up Technology's TextAloud.

TextAloud is a text to speech tool that will read all texts aloud. The benefit offered by *TextAloud* is that it does not only read out anything we copy and paste into the voice window, but also allows us to save the resulting speech as an audio file effectively. Therefore, we can transform any written document into audio file and listen to at leisure. This application provides several different accents with this feature, including UK English and American English.

Steps to Create Listening Materials

The sounds resulted from the application basically produced by a machine. Therefore, there are several steps to create listening materials using this application.

Firstly, open the application (TextAloud window) and click "jalankan TextAloud".
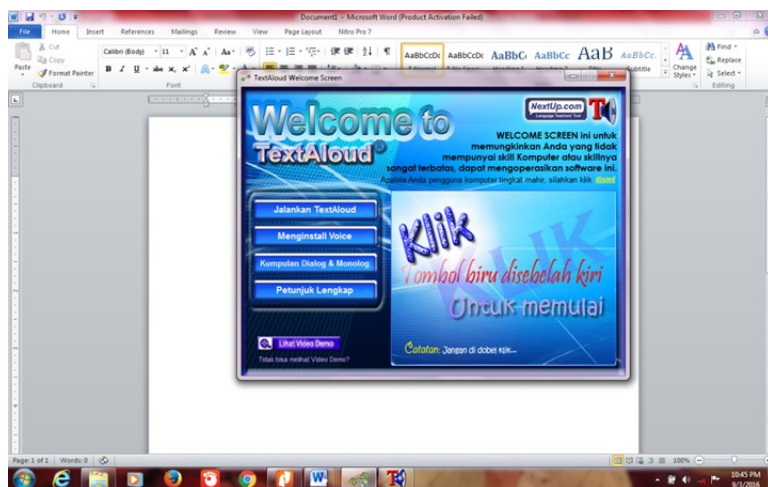
Next, once *TextAloud* windows open, we can copy any written text and paste it inside the windows.
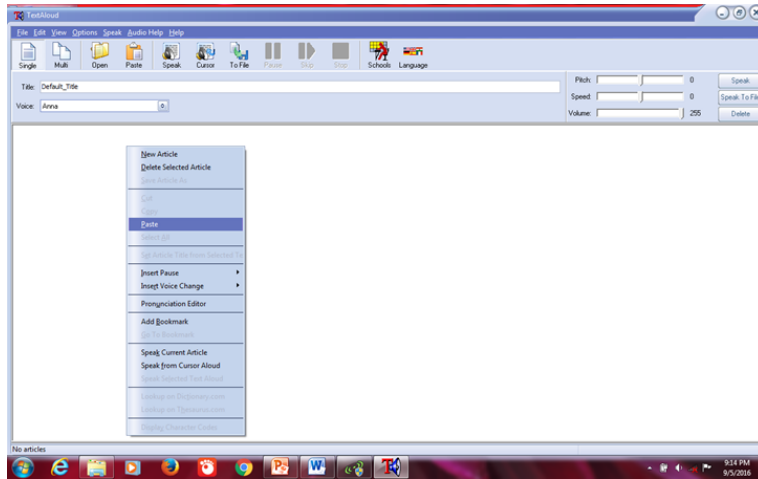
Or, we can also open any existing text by clicking "File" toolbar and choose "Open".
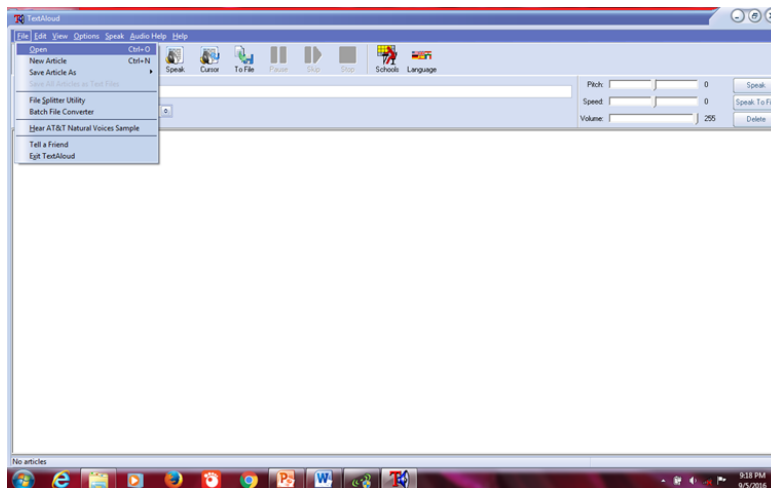
after, we put text inside the windows, we can choose type of voices to read our text aloud. In the basic version, there are several different voices, including male and female voices with several different accents. To set the voices, we can use right click and choose "Insert Voice Change". There will be several voices to be chosen. Once we choose the voice, our text will be read aloud based on the voice.
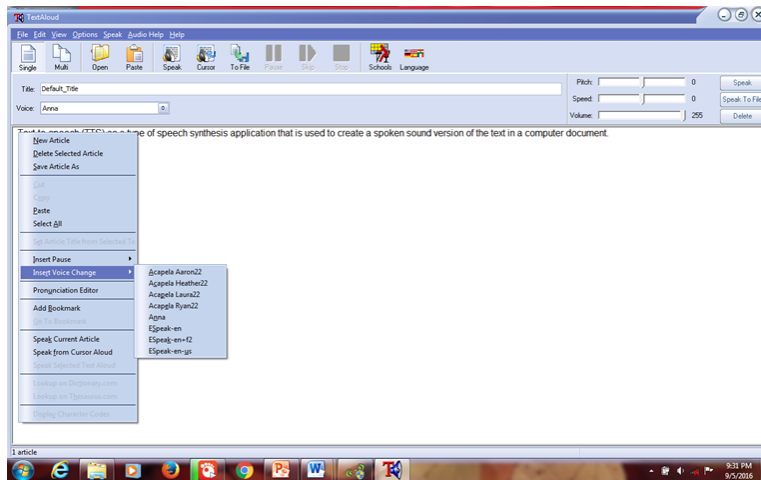
In full text, we can set different voices to read it, so our text sounds like being read by different people. To set it, we can do the same way as we do to set voices.

Next, If we want to give pause between sentences or words, we can use right click between the targeted sentences and choose "Insert Pause". We can choose length of the pause as we like.
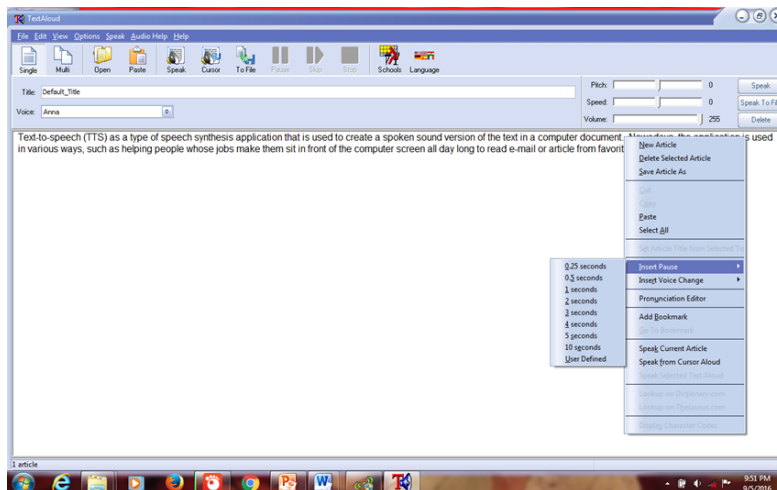
Finally, as we finish all settings, the next step is saving the text into audio file. To save the file, we can choose "To File" bar. There will be a dialogue box open to confirm the location of the file to be saved. We may choose the saving location as we want.
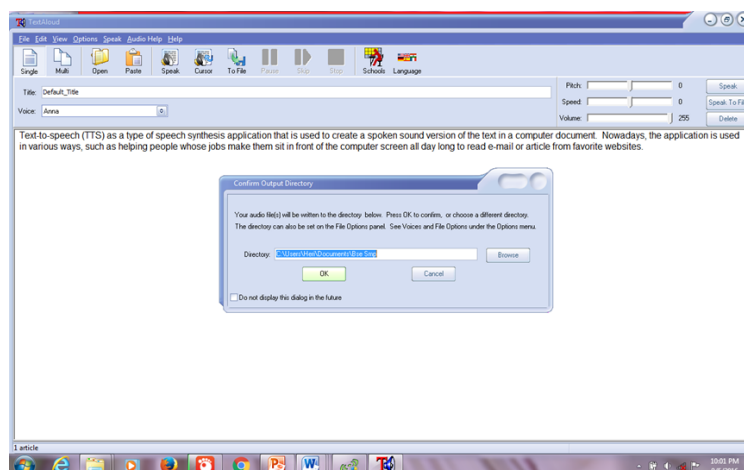
saving process will take several minutes depends on the length of the text. The resulted file will be saved in audio file format.

Analysis on Benefits of Using *TextAloud* Application to Create Listening Materials

To provide listening materials in learning process, this application can be useful for teachers. There are several reasons why teachers should know how to make listening materials using this application.

1. **Easy to Use**
   This application offers teachers the easiness of creating listening materials. Basically, the teacher just need to provide written texts and put them inside *TextAloud* windows, then the application will convert them into listening materials. Beside that, this application gives users clear guide to use it, so, all users can follow the direction given by the application.

2. **Economical**
   In order to create listening test materials, teachers usually do recording process using their own voices or hiring native speakers. They have to bring the record to a studio to have the record converted into listening file. This process certainly costs much money and spends much time. This *TextAloud*, although is not free, offers teachers practical steps in affordable price of making listening test materials which absolutely cut the budget of recording process.

3. **Providing Several Voice Variations**
   This application provides several different voices. In the basic version, there are 5 different voices including male and female voices. Therefore, it can meet the need of the two character voices, for example in listening conversation between a man and a woman. Furthermore, the application has been equipped with 2 different accents of English language; British English and American English.

Analysis on Problem Arising to Create Listening Materials Using *TextAloud* Application

In spite of the advantages of using *TextAloud* to create English listening materials, there are some challenges existing in using this application, such as:

1. **Monotonous and Mechanical Voice**
   This application basically is a program of voice synthesizing. Therefore, the voice resulted from the process will sound a bit monotonously. Unlike human that can speak naturally, in certain parts, the voice resulted from the application may sound without natural utterances such as, rising or falling intonation and voice pitch. However, this problem can be fixed by applying some adjustments of punctuations

2. **Punctuation Usage**

   In the process of resulting voices, the use of punctuations takes significant part. The position of punctuation will affect the voice. For instance, position of comma or dot can cause different intonation or length of pause between words and sentences. Position of question mark or exclamation mark will also affect the utterances in the voices. Consequently, there must be careful process of adjustments to create voices to be naturally listened.

Despite the challenges occur, listening materials by text-to-speech application has been used widely in high schools of *Kabupaten* Bogor. The quality is acceptable and suitable for listening materials as well as listening tests. This result of listening input has been used in SMKN 1 Cibinong for years before it has been shared to use by other schools. Now, SMKN 1 Cibinong has officially been assigned as the center of listening materials provider for vocational schools and junior high schools in *Kabupaten* Bogor.

Conclusion

Listening, as one of fours language skills, takes important part in giving language learners the awareness of how language is used. To provide adequate exposure for the learners, language teachers should not only prepare variety of teaching listening techniques, but also prepare audio materials for listening activities. For many language teachers, providing audio materials for listening activities in classroom or as tests has been considered as a barrier. This occurs since many English text books are not supported with audio of listening materials. Fortunately, text-to-speech application, as a program of voice synthesizing, can be an alternative way to bridge the gap between language teachers and the text books. Despite the challenges in preparing the audio materials, the result offered by this application is appropriate to use in the classroom activities as well as the tests.

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WEST JAVA

Improving Students' Speaking Ability by Using "Find Someone Who" Activities

Sri Puji Astuti
SMAN 1 Kota Solok
sripujiastuti@yahoo.com
HP 081289060842

Abstract

This action research project aimed to explore the impact of "find someone who" type activities to increase students' speaking ability. The research will be conducted in SMA 1 Kota Solok, West Sumatera. The participants were two groups of year X students, in their English classes. Each group consisted of 32 students. The researcher was assisted by another teacher as a collaborator who helped and observed the implementation of the activities in this study. The collaborator had a role to evaluate, suggest, and observed the research. The research will be conducted in two cycles; each cycle consisted of 4 meetings. The "find someone who" type activity will be used in each meeting. The data will be collected by using test, observation sheet/rubric, and interview. The result is expected to help students to improve their speaking ability. The pair work and group work will make students engaging actively. This type of activity help teacher make students actively participated in the classroom.

Keywords: speaking ability, "find someone who" activities

BACKGROUND

In this globalization era, the ability to communicate by using an international language is important. English is one of international languages with large numbers of speakers. This means that English is used in many international events, trading, and education.

However, in high school in Indonesia, my students often complain that being able to communicate by using English is daunting for them. There are two major reasons underpinning their perception. First, In Indonesia English is a foreign language. This means that English is only one of school subjects, it is not used for communication in daily communication. Second, teaching and learning English in Indonesian high schools do not support students to gain speaking ability (Lamb, 2007). This condition seems to decrease the students' motivation to learn English. Research on how to engage Indonesian secondary school learners of English may offer solutions.

One of the ways to engage students in learning English in the classroom is by conducting fun, challenging, and enjoyable learning. Using games can be one of alternatives to make learning motivating. For English teachers using games in teaching and learning are a common practice. However, it is a bit challenging to find and select appropriate games that suit leaning goals and students' English level.

"Find someone who" is an alternative activities that possibly answer the need of the teachers of English in conducting enjoyable classroom. "Find Someone Who" is activities involving body movement. Students have to stand up and walk around asking questions to match classmates to information they have been given. It is one of popular games in teaching and learning English as it is a good excuse to get students standing up and moving around, and so loosens their inhibitions and wakes them up.

The writer is interested to conduct a classroom action research by using "find someone who" activites to increase students' speaking abitlity for Year X, in academic year of 2015/2016.

Study Purposes

The purposes of this study are:
1. To explore whether "find someone who" activities can enhance students' speaking ability.
2. To seek students' perceptions of "find someone who" activities in speaking.

Significance of the Study

It is expected that the research findings will help students to increase their English speaking ability, aid the Indonesian Ministry of Education, teachers of English, and educational stakeholders of the schools to gain better understanding of how to design supportive and challenging classroom teaching and learning through an understanding of teacher behaviors and effective classroom language learning activities that motivate students.

The findings are expected to help teachers of English in an Indonesian high school context understand the influence of using "find someone who" activity on students' engagement and speaking ability. Teachers of English may be able to understand the effectiveness of using this strategy to motivate their students and the positive impact of implementing "find someone who" activities in their teaching.

Research Questions

Based on the background of the study, the researcher wants to find out whether the use of "find someone who" in teaching speaking skill can improve the students' English speaking ability. Two problems are addressed in this study that can be stated as follows:

1. To what extent do "find someone who" activities enhance students' speaking ability?
2. What are students' perceptions of "find someone who" activities in speaking?

LITERATURE REVIEW
Speaking

Speaking is an interactive process to convey meaning that involves producing, receiving, and processing information. It is also viewed as a communication of ideas, information and feeling. Speaking is an active interaction between speaker and listener. There should be a message and purpose from a speaker, and a listener needs to response on that message of purpose (Harmer, 2007).

Many language learners perceive speaking ability as a standard of acquiring a new language they are learning. These learners define the ability to speak with others much more important than other language skills. They assess their learning progress in terms of their capability to communicate using the target language (Astuti, 2015).

In teaching/learning speaking students should be taught to recognize two basic language functions in communication: transactional function and interactional fuction. Transactional function is primarily concerned with the transfer of information and the interactional function has a primary purpose of communication as to maintain a social relationship (Nunan, 1989).

Motivating learners to speak actively in a second/foreign language classroom is reported by many teachers as very important but difficult skill in teaching after managing classrooms (Dornyei, 2001). Studies of motivation in second/foreign language learning reveal that student motivation to use a target language is influenced by other factors such as teachers, classroom climate and assessment (Ghenghesh, 2010; Kikuchi, 2009; Matsumoto, 2009; Yeung, Lau, & Nie, 2011). Thus, the role and the influence of teacher and classroom climate in motivating high school learners to learn a second/foreign language are very significant. The study also implies that classroom activities can determine student language learning engagement. Appropriate learning activities may increase students' classroom participation (Kikuchi, 2009).

Based on the above studies, it can be stated that speaking ability is a skill to express or communicate opinions, feelings, thoughts, and ideas and can be gained by practice. The studies on second/foreign language (e.g. Ghenghesh, 2010; Kikuchi, 2009; Matsumoto, 2009; Yeung, Lau, & Nie, 2011) reveal that students' engagement and ability to gain speaking ability is influenced by classroom activities. It implies that appropriate classroom activities may increase students' speaking ability.

Teaching speaking in an Indonesian high school context

In Indonesia, English is a compulsory subject in high school. Students learn English for three years in junior high school and three years in senior high school. Since English is a foreign language in Indonesia, students are only exposed to English in the classroom. Teachers often report that students lack the ability to communicate using English.

Relating English to the daily life of Indonesian students is difficult because English is a foreign language not a second language in Indonesia (Liando, Moni, & Baldauf, 2005). The students do not have life experience using English and they do not expect to be able to speak English in their future careers. The students use the Lingua Franca, Bahasa Indonesia, most of the time, at school and sometimes at home. Clearly, the social and cultural environments do not provide strong support for learning English.

Indonesian learner characteristics often include low motivation. One of the causes is big classroom size (Bradford, 2007). This idea is supported by Lamb (2007) who found that Indonesian high school students initially are motivated to learn but their experience of learning English at school decreases their motivation. In general, Indonesian students, like other Southeast Asian students, tend to be passive and nonverbal in class. They rarely initiate class discussions until they are called on. This is because of the nature of the course content, teaching methods and assessment (Bradford, 2007). They do not want to show off what they know and they do not want to lose face in case their answers are incorrect (Park, 2000).

Additionally, In Indonesia English is not an official language, so the students only access English in the classroom. This makes English more difficult to acquire. Speaking is a very important part of second/foreign language learning. The ability to communicate in a target language clearly and efficiently contributes to the success of the learners not only at school but also for their future careers. Therefore, speaking class should have more portions. It implies that teachers have to provide more time for students to practise speaking. English speaking class should be conducted by applying various interesting activities. Besides, English is also used for a language of instruction in the classroom (Ministry, 2014).

It implies that Indonesian students need more experience in practicing their English, and if this cannot be done in their daily life, their teacher should encourage them to use more English in the classroom by providing suitable classroom activities such as role-plays, simulations, dramas, or games, and as suggested direct correction should be done very carefully.

However, for many years, teaching speaking in Indonesian high school context has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. It is a demand that in this globalization era, teaching speaking should improve students' communicative skills, in order that students can express themselves and get involved in the social, cultural, education, trade, and careers.

The studies in EFL/ESL classroom (e.g. Ernst-Slavit *et al.*, 2002; Lake & Papparmihiel, 2003; Maloney, 2001) suggested that appropriate speaking activities may increase students ability to use the target language. Another important thing to be considered is the goal of teaching English. The aim of teaching English is to develop "communicative competence" rather than only to master structures, vocabulary, or pronunciation. Speaking ability enables students to convey and interpret messages and to negotiate meanings interpersonally within contexts. This current study offers to apply "find someone who" activities that might be an effective technique to motivate and enhance students' speaking ability.

"Find someone who"
A body of research suggests that there are effective methods and strategies in teaching L2. However, the methods of teaching should suit the context of the learners (Cummins & Davidson, 2007; Ellis, 2008; Hummel, 2013; Kumaravadivelu, 2005; Lightbown & Spada, 2006). Chang (2011) also adds that the suitability of language teaching methods in particular context may influence effective language teaching and learning for

students. Hence, it is imperative that teachers select a suitable language teaching methods that is relevant to their context (Littlewood, 2007).

From the history of L2 teaching methods, a new perspective has developed. It is called post method teaching and is based on the view that no one method is best for all L2 contexts. Teachers are expected to use their creativity, practices, and processes of classroom instructions to develop approaches to suit their teaching and learning context (Hummel, 2013; Kumaravadivelu, 2005).

"Find Someone Who", is one alternative that is possible enhancing students' speaking ability in an Indonesian EFL context. These activities involve students' body movement. They need to stand up and walk around asking questions to match classmate to information they have been given. It is a one of popular games in teaching/learning English as it is a good excuse to get students standing up and moving around, and so loosens their inhibitions and wakes them up. It can be difficult to organize, though, especially making sure that everyone is equally involved and that everyone finishes at more or less the same time.

Hammer (2007) suggested several activities for speaking class which can be categorized as information gap, survey, telling stories, role play, student presentation, moral dilemma, discussion, and debate. Find someone who is a popular variation game in a survey in which students list activities or ideas and then they go around the class asking (e.g. have you climb a mountain, do you like spaghetti, are you interested in photography, etc.).

Find someone who is one of suggested activities for speaking as they offer students to actively use English to fulfill information assigned by teachers (Harmer, 2007). The students need to communicate, collaborate, and change information with their classmates. After completing one activity, the teacher asked students to discuss the information they got. This enables the students to focus on their learning process and allows them to evaluate their progress. This encourages students to be active in teaching/learning process. It also motivates students to practice actively in the classroom and possibly enables students to use English in real life. Based on the characteristics of "find someone who" activities, the researcher is optimistic that it may improve students' English speaking ability.

RESEARCH METHODOLOGY
Research site and time
This research was held at Year Ten of SMA 1 Kota Solok, which is located on Jl. KH. Dewantoro No 30, Lubuk Sikarah district, Solok town, Western Sumatera. The writer did the Action Research in September 2015 up to October 2015.

Subject
The subject was Year Ten class 6 students of SMA Negeri 1 Kota Solok. They were 34 students, consisting of 8 male students and 26 female students. The researchers selected this class because this is not an elite class or "kelas unggul". It is a usual class like other classes in this school. The second reason is the researcher taught in this class.

The Research Design
In this research, the writer use action research method. Related to the action research method, there are some definitions of action research. Kemmis (1993:44) proposes that action research is a form of self-reflective inquiry undertaken by participant in social situation including education in order to improve the rational and justice of their own social or education practice, their understanding of these practices and situations in which practices are carried out.

This classsroom action research followed the model developed by Kemmis and Mc Taggart (1988). This model consists of of several cycles and each cycle contains four steps: planning, action, observation, and reflection or evaluation.The model is as follows:

Figure 1. Kemmis and Mc Taggart model (1988:11)
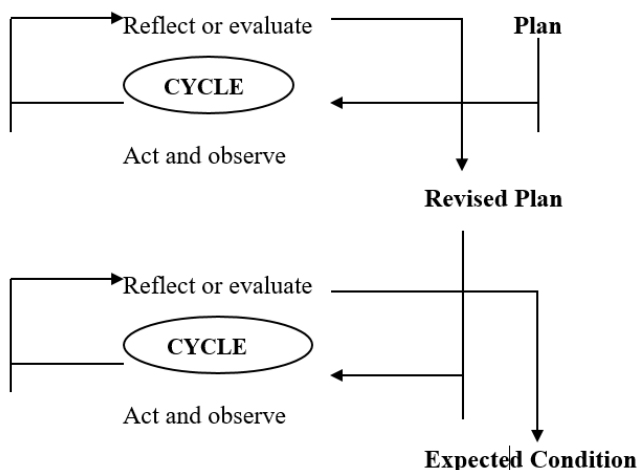
Based on the model above, in this research the researcher had two cyclical processes, there were cycle 1, and cycle 2.

Data Collection Technique

The data were collected by observation, speaking test, questionnaire, and interview. To get the data about the improvement in the speaking ability of the students, the researcher used data from the results of the students' speaking test. Further, to observe the data of the students' response toward the process of learning by using find someone who activities, the researcher got the data from a questionnaire. In this study, the researcher used data (1) from observing the students' activities, (2) from the interviews between the researcher and the students, (3) from the questionnaire and also (4) from the students' answers from each quiz conducted at the end of each cycle during the implementation of find someone who in the teaching and learning activities.

Data Analysis

The answers the first two research questions "to what extend do find someone who improve students' speaking ability? is informed by data gathered from classroom observations, students' oral speaking test, and questionnaire. The second research question "what are students' perceptions of using find someone who for speaking?" is answered by interviews.

I transcribed the data from the semi-structured interviews with students. I then triangulated the data from oral speaking test, observations, and questionnaire. The themes that emerged from the data were identified and coded. The data from each student focus group were also integrated when I collated the data for their teacher.

The data from interviews was coded. A code was an idea that identified as being important. These codes were then sorted into patterns - these were determined by the responses of the students. The patterns were then sorted into themes and this was achieved by linking similar patterns together that encapsulated an overall theme.

I merged the data from each student. Then, I identified and translated indicative quotes to support the themes from the data.

The data were collected by observation, speaking test, questionnaire, and interview. To get the data about the improvement in the speaking ability of the students, the researcher used data from the results of the students' speaking test. Further, to observe the data of the students' response toward the process of learning by using find someone who activities, the researcher got the data from a questionnaire. In this study, the researcher used data (1) from observing the students' activities, (2) from the interviews between the researcher and the students, (3) from the questionnaire and also (4) from the students' answers from each quiz conducted at the end of each cycle during the implementation of find someone who in the teaching and learning activities.

FINDING

Students' learning achievement for speaking from the first cycle increased. Students' average score was 79. It increased from 72 before implemented FSW activities. Students mark for vocabulary also increased from 66 menjadi 73. Students' imporvement in learning new vocabulary helped them to speak better. Their speaking ability improved from 62 to 67.

Students achievement in the second cyrcle:
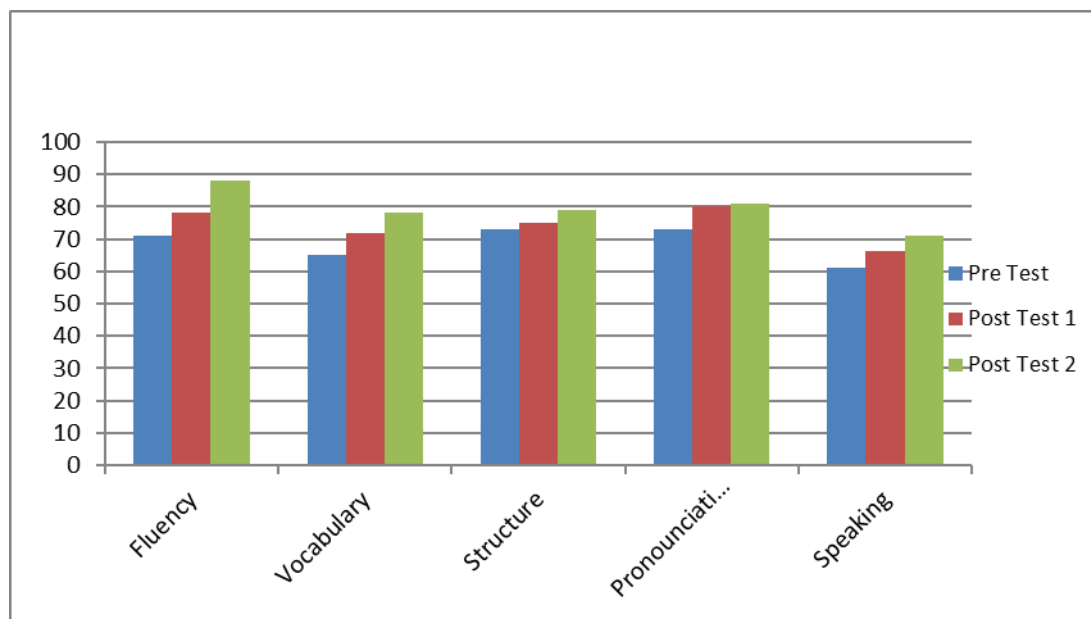
The figure shows that students' achievement increased from pretest, post tes 1 and post tes 2. Students' vocabulary achievement increased from 71 to 78. Students' pronunciation get better, eventhough only for one point higher. In average students ' speaking ability getting better from 67 menjadi 71. It indicates that the implementation of find someone who activities help students to achive better speaking ability.

From the classroom abservation, it showed that learning atmosphere was condusive, the interaction among students were active and teacher looked relaxed in conducting the classroom. This helped students to get more opportunity to practise speaking and made them able to communicate better. Students showed that they felt confident to talk with more vocabulary they gain from the activities.

Find someone who activities contribute both for teacher and students in conducting effective speaking activities. This activity gave more opportunity for students to talk actively with their classmates since they have task to fulfill. This activity also reduce students' anxiety because they focussed more on finishing their task rather than think of mistakes. Teachers' role is more as facilitator rather than as the information resources. This allows students to be more active in teaching and learning process. It means that FSW activities promoted the implementation of learner centered.

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IETA

WEST JAVA

PARTICIPANTS OF
THE 1st INTERNATIONAL IETA CONFERENCE 2016

No	Name	Institution	Email
	Senior High School		
1	Mutmainah, S.Pd	SMA Budi Mulia Karawang	mut2tcimut84@gmail.com
2	Sarwatri Purborini, S.Pd	SMA Budi Mulia Karawang	purborini17@gmail.com
3	Anggie Andhini Pertiwi, M.Pd	SMA Negeri 1 Pangkalan Karawang	anggiegurdacil@gmail.com
4	Eva Djuliawati, S.Pd, M.M	SMA Negeri 1 Soreang	evadjulia@yahoo.com
5	Ida Fahmi H.L	SMA Negeri 1 Soreang Kab. Bandung	ifahmihida@yahoo.com
6	Acih Mintarsih, S.Pd, M.M.Pd	SMA Negeri 1 Sumedang	ammintarsih76@gmail.com
7	Dra. Sri Hariyati	SMA Negeri 13 Banjarmasin	
8	Nunung Nurrohmatul Ummah	SMA Negeri 2 Cikarang Pusat Kab. Bekasi	
9	Dra. Wia Cuwiarsih	SMA Negeri 5 Karawang	wiazaza11@yahoo.com
10	Rusmalatifah, S. Pd	SMA Negeri 6 Banjarmasin	
11	Dra. Rulia Hermi. S	SMA Negeri 6 Banjarmasin	
12	Maryuni Ulfah, M. Pd	SMA Negeri 7 Banjarmasin	mulfah67@gmail.com
13	Nia Kurniasih Cahyati	SMA Negeri 8 Bandung	niarahadiyanto@gmail.com
14	Ida Siti Mardiyah, S.Pd.	SMA Negeri Cimanggung Sumedang	idastmardiyah@yahoo.com
15	Rifka Wulandari, S.Pd	SMA Negeri Jatisari Karawang	rifkahasby@gmail.com
16	Eros Lia Nurlaeni, S.S	SMA Negeri Tomo Sumedang	elian_1982@yahoo.com
17	Rina Badriana	SMAN 8 Kota Bandung	rinabadriana@yahoo.co.id
18	Cucu Rukmini, SPd, MMPd	SMAN 1 Soreang Kab. Bandung	misscucu73@yahoo.com
19	Nining Yustiana, S.Pd, M.M	SMA Negeri 1 Parongpong KBB	niningyustiana@gmail.com
20	Dra. Siti Jubaedah	SMA Negeri 1 Sumedang	jubaedahsiti14@yahoo.co.id
21	Sugiharto	SMA Negeri 8 Depok	sugiharto2006@yahoo.co.id

No	Name	Institution	Email
22	Hj. Dwi Endah Herdiyanti, SPd	SMA Negeri 15 Bandung	dwiendahherdijanti@gmail.com
23	Lilis Rosilawati	SMA Islam As-Syafi'yah Sukabumi	ruslikoswara@gmail.com
24	Bambang Setyono	SMA Negeri 1 Ciamis	bam-bangsetyono007@gmail.com
25	Lilih Solihah, S.Pd, M.M	SMA Negeri 1 Sumedang	lilihsolihah64@gmail.com
26	Teti Rosyati, S.Pd	SMA Negeri 1 Cililin KBB	tetirosyati@gmail.com
27	Purwanti, S.Pdl	MAN 3 Mulawarman Banjarmasin	Baligah@gmail.com
28	Lina Liana, S.Pd	SMA Negeri 1 Cibadak Kab. Sukabumi	linaliana20@yahoo.co.id
29	Nena Athifah	SMA Negeri 1 Cilamaya Karawang	nenaathifahhidayat@gmail.com
30	Sari Maryamah	SMA Negeri 1 Telukjambe Barat Karawang	maryamah.sarii@gmail.com
31	Dra. Maria Kusmiarni	SMA Negeri 1 Cibadak	mariakusmiarni@gmail.com
32	Ardi Rezal	SMA Citra Nusa Cibinong Kab. Bogor	arziredal191@gmail.com
33	Murni Susanti, S.Pd	SMA Negeri 5 Karawang	murnisusanti70@gmail.com
34	Susy Srihartini	SMA Negeri 1 Kadipaten	susysrihartini@gmail.com
35	Dra.Nia Kurniawati	SMA Negeri 1 Sukaraja,Sukabumi	nia_kurniawattie@yahoo.com
36	Aris Widaryanti, M.Hum	SMA Negeri 1 Kalasan	
37	Dra. Endang Triningsih, M.Pd	Dinas Pendidikan Kota Yogyakarta	
38	R. Agus Purnama, M.Pd	Dinas Pendidikan Dasar Kab. Bantul	
	Vocational High School		
1	Uyus Siti Sofiah, S.Pd.	SMK Angkasa	sofi.setiabudi@gmail.com
2	Maya Puspita	SMK Assalaam Cibaduyut	dearmayapuspita@yahoo.com
3	Yanti Nopiyanti Sopandi	SMK Assalaam Cibaduyut	yantinopiyanti@gmail.com
4	Iis Sabiah	SMK Bakti Nusantara 666	iissabiah@yahoo.com
5	Yanti Mulyawati	SMK Maarif Cicalengka	yanti_em@yah00.com
6	Herlina	SMK Negeri Sangkuriang Cimahi	
7	Eka Merdekawati, S.Pd.	SMK Negeri 1 Karawang	ekamerdekawati29@gmail.com
8	Koswara Ma'mun	SMK Negeri 1 Kedawung Cirebon	m_koswara@yahoo.co.id

No	Name	Institution	Email
9	Lisa Prima Intania	SMK Negeri 1 Plered, Purwakarta	lisaprima85@gmail.com
10	Catur Margi Kurniani, S.S	SMK Negeri 1 Rengasdengklok Kab. Karawang	caturmargi31@gmail.com
11	Tyna Ridha Dhaniaty	SMK Negeri 2 Purwakarta	kingkintriono@gmail.com
12	Yuyet Herawati, S.Pd Ing	SMK Negeri 2 Sumedang	yuyet_herawati@yahoo.com
13	Mega Perbawati, S.Pd	SMK Negeri 3 Depok	mega.perbawati@ymail.com
14	Lusi Triana, S.Pd., MM	SMK Negeri 3 Depok	smknegeriti-gadepok@yahoo.com
15	Dra, Hj. Lies Fatonah	SMK Negeri 4 Bandung	liesfatonah@gmail.com
16	Fajar Dewiningsih, S.Pd	SMK Negeri 4 Bandung	liesfatonah@gmail.com
17	Neneng W. Fitriyah	SMK Negeri 4 Bandung	liesfatonah@gmail.com
18	Dra. Tetty Ellya Rafiati	SMK Negeri 6 Bandung	tettyellya@gmail.com
19	Nurul Dini Munggaran, S.s	SMK Negeri Situraja Sumedang	nnceuceu@gmail.com
20	Ine Sukartini	SMK PGRI 2 Sumedang	smkpgri2_smd@yahoo.co.id
21	Teti Rohaeti, S.Pd.	SMK Negeri 1 Sumedang	teti.rohaeti1335@gmail.com
22	Endah Sari Junaenah, S.Pd	SMK Negeri 2 Karawang	en-dahsari_junaenah@yahoo.co.id
23	Dra. Cucu Kurniati N	SMK Negeri 2 Sumedang	cucukn59@gmail.com
24	Sri Rusmiati	SMK Negeri 1 Katapang	srirusmiati71@gmail.com
25	Yuriatin Dewi A, S.Pd	SMK Negeri 3 Purwakarta	yuriatin.dewi@gmail.com
26	Aryati Virna, M.Hum	SMK Negeri 2 Bandung	aryativirna@gmail.com
27	Syntia Mahyarani, S.Pd	SMK Negeri 2 Cimahi	syn-tia.mahyarani2208@gmail.com
28	Dra. Rita Sabarita	SMK Negeri 2 Baleendah Kab. Bandung	rita.sabarita@yahoo.com
29	Siti Maspupah, M.Pd	SMK Negeri Pertanian Pembangunan Kab. Cianjur	iie_sitimaspupah@yahoo.co.id
30	Mina Nurliana	SMK Negeri 5 Bandung	minoeliadewi1969@gmail.com
31	Riana Sari, S.Pd.	SMK Negeri 2 Kota Bandung	rianasari.adi@gmail.com
32	Heni Nuryani	SMK Negeri 2 Karawang	heninuryani959@gmail.com
33	Euis Gartini, S.Pd	SMK Negeri 1 Sumedang	euisgartini@gmail.com
34	Juliany Wachjuniar	SMK Negeri 1 Purwakarta	wachjuniarjuliany@yahoo.com
35	Lidiani A Siahaan, S.ST, M.Si.	SMK Negeri 2 Cilaku Cianjur	unsyaugust@yahoo.com
36	Enung Suparyati	SMK Negeri 10 Bandung	
37	Lies Fathonah	SMK Negeri 4 Bandung	liesfathonah@gmail.com
38	Agnes Mira Rianti	SMK PGRI Lembang	agnesmirar@gmail.com

No	Name	Institution	Email
		Junior High School	
1	Siin Enik Indarti	SMP Negeri 1 Kemang, Kabupaten Bogor	
2	Wahyuning Widhiati, S.Pd	SMP Negeri 2 Banjarnegara	widhiatiwahyuning@yahoo.com
3	Ita Yusniati, S.Pd	SMP Negeri 2 Kemang Kab. Bogor	
4	Amin Nuryati Hidayah, S.Pd	SMP Negeri 4 Banjarnegara	aminnur.hid@gmail.com
5	Husnaini	SMP IT Ummul Quro Kab. Bogor	
6	Cucum Komariah, S.Pd	MTs Daarul Uluum Lido	qomariahsyakur@yahoo.com
7	Jazzy Hisphia Eka Saputri Andalas	Mts Persis Sumedang	jazzy.always.jazzy@gmail.com
8	Mariyam Nurfarida,MTsS	Ma'had Al-Zaytun Indramayu	mary.english.farida@gmail.com
9	Arif Yosodipuro,MTsS	Ma'had Al-Zaytun Indramayu	arifdipuro@gmail.com
10	Lala Nurlatifah	MTs Dipati Ukur Ciparay	lalanurlatifah2712@gmail.com
		Presenters	
1	Wahyudin	SMK Al Ittihad Cianjur	wahyudinwahyudin671@gmail
2	Inggy Yuliany, M.Pd	SMP Negeri 2 Kota Bandung	inggyyuliani@gmail.com
3	Antonio Constantino Soares	Udayana State University	antoniosoa-res907@yahoo.co.id
4	Sri Puji Astuti	SMAN 1 Kota Solok	sripujiastuti@yahoo.com
5	Yohana Ekky and Stefani Ekky	Tritunggal Christian School	stefaniekky@gmail.com
6	Drs. Andri Defrioka, M.Pd	SMK Negeri 1 Padang, West Su-	andridefrioka@yahoo.com
7	Damianus Talok	Universitas Katolik Widya Mandira	talokdami@gmail.com
8	Arif Zaenal Mustopa, Sugirin	MA Al-Ikhlash Cicalengka Bandung	arifzaenalm1309@gmail.com
9	Rahmat Agung Azmi Putra, Dra. Sri Setyarini, M. A, Ling, Iyen Nurlaelawati, S. Pd, M, Pd	English Education Department, Universitas Pendidikan Indonesia	ragungazmi@gmail.com. CC: yennewid@yahoo.com
10	Rachel Zubrin	SMK Negeri 1 Cimahi	rachel.zubrin@colorado.edu
11	Irfan Reza Hardiansyah, Sandya Maulana	Universitas Padjadjaran	irfan12004@mail.unpad.ac.id, sandya.maulana@unpad.ac.id
12	Fitri Novianti	Universitas Padjadjaran	fitri13005@mail.unpad.ac.id

No	Name	Institution	Email
13	Fanissa Narita, Dra. Sri Setyarini, M. A, M. Handi Gunawan, M. Pd	English Education Department of Indonesia University of Education	fanissa.narita22@gmail.com
14	Della N. Kartika Sari Amirulloh, Nicke Yunita Moecharam, Yuliani Arifin	Indonesia University of Education	della@upi.edu
15	Vivin Krismawanti Modjanggo, S.S., M.Pd	Universitas Sintuwu Maroso Poso	vivinmodjanggo@rocketmail.com
16	Heni Oktavianti Tamanampo	SMA Negeri 1 Torue	henitamanampo@gmail.com
17	Endang Triningsih	Pengawas Dinas Pendidikan Kota Yogyakarta	endtri23168@yahoo.com
18	Athriyana Pattiwael, Lila Seffreani	FBS – UKSW, SDN 06 – Salatiga	andridefrioka@yahoo.com
19	Ika Paramitha Lantu, S.S., M.Pd	English Education Study Program, Faculty of Teacher Training and	ika.lantu@yahoo.com
20	Heri Septiawan, S. Pd	SMK Negeri 1 Cibinong	fa-yi.septiawan1924@gmail.com
21	Susanti Retno Hardini, M. Pd	SMAN 1 Bandung	susanparamita@gmail.com
22	Slamet Cahyono		slamet_c@yahoo.com cc: leni-oku79@gmail.com
23	Wahyudin Noor, M. Pd	SMP Negeri 1 Banjarmasin	wahyud821@gmail.com
24	Nurdiana	Universitas Bunda Mulia	nurdiana@bundamulia.ac.id/ nurdiana.usman@gmail.com
25	Badriah	SMA Negeri 2 Cianjur	badriahbadriah57@gmail.com
26	Anni Kristanti Yunandami	SMA Negeri 2 Cimahi	kristanti.anni37@gmail.com
27	Dra. Agustina Emi Indarti, M.Pd.	SMP Negeri 3 Ngaglik Yogyakarta	emi.agustina@yahoo.com
28	Ramea Agus Purnama	Dinas Pendidikan Dasar Kab. Bantul Yogyakarta	romeopurnama@yahoo.com
29	Aris Widaryanti	SMA Negeri 1 Kalasan, Sleman, Yogyakarta	aris_widaryanti@yahoo.com
30	Dra. Agustina Emi Indarti, M.Pd	SMPN 3 Ngaglik Yogyakarta	

COMMITTEE OF
THE 1st INTERNATIONAL IETA CONFERENCE 2016

Patron: The Head of Education Office of UPI Bandung

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Dra. Endang Triningsih, M.Pd (Anggota Dewan Pembina IETA)
Drs. Agus Kurnia (Ketua I IETA West Java)
Drs. Opan Sofwan M.Ed (Kepala SMA Negeri Baleendah Kab. Bandung)
Drs. Wawan Kuswandi, M.Pd. (Kepala SMP Negeri 3 Kab. Bandung Barat)

Position	Name	Institution
Chairperson	Dra. Hj. Yani Heryani	SMKN 10 Bandung
Vice Chairperson	Dra. Hj. Fairah	SMK PGRI Lembang
	Hendi Syahmadi, MPd	SMA Negeri 20 Bandung
Secretaries	Neni Djunaeniah, S.Pd	SMK Negeri 2 Kab. Karawang
	Umi Fadhilah, M.Pd	SMK Negeri 2 Depok
Treasurers	Dra. Ida Zuraida	SMK Negeri 6 Kota Bandung
	Irianti Dewayana S., SPd	SMA Negeri 23 Kota Bandung
Program/Paper Reviewer	Anni Kristanti Y, M.Pd	SMA Negeri 2 Kota. Cimahi
	Inggy Yuliani Pribadi, M.Pd	SMP Negeri 2 Bandung
	Badriah, M.Pd	SMA Negeri 2 Kab. Cianjur
	Dra. Hj. Yani Heryani	SMKN 10 Bandung
	Iyen Nurlaelawati, M.Pd	Pendidikan Bahasa Inggris UPI
Public Relation	Drs. Mulyono Bano	SMK Negeri 1 Kota. Cimahi
	Dr.Hj.Agustin Hartarti, M.Pd	SMA Negeri 8 Kota Bandung
	Wiwin Herawati, M.Pd	SMA Negeri 3 Kota Bandung
	Wahyudin S.Pd	SMK Al Ittihad Kab. Cianjur
Properties	Toteng Suhara, S.Pd, M.M.Pd.	SMA Negeri 8 Kota Bandung
	Endang Komara, S.Pd	SMP Negeri 1 Kab. Cianjur
	Osep M Yanto, S.Pd, M.B.A	SMK Negeri 1 Kota Tasikmalaya

WEST JAVA

Position	Name	Institution
Documentations	Tatang Heri, S.Pd	SMA Negeri 1 Kasokandel Kab. Majalengka
	Dian Rahmawati, S.Pd, M.M	SMA Negeri Jl. Cagak Subang
	Dra. Hj. Eni Husnanaeny, M.M	Pengawas SMP Kab. Bogor
	Mukuan Lorenzo Albert	Telkom University
	Muhammad Iqbal	Telkom University
	Dedi Sumarno, S.Pd	SMP Negeri 1 Padalarang, Kab. Bandung Barat
Accomodation	Drs. Ignatius Slamet, M.Pd	SMK Negeri 12 Kota Bandung
	Cecep Durachim, S.Pd, M.M.Pd	SMP Negeri 1 Kab. Kuningan
Food Baverage	Dra. Hj. Fery Herlina, M.Si	Purnabakti Diknas Prov. Jabar
	Euis Rini Purwati, S.Pd	SMP Negeri 1 Cimahi
	Dra. Inon Herlina	SMK Negeri 2 Kota Sukabumi
	Uung Kurniasih, S.Pd, M.Pd	SMA Negeri 1 Cisarua Kab. Bandung Barat
	Dra. Titin Rostika	SMP Negeri 1 Lembang Kab. Bandung Barat
MC	Danke Drajat	Senior Journalist
	Endrawati, S.Pd.Ing, M.M	SMK Negeri 1 Sukalarang Kab. Sukabumi
	Agus Kurnia, M.Pd.	SMA Negeri 5 Bandung
Receptionist	Dra. Hj. Ati Suginati, M.Pd	SMA Negeri 4 Karawang
	Atin Kartinah, M.Pd	SMP Negeri 2 Kab. Garut
	Tenty Maryanthy, S.Pd	Pemda Kabupaten Cianjur
	R.R. Sri Kingkin Gunawi Ning, S.Pd	SMK Negeri 2 Kab. Purwakarta
IT Support	Muhammad Noor Rizal, S.Hum	Australian National University
	Irfan Reza Hardiansyah, S.Hum	Universitas Padjadjaran
	Fitri Novianti	Universitas Padjadjaran

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