

**MODUL MATA KULIAH BAHASA INGGRIS  
UNTUK KARYA TULIS ILMIAH**



**OLEH: TIM PENGAJAR**

**INSTITUT KEGURUAN DAN ILMU PENDIDIKAN IKIP  
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# INTRODUCTION

## SILABUS

### 1. Identitas Mata Kuliah

Mata Kuliah	: Bahasa Inggris untuk Karya Tulis Ilmiah
SKS	: 2
Semester	: Genap
Dosen	: Yanuarti Apsari, M.Pd Aseptiana Parmawati, M.Pd Cynantia Rachmidjati, M.MPd Rissa San Rizqiya, M.Pd Trisnendri Syahrizal, M.Hum Lilis Suryani, M.Pd

### 2. Tujuan

Tujuan dari mata kuliah ini adalah dapat membekali mahasiswa dengan keterampilan dan keahlian dalam menulis karya ilmiah dengan menggunakan bahasa inggris.

### Deskripsi Mata Kuliah :

Matakuliah penulisan ini mengkaji penggunaan bahasa Inggris dalam karya ilmiah, terutama artikel jurnal.. Matakuliah ini mencakup pemahaman mengenai komponen-komponen artikel jurnal, jenis-jenis kalimat dalam bahasa inggris, serta language features dari setiap komponen artikel jurnal. Diakhir pembelajaran mahasiswa akan dibimbing langkah-langkah menerjemahkan artikel jurnal serta mempresentasikan artikel yang telah dibacanya.

### 3. Pendekatan Pembelajaran/Metode

Pendekatan	: Ceramah dan pemberian tugas/latihan soal
Metode	: Diskusi kelompok, praktek langsung
Media	: Notebook & LCD Projector

#### **4. Pengalaman Belajar :**

Tatap muka : perkuliahan tatap muka, diskusi/tanya jawab, presentasi, ujian tengah semester, ujian semester.

Non tatap muka : tugas mandiri, tugas kelompok.

#### **5. Evaluasi**

Persentase evaluasi:

1. Partisipasi Kuliah : 40
2. UTS : 15%
3. UAS : 25%
4. TUGAS : 30%

#### **6. Rincian Materi**

- Pertemuan 1 : Introductory remarks: overview the course, objectives of the course, scoring system
- Pertemuan 2 : Components of A Research Article
- Pertemuan 3 : Identifying the component of an English Article
- Pertemuan 4 : Language Features of a research article
- Pertemuan 5 : Analyzing language features of the abstract
- Pertemuan 6 : Analyzing language features of introduction
- Pertemuan 7 : Analyzing language features of research method
- Pertemuan 8 : UTS
- Pertemuan 9 : Analyzing language features of result and discussion
- Pertemuan 10 : Analyzing language features of conclusion
- Pertemuan 11 : Analyzing the references
- Pertemuan 12 : Translating a research article
- Pertemuan 13 : Translating a research article
- Pertemuan 14 : Reading Report
- Pertemuan 15 : Reading Report
- Pertemuan 16 : FINAL TEST

**7. Buku Sumber** : Modul Bahasa Inggris untuk Karya Ilmiah

Sumber Pendukung : ELTIN JOURNAL

2. Jurnal Semantik
3. Jurnal Collase
4. Jurnal Tunas Siliwangi
5. Jurnal Infinity
6. Jurnal Quanta

# COMPONENTS OF A RESEARCH ARTICLE

Beth A. Fischer and Michael J. Zigmond

Survival Skills and Ethics Program

## Title

**Purpose:** To attract readers interested in this field of study. The importance of the title cannot be overstated as it is a major determinant of whether the paper will be read. It is the *only* aspect of the article that appears in tables of contents and in many of the databases used for literature searches.

**Content:** The title should indicate the focus of the paper, and should contain enough relevant “keywords” (i.e., search terms) to enable readers to find this paper when searching a relevant database.

**Style:** There are two types of titles:

1. *Descriptive* titles, which states the focus of the study: *The effect of heat on ice.*
2. *Conclusion* titles, which provide the authors’ main conclusion from their study. *Heat melts ice.*

For research articles, we prefer a descriptive title. It “lets the data speak for themselves” (an important concept in research) and allows the author to provide the necessary restrictions on the conclusions, restrictions that usually cannot be accommodated in a title. (For example, that heat melts ice only as long as sufficient time is provided to allow the ice molecules to reach the melting point of water, which is 0°C for pure water at sea level.)

There is another reason for preferring descriptive titles: Should evidence later come to light that indicates the authors’ conclusion is incorrect, the authors’ curriculum vitae will not contain a

permanent reminder of this mistake! In some cases, a journal's *Instructions to Authors* will specify which style of title to use. Often authors are asked to provide a second, briefer title. Referred to as the *running title*, this title will appear as a header on every other page of the printed article. Like the full title, the running title should be chosen with care.

**Length:** A title should be short yet provide enough keywords so that individuals will be able to find it when searching relevant databases. A general recommendation is 5-10 words.

## Authors

**Purpose:** To specify the individuals responsible for the research presented in the paper.

**Content:** The definition of who should be an author (and in what order the list should be provided, see below) varies with the field, the culture, and even the research group. Because of this potential for ambiguity, the rules to be used for determining authorship, including the order of authors, should be clearly agreed upon at the outset of a research project.

Our belief is that authorship denotes an “intellectual contribution” to the work, and that an author should be able to explain and defend the work. This definition of authorship is probably the most common one among researchers and journal editors. Note that within this framework, “honorary authorship” <sup>3</sup>/<sub>4</sub> listing someone as an author who has **not** made an intellectual contribution (e.g., the head of the department or that individual who provided the funds) <sup>3</sup>/<sub>4</sub> would be considered unethical.

In many areas of science, students typically publish papers in which their advisor is an author. However, in some other fields, e.g., education and many areas of the humanities, students frequently are the sole author on their papers.

Independent of the method used to determine authorship, it is *essential* that all authors have given their consent to be designated as such and have approved the final version of the manuscript. One author is chosen as the “corresponding author.” The editor of the journal will direct all correspondence to this individual who then has responsibility for keeping the other authors up-to-date with regard to the status of the manuscript.

**Style:** Like authorship, the *order* in which the authors are listed varies with field and culture. Often the order of the authors denotes their contribution to the work. For example, in some fields the first author has made the largest contribution, the remaining authors are listed in descending order of effort. On the other hand, in many fields the senior author (the one responsible for overseeing the project) is listed last, and the person that did



most of the day-to-day work on the project is listed first. A third possibility, no longer very common, is to list the authors alphabetically.

When possible, it is advisable for researchers to pick a format for their name that they will continue to use throughout their professional life. Thus, John A. Jones, John Jones, and J. A. Jones are each sufficiently different that it might be difficult for someone to know that each name refers to the same author. Changing one's name because of marriage provides a particular challenge in this regard. Some individuals choose not to change their professional name under these circumstances.

## Addresses

**Purpose:** To indicate the institution(s) at which the research was performed, and to provide readers with a way of contacting the author

**Content:** There are three types of addresses listed on a paper:

1. The *main addresses* listed under the names of the authors indicate where the work was performed.
2. The *corresponding address* is usually listed as a footnote to the list of authors. This indicates to the publisher and, later, to the readers, where the “corresponding author” can be contacted regarding any questions related to the article. Recently, many authors have been including multiple forms of “addresses,” including regular mailing addresses, fax numbers, and email addresses.
3. *Current addresses* are often listed for any authors who have moved to a different institution between the time that the research was performed and the manuscript is published.

Note that if an author has moved since completing the research, it is inappropriate to list their current address as the main address. One of the criteria for evaluating an

institution is the nature of the work that is done under their auspices, and thus an accurate indication of this credit should be provided.

**Style:** If the research was conducted at more than one department or institution, then superscripts should be used to indicate which author worked in which location.

## **Abstract**

**Purpose:** To provide a brief summary of the paper. Along with the title, this is one of the most important components of a research article. After reading the title, researchers commonly scan the abstract to determine what the authors found, and based on this information they often decide if they will read the rest of the paper.

**Content:** The abstract is written as a mini-paper, i.e., it contains the following information in this order:

1. *Introduction:* a few sentences to provide background information on the problem investigated
2. *Methods:* techniques used
3. *Results:* the major results presented in the paper; provide quantitative information when possible.
4. *Discussion:* the authors' interpretation of the results presented

5. *Final summary*: the major conclusions and “big picture” implications. Note that this is the most important part of the abstract, as researchers will often read this part of the abstract first, to see if the implications of the study are important enough to warrant the reading of the full paper.

In most cases, *abbreviations* are not permitted in an abstract.

Searchable databases and on-line journals now make it relatively easy to obtain titles and abstracts of scientific publications. One of the implications of this is that it can no longer be assumed that only specialists in ones discipline will read the abstract. Indeed, the readership can now be assumed to include policy makers, and both advocates and opponents of the research performed. Thus, authors are advised to take this into account when writing their abstract by (1) making it as intelligible as possible to a general readership, and (2) taking extra care to avoid stating things that might be misconstrued by readers who are uninformed and/or unsupportive of the type of research described.

**Tense:** The abstract should be written in the past tense for the authors’ work, present tense for general knowledge and other researchers’ work.

**Length:** The number of words permitted in the abstract is usually specified in a journal’s *Instructions to Authors*. Commonly it is 150-300 words.

## **Introduction**

**Purpose:** To provide the reader with background on the research described in the paper.

**Content:** The introduction consists primarily of the following types of information, generally provided in this order:

1. *Why the study was undertaken:* What gap in the knowledge of the field were the authors trying to fill by undertaking this study? What problem were the authors trying to address?
2. *The nature of the work performed:* The variables that were investigated and the methods that were used.
3. *The state of the problem at the end of the study:* A brief statement of the major findings presented in the paper, and implications of the study <sup>3</sup>/<sub>4</sub> for example, how the work contributes to “the big picture,” questions left unanswered, new questions that have emerged.

Note: whereas the information from #1 and #2 are essential components of an introduction, some individuals believe that the information from #3 is optional. We strongly recommend including this information as it helps the reader to evaluate more accurately what they are reading in the sections that follow. This point helps to highlight one of the major distinctions between scientific writing and many other types of prose writing <sup>3</sup>/<sub>4</sub> *in scientific writing everything is done to avoid mystery or suspense.*

It is essential that the Introduction should provide a brief but scholarly review of the relevant literature with appropriate references (see “References,” below). Authors should neither unduly inflate their contributions nor obscure controversy by ignoring papers that have already been published.

Abbreviations should generally not be used in the title or abstract, and only sparingly in other parts of the manuscript. A rule of thumb is not to use an abbreviation unless the word is used at least 10 times or is best recognized in its abbreviated form. When an abbreviation is to be employed, it should be defined the first time it is used and then always used thereafter. For example,

*The questionnaire was given to 100 employees of the Environmental Protection Agency (EPA), as well as 50 former EPA employees.*

Most journals will provide a list of abbreviations that do not need to be defined because they are commonly used. Consult the *Instructions for Authors*.

**Tense:** What the authors did/found is in the past tense; everything else is in the present tense.

**Length:** Generally not more than 500 words.

## **Methods**

**Purpose:** The methods section serves two functions: (1) to enable readers to evaluate the work performed (e.g., did the authors use the most appropriate and accurate techniques for their work?), and (2) to permit readers to replicate the study if they desire to do so.

**Content:** All aspects of the methodology used in the study must be described thoroughly enough so that scientists working in that field would be able to replicate the work. This includes both what was used as well as what was done. Thus, sometimes this section is referred to as “*Methods and Materials*.”

If the method has already been published in the scientific literature (whether or not it was written by the same authors), readers should be referred to the original description for the details of the method. However, it is important to include enough information so that readers are able to evaluate the work being presented without having to refer to another publication. This means specifying the critical variables for that type of work, for example, how long the samples were incubated, how many minutes subjects were allowed to work on a task, or what strain of laboratory rats were used. In addition, it is essential to indicate any deviations from the method cited.

Often the company (including city and state) that manufactures a particular reagent is specified to reduce any ambiguity about what was used; likewise, the model number for a piece of equipment is often indicated.

**Tense:** Past tense.

**Style:** If several different procedures are described, it is preferable to subdivide the methods section via the use of headings. This enables readers to refer quickly back to a specific method.

## **Results**

**Purpose:** To provide the data collected.

**Content:** The contents of the Results section depend on type of article:

In *full-length research articles*, the more common type of article, only data - what was observed

is included in this section. Interpretations should be reserved for the discussion section. The idea behind this format is to “let the data speak for themselves.” However, some authors like to include some introductory or transition material to help the flow of this section.

In *short research articles* (sometimes called “short” or “brief” communications), results and discussion (interpretation) are sometimes mixed. Refer to the journals’ *Instructions to Authors* for guidance.

**Tense:** Authors’ results should be in past tense, and general statements in present tense.

**Style:** If the results of several different experiments are described, it is preferable to subdivide this section via the use of headings.

**Length:** This usually is the shortest section of a manuscript.

## Discussion

**Purpose:** To provide the reader with a plausible interpretation of the data reported and to relate these findings to what other investigators have found.

**Content:** The section provides the following information, generally in this order:

1. *Summary of conclusions:* what the authors conclude from their data, for example, relationships between variables, trends, etc.
2. *Relation to other results:* the relation of these findings to previous work, e.g. “supports the findings of Alvarez et al., (1994)” or “is contrast to ...”
3. *Aberrant results:* any abnormalities or exceptions inherent in the data or in relation to with respect to the scientific literature, and if possible, explanations for these aberrations. (Note: item #3 and #4 may be intermixed.)
4. *Implications:* theoretical or practical implications of the work, i.e., “the big picture”
5. *Grand summary:* a summary of the results and conclusions reported in the paper

**Tense:** Current knowledge is stated in present tense, the author’s work is stated in past tense.

**Style:** If headings were used in the results section, it is very convenient for the reader if the relevant portion of the discussion is presented under the same headings.

**Length:** generally, up to 1500 words.

## Acknowledgments

**Purpose:** To recognize and thank those individuals and organizations whose contributions to the work presented should be acknowledged but are not extensive enough to merit authorship.

**Content:** When applicable, the following information is presented in this order:

1. Individuals other than authors who made a significant contribution to the research by donating important reagents or materials, collecting data, providing extensive advice on drafts of the manuscript, etc. Typically, the nature of the contribution is noted; for example

*The authors thank Dr. Marcia Jones for providing the genetically modified mice used in these studies, and Mr. David Wendall for his assistance in analyzing the tissue samples.*

2. If the work has been presented at a conference, then this is often noted. For example,

*Portions of this work were presented at the 25<sup>th</sup> Annual Society for Neuroscience Meeting, November 11-16, 1996, San Diego, CA.*

3. Organizations that funded the research. The general format for this information is *This work was supported by U.S. Public Health Service Grant MH43947.*

Note that it is *essential* to get permission from any individual whose help is acknowledged. Also, many scientific societies and journals are indicating that it is essential to disclose any financial support that has been provided for the work.

**Length:** Limit to significant contributors.



## References

**Purpose:** To provide the full citation for article referenced in the text.

**Content:** A complete reference includes all of the authors' names, the title of the article, the journal name, the volume number, page numbers, and the year of publication.

**Style:** A wide range of styles is used for citing references in the text and bibliography. Check the journal's *Instructions to Authors* for information about the content and formatting of references.

Within the text, articles are cited by providing the author and year of the article (e.g., Fischer and Zigmond, 1996). When there are more than two authors, the first author is provided together with *e. al.* (e.g., Fischer et al., 1996). If more than one reference is cited for a given point, they are usually listed in chronological order (e.g., Zigmond and Fischer, 1995; Fischer et al., 1996). If there is any ambiguity, a letter can be added to the year of publication (e.g., Fischer et al., 1995a; 1995b).

At the end of the paper a list of references, or bibliography, is provided. This list must be limited to the references cited within the text and most often is provided in alphabetical order.

In some cases citations appear in the text as numbers, usually a superscript, which then refer to a particular item in the reference list.

It is the obligation of the authors to provide a scholarly listing of the primary references of relevance to the paper. Authors are obliged to do a thorough review of the key areas of the scientific literature as part this process. In general, original *research* articles rather than *review*

## Table and Figure Legends

**Purpose:** To provide a knowledgeable reader with the information required for understanding the table or figure.

**Content:** The composition of a legend depends on the item it refers to. It should provide information regarding the conditions of the experiment, but not give a summary or interpretation of the results. In addition, statistical information is often provided. This may include

1. The number of times an experiment was performed or a condition was tested.
2. What the values in the table or figure represent, for example *mean*  $\pm$  *S.E.M.* (standard error of the mean)
3. The statistical test used in analyzing the data
4. Whether the test was “one-tailed” or “two-tailed” (if relevant)
5. The *p* value that was used in determining significance
6. If an asterisk or other mark is used in the table or graph to denote statistically significant results, then this mark should be defined.

For example, the statistics portion of a figure legend might look like this,

*n=5 for each condition. Values represent mean  $\pm$  S.E.M. Data were analyzed using a one-tailed Student's t-test. \* denotes significance,  $p < 0.05$ .*

**Tense:** Past tense.

**Style:** Each table and figure should be understandable on its own, without reference to the text.

Within a manuscript, the placement of the legend varies depending on whether it refers to a table or figure:

**Table:** The title, table, and legend should appear on the same page, in the order listed.

**Figure:** Each figure should appear on a separate page. The numbered legends are listed one after another (i.e., several to a page). The title for a figure comprises the first sentence in the figure legend.

## **SENTENCES: Simple, Compound, and Complex**

A common weakness in writing is the lack of varied sentences. Becoming aware of three general types of sentences--simple, compound, and complex--can help you vary the sentences in your writing.

The most effective writing uses a variety of the sentence types explained below.

### **1. Simple Sentences**

A **simple sentence** has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

Examples of **simple sentences** include the following:

1. Joe waited for the train.  
"Joe" = subject, "waited" = verb
2. The train was late.  
"The train" = subject, "was" = verb
3. Mary and Samantha took the bus.  
"Mary and Samantha" = compound subject, "took" = verb
4. I looked for Mary and Samantha at the bus station.  
"I" = subject, "looked" = verb

5. Mary and Samantha arrived at the bus station early but waited until noon for the bus.  
"Mary and Samantha" = compound subject, "arrived" and "waited" = compound verb

**Tip:** If you use many simple sentences in an essay, you should consider revising some of the sentences into compound or complex sentences (explained below).

The use of compound subjects, compound verbs, prepositional phrases (such as "at the bus station"), and other elements help lengthen simple sentences, but simple sentences often are short. The use of too many simple sentences can make writing "choppy" and can prevent the writing from flowing smoothly.

A simple sentence can also be referred to as an **independent clause**. It is referred to as "independent" because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

## 2. Compound Sentences

A **compound sentence** refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a **coordinating conjunction**. Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples of **compound sentences** include the following:

1. Joe waited for the train, **but** the train was late.
2. I looked for Mary and Samantha at the bus station, **but** they arrived at the station before noon and left on the bus before I arrived.

3. Mary and Samantha arrived at the bus station before noon, **and** they left on the bus before I arrived.
4. Mary and Samantha left on the bus before I arrived, **so** I did not see them at the bus station.

**Tip:** If you rely heavily on compound sentences in an essay, you should consider revising some of them into complex sentences (explained below).

Coordinating conjunctions are useful for connecting sentences, but compound sentences often are overused. While coordinating conjunctions can indicate some type of relationship between the two independent clauses in the sentence, they sometimes do not indicate much of a relationship. The word "and," for example, only adds one independent clause to another, without indicating how the two parts of a sentence are logically related. Too many compound sentences that use "and" can weaken writing.

Clearer and more specific relationships can be established through the use of complex sentences.

### **3. Complex Sentences**

A **complex sentence** is made up of an independent clause and one or more **dependent clauses** connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of **dependent clauses** include the following:

- because Mary and Samantha arrived at the bus station before noon
- while he waited at the train station
- after they left on the bus

Dependent clauses such as those above **cannot** stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with **subordinating conjunctions**. Below are some of the most common subordinating conjunctions:

- after
- although
- as
- because

- before
- even though
- if
- since
- though
- unless
- until
- when
- whenever
- whereas
- wherever
- while

A complex sentence joins an independent clause with one or more dependent clauses.

The dependent clauses can go first in the sentence, followed by the independent clause, as in the following:

**Tip:** When the dependent clause comes first, a comma should be used to separate the two clauses.

1. Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.
2. While he waited at the train station, Joe realized that the train was late.
3. After they left on the bus, Mary and Samantha realized that Joe was waiting at the train station.

Conversely, the independent clauses can go first in the sentence, followed by the dependent clause, as in the following:

**Tip:** When the independent clause comes first, a comma should **not** be used to separate the two clauses.

1. I did not see them at the station because Mary and Samantha arrived at the bus station before noon.
2. Joe realized that the train was late while he waited at the train station.
3. Mary and Samantha realized that Joe was waiting at the train station after they left on the bus.

Complex sentences are often more effective than compound sentences because a complex sentence indicates clearer and more specific relationships between the main parts of the sentence. The word "before," for instance, tells readers that one thing occurs before another. A word such as "although" conveys a more complex relationship than a word such as "and" conveys.

The term **periodic sentence** is used to refer to a complex sentence beginning with a dependent clause and ending with an independent clause, as in "While he waited at the train station, Joe realized that the train was late."

Periodic sentences can be especially effective because the completed thought occurs at the end of it, so the first part of the sentence can build up to the meaning that comes at the end.

### **Beginning Sentences with "And" or "Because"**

**Should you begin a sentence with "and" or "but" (or one of the other coordinating conjunctions)?**

The short answer is "no." You should avoid beginning a sentence with "and," "or," "but," or the other coordinating conjunctions. These words generally are used to join together parts of a sentence, not to begin a new sentence.

However, such sentences can be used effectively. Because sentences beginning with these words stand out, they are sometimes used for emphasis. If you use sentences beginning with one of the coordinating conjunctions, you should use these sentences sparingly and carefully.

**Should you begin a sentence with "because"?**

There is nothing wrong with beginning a sentence with "because."

Perhaps some students are told not to begin a sentence with "because" to avoid sentence fragments (something like "Because Mary and Samantha arrived at the bus station before noon" is a sentence fragment), but it is perfectly acceptable to begin a sentence with "because" as long as the sentence is complete (as in "Because Mary and Samantha arrived at the bus station before noon, I did not see them at the station.")

## **Simple, Compound, dan Complex Sentence**

### **Pengertian Sentence**

Sentence adalah a set of words that contains a predication. Sentence (kalimat) adalah kumpulan kata- kata yang mengandung predication. Sentence dalam Bahasa Inggris terbagi ke dalam tiga jenis, yaitu Simple Sentence, Compound Sentence, dan Complex Sentence.

### 1. Simple Sentence

Simple Sentence adalah sebuah kalimat sederhana yang hanya terdiri dari satu klausa dan hanya terdapat subjek dan predikat.

Simple Sentence memiliki dua rumus, yaitu:

**subject + verb + complement**

Contoh:

- *Thea is a teacher.* (Thea adalah seorang guru)
- *Aiden is a handsome doctor.* (Aiden adalah seorang dokter tampan)
- *We will become the best football players.* (Kita akan menjadi pemain bola terbaik)
- *She looks very pretty in red dress.* (Dia terlihat sangat cantik dengan gaun merah)

Ciri dari pelengkap (complement) ini adalah subjek dan complement merupakan satu kesatuan dan complement merujuk ke subjek sehingga tidak dapat dipisahkan. Contohnya “Thea is a teacher”, *Thea* adalah subjek dan *teacher* adalah complement. *Thea* dan *teacher* merupakan satu orang yang sama, oleh karena merupakan suatu kesatuan.

**subject + verb + object**

Contoh:

- *My mother buys some fruits.* (Ibu saya membeli beberapa buah)
- *I need a paper and a pencil.* (Saya butuh sehelai kertas dan sebuah pensil)
- *Afzal watches a movie every Saturday.* (Afzal menonton film setiap hari Sabtu)
- *An adult needs 8 hours sleep.* (Orang dewasa membutuhkan waktu tidur 8 jam)

Ciri kalimat dengan objek yaitu antara subjek dengan objek merupakan benda atau sesuatu yang berbeda dan terpisah. Contohnya adalah “my mother buys some fruits”, *my mother* adalah subjek dan *some fruits* adalah objek. *My mother* dan *some fruits* merupakan sesuatu yang berbeda dan itulah ciri dari kalimat yang menggunakan objek.

### 2. Compound Sentence



Compound Sentence adalah sebuah kalimat yang terdiri dari dua Simple Sentence dan dihubungkan dengan kata penghubung koordinator (coordinate conjunction). Coordinate Conjunction ini berfungsi untuk menghubungkan dua kalimat atau klausa yang setara di dalam satu kalimat. Coordinate Conjunction terdiri dari: *and, but, so, or, yet, for*. Coordinate Conjunction tersebut biasa disingkat dengan nama “FANBOYS”.

Rumus:

**Subject + predicate (verb + object/ complement) + coordinate conjunction + subject + predicate (verb + object/ complement)**

Contoh:

- *I like to paint a wall and my sister likes to read a novel.* (Saya suka mengecat tembok dan adik saya suka membaca novel)
- *Ani wants to make a cake, so I help her buying some ingredients.* (Ani ingin membuat kue, jadi saya menolongnya dengan membelikan beberapa bahan kue)
- *Liza went to visit her friend in London, but her friend was just moving to Paris.* (Liza pergi untuk mengunjungi temannya di London, tetapi temannya baru saja pindah ke Paris)
- *Joey went home alone and left us in the bookstore for one of our friend made him upset.* (Joey pulang ke rumah sendirian dan meninggalkan kami di toko buku karena salah seorang teman kami membuatnya kesal)

### 3. Complex Sentence

Complex Sentence adalah sebuah kalimat yang terdiri dari dua klausa, yaitu induk kalimat (main clause/ independent clause) dan anak kalimat (dependent clause). Jika Compound Sentence dihubungkan dengan Coordinate Conjunction, Complex Sentence ini dihubungkan oleh Subordinate Conjunction.

Subordinate Conjunction merupakan penghubung yang berfungsi untuk menghubungkan dua kalimat atau klausa yang tidak setara di dalam satu kalimat. Subordinate Conjunction yaitu seperti *before, after, when, while, whenever, wherever, in order to, although, even if, even though, as if*, dan sebagainya.

Contoh:

- *Before I came to my friend's house for dinner, I went to a florist to buy a beautiful flower for her.* (Sebelum saya datang ke rumah teman saya untuk makan malam, saya pergi ke tukang bunga untuk membeli bunga yang indah untuknya)
- *Liam was going to Jenna's house after Mason told him that Jenna fell from the tree.* (Liam pergi ke rumah Jenna setelah Mason memberitahunya bahwa Jenna jatuh dari pohon)
- *I was eating fruit salad when my friends came to my house and gave me a birthday surprise.* (Saya sedang makan salad buah ketika teman – teman saya datang ke rumah saya dan memberi saya kejutan ulang tahun)
- *Even though he was really angry with me, he still helped me and cared much about me.* (Meskipun dia sedang sangat marah kepada saya, dia masih membantu saya dan sangat peduli kepada saya)

# TENSES

## (PRESENT AND PAST)

### 1. Present Tense (Waktu Sekarang)

#### a. Simple Present Tense (Waktu Sekarang Sederhana)

Rumus :

+ } S + V1 + O/C

- } S + Do/does + not + V1 + O/C

? } Do/does + S + V1 + O/C

Example :

+ } Sisca Reads book everyday

- } Sisca does not Read book everyday

? } does Sisca Read book everyday

Yes He does / No He does not (doesn't)

For I, We, You, They = do

He, She, It = Does

Contoh kalimat :

(+) She is a new people here.

(+) He plays football every morning

(-) She isn't a new people here.

(-) He does not playing football every morning.

(?) Is she a new people here?

(?) How playing football every morning?

#### b. Present Continuous Tense (Waktu Berlangsung Sekarang)

Menerangkan suatu perbuatan yang sedang berlangsung pada waktu sekarang.

Rumus :

+ } S + Be + V1 + ing + O/C            >>            + } They are playing badminton now

- } S + Be + not + V1 + ing + O/C >>            - } They are not playing badminton now

? } Be + S + V1 + ing + O/C            >>            ? } Are they playing badminton now ?

Yes They are / no they are not

For I = am

They, we, you = are

He, She, It = Is

Contoh dalam kalimat :

(+) He is playing badminton now

(-) He isn't playing badminton now.

(?) Is he playing badminton now.

### **c. Present Perfect Tense (Waktu Sempurna Sekarang)**

Rumus :

subject+auxiliary verb+main verb

Contoh :

(+) you have eaten mine.

(-) she has not been to Rome

(?) have you finished?

### **d. Present Perfect Continuous Tense (Waktu Berlangsung Sempurna Sekarang)**

Rumus :

(+): S + have/has + been + Ving

(-): S + have/has + not + been + Ving

(?): Have/has + S + been + Ving

Contoh :

(+) She has been going to Malang since evening.

(+) We have been riding a horse for three days

(-) She hasn't been going to Malang since evening.

(-) We haven't been riding a horse for three days.

(?) Has she been going to Malang ?

(?) Have He been riding a horse for three days ?

## **2. Past Tense (Waktu Lampau)**

### **a. Simple Past Tense (Waktu Lampau Sederhana)**

Rumus :

+} S+Be+Was/Were+O/C

-} S+Be+Was/Were+not+O/C

?} Be+Was/Were+ S+O/C

Example :

- +} We were at school yesterday
- } We were not at school yesterday
- ?} were we at school yesterday ?

For I, He, She, It = Was

They, we, you = were

Contoh :

- (+) I saw a good film last night
- (+) He came here last month
- (-) I saw not a good film last night
- (-) He came not last month
- (?) Saw I a good film last night
- (?) Came He here last month

### **b. Past Continuous Tense (Waktu Berlangsung Lampau)**

Rumus :

- (+): S + was/were + Ving
- (-): S + was/were + NOT + Ving
- (?): Was/Were + S + Ving

Contoh :

- (+) He was watching television all afternoon last week
- (+) They were talking about sport when I met him
- (-) He wasn't watching television all afternoon last week
- (-) They weren't talking about sport when I met him
- (?) Was He watching television all afternoon last week
- (?) Were they talking about sport when I met him

### **c. Past Perfect Tense (Waktu Sempurna Lampau)**

Rumus :

subject+auxiliary verb HAVE+main verb

- (+): S + had + V3
- (-): S + had + not + V3
- (?): Had + S + V3

Contoh :

- (+) When my brother arrived , I had painted my motor cycle

- (+) The ship had left before I arrived
- (-) When my brother arrived , I hadn't painted my motor cycle
- (-) The ship hadn't left before I arrived
- (?) Had I my motor cycle , when my brother arrived ?
- (?) Had the ship left before I arrived?

**d. Past Perfect Continuous Tense (Waktu Berlangsung Sempurna Lampau)**

Rumus :

subject+auxiliary verb HAVE+auxiliary verb BE+main verb

Contoh :

- (+) They had been living there for two month
- (+) When they washed my drees , your father had been playing badminton
- (-) They hadn't been living there for two month
- (-) When they washed my dress , your father hadn't been playing badminton
- (?) Had they been living there for two month?
- (?) When they washed my dress , had your father been playing badminton ?

# PROMOTING ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT (TPD) THROUGH THE PRACTICE OF LESSON STUDY

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## Abstract

This paper sheds some lights on the practice of lesson study conducted in higher education level in relations to teacher professional development. This study employed an explorative research design which involved a team of three English teachers of STKIP Siliwangi and one class of English Department. The team was involved in jointly designing, teaching, researching, refining a research lesson. The research was conducted in three cycles, in which each cycle was evaluated. The data were collected through two instruments: classroom observation and teachers' reflective notes. The result revealed that the practice of lesson study can create multiple pathways for teaching improvement, especially in terms of collaborative activities done by teachers involved in the lesson study team. The result also revealed that the practice of lesson study the practice of lesson study can improve not only students' academic skills, but also students' social skills.

## Keywords:

Lesson Study, Teacher Professional Development (TPD)

## A. Introduction

Teacher Professional Development (TPD) is one of essential features in the field of teaching profession. It all is about teacher learning, learning how to learn, and transforming teachers' knowledge into practice for the benefits' of students' growth.<sup>1</sup> Lesson study is one of the strategies in improving the quality of teacher profession since it can improve

the quality of teaching practice. It was also claimed that lesson study is a form of actual classroom practice which can be a highly powerful means of fostering effective teachers.<sup>2</sup>

Lesson study is a strategy of a teaching improvement and knowledge building process. The teachers work in a team to plan, teach, observe, analyze and refine the lesson. In Indonesia, the

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<sup>1</sup> Beatrice Avalos, "Teacher Professional Development in Teaching and Teacher Education over Ten Years," *Teaching and Teacher Education* 27, no. 1 (January 2011): 1, <https://doi.org/10.1016/j.tate.2010.08.007>.

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<sup>2</sup> Clea Fernandez, Joanna Cannon, and Sonal Chokshi, "A US-Japan Lesson Study Collaboration Reveals Critical Lenses for Examining Practice," *Teaching and Teacher Education* 19, no. 2 (February 2003): 19, [https://doi.org/10.1016/S0742-051X\(02\)00102-6](https://doi.org/10.1016/S0742-051X(02)00102-6).

practice of lesson study has been developed since 1998 through the project of Indonesia Mathematics and Science Teacher Education Project (IMSTEP) in three universities: Indonesia University of Education (UPI), State University of Yogyakarta (UNY) and State University of Malang (UNM) funded by Japan International Cooperation Agency (JICA).<sup>3</sup> At first, the aim of this lesson study practice was to improve the quality of Mathematics and Science Education in Indonesia. However, during its development, the practice of lesson study has been adopted in all subjects, including the teaching learning process of English.

This research filled the gap by elaborating how the practice of lesson study implemented in higher education level and how it affects English teachers' professional development (TPD). In line with the two purposes of the research above, two research questions were posed: 1) How is the practice of lesson study implemented in the STKIP Siliwangi? 2) How can the practice of lesson study promote English teacher professional development (TPD)?

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<sup>3</sup> Wriiten by isti fajar, "PERKEMBANGAN LESSON STUDY DI INDONESIA," accessed November 23, 2017, <http://istifajar.blogspot.com/2012/09/perkembangan-lesson-study-di-indonesia.html>.

## B. Literature Review

### 1. Principles of Lesson Study and Teacher Professional Development

Lesson study is one of strategies used in improving teacher professional development (TPD). Lesson study is a comprehensive and well-articulated process for examining practice<sup>4</sup>. In its practical level, lesson study encourages teachers to reflect their teaching practices through cyclical process of collaborative steps, namely: lesson planning, lesson observation and examination of student learning.

The theoretical perspective underpinning the lesson study practice is the situated learning theory by Lave and Wenger. Situated learning theory claims that learning is situated in the specific activity and is embedded within a particular context and culture. In the practice of lesson study, learning process exists when teachers collaborating the lessons and exchange ideas for the best teaching practice in the class.

### 2. Steps in Lesson Study

Even though the practice of lesson study was originally conducted in elementary education levels, Cerbin and Kopp<sup>5</sup> have proposed a model of lesson study practice to be conducted in higher

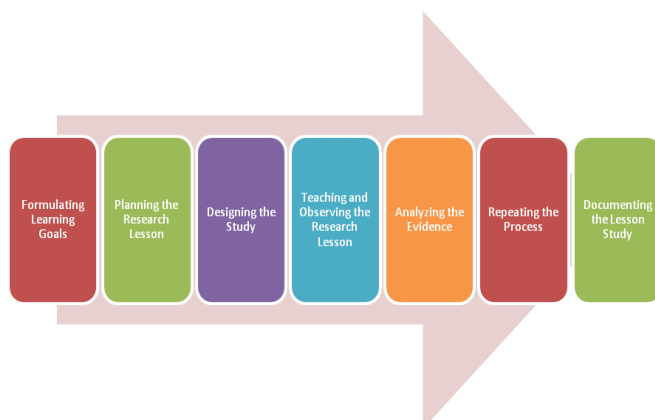
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<sup>4</sup> Ibid.

<sup>5</sup>William Cerbin and Bryan Kopp, "Lesson Study as a Model for Building Pedagogical Knowledge and Improving Teaching.," *International Journal of Teaching and Learning in Higher Education* 18, no. 3 (2006): 3.



education. The process can be seen in the figure 1 below:



**Figure 1: A Model of Lesson Study in Higher Education<sup>6</sup>**

In the first step (formulating learning goals), teachers form a team which usually consists of three to six teachers from the same field. The process is begun from selecting a course, a topic to teach and educational objectives. The goals can be in the forms of two: general objective and specific objective. In the second step (Planning the research lesson), teachers collaboratively design the lesson plan. They can create their own new lesson plan or modify the old with some adaptations to the context needed. In the third step (designing the study), teachers collaboratively plan about how to investigate the students' learning. Teachers can also decide what learning evidence (data) to be observed during the practice of lesson study. In the fourth step (teaching and observing the

research lesson), teachers start to teach the planned lesson on the scheduled time. One teacher from the team teaches the lesson and the other team members observe and collect the data using the observer form (see appendix 1 for details). In the fifth step (analyzing the data/ learning evidence), teachers discuss how the teaching and learning process has been conducted referring to the learning evidence found during the observation. Teachers share their ideas and examine the evidence to find solution which may reveal important insights into the improvement of teaching and learning quality (see appendix 2 for the example). In the sixth step (repeating the process), the team conducts teaching and learning process based on the revised lesson plan. Like in the step before, one teacher teaches and the other team members do teaching observation to find learning evidence. And the last step (documenting the lesson study), the team write and document their practice of lesson study so other teachers can learn from their practice. The practice of lesson study is reported in details.

### **3. Lesson Study and Teacher Professional Development (TPD)**

Several researchs have shown that there is a shift of trends in the pattern of teacher professional development (TPD). Seminars and workshops for teachers used to be an approach in improving TPD. However,

<sup>6</sup> Ibid.

the use of teacher learning communities, like lesson study, now is proven to be more effective in improving TPD. Successful TPD is indicated by six components<sup>7</sup>:

- a. It actively fosters a reform style, e.g. study group, mentoring etc. than seminars or workshops.
- b. It is conducted in sufficient duration.
- c. It emphasizes a group of teachers from the same background.
- d. It provides for active learning.
- e. It promotes coherence by incorporating experiences that are consistent with teachers' goals and state standards.
- f. It has a content focus.

These six components occur in lesson study as teachers work as a team. They discuss some instructional problems happen in the class and brainstorm ideas to find solutions to the problems. Lesson study is also assumed to be beneficial in improving teacher professional development since it allows teacher from the same educational background to have deep discussion with their colleagues about their reflective teaching, learning curriculum, management content and pedagogy from experienced teachers and supporting new pedagogical approaches<sup>8</sup>.

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<sup>7</sup> Laura M. Desimone, Andrew C. Porter, Michael S. Garet, Kwang Suk Yoon and Beatrice F. Birman. "Effects on professional development on teachers' instruction: Results from a three-year longitudinal study" (Educational Evaluation and Policy Analysis, 2002), 2.

<sup>8</sup> Department of Education, "Improving Subject Pedagogy through

## C. Research Methodology

The main data for this research are classroom observation and teacher's reflective notes. Thus, it can be considered as a qualitative research as stated that (i) its natural setting is the source of direct data, and the researcher is a key instrument of qualitative research; (ii) qualitative data is collected in the form of words or images, rather than numbers; (iii) qualitative researchers examine processes as well as outcomes; (iv) qualitative researchers tend to analyze their data inductively; and (v) the main focus of qualitative research is how people understand their lives<sup>9</sup>.

This research also fulfilled the criteria of case study that "The case study is a systematic collection of information about a person, group, or community; social setting; or event in order to gain insight into its functioning. A case is bounded in time and place. You may collect data through observation, discussion, task completions, standardized tests, and self-report from the classroom participants."<sup>10</sup>

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Lesson Study; A Handbook for Leading Teachers in Mathematics and English," 2010, [www.education.gov.uk](http://www.education.gov.uk).

<sup>9</sup> Jack R Fraenkel and Norman E Wallen. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill, 2008.

<sup>10</sup> James B Schreiber and Kimberly Asner-Self. *Educational Research: The Interrelationship of Questions*. Sampling,

The research was conducted in STKIP Siliwangi Bandung in one regular class of 2016 in the course of Innovation in English Language Teacher. There are 62 student participants and 3 lecturers involved in this research. One of the lecturers performs as model while the other two are observers. Below are the profiles of the lecturers.

TEACHER CODE	GENDER	TEACHING EXPERIENCE	BACKGROUND OF EDUCATION
ILS	Female	6 years	English Education
RSR	Female	7 years	English Education
YA	Female	8 years	English Education

This research was conducted following the steps proposed by Cerbin and Copp;<sup>11</sup> that is (a) formulating learning goals; (b) planning the research lesson; (c) designing the study; (d) teaching and observing the research lesson; (e) analyzing the data/learning evidence; (f) repeating the process; and (g) documenting the lesson study. This research repeated the process three times based on the revised lesson; thus the findings are described in three cycles.

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Design, and Analysis. New Jersey: John Wiley & Sons, Inc, 2011.

<sup>11</sup> Cerbin and Kopp, "Lesson Study as a Model for Building Pedagogical Knowledge and Improving Teaching.," 3.

## D. Findings

### 1. The Implementation of Lesson Study

The implementation of lesson study consists of three cycles and each cycle covers six stages: (1) formulating learning goal; (2) planning the research lesson; (3) Designing the study; (4) Teaching and observing lesson design; (5) Analyzing the data; (6) Repeating the process

#### a. Cycle 1:

The Lesson study process followed in the study is described in detail under the titles of the steps:

##### 1) Formulating Learning Goals

Lesson Study started with forming a team to conduct a Lesson Study. In this study, a team of three lecturers worked together on a research lesson. In this study, one of the lecturers accepted the responsibility of teaching the lesson while the other two lecturers were in charge of observing students.

Having specified regular meeting times indeveloping learning objective and discussing the problem to solve in teaching Innovation in ELT. Since most of the students had difficulty in the use of ICT, thus, the lecturers agreed that the lesson should focus on the use of web application in creating media for teaching English. Therefore, the goal of the lesson was specified as follows: "By the end of the lesson, students are

expected to be able to apply web in creating media for teaching English."

#### 2) Planning the research lesson

In this stage, the observers collaborated with the classroom lecturers in designing a lesson plan. Then, all the lecturers had some activities in mind to teach students by using web applications in teaching English. In the first meeting, the lecturer will teach how to apply Cryptogram in teaching vocabulary.

#### 3) Designing the study

The lecturers collaboratively planned about how to investigate the students' learning. They decided that there are several aspects to be observed during the practice of lesson study. The aspects include relationship and its change, cognition of children, pedagogical skills, the structure of lesson and quality of learning.

#### 4) Teaching and observing the research lesson

One lecturer from the team teaches the lesson and the others team members observed and collected the data by using the observation form. An observation checklist including the activities in the lesson plan was given to each teacher for student observation. Observers wrote comments about students' progress next to each activity.

During the teaching hour, two of the teachers who were in charge of observing students sat on two different sides of the classroom. One of the group members sat on the left hand side of the classroom to observe students nearby while the other teacher sat on the right hand side and paid attention to students there.

This stage was divided into three stages; pre-activity, while activity, and post-activity.

In pre-activity, the lecturer did brainstorming by giving students several questions related to innovation in English Language Teaching. The first question was how to teach English effectively. Then, they answered differently. Some students mentioned that a good teaching method as one aspect that can make teaching and learning process effective. And the other said that media as the most important thing in teaching. Then, the lecture continued to the second questions. "So, can you mention several teaching medias that can be used in teaching English?". All the students answered directly such as picture, song, flashcard, projector. Furthermore, the lecturer stated the objective of teaching. She said that, "the topic for today is teaching English by using web application. Then, by the end of the lesson,

students are expected to be able to apply web in teaching English."

In while activity, the first web application that the lecturer presented namely Cryptogram. She showed the students how to apply Cryptogram in teaching vocabulary. The data observation revealed that the activity was able to activate students' vocabularies. The students enjoyed in exploring vocabularies by using cryptogram. It can be seen that all students were active and enthusiasm in expressing what they know related to the topic in each group.

However, the data also showed that there are several problems emerged during teaching and learning process. For example, some students could not access to the internet connection. While, the other students who were able to access to the internet still could not follow the lecturer's instruction. They had difficulty in applying the web application. As a result, the students helped each other in accessing the website. This made the class condition uncondusive.

In addition, iapplying cryptogram, the students were required to mention ten vocabularies related to the topic. The study showed that when there was a student created the mistakes in spelling, the other students did not hesitate to correct it.

#### 5) Analyzing the data

In this stage, the lecturers discussed how the teaching and learning process has been conducted referring to the observation checklists during the observation. The model lecturers telling the problems she faced during the implementation of the plan. Then, they shared their ideas and examine the evidence to find solution which may reveal important insights into the improvement of teaching and learning quality. Finally, each lesson study member gave feedback about possible ways to revise the lesson in line with the objective of teaching.

Based on the several problems emerged during the teaching and learning process, the lecturer team determined to redesign the lesson plan for the next teaching-learning process to improve the lessons. The revision of lesson plan includes the use of cooperative learning and revised the objective of teaching. The objective of teaching in the neext meeting is at the end of the lesson the students are expected to be able to apply the other web application for creating media in teaching English.

#### 6) Repeating the process

In this step, the team conducted teaching and learning process based on the revised lesson plan. One lecturer was chosen to be the model, and the other ones became the

observers. Observation and reflective notes were made during the teaching and learning process.

## **b. Cycle 2**

### **1) Formulating Learning Goals**

The goal of teaching in the second meeting is at the end of the lesson the students will be able to apply web in creating media for teaching English. The objective of teaching in the next meeting is at the end of the lesson the students are expected to be able to apply the other web application for creating media in teaching English.

### **2) Planning the Research Lesson**

All the lecturers determined that cooperative learning will be effective to be applied in teaching the big class. Since the number of students are 62, the teaching and learning process will be conducted in the group.

### **3) Designing the Study**

The lecturers collaboratively planned about how to investigate the students' learning. They decided that there are several aspects to be observed during the practice of lesson study. The aspects includes relationship and its change, cognition of children, pedagogical skills, structure of lesson and quality of learning.

### **4) Teaching and Observing the Research Lesson**

In pre-activity, the lecturer reviewed the previous lesson about the use of Cryptogram in teaching vocabulary. Then, in while-activity, the lecturer grouped the students by asking them to count until eight and those who mentioned the same number become one group. Afterthat, the students were asked to find the other web application for creating media in teaching English.

In while activity, the data revealed that there were eight groups and eight web applications such as [www.ewe.com](http://www.ewe.com), [www.uefap.com](http://www.uefap.com), [www.funenglishgame.com](http://www.funenglishgame.com), [syvum.com](http://syvum.com), [www.duolingo.com](http://www.duolingo.com), [www.itouchtofl.com](http://www.itouchtofl.com), [www.dictionarycambridge.com](http://www.dictionarycambridge.com), and [www.gamestolearnenglish.com](http://www.gamestolearnenglish.com).

Most of groups focused on the use of website for creating media in teaching vocabulary, reading and writing skill. Only second group that used website [www.uefap.com](http://www.uefap.com) for teaching listening.

The data showed that the all the students in each group were actively involved in the teaching and learning process. It can be seen from the data observation that the students of group five who were exploring [www.duolingo.com](http://www.duolingo.com) found that there are many ready made activities that can be used in teaching four skills. The leader of the group divided the

member in group to explore each skills. Thus, students in pair has the responsibility to explore the website for each skill. The data revealed that all the member of the group were active in doing the task. Being active in learning process indicates students' interest. Accordingly, the students learn best when they themselves are actively involved in their own learning. This is in line with the statement that learning a language is easily when the language is interesting<sup>12</sup>.

Furthermore, in completing the task, the students need to work in a team. This activity can facilitate students' ability to work collaboratively in team. From the observation, it was found that in each group the students did a good collaboration in completing the task. It is supported by the data that while the students of group three were exploring [www.funenglishgame.com](http://www.funenglishgame.com), there was a problem to print the material. Fortunately, one of group member offered the solution to solve the problem by creating the screenshot. This indicates that in learning community, students can enhance broader skills of

cooperation<sup>13</sup>. Thus, through the activity the students can improve both academic and social skills.

In addition, the data also revealed that the activity can enhance students creativity. It can be seen from the observation. The second group focused on creating the practice of listening skill by using [www.uefap.com](http://www.uefap.com). Since the content of the website is not organized well, the students need to explore it creatively.

#### 5) Analyzing the Data

In this stage, referring to the observation checklists, the lecturers discussed and shared their ideas about the teaching and learning process that has been conducted. The observer concluded that each group of the students has a good website to be applied in the classroom. Thus, they suggested that it will be better that all students can get further information about the eight website. Finally, they decided to use jigsaw technique for next lesson.

### c. Cycle 3

#### 1) Formulating Learning Goals

The objective of teaching in the third meeting is at the end of the lesson the students will be able to apply web in creating media for teaching English.

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<sup>12</sup> Bachrudin Musthafa, *Teaching English to Young Learners: Principles and Technique* (Bandung: School of Postgraduate Studies (SPs) Indonesia University of Education (UPI), 2008).

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<sup>13</sup> Jeremy Harmer. *The Practice of English Language Teaching* (United Kingdom: Longman, 2001)

## 2) Planning the Research Lesson

The activity in this meeting would continue the previous meeting. It was decided that jigsaw would be applied in this meeting to make the students share their websites that had been discussed in the second meeting.

## 3) Designing the Study

The lecturers decided to add two aspects into observation sheet. The aspects includes communicating competence, critical thinking, collaborating competence and creative thinking.

## 4) Teaching and Observing The Research Lesson

In pre-activity, the lecturer reviewed the previous lesson about the website that each group had elaborated. Then, in while-activity, the lecturer still asked the students to sit in group. She made four groups to sit in the right side while the other four in the left side. She then explained that each side should form new four groups consisting of members from all previous group. They were given seven minutes each to describe the website they had. Therefore the new group would have 28 minutes for discussion. After that, they were instructed to interview other four groups in the opposite side. In the end, each members would return to the former group to discuss the websites of the other seven groups.

The data showed that at first they looked confused about the instruction given. Thus, the teacher simulated the instruction to the groups in the right side. The groups in the left side paid attention, and began to understand. During the discussion in the new group, they were actively involved. Some groups volunteered themselves to present first, while other groups decided to randomly select through lottery. When they were in doubt about the website, they asked other members in other groups to confirm. They also asked questions about other aspects of language that can be made beside the presenters had given.

At the end of the session, the group members returned to the group in the beginning. They had to decide which website that can be beneficial for them in terms of practicality and quality. Each group came to different decision according to their own considerations.

## 5) Analyzing the data

In this stage, model lecturer and observers agreed that the students' cognition and pedagogy improved. It was shown by the students' ability to present, discuss, and decide the websites they had chosen. They were able to collaborate and communicate with each other. Besides, they could also show negotiation skill in deciding the website they believed to be practical and eligible.



## 2. Lesson Study in Promoting Teacher's Professional Development

During the implementation, the model lecturer collaborates with two other lecturers as observers who are also experienced in EFL teaching. During the implementation, many information and knowledge are being shared and discussed. For example, one of the observers who is currently taking a doctoral degree in English education shares current issues in English teaching. She is also the one who proposed the web to introduce to the students. This indicates that professional development is perceived of as a *collaborative process*.

Team discussion in this research was conducted during the whole implementation of lesson study starting from formulation of the learning goal until documentation. In the first stage, learning goal had been decided in the beginning of the semester so the team did not encounter any meaningful problem. At the next stage, warm discussion took place since every member had different perspectives on the technique of teaching and aspects to observe. This discussion was considered to be enlightening for each member and eventually a decision could be made for the sake of the lecturer and students.

Furthermore, the stage of observation and analysis of data give some sights for the teacher since she

might have missed it, for example, when the students did not follow the instructions. The model lecturer might have missed it that the students looked confused. Therefore when doing the analysis the observer suggested the model lecturer to give a clear instruction. During the observation, the observer could also record the students respond toward the teaching. Thus, the students' development could be documented in details. This would lead to a better understanding of the students' competencies.

In addition, teacher's reflective journal written during the implementation of lesson study provides insights about the teaching process, especially for the model lecturer. This is in line with statement that "reflective journal writing assisted them in grasping their teaching and learning process along with identifying obstacles and mistakes in their teaching".<sup>14</sup>

One example of reflective journal written by the model lecturer was,

I think only two or three of the students understood what to do when I told them to make new groups consisting of 4 different previous group members. Those who understood nod their head, but mostly stood still. Therefore I gave them simulation. Maybe my

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<sup>14</sup> Suleyman Davut Göker, "Use of Reflective Journals in Development of Teachers' Leadership and Teaching Skills," *Universal Journal of Educational Research* 4, no. 12A (December 2016): 63–70, <https://doi.org/10.13189/ujer.2016.041309>.

instruction was not clear enough for them. However, doing jigsaw for the first time is usually confusing. Demonstrating how to do it obviously helped the students.

From the journal above, it can be seen how the model lecturer noted her obstacle in giving instruction and the solution. This activity is considered to be very practical since it was written by the model lecturer herself. Reflective journal can help the model lecturer to contemplate about the teaching-learning process; hence she could improve the teaching for the next session.

#### **E. Conclusion and Recommendation**

Lesson study is a way for teachers to engage in professional development through collaborative activities. The principle of collaboration facilitates teachers to build learning communities effectively and efficiently. This study has described the implementation of lesson study in STKIP Siliwangi Bandung.

The implementation of lesson study consists of three cycles and each cycle covers six stages: (1) formulating learning goal; (2) planning the research lesson; (3) Designing the study; (4) Teaching and observing lesson design; (5) Analyzing the data; (6) Repeating the process. Those stages of lesson study activities result in better student learning.

The data revealed that the lesson was very helpful in providing the

students with a more interesting set of activities, which made the students actively involved in teaching and learning process. In addition, through the activity the students can improve not only academic and but also social skills. It can also enhance students' creativity. It was also proven that lesson study helped lecturers to improve their professionalism. However, since the current study is a case study whose results cannot be generalized, there is a need for more lesson study projects in other EFL contexts.

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## APPENDICES

### APPENDIX 1: OBSERVATION SHEET

(Adopted from: Stepanek, 2005)

What to Observe	Your Observation	Suggestions
<p>Relationship and its change</p> <ol style="list-style-type: none"> <li>1. Physical changes in students (facial expression and body language)</li> <li>2. Students able to see and hear</li> <li>3. Students communicate with each other</li> <li>4. Teacher has good relationship with students (trust)</li> </ol>		
<p>Cognition of Children</p> <ol style="list-style-type: none"> <li>1. Students explore learning, stumble struggle</li> <li>2. Students allowed to make mistake</li> <li>3. Teacher only guide when necessary</li> </ol>		
<p>Pedagogical Skills</p> <ol style="list-style-type: none"> <li>1. Pedagogy is engaging</li> <li>2. Teacher employs IRE (teacher initiates questions, students respond and teacher evaluates responses)</li> <li>3. Dialogue not monologue</li> </ol>		
<p>Structure of Lesson</p> <ol style="list-style-type: none"> <li>1. Lesson objectives</li> <li>2. Introduction</li> <li>3. Collaborative learning</li> <li>4. Individual seat work</li> <li>5. Task</li> <li>6. Assessment</li> <li>7. Closure</li> </ol>		
<p>Quality of Learning</p> <ol style="list-style-type: none"> <li>1. Learning experience of students</li> <li>2. Quality of verbal information (oral discourse and written information)</li> <li>3. Realistic level of tasks</li> <li>4. Efficiency of learning</li> </ol>		

**APPENDIX 2**  
**Reviewing a Research Lesson Template**

(Adopted from: A Handbook for Leading Teachers in Math and English, 2010)

<b>Questions</b>	<b>Answers</b>
What progress did each student make? Was this enough?	
What about others in the group of learners they typify?	
How did the technique being developed, help or hinder?	
What aspect(s) of teaching technique could be adjusted next time to improve the progress of each pupil?	
What techniques should we try in the next lesson?	

**APPENDIX 3**  
**Lesson Study Report Template**

(Adopted from: Stepanek, 2005)

<b>SECTIONS</b>	<b>REMARKS</b>
Title	Title of the report Name of teacher –researcher Names of other team members School and Department Date
Abstract	Academic level and student ability Subject and topic Key pedagogies Key findings
Introduction	Rationale (context, background and purpose) Objectives of research lesson Literature review
Methodology	Explanation of how lesson was done How the data were collected
Findings	Presenting the findings (qualitative or quantitative data to evaluate the effectiveness of the lesson)

Discussion	<p>Presenting an interpretation and evaluation results</p> <p>Analyzing the result and drawing together different aspects of findings</p> <p>Discussing classroom observations (relationships and its changes, cognition of children, pedagogical skills, structure of learning and quality of learning)</p>
Reflection	Analyzing the facts from your own perspective and input from observers and suggestion on how to improve the lesson)
Conclusion	A brief statement of what was found
Opportunities, Challenges and Recommendations	<p>Suggestion about suitable changes or solutions</p> <p>Implications and future plans (if any)</p>
Appendix	<p>Lesson plan</p> <p>Observation recoding sheet</p> <p>Attachment of additional information (surveys, questionnaire, tests, quiz, interview, etc.)</p> <p>Video recording (if available)</p>
References	All references used

# USING MAGIC SENTENCES TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY (CLASSROOM ACTION RESEARCH IN THE FIRST SEMESTER STUDENTS OF IKIP SILIWANGI BANDUNG)

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## Abstract

In the process of learning a foreign language, vocabulary is one of the important language elements that must be mastered by the learners. The ability to understand the language depends on one's knowledge of vocabulary besides the other elements of language itself. In reality, most of the students in first semester at IKIP Siliwangi face some problems related to vocabulary mastery. To improve the students' vocabulary, most suitable technique is required for the students. This research used Classroom Action Research (CAR). The objectives of the study are: 1) finding out whether or not Magic Sentences technique can improve the students' vocabulary 2) finding out classroom situation when Magic Sentences technique implemented in vocabulary mastery. The finding was supported by the result of students' vocabulary scores. The average score of pre test was 61.14. After the implementation of Magic Sentences in every cycle, the students' vocabulary score were getting better, which aligned with the students' average score Cycle 1 in 67.30 and Cycle 2 in 80.24.

*Keywords: Magic sentences; vocabulary mastery; CAR*

## I INTRODUCTION

The main point of English teaching is to develop the students' skill in reading, listening, writing, and speaking. In the process of learning a foreign language, the ability to understand the language depends on one's knowledge of vocabulary besides the other elements of language itself. Vocabulary is one of the important language elements that learners must master. Vocabulary is central to language and words are of critical importance to the typical language learner (Zimmerman in Huck in Coday in Kartikasari, 2010: 1). In reality, most of the students in first semester at IKIP Siliwangi face some problems related to vocabulary mastery. They tend to have low learning interest because of some factors : (1) the teaching materials are far from their surroundings; (2) the teaching techniques are monotonous; and (3) the class is dominated by the lecturer. The lecturer's activities to motivate the students in teaching learning vocabulary can be done in several learning techniques or using media. Based on the ideas above, the researcher is interested in conducting the research. The objectives of the study are finding out whether or not Magic Sentences technique can improve the students' vocabulary as well as finding out classroom situation when Magic Sentences technique implemented in vocabulary mastery.

## II MATERIALS AND METHOD

### 2.1 VOCABULARY

Mastering vocabulary deals with learning words at the first. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language (Cameroon in Pujiningsih, 2010: 74). Murcia (2001: 285) states that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign.

Another experts, Schmitt and McCarthy in Ilwana (2010: 9) state that traditionally, vocabulary has been seen as individual words, which could be used with a great deal of freedom, only constrained by

grammatical considerations. However, he also argues that vocabulary consists not only of single words; lexemes are often made up of strings of more than one word.

Based on the definition above, it can be concluded that vocabulary is a basic component of language. Vocabulary has an important role in every skill of language that individual should be mastered.

Hatch and Brown (1995: 370) mention two kinds of vocabulary; they are: Receptive Vocabulary, which is words that the learners recognize and understand when they are used in context, but which they can not produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use in speaking and writing.

Productive vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive language can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Ur in Ilwana (2010: 11-13), there are five or six aspects of vocabulary, such as: pronunciation, which is what a word sound likes, while spelling is what it looks like. In teaching, teacher needs to make sure that both these aspects are accurately presented and learned.

Grammar of a new item, which will be taught if it is not obviously covered by general grammatical rules. An item may have some idiosyncratic way of connecting with other words in sentences. The changes like verb in tenses, irregular verb, plural noun, transitive or intransitive, etc.

The collocations, which is a typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context.

Meaning 1 that consist of: 1) denotation, 2) connotation, and 3) appropriateness

#### (2.1.1) Denotation

Denotation is the meaning of a word which primarily refers to in the real world.

#### (2.1.2) Connotation

Connotation refers to the association of positive or negative feelings a word evokes, which may or may not be indicated in a dictionary definition.

#### (2.1.3) Appropriateness

Appropriateness is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect.

Meaning 2, that consist of: meaning relationships (synonyms, antonyms, hyponyms, co-hyponyms, superordinates, translation)

(2.2.1) Synonyms: items that mean the same, or nearly the same.

(2.2.2) Antonyms: items that serve as specific examples of a general concept; dog, lion, mouse, are hyponyms of animal.

(2.2.3) Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates.

(2.2.4) Superordinates: general concepts that 'cover' specific items; animal is the superordinate of dog, lion, mouse.

(2.2.5) Translation: words or expressions in the learners' mother tongue those are (more or less) equivalent in meaning to the item being taught.

#### (2.2.6) Word Formation

Word formation is vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'.

## **2.2 MAGIC SENTENCE TECHNIQUE**

Magic Sentences technique is a technique that combines words from a table into some sentences. Magic sentences technique allows us to review not only the vocabulary and grammar structures, develop the ideas and creativity in a fun way. Another thing about this technique is that it facilitates many types of positive interdependence: role, goal, and reward. Positive interdependence comes in the form of role interdependence because students take turns composing and proofreading the sentences. Moreover, reward interdependence can be promoted as well (McCafferty in Asmara, 2006: 98-99).



## 2.3 RESEARCH METHODOLOGY

The research was conducted by the first semester students at IKIP Siliwangi. The campus is located at Jl. Terusan Jenderal Sudirman no.3, Baros Cimahi Tengah, West Java. This research used Classroom Action Research (CAR). The concept used in this classroom action research is cyclical process adapted from Lewin in Rochanah (2009: 35). According to this reference, the core concepts of classroom action research consists of four components: (1) Planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting. Then it is clarified by Kemmis and Taggart (1998: 11) that the four components are not statically interference one another. The decision that is carried out in a cycle is the following up of the previous cycle. The effects of holding the policy in a cycle rationalize the activities for the next cycle. It will occur again and again for the next cycles till the problems can be solved. The process includes the following steps.

### 2.3.1 PLANNING

In this stage, I firstly identified the problems referring to teaching and learning process in my classroom. In this case, the problems were related to the vocabulary mastery. After identifying the problems, I made a plan about what kind of action that will be carried out. Next, I prepared everything dealing with the planning such pre-test, preparing teaching aids and instrument for testing, and designing treatment.

I prepared two cycles that are expected to overcome the students' problem in vocabulary mastery. At the end of first cycle, I analyzed and evaluated the students' improvement and made a decision of the importance of applying the second cycle.

### 2.3.2 ACTION

I conducted the teaching activities step by step based on the lesson plan. I applied magic sentences technique in teaching vocabulary.

### 2.3.3 OBSERVATION

The activity is observing the students during the action and making notes in observation sheet such as: the student-student interaction, the student-lecturer interaction and anything they do during the teaching and learning process.

### 2.3.4 REFLECTION

After carrying out teaching and learning activity, I recited the occurrences in the classroom as the effect of the action to evaluated the process and the result of the implementation of magic sentences technique in teaching vocabulary. The evaluation gave advantages in deciding what I had to do in next cycle.

### 2.3.5 REVISING

The revision was aimed to improve the condition that had not been successful in the previous cycle. By revising the plan, it is hoped that the rest of problems could be handled in the following cycle. Statistical technique is used to find the mean score. The formula to find the mean as stated by Ngadiso (2013: 5-7) is follows:

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

<b>M</b>	=	<b>Mean score</b>
$\sum X$	=	<b>Total score</b>
<b>N</b>	=	<b>Total students</b>

If the mean score increases, the students' vocabulary is considered improving.

### III RESULTS AND DISCUSSION

The pre-test was conducted during October, 2017 by the researchers. It covered 40 students of the first semester. Based on preliminary observation, it was discovered that the factual problem is the students' low vocabulary mastery. In order to get authentic evidence, the researchers conducted a pre-test. It aimed to gain the score of the students' creativity in vocabulary mastery before treatment of the action. (The results of pre-test were presented in table 1).

Table 1  
Result of Pre-test

ISSUES	INDICATORS
Students' vocabulary mastery	Low achievement in vocabulary  Difficulty to express ideas using appropriate vocabulary and grammatical form.  Does not know vocabulary elements.  Using mother tongue expression
Classroom situation	Not alive atmosphere.  Low participation of students.  Limited practice.

Table 2  
Result of Cycle 1

Issues	Indicators
Students' vocabulary mastery	Active in doing the vocabulary task, brave to tell the ideas in group  They have effort to learn vocabulary elements.  Sometimes they are still using mother tongue expression.
Classroom situation	Alive, crowded in conducting the group work.  Enjoyable for various types of activities related to vocabulary mastery.

Table 3  
Result of Cycle 2

Issues	Indicators
Students' vocabulary mastery	Students showed improvement in vocabulary mastery.  Students' self-confidence was increased.

	Students were not afraid of making mistakes. They know vocabulary elements.
Classroom situation	More alive The enjoyment in doing the vocabulary task.

The improvement of the students' ability can also be seen from the results of the students' pre-test and post-test which were done in every cycle. The average score of the pre-test was 61,14, the average score of the Cycle 1 was 67,30, the average score of the Cycle2 was 80,24. All the data showed that the improvement of writing achievement from cycle to cycle was significant.

Table 4  
Pre-test average score

No	Explanations	Scores
1.	The highest score	67
2.	The lowest score	53
3.	The average score	60

Table 5  
Pre-test average score

No	Writing element	Average score
1.	Pronunciation and Spelling	62,47
2.	Grammar	60,82
3.	Collocation	60,57
4.	Meaning	60,90
5.	Word Formation	60,92
Average score		61,14

Table 6  
Post-test average score in cycle 1

No	Explanations	Scores
1.	The highest score	75
2.	The lowest score	65
3.	The average score	70

Table 7  
Post-test average score in cycle 1

No	Writing element	Average score
1.	Pronunciation and Spelling	68,37
2.	Grammar	67,37
3.	Collocation	67
4.	Meaning	66,85
5.	Word Formation	66,92
Average score		67,30

Table 8  
Post-test average score in cycle 2

No	Explanations	Scores
1.	The highest score	85
2.	The lowest score	76
3.	The average score	80.5

Table 9  
Post-test average score in cycle 2

No	Writing element	Average score
1	Pronunciation and Spelling	80,67
2	Grammar	80,25
3	Collocation	80,15
4	Meaning	80
5	Word Formation	80,12
Average score		80,24

From the result of pre-test, I found that the result of students' vocabulary was under average and still far from what was expected. The finding was supported by the result of students' vocabulary scores. The average score was 61,14. The score of the students indicated that the students faced many problems in vocabulary mastery.

After the implementation of Magic Sentences in every cycle, the students' vocabulary score were getting better. It can be seen from the result of students' average score Cycle 1 was 67,30 and Cycle 2 was 80,24. It also influenced the students' interest during the lesson.

Before conducting the research, the teaching-learning process was not alive as the teacher used to apply the conventional technique. The students show low participation on vocabulary class. The condition after the implementation of the research was showing improvement. The atmosphere of the class more was more live as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. Enjoyable for various types of activities related to vocabulary mastery. No more lecturers' domination.

#### **IV CONCLUSION**

Having conducted the research in using Magic Sentences to improve students' vocabulary mastery, it can be drawn some conclusions as follows: The improvement of students' vocabulary mastery can be identified from the improvement of vocabulary achievement. It shows that there is a comparison between the students' vocabulary mastery during the intervention and the performance criteria of success. The improvement was also observed from several aspects of the composition they produced. Students showed improvement in vocabulary mastery. Students' self-confidence was increased. They were not afraid of making mistakes. They also know vocabulary elements. They were motivated in joining vocabulary class. The atmosphere of the class more was more live as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. Enjoyable for various types of activities related to vocabulary mastery.

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## **THE USE OF AUTHENTIC MATERIALS IN TEACHING READING COMPREHENSION**

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### **ABSTRACT**

Teachers often have difficulties in finding the appropriate learning materials in teaching reading. Without appropriate reading texts that suit them, students spend long hours in the classroom with poor achievement in reading comprehension. This research, therefore aims to find out whether the use of the authentic material can improve students' reading comprehension. With regard to the purpose of the research, an experimental research is applied where twenty-five pairs of students from two groups are observed. The data are obtained from pre-test and post-test. The data are statistically analyzed and then compared by using mann whitney U test. The result of the study reveals that the use of authentic material in teaching reading does not significantly improve students' reading comprehension. Nevertheless, it is recommended that teachers use authentic reading materials for a change. In addition, when bringing authentic materials into classroom, they should be used in accordance with students' ability, as well as with suitable tasks being given.

**Keywords:** Authentic Material and Reading Comprehension

### **A. Introduction**

Reading is considered one of the most important skills that university students of English as a Second Language need to acquire (Levine et al., 2010: 84). Reading is important not only in developing language intuition and determining academic success, but also for completing certain task. Therefore, it is obligatory for students, especially those who study in colleges to have good reading skills. They should acquire such an ability that they can easily handle any reference they need for accomplishing every task given to them. In addition, it is avoidable that they will deal with accomplishing writing academic paper which finally forced them to read various books and references. In short, it is crucial for the students to acquire reading skill.

Acquiring reading skill requires one to be able to comprehend the text itself. However, students often have difficulties in learning English as a foreign language without appropriate learning materials in the classroom. Too often foreign language reading texts are designed either too difficult or too easy for students. Without appropriate reading texts that suit them, students spend long hours in the classroom with poor achievement. Students' performance varies according to the type of reading texts given to them.

Regarding the problem stated above, Harmer (2007) argues that getting students to read English texts is an important part of the English teacher's job because of four reasons. First, many students want and need to be able to read English texts for present study, for further study, for future career or simply for pleasure. Second, reading is very useful for language acquisition. Third, reading texts provide good models for English writing concerning construction of phrases, sentences, paragraph, and whole texts. Finally, good reading texts can introduce interesting topics, stimulate discussion, excite creative responses, and provide the springboard for well-rounded, fascinating lessons. Based on the description above, it can be deduced that reading material is very crucial in teaching reading.

## **B. Literature Review**

### **1. Reading Materials**

One measure which is used to make the process of teaching and learning effective is related to selecting and adapting materials. Nuttall (1996: 172) states that the wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. The more learners reading, the better readers they will become. In addition, if the text interests the learners, they will feel more confident and more secure when reading the texts. It means they not only improve their language level but also confidence.

Brown (2001) says that affective factors also play a significant role in how reading helps one learn a language. Motivation plays a vital role in reading a foreign language. Those who like what they read keep reading. Consequently, they usually improve their reading as what Silver (1997 in Berardo, 1996) argues that there is a high correlation between those who read a lot and those who improve in their comprehension and vocabulary acquisition when they read. Thus, the teacher should provide the students the texts that can encourage them to keep reading.

Nuttall (1996) proposes three criteria that need to be taken into account when choosing reading material is suitability. It refers to whether or not the text interests the students to read and whether or not it is appropriate for their goals in learning English. Exploitability deals with the condition whether or not the text can be exploited for teaching purposes. Readability concerns with whether the text is too easy or too hard for the students. Thus, it is obvious that selecting relevant and interesting material for readers is a key to their engagement in the process of learning.

Tomlinson (cited in Cahyono, 2009: 167) mentions that there are basically two types of language teaching and learning materials: authentic and pedagogic material.

### **2. Authentic Material**

Authentic material refers to those taken from real life sources and they are not designed for teaching and learning purposes. The most common sources of authentic materials that can be used in the classroom are newspaper, magazine, songs, literature and materials from the internet. Wallace (1998: 145) defines authentic texts as “real-life texts, not written for pedagogic processes”. One of the main purposes of using authentic materials in the classroom is to “expose” students to as much real language as possible. Therefore, the students can gain real information and know what is going on in the world around them.

Moreover, an advantage of taking a complete newspaper or magazine into classroom, instead of photocopies of an article, is that students can actually choose what they want to read. They are much more likely to read with enthusiasm if they have made decision about what they want to read.

Authentic materials are often more interesting because they reflect real life phenomena. It is in line with Brown (1999) s’ statement that the learners are more eager to learn when the language is authentic or meaningful. It is supported by Nuttall (1996: 172) who states that “authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people”. Moreover, they have a positive effect on comprehension and learner satisfaction (Berado, 2006). Thus, it can be implied that the use of authentic materials affect the students’ reading comprehension.

However, authentic materials often contain difficult language and unneeded vocabulary items, which can be unnecessary distraction for learners and teacher. In order to solve the

problem the authentic material should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic material texts, one solution needed is to simplify them according to the level of the learners.

### 3. Created Material

Created material refers to textbooks and other texts specially designed for learning purposes. It is designed generally based on the syllabus and provide a systematic coverage of teaching items. The language of created materials has usually been modified and adjusted according to the learning objectives and level of learners and their ability. The main difference between authentic and created materials lies on the naturalness of language used. Authentic materials have more natural language and reflect real life.

The use of created texts in teaching has both advantages and disadvantage. Authentic materials are useful for teaching structure but are not very good for improving reading skills. It focuses more on the form rather than on the language itself. It provides a variety of learning resources. However, it can deskill teachers. If teachers use textbook as the primary source of their teaching, leaving the textbook and teacher's manual to make the major instructional decision for them.

Considering the importance of reading material in teaching English, this study aims to find out whether there is a difference in performance when students read authentic and non-authentic texts. It is hoped that through the findings, lecturers will be able to identify the type of reading text that is most suitable for students.

### C. Research Methodology

This study was experimental research where thirteen pairs of students from two groups are observed. The t-test with paired samples statistic is used in order to see the influence of the use of authentic materials to students' reading comprehension. The grand design is formulated in Table 1.

**Table 1.The Grand Design**

Class	Pre-test	Treatment	Post-test
G1	T1	X1	T2
G2	T1	X2	T2

G1 refers to experimental group while G2 refers to the control group. X1 is the treatment given to the experimental group, in which the use of authentic materials is implemented in the class. While, X2 is the teaching reading process with created materials carried out in the control group.

Research population in this study was the first semester students of STKIP Siliwangi Bandung from English Department in year 2010/2011. The sample of this study is 50 students who are taking Reading for General Communication subject. 25 students are chosen from class B which belongs to experimental group and another 25 students of class C which belongs to the control group.

The test consists of comprehension questions in form of multiple choices. It is divided into five parts. The first part consists of a reading passage. The second part is finding the closets meaning of the five words found in the passage. The third part is part of speech, the fourth part is ten items of a cloze test. Part five is finding the synonym of the ten words.



In this study, two variables are observed. They are dependent and independent variable. The use of authentic materials in teaching Reading for General Communication is independent variable (treatment variable) and the students' reading comprehension is dependent variable (outcome variable)

**D. Research Findings and Discussion**

The data obtained through the tests. The tests were the same, but they were used two times (pre-test and post-test). Pre-tests were given on November, 9<sup>th</sup> 2010. The results of the pre-test were intended to find out the students' capability in reading before they were treated. Furthermore, it was also used to match the students of experimental group who obtain the same score with those of the control group. The following were the results of means of pre-test and post-test of both groups (i.e. control and experimental groups).

**Table 2**  
**Test Scores of Experimental Group**

No	Pre-Test	Post-Test	Gain
1	65	66	1
2	47	66	19
3	68	76	9
4	67	79	12
5	60	62	2
6	63	64	1
7	33	36	3
8	61	60	-1
9	52	64	12
10	57	66	9
11	69	68	-1
12	45	52	7
13	70	74	4
14	64	66	2
15	45	48	3
16	66	70	4
17	72	82	10
18	41	68	27
19	63	56	-7
20	38	80	42
21	37	30	-7
22	41	46	5
23	35	34	-1
24	43	64	21
25	31	43	12

**Table 3**  
**Test Scores of Controll Group**

No	Pre-Test	Post-Test	Gain
1	57	60	3
2	67	70	3
3	70	72	2
4	72	76	4
5	51	55	4

No	Pre-Test	Post-Test	Gain
6	50	48	-2
7	54	54	0
8	46	63	17
9	61	62	1
10	66	61	-5
11	34	55	21
12	58	67	9
13	41	48	7
14	60	62	2
15	32	41	9
16	50	52	2
17	42	62	20
18	63	59	-4
19	65	66	1
20	62	60	-2
21	69	64	-5
22	40	59	19
23	39	63	24
24	45	48	3
25	36	50	14

Quantitative data obtained was statistically analyzed and then compared. For that purpose, the data were analyzed descriptively and inferentially (i.e. parametric test or non-parametric test). The former analysis was used to determine: the mean, variance, standard deviation, etc. The following was the results of descriptive statistics.

**Table 4**  
**Descriptives**

	N	Range	Min	Max	Mean	Std. Deviation	Variance
V1	25	49.00	-7.00	42.00	7.22	10.82	117.09
V2	25	29.00	-5.00	24.00	5.88	8.56	73.19

Based on Table 4, the means of the experimental and control groups were 7.22 and 5.88 respectively. To compare whether the two means were significantly different, first of all the two sets of the data were tested to know whether they were (approximately) normally distributed. Below was the result of normality tests.

**Table 5**  
**Tests of Normality**

V1	Statistic	Df	Sig.	Statistic	Df	Sig.	
							V2
	1	.227	25	.002	.894	25	.014

Based on Table 5, the data were not normal in that significant values (Sig = 0.037 & 0.002) were less than 0.05 (Field, 2009). It is because the data were not normal, they had to be analyzed through non-parametric test (i.e. Mann-Whitney U test). The following was the result of analysis.

**Table 6**  
**Test Statistics**

	VAR00002
Mann-Whitney U	282.500
Wilcoxon W	607.500
Z	-.583
Asymp. Sig. (2-tailed)	.560

Based on Table 6, Asymp. Sig (1-tailed) of 0.280 (i.e. 0.560/2) was bigger than 0.05, then the two groups were not significantly different (Field, 2009). This suggest that the teaching of reading comprehension using the authentic materials did not produce significantly better learning outcomes than the teaching of reading comprehension using the created materials. In addition, the effect size (r) of treatment was 0.082, which was obtained through the following formula:

$$r = \frac{Z}{\sqrt{N}} \quad (\text{Field, 2009: 550})$$

Where r = effect size , Z = -0.583, and N = N<sub>1</sub> + N<sub>2</sub> = 50

According to Field (2009: 550), the effect size of 0. 082 represented a small effect for the authentic material (it is below 0.1 criterion for a small effect size).

### E. Conclusion and Suggestions

From the analysis and findings of this research, the use of authentic reading text in comparison to created materials (non-authentic reading text) did not produce significantly better learning outcomes. It was indicated by the fact that significant values were less than 0.05. Additionally, the effect size was small. This conclusion suggested that the students' reading comprehension was affected not only by the reading materials, but also by other factors. Nevertheless, it is recommended that teachers use authentic reading materials for a change. Furthermore, when bringing authentic materials into classroom, they should be used in accordance with students' ability, as well as with suitable tasks being given (Berardo, 2006).

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