Proceeding 1st ICoLTE
(International Conference on Language Teaching and Education)

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UNIVERSITAS JAMBI
FOREWORD

This proceeding features more or less 70 papers presented at the The 1st International Conference on Language Teaching and Education (ICoLTE) hosted by Master program of Language Education, Universitas Jambi and Master English Teaching Alumni (META). Enmeshed in the theme, “21st Century of Education, What Works?”

The papers present various issues which address such topics as (1) language policy, (2) language teaching, (3) language syllabus and lesson planning, (4) instructional design and language teaching methodology, (5) language classroom management, (6) teacher professional development,(7) issues in education, and (8) educational management.

All the papers in the proceeding were not peer-reviewed, but the papers published in it met the basic requirements set out by the committee. All the papers do not exceed a total of ....... pages (including tables, figures, and references).

Neither the Conference Committee nor the Editors are responsible for the content, outlook, opinions, and arguments made in the papers. The sole responsibility concerning the ethical aspect, validity of methodology, and political views in the papers rests with the individual authors.

Finally, we would like to extend our sincere gratitude to all of the paper presenters who have shared their bright and inspiring ideas at the conference, and to the board of reviewers and editors who have worked hard in screening all the submitted abstracts. We do hope that readers enjoy reading the papers in the proceeding and find them enlightening and useful.

Jambi, 16 May 2017

Committee
# TABLE OF CONTENTS

1. Revitalising EFL Teacher Education Course Curriculum Preparing for Student-Centred Learning (SCL) Practice in Secondary Schools  
   Syahrial Karea ........................................................................................................ 1

2. Using Video to Improve Pronunciation of the Second Year Students of FKIP UIR Pekanbaru  
   Afrizal & Almalikul Ikhwanda Putra ...................................................................... 13

3. Developing English Supplementary Materials Based on K-2013 for Seventh Grade Students of Junior High School in Indonesia  
   Agustina .................................................................................................................... 19

4. Teaching Speaking Through Sleep Questionnaire Strategy to The Eleventh Grade Students of Karya Ibu Senior High School of Palembang  
   Asti Veto Mortini ...................................................................................................... 25

5. Penerapan Model Pembelajaran Kooperatif Tipe Make a Match untuk Meningkatkan Hasil Belajar Siswa SMP Kelas VIII pada pokok bahasan gerak pada tumbuhan.  
   Yelli Riska Putri ........................................................................................................ 30

6. Developing Module of Writing Papers: An Analysis Of Students’ Writing Needs  
   Awalludin and Yunda Lestari .................................................................................. 36

7. Students’ Perception on How to be a Good Junior High School Teacher In Junior High Schools of Lubuklinggau City  
   Ayu Oktaviani, Yufit, & Yogi Anugrah Perdana ....................................................... 42

8. The Role of English Club In Improving Students’ Speaking Skills: A Literature Review  
   Desmiyanti, Sri Wachyuni, Urip Sulistiyo & Ferdiaz Saudagar ................................ 47

9. Integrating Ict In English Language Learning: Students’ Perceptions of A State University In Jambi Province  
   Dwi Oktalia .............................................................................................................. 52

10. Assessing Teachers’ Professionalism through Certification Program  
    Failasofah, Eddy Haryanto, & Meitia Ekatina ......................................................... 57

11. Using Roundtable Technique In Teaching Descriptive Writing: A Literature Review  
    Izu Ade Atiqa ......................................................................................................... 65

12. Experiences of The Rural Area Students In Learning English: A Review To Related Literatures  
    Linggar Rimbawati ................................................................................................... 72

13. Enhancing English Teachers’ Pedagogical Competence through Contemporary Clinical Academic Supervision  
    Lomok Manik .......................................................................................................... 77

14. Academic performance of English students at Universitas Jambi  
    Masbirorotni ......................................................................................................... 84
15. English Lectures Teaching Styles of English Study Program of Jambi University
RD. M. Ali .......................................................................................................................... 93

16. English Lecturers’ Perception and Attitudes about Communicative Language Teaching in Teaching Speaking at IAIN in Jambi
Selvia Lisa Asni.................................................................................................................. 99

17. The Use of Communicative Activities in Teaching Speaking: A Literature Review
Silvina Arifah ..................................................................................................................... 105

18. Motivating and Demotivating Factors in Learning English in an Islamic Junior High School
Suchi Nirana, Melita Ekatina, Dwi Oktalia, Nindya Soraya Dharma & R. Puji Kusumah Wardani ......................................................................................................................... 112

19. From English to Indonesia: Translation Problems and Strategies of EFL Student Teachers, A literature Review
Risni Ade Sandra ................................................................................................................ 118

20. The Correlations among Parents’ Attitudes, Their Educational Backgrounds and Students’ English Achievement
Anggun Apriana ................................................................................................................ 123

21. The Use of Word-Wall To Improve the Process of Learning Writing And Vocabulary
Deka Destiara ..................................................................................................................... 130

22. Using Authentic Assessment in assessing students’ skills
Derris RoyelJely .................................................................................................................. 135

Erisa Kurniati .................................................................................................................... 142

24. Professional Teacher Character to Form Students
Adiati .................................................................................................................................... 148

25. An Experimental Study: Teaching Vocabulary through Pictures and Audio-visual Aids to Young EFL Learners Achievement in One Public Elementary School in Jambi City.
Santi Hendrayani .............................................................................................................. 152

26. Assessment For Learning In The Classroom: Barriers To Implementation And Possibilities For Teacher Professional Learning
Iin Nirwana ........................................................................................................................ 157

27. The Use of Communicative Language Teaching (CLT) at English Educational Center, Jambi
Junaidi ................................................................................................................................... 162

28. Measuring Affective Oriented In English Classroom Based On Scientific Approach
Ira Maisarah, ....................................................................................................................... 168
29. Development Of Video Tutorials By Using Camtasia Applications And Microsoft Visual Basic 6.0 For Kkpi Subject At Smk N 3 Oku
Joko Kuswanto .............................................................................................................. 174

30. Creating Job-Related Materials to Gain More Success and Motivation In English Class for Management Students
Joner Simarmata ............................................................................................................ 180

31. An Analysis of grammatical errors in EFL college students’ proposal thesis writing
Julian Chandra ............................................................................................................... 185

32. Round Robin Brainstorming In Speaking Achievement
Kurniа febianti & Busri .................................................................................................. 194

33. Teacher’s perception about elementary school students characteristics
Syofranita, Ana Wahyuni Arib, & Prahyani Ariati Putri ............................................ 198

34. EFL Undergraduate Student’s Motivation for Choosing Elective Courses of English Education Program at Jambi University
Makmur, & Yunita Mukda Yanti ................................................................................... 204

35. EFL Teachers experiences in Integrating Language Skills through Kurikulum 2013 Implementation
Mariza Juwita, Sri Wachyuni, Urip Sulistyо, Akhmad Habibi & Yelia Amri .............. 210

36. The Use of Comics to Improve Vocabulary Learning in Reading Comprehension
Maryenny ....................................................................................................................... 216

37. Exploring Edmodo Through Collaborative Writing Method in Teaching Writing Skill
Muhammad Yudha Abdillah, Nurhamidah, Najib Khoirul Muhyiddin ......................... 222

38. The Perspectives Of Senior High School Students And English Teachers On Effective English Teacher’s Characteristics
Ria Rahmiyanti, Duty Volya, & Nunung Fajaryani ....................................................... 226

39. Reading Comprehension through Metacognitive approach on EFL Students
Nurul Fitri, ..................................................................................................................... 233

40. Teaching lexical Collocation in Language Learning on Students’ Speaking Ability at Sixth semester of Baturaja University
Nurul Afifah ................................................................................................................... 241

41. The Use of Freeze Framing Technique in Teaching Young Learners at a Preschool in Jambi: A Literature Review
Pretty Elisa Ayu Ningsih .............................................................................................. 248

42. Efl Teachers’ Experience In Teaching Mixed Ability Young Learners At A Preschool Jambi: A Literature Review
Shally Malia .................................................................................................................. 254

43. The Effectiveness of TTW (Think-Talk-Write) in Improving Students’ Narrative Writing to the Tenth Graders of SMA Negeri 2 Pagaralam
44. The Implementation of Project-Based Learning (PBL): Self-Videos in Teaching Speaking at Junior High School in Jambi
Tulip Yuni Rosyani Putri, Rachmawati, Sri Wachyuunni

45. Using Vlog in the Youtube Channel as a mean to improve students’ motivation and confidence to speak English in Intermediate 1 Level of LB-LIA Jambi
Pramita Sari

46. Teachers’ Perceptions on the English Textbook for Junior High School
Daris

47. In Search Of Professional Teachers: English Teachers’ Problems And Solutions In Implementing Communicative Approach In Teaching Speaking Skill At Junior High School And Madrasah Tsanawiyah In Kecamatan Danau Teluk Kota Jambi In Jambi Province Indonesia
Yanti Ismiyati

48. Increasing Speaking Achievement by Using Pow-Tega Teachnique
Sri Wahyuni

49. Internationalization of higher education: The Indonesia’s experience
Rahmalia Amrinal

50. Sistem Rekrutmen Siswa Smk Negeri 1 Kuala Tungkal Di Dalam Rangka Meningkatkan Mutu Lulusan
ABAS HS

Boy Indrayana

52. PMRI Terhadap Hasil Belajar Matematika Pada Bangun Ruang Sisi Datar
Chika Rahayu

Dodi Kussapriadi

54. Strategi Pembelajaran Aktif Tipe Lightening The Learning Climate
Hariani Juwita

55. Pengaruh Model Pembelajaran Temuan Terbimbing Terhadap Materi Menentukan Ide Pokok Siswa Kelas X SMK Negeri 1 Jarai
Henny Nopriani

56. Pengembangan Bahan Ajar Membaca I Program Studi Pendidikan Bahasa, Sastra Indonesia Dan Daerah Fakultas Keguruan Dan Ilmu Pendidikan Universitas Baturaja
Inawati
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.</td>
<td>Implementasi Manajemen Berbasis Sekolah Di Smpn 8 Kota Jambi</td>
<td>Budi Suprianto</td>
<td>349</td>
</tr>
<tr>
<td>58.</td>
<td>Kepemimpinan Kepala Sekolah Dalam Meningkatkan Kompetensi Pedagogik Guru</td>
<td>Mohamad Muspawi</td>
<td>353</td>
</tr>
<tr>
<td>59.</td>
<td>Pengembangan Model Layanan Konseling dengan Menulis Ekspresif terhadap Siswa Low Self Esteem</td>
<td>Robi Maulidinsyah</td>
<td>360</td>
</tr>
<tr>
<td>60.</td>
<td>Pembelajaran Faktor Persekutuan Terbesar (FPB) Melalui Puzzle Jigsaw di Perguruan Tinggi</td>
<td>Widiawati</td>
<td>367</td>
</tr>
<tr>
<td>61.</td>
<td>Pengembangan Buku Ajar Thesis Writing untuk Mahasiswa Pendidikan Bahasa Inggris FKIP Universitas Jambi</td>
<td>Yanto</td>
<td>372</td>
</tr>
<tr>
<td>62.</td>
<td>Pengembangan Modul Pembelajaran IPS Terpadu Berdasarkan Model Terkait (Connected)</td>
<td>Dewi Maulinda</td>
<td>377</td>
</tr>
<tr>
<td>63.</td>
<td>Manajemen Bimbingan dan Konseling di Sekolah Menengah Atas Negeri Kota Jambi</td>
<td>Titin Martini</td>
<td>380</td>
</tr>
<tr>
<td>64.</td>
<td>Teachers’ Professional Development in Teaching English at Madrasah Tsanawiyah in Jambi an: Assessment</td>
<td>Tuti alawiyah</td>
<td>392</td>
</tr>
<tr>
<td>65.</td>
<td>Analisis Faktor-Faktor Yang Berkontribusi Terhadap Kompetensi Guru Dan Rekomendasi Kebijakan (Studi Kasus Pada Salah Satu Kecamatan Di Kabupaten Tebo)</td>
<td>Robin Pratama, Fachruddiansyah Muslim, Robi Hendra, Muhammad Sofwan, &amp; Kaspul Anwar</td>
<td>399</td>
</tr>
<tr>
<td>66.</td>
<td>Hubungan Kompetensi Guru dan Fasilitas Belajar Dengan Hasil Belajar (Studi Kasus Pada Siswa Kelas XI Administrasi Perkantoran di SMKN 1 Kota Jambi)</td>
<td>Siti Syuhada</td>
<td>406</td>
</tr>
<tr>
<td>67.</td>
<td>The Effect Of Using Cartoon Animation as Instructional Media toward Students' Writing Ability of Descriptive Text Achievement</td>
<td>Muhamad Taridi, Denny Denmar, Dian Mukhlisa, Sri Marmoah, &amp; Nurhasanah</td>
<td>409</td>
</tr>
<tr>
<td>68.</td>
<td>Pengembangan Kamus Berbasis Android Pada Materi Invertebrata Untuk Siswa MIPA Kelas X SMA</td>
<td>Afreni Hamidah</td>
<td>421</td>
</tr>
<tr>
<td>70.</td>
<td>The Effect Of Coherent Instruction Strategy On Students’ Writing Ability</td>
<td>Aswadi Jaya</td>
<td>432</td>
</tr>
</tbody>
</table>
Revitalising EFL Teacher Education Course Curriculum Preparing for Student-Centred Learning (SCL) Practice in Secondary Schools

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Abstract
This paper discusses a set of knowledge bases required by EFL teachers working in secondary schools to implement a student-centred learning (SCL) model as emphasised in the latest educational curriculum of Indonesia, "Kurikulum 2013" (K-13). There are four main issues central to the discussion: EFL teachers' knowledge of secondary school students; content knowledge of English language, knowledge of curriculum goals of EFL teaching in secondary schools; and knowledge of EFL methods appropriate for teaching secondary school students. The four areas of knowledge are fundamental for implementing SCL as have been identified critical in teaching general subjects too, and have been the object of educational research designed to create effective methodology for classroom practice.

1. Introduction
Problems of EFL teaching in Indonesia seem to never end (Karea, 2016). Many studies have identified that the core problem relies on the insufficient English competency of EFL teachers. But to blame EFL teachers only is not fair as they were and are educated in universities where EFL teacher Education courses are offered; maybe the problem begins here.

EFL teacher educators seem to need to seriously take this problem in account and find solution to better educate and train EFL student teachers. I have been talking about such problem in formal and informal forums, in a few national conferences proposing an alternative system for educating EFL teachers, including revitalising the content of EFL teacher education curriculum and reforming assessment methods, especially regarding the standardised content knowledge required by EFL teachers to be able to carry out effective teaching in classroom contexts. My perspective discussed in this paper is backed up by my doctoral research findings and an analysis of my teaching experiences working in the English teacher education program in FKIP Universitas Jambi, and training EFL teachers in Jambi province since 1997. In the discussion, I propose a set of knowledge bases that needs to be rethought of in terms of the standardisation and organisation in the curriculum of EFL teacher education programs in Indonesia.

2. What Knowledge Effective EFL Teachers Need
I think the philosophy of effective language teaching can be derived from general theory of effective teaching besides taking into account the uniqueness of language learning. Shulman (1987) proposed a set of knowledge bases for teaching general subjects comprising: "content knowledge", "general pedagogical knowledge", "pedagogical content knowledge", "curriculum knowledge", "knowledge of learners", and "knowledge of educational goals and their philosophical bases" (Shulman, 1997, p. 8). Following Shulman' ideas, Darling-Hammond, Bransford, and LePage (2005) comprised three broad domains for effective teaching: "knowledge of learners and their development in social contexts; knowledge of subject matter and curriculum goals; and knowledge of teaching (teaching subject matter, teaching diverse learners, classroom management, assessment)" (p. 11).

Table 1 Components of Knowledge for Teaching L2 or FL

<table>
<thead>
<tr>
<th>Proposals</th>
<th>Components of the Frameworks</th>
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<tbody>
<tr>
<td>1</td>
<td>Language proficiency, civilisation and culture, and language analysis (Lafayette, 1993)</td>
</tr>
<tr>
<td>2</td>
<td>Content knowledge, pedagogical knowledge, pedagogical content knowledge (PCK), and support knowledge (Day, 1993)</td>
</tr>
<tr>
<td>3</td>
<td>Content knowledge, PCK, curricular knowledge, contextual knowledge, and process knowledge (Roberts, 1998)</td>
</tr>
<tr>
<td>4</td>
<td>&quot;Learning theories, teaching skills, communication skills, subject matter knowledge, pedagogical reasoning, and contextual knowledge&quot; (Richards, 2011, p. 11)</td>
</tr>
<tr>
<td>5</td>
<td>Knowledge of L2 learner, knowledge of second language acquisition, learning</td>
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</table>
I believe, learning from on these domains, EFL scholars proposed a set of knowledge bases for effective EFL teachers too (see Table 1). For example, Lafayette (1993) argued that effective EFL teachers must acquire language proficiency, and demonstrate strong knowledge about language, literature and culture. EFL teachers should also be familiar with applied linguistics and second language acquisition (Lafayette, 1993). This means that effective EFL teachers have to be effective language users and models, and are aware of issues of literature and customs associated with the target language.

Day (1993) proposed four domains for effective EFL teachers: “content knowledge, pedagogical knowledge, pedagogical content knowledge, and support knowledge” (p. 3). Content knowledge includes subject matter knowledge such as “syntax, phonology, semantics, pragmatics, and literary and cultural aspects” (p. 3). Pedagogical knowledge comprises: “classroom management and lesson planning” (p. 3); pedagogical content knowledge is a set of strategies such as “how to teach grammar and language skills” (p. 3); and finally support knowledge refers to “linguistics, sociolinguistics, and psycholinguistics” (p. 3) (Richards, 2011) (Richards, 2011) (Richards, 2011) (Richards, 2011) (Richards, 2011) (Richards, 2011) (Richards, 2011) (Richards, 2011) (Richards, 2011) (Richards, 2011)

Following Shulman’s (1987) model, Roberts (1998) and Richards (1998) proposed six important areas of knowledge bases required by effective EFL teachers. Roberts (1998) suggested “content knowledge, pedagogical content knowledge, generic pedagogical knowledge, curricular knowledge, contextual knowledge, and process knowledge” (p. 25). Similarly, Richards (1998) proposed: “learning theories” (theoretical foundation for approaching teaching and instructional practices); “teaching skills” (similar to generic pedagogical strategies such as selecting learning activities, asking questions, checking students’ understanding, providing opportunities for practice of new items, giving feedback on students’ learning, reviewing, and reteaching); “communication skills and language proficiency” (competence in language use and information exchange); “subject matter knowledge” (phonetics and phonology, syntax, sociolinguistics, discourse analysis, curriculum/syllabus design); “pedagogical reasoning and decision making” (the ability to transform subject matter knowledge into pedagogically powerful forms comprehensible to learners of varied ability and background, similar to pedagogical content knowledge in Shulman’s model); and “contextual knowledge” (information about educational and linguistic policies as well as familiarity with students, institutions, and programs)” (p. 1). The development of these domains in EFL teacher education programs, contended Richards (1998), helps EFL teachers organise their classrooms to improve teaching practices.

Believing in previous proposals, Tarone and Allwright (2005) added a key element, the foreign language learner. Tarone and Allwright (2005) believe that EFL teachers should have “a clear understanding of EFL learners, such as who they are, why they learn, what they need to learn or what motivates them to learn among other aspects” (p. 18); “teaching cannot exclude the involvement of learners who have different interests, motivations, needs, and aptitudes” (p.18).

Learning from different frameworks above, it can be illustrated that the progressive thinking and efforts of EFL educators in addressing critical factors linking the construction and development of knowledge as well as proficiency in EFL learning using appropriate pedagogy is still going on. It also shows that the components that build up the knowledge bases of EFL teaching as shown above, change as experts are affected by results of research in general education and language teaching, it is understood that all of the above components are relevant to the set of knowledge bases needed for EFL teaching, which can be summarised into four major areas:

- knowledge of learners;
- knowledge of English language;
- knowledge of curriculum goals;
- knowledge of methods in language teaching.

I deemed these domains as essential for Indonesian contexts (e.g., secondary EFL teacher course curriculum) to better help EFL learners learn English in secondary school classrooms. My understanding was also informed by a professional vision of effective teaching proposed by Darling-Hammond et al. (2005). These authors believe that “knowledge of learners and their development in social contexts, knowledge of subject matter and curriculum goals; and knowledge of teaching” (p. 11) as the critical domains for effective teaching and learning in
classrooms. The section that follows outlines the knowledge about EFL learners as the first foundation of the EFL teaching knowledge of secondary school teachers.

Knowledge of learners in language teaching (e.g., English) would cover theories of how languages are learned (Lightbown & Spada, 2013), and relevant characteristics of learners (Tarone & Allwright, 2005). Knowledge of subject matter includes knowledge about language, language proficiency and understanding of curriculum goals as proposed by Richards (2011). Knowledge of language teaching includes specific theories of language teaching (Tarone & Allwright, 2005), classroom management, and assessment (Richards, 1998). Pedagogical reasoning is concerned with the ability to transform knowledge of subject matter into pedagogically powerful forms to make it comprehensible to learners with various abilities and backgrounds, and contextual knowledge (Richards, 2011). In general teaching, this domain is called pedagogical content knowledge (PCK) (Shulman, 1987).

3. Knowing Language Learners

As noted above, Tarone and Allwright (2005) argued that the knowledge of EFL teaching should include knowledge of learners, and research on L1 and L2 acquisition is the basis of language teaching in the classroom setting. This suggests that EFL teachers need an in-depth understanding about how languages are learned, and characteristics of EFL learners. These two components are central to knowledge of learners that determine effective EFL teaching in secondary schools. For the purpose of this paper, I briefly reviewed what language researchers have said about how languages are learned, which form the basis for an analysis of the EFL teaching knowledge of the secondary-trained EFL teachers in Indonesian contexts.

a. How languages are learned

There are at least three broad learning theories that seek to explain how languages are learned including “behaviourism”, “innativism”, and “interactionism” that become the basis of language teaching knowledge (Lightbown & Spada, 2013). Rooted in general learning theories, these theories have been the foundation of the development of language teaching methods (Richards & Rogers, 2001). These theories influence the field of language teaching in Indonesia. Prospective language teachers in Indonesia are taught these theories through methods of teaching in the curriculum of secondary EFL teacher education programs (Karea, 2016). This section briefly discusses these theories with regard to teaching EFL to students of secondary schools.

Skinner (1968) developed the behaviourism theory of learning, which presumably be believed may apply to a foreign language teaching and learning. Skinner (1968) generalised findings from his laboratory research, based on animal learning to human teaching in classroom setting. Skinner (1968) argued that punishment can control learners’ unexpected behaviours. He believed that “positive reinforcement” (p. 103) as the most powerful change agent.

Behaviourism was criticised by innativists. For example, Chomsky (1972) considered that behaviouralistic theory cannot explain the relationship between language and the mind. Chomsky (1972) argued that:

The fact that all normal students acquire essentially comparable grammars of great complexity with remarkable rapidity suggests that human beings are somehow specially designed to do this, with data-handling or “hypothesis-formulating” ability of unknown character and complexity (p. 171).

Chomsky (1972) theorised that people are capable of generating new grammatical utterances and comprehending what other speakers utter to them, even utterances they have never heard before. He called his theory as universal grammar (UG). Chomsky believed that every child is born with UG; it will be activated when it is exposed to language use in the environment. With UG an infant develops hypotheses of language structures for the language to which they are exposed. Students test and retest these hypotheses in the environment, which continues until they acquire the whole language system of the environment. Chomsky believed that a child’s mind is not a blank slate to be filled by imitating language she/he hears in the environment as propagated by behaviourism.

Krashen (1982) developed five hypotheses on language learning, which are believed rooted in Chomsky’s language acquisition idea. The first hypothesis distinguishes between language acquisition and language learning (acquisition/learning hypothesis). Krashen suggests that people acquire language as they are exposed to samples of language in a similar way that students pick up L1, without any conscious attention to language form. Learning, on the other hand, occurs consciously; students put their attention to form and rules to learn. Krashen
believes that languages are acquired rather than learned. The second hypothesis explains that L2 users draw on what they have already acquired when they engage in spontaneous communication activities. They may use rules and patterns that they have learned to monitor and to make minor changes and polish what the acquired system has produced. This process takes place only when the speaker/writer has sufficient time, and deals with applying accurate use, and has acquired related forms. The third hypothesis is that L1 and L2 acquisition evolves in predictable sequences (natural hypothesis). The language forms that are thought the simplest are not necessarily the first to be picked up. The fourth hypothesis explains that acquisition takes place when the learner is immersed in language use that is understandable to him/her, consisting of \( i + 1 \) input (comprehensible input hypothesis). The “\( i \)” represents the language competence the learner already possessed, the “\( +1 \)” is the input, one level above the learner’s current stage. Finally, affective filter hypothesis, explains that learners who have been immersed into a large quantity of understandable inputs may not necessarily absorb the language effectively. The affective filter is a symbolic fence that averts someone from absorbing the language even when apposite input exists. Affective filter relates to anxiety or negative attitudes of language learners. Krashen’s theory has influenced EFL teaching methodology to a great extent, although received criticism from other language experts.

Another theory that explains language acquisition and learning is the social interactional theory. Derived from cognitive development theory (Piaget, 1970) and sociocultural theory (Vygotsky, 1978), interactionists believed that human being learn from their own individual actions and exploration. Vygotsky (1978) theorised that language learning is influenced by social, cultural, and historical factors. Language learning takes place within social interactions; it occurs through meaningful interactions between experts and novices. Vygotsky (1978) argued that language acquisition and thought are interconnected. Language use mediates thinking; language learners gain control over their mental processes as a result of internalising what others say to them and what they say to others. This interconnection takes place when language learners interact with interlocutors within their zone of proximal development (ZPD). According to Lavadenz (2010) the tenets of social interaction theory include:

- learning precedes development;
- language is the main vehicle (tool) of thought;
- mediation is a central concept of language learning;
- social interaction is the basis of language learning and development; internalisation is a process that transforms learning from the social to the cognitive plane; and
- ZPD is the primary activity space in which language learning takes place (p. 20).

Vygotsky’s concept of language learning was developed further by Bruner (1983) called scaffolding theory. Bruner (1983) argues that teachers need to scaffold language and knowledge in order for learners to make sense of their learning (Cameron, 2007). The teaching process must consider “learners’ interests, degrees of freedom, learning direction, critical features of tasks, controlling frustration, and demonstrating solutions” (Wood, Bruner, & Ross, 1976), thus, EFL teachers need to “divide the total skills into manageable components ‘part-skills’ and organise them in such a way that the learners will be able to master them in sequence” (Littlewood, 1992, p. 47).

In conclusion, theories that explain how languages are learned are central to effective EFL teachers for designing challenging meaningful EFL learning in classrooms. Behaviourism theory, although criticised by some linguists, is beneficial for teaching certain aspects of language to students (Lightbown & Spada, 2013). Oral language practices such as repetitions of words, phrases, and even short sentences through songs or chants are helpful to many students. Innativism theory has explicit implications for language learning such as for preparing syllabus and teaching materials. Social interactional theory provides contribution to student-centred learning (SCL) as propagated in the National Curriculum 2013. Scaffolding theory helps EFL teachers in organising and managing language competencies, topics, language input and content of materials to be learned, appropriating interests and needs of students. Therefore, all of these theories are essential to EFL teacher students undertaking EFL teacher education in universities. The institutions offering EFL teacher education courses have to ensure that these theories sit in their curriculum.
b. Characteristics of secondary school students

As has been argued above, secondary EFL teachers need to understand characteristics of their students in order to teach the language effectively. Researchers have suggested that EFL teachers need to understand that EFL students are different in terms of needs, abilities, and interests (Halliwell, 1992). McKay (2006) argued that students bring to classrooms “their own personalities, likes, dislike, interests, their own individual cognitive styles and capabilities, and their own strengths and weaknesses” (p. 5). In an agreement with Gardner (1993), McKay (2006) argued that students vary broadly “across eight types of intelligence such as linguistic, musical, logical-mathematical, spatial, bodily kinaesthetic, interpersonal, intrapersonal and naturalistic” (p. 5). Secondary school students may have different experiences and knowledge of the world as they may come from families with a variety of socioeconomic, cultural and home backgrounds. Their individuality links to characteristics that are important to be considered in planning for classroom EFL teaching. The characteristics of secondary school students can be discussed using four general categories: cognitive, social-emotional, physical, and literacy development (McKay, 2006). Understanding of such categories and their differences is central to effective EFL teaching.

1) Cognitive characteristics of secondary school students

Secondary school students (11-18 years) are constantly experiencing cognitive growth. Their attention span is longer compared to primary school students's which is only 10 to 15 minutes (McKay, 2006). They still can be distracted by other activities. They are capable of formal reasoning, self-conscious, self-focused and better at problem solving. Their knowledge of the world expands and is organised. Students of above 14 years of age begin to show formal operation reasoning on tasks as they have had extensive experience. Their strategies of decision-making improve regularly. They can process and analyse information and able to accomplish more complex task. In short, most secondary school students have achieved the formal operational stage, as described by Piaget (1982). They can think abstractly and need fewer concrete examples to understand complex thought patterns. In general secondary students: need to understand the purpose and relevance of instructional activities; are both internally and externally motivated; have self-imposed cognitive barriers due to years of academic failure and lack self-confidence; want to establish immediate and long-term goals; and want to assume individual responsibility for learning and progress toward goals.

2) Literacy knowledge of secondary school students

Another vital dimension of EFL learners is that they are learning literacy skills and understandings at the same time as they are learning English literacy. They may be doing this in their first language and continuing to develop literacy, in parallel, within their foreign language (Cameron, 2003, 2007). Secondary school students have improved communication skills, have acquired at least 40,000 words, including abstract terms. They understand subtle word meanings, including irony and sarcasm. They can read adult literary works and understand terms related to social phenomenon and social expectations.

3) Socio-emotional characteristics of secondary school students

Secondary school EFL teachers must be aware of socio-emotional development of their students. Secondary school students are experimenting with adult-like relationships. In general they share the following characteristics. Most secondary school students are interested in co-educational activities. They desire adult leadership roles and autonomy in planning and want adults to assume a chiefly support role in their education. They are developing a community consciousness so they need opportunities for self-expression.

4) Secondary school students’ interests

Another important characteristic of students involves the various interests they possess. The important role of interest applies to all students at all levels. Secondary school students' interests affect their attention span, their engagement in learning, and achievement (Halliwell, 1992). Halliwell (1992) argued that students come to school with a built-in set of interests; it is essential to recognise and consider this aspect in the process of curriculum design, material development and selection of teaching strategies. Students’ interest in EFL learning can be categorised into two types: personal interest and situational interest (Krapp, 1999; Renninger, 2000). Personal interests refer to the individual students’ likes, preferences, and favourites related to positive feelings about experiences, objects and activities (Dunst, Herter, & Shields,
On the other hand, situational interests emerge from a contextual situation, in which students' attention or curiosity is attracted by unexpected elements within that situation (Dunst, Hamby, Trivette, Raab, & Bruder, 2002; Krapp, 1999).

In conclusion effective EFL Teachers need deep knowledge of students' development: cognitive, social/emotional, physical growth; and literacy (metalinguistic) development, in order to be able to construct an EFL program for secondary school students. This knowledge is the basis for constructing EFL teacher curriculum and syllabus and for EFL student teachers to be able develop appropriate EFL learning materials, activities and to provide appropriate feedback to students.

### 4. Content Knowledge for Effective EFL Teachers

The mastery of content knowledge of any subject teacher is critically important. So, to argue that EFL teachers need to know the content knowledge of English language, seems unnecessary as how they can teach EFL to their students unless they speak English themselves (Grossman, Schoenfeld, & Lee, 2005). Having sufficient content knowledge of the English language is vital for teaching the target language effectively. This paper is not aimed to look down to the mastery of the content knowledge of the secondary EFL teachers in Indonesia rather it is trying to discuss the importance of the domain that EFL teachers need to improve in order to plan effective teaching in secondary schools. However, how much content knowledge is needed for EFL teachers is debated. Some argumentations are as follows.

Roberts (1998) pointed out that having content knowledge in the context of EFL teaching refers to demonstrating expertise in the target language. To demonstrate a good expertise in the context of English teaching, EFL teachers require demonstrating many aspects of the language. EFL teachers must be demonstrating sufficient knowledge in “language analysis”, showing certain level of “language proficiency” and having a good “understanding of civilisation and culture” (Lafayette, 1993, p. 151); demonstrating knowledge about language, and language proficiency (Johnston & Goettsch, 2000); demonstrating “subject matter knowledge”, “communication skills” and “language proficiency” (Richards, 2011, p. 5). Richards (2011) furthermore elaborated content knowledge for EFL teaching, which includes: understanding of “the nature of L2 and L2 use”, “the nature of L2 learning”, “approaches to L2 teaching”, “curriculum development”, “testing and evaluation”, and “materials development” (p. 15).

In a current proposal, Richards (2011) lists the minimum level of content knowledge reflecting language proficiency of EFL teachers to carry out effective EFL teaching in classroom contexts. The proficiency includes the ability to: “comprehend texts accurately”, “provide good language models”, “maintain use of the target language in the classroom maintain fluent use of the target”, “give explanations and instructions in the target language”, “provide examples of words and grammatical structures and give accurate explanations”, “use appropriate classroom language”, “select target-language resources”, “monitor his or her own speech and writing for accuracy”, “give correct feedback on learner language”, and “provide input at an appropriate level of difficulty” (Richards, 2011, p. 3).

Richards’ proposal of the content knowledge reflects pedagogical content knowledge (PCK) in the field of language teaching. The proposal describes not only the knowledge about language but also includes language skills EFL teachers need to conduct effective teaching. This proposal matches Shulman's PCK in general teaching. Shulman (1987) believed that teachers can only develop various effective and appropriate strategies for presenting materials if they have a strong conceptual understanding of the content that students need to learn. Teachers’ strong content knowledge ignites various teaching strategies to help students learn effectively.

In conclusion, content knowledge in EFL teaching is a broad area, covering knowledge of English language and English language proficiency. It includes sociolinguistic competence, strategic competence, discourse competence, and linguistic competence (Celce-Murcia & Olshtain, 2001, p. 16). Only with strong content knowledge, EFL teachers can perform a sufficient level of declarative and procedural knowledge of English (Bailey, Curtis, & Nunan, 2001), and can be language models for their students (Barnes, 2002).

The issue of standardised content knowledge for EFL student teachers in Indonesia is an urgent problem to solve out. The four teaching competencies (professional competency, personal competency, social competency and pedagogical competency) relies on EFL teachers’ level of content knowledge (Karea, 2016). Therefore, I propose that EFL teacher educators ensure that this area is fully covered in the curriculum of EFL teacher education, and a certain
standard of content knowledge for EFL student teachers to pass the EFL teacher program needs to be thought of. Only by taking a care of this domain seriously would the quality of EFL teaching in classrooms can be ensured.

5. Curriculum Knowledge for EFL Teachers

EFL teaching can be approached in many ways, each of which has different implications for curriculum, or syllabus design (Richards, 2013). In Indonesia, EFL teachers are not involved in curriculum making as the curriculum, syllabi and text books are provided by the government (Nuh, 2013). Such practice seems contradict to what some researchers have said. For example, Darling-Hammond et al. (2005) argued that teachers need to be involved in the curriculum making in order for them to construct a detailed understanding of the curriculum that inform them in preparing engaging learning and meaningful activities for students. Richards (2013) also argued that curricular knowledge gained through experiences from curriculum making enables EFL teachers to organise the content knowledge and skills they teach in light of the desired goals. Such understanding inform them what, why and how to teach. This concept implies that effective EFL teachers should be involved in constructing syllabi for EFL learners to address general goals and competency standards, special needs, relevant experiences of students, learning resources, and demands of the society. In other word, knowledge of curriculum enables EFL teachers to define curricular implementation, ranging from selecting appropriate EFL teaching strategies, EFL materials, designing and sequencing EFL tasks, assignments, and activities, to choosing assessment methods for students, taking into account their specific characteristics and needs. Therefore, EFL teacher education programs need to include a curriculum study relevant to the context with whom and where EFL student teachers will be working after graduating. Insufficient knowledge about the targeted curriculum will lead to ineffective EFL teachers’ instructional design.

6. Methods for EFL Teaching

This section discusses methods of teaching that influence the EFL teaching knowledge of EFL teachers in the classroom setting. I argue that the teaching method is another vital aspect linking to effective EFL learning in secondary school classrooms. EFL student teachers need to have strong understanding about underlying philosophy, approaches, methods, and strategies of language teaching relevant to characteristics of students they are teaching. Understanding about distinctive strategies is vital as students possess different characteristics and learning styles (Curtain & Dahlberg, 2010; Lightbown & Spada, 2013; McKay, 2006).

In EFL teaching, the terms “method” and “approach” are often used interchangeably. In this paper, I use the term method to cover a general underlying theoretical position that informs particular policy documents and practice, a definition proposed by Richards and Rogers (2001). Richards and Rogers (2001) used the term method to describe an overall plan and practice of language teaching which is based on a particular approach. According to them, a method of language teaching comprises underlying assumptions derived from an “approach” including ‘views of language and language learning; “design” including ‘objectives of the method, a syllabus, types of language activities, learner and teacher roles, and instructional materials’; and “procedure” (classroom techniques, practices, and behaviours observed when the method is used)” (Richards & Rogers, 2001, p. 28). In this paper, I will use the above terms to discuss a method of EFL teaching. Within a broad context, the choice of EFL teaching methods can be discussed based on three broad methodological perspectives such as grammar-based methods, comprehension-based methods, and communicative competence-based methods.

a. Grammar-based methods

The grammar-based methodologies include the Grammar-Translation Method, the Audio-lingual Method, the Situational Language Teaching Approach, and the Direct Method (Larsen-Freeman & Anderson, 2011; Richards & Rogers, 2001). These methods have been used to teach EFL to older learners. The main purpose of this approach was to teach students the written language, not oral communicative competence in using a foreign language (Richards & Rogers, 2001). The main activities in a typical grammar translation lesson are reading comprehension, translation and grammar analysis. Teachers and students may use both their first or foreign language to complete any aspect of the lesson. After the reading comprehension and translation sections, the teacher usually explains specific grammatical rules that govern the text. Students are given grammar exercises to learn such rules (Larsen-Freeman & Anderson, 2011; Richards & Rogers, 2003). Textbooks that used grammar-based methods primarily

consisted of lists of vocabulary and grammar analysis, thus, students, to a great extent, are engaged in written use of the foreign language rather than oral communication practice (Brandl, 2008). Based on Richards & Rodgers (2003) the Grammar-Translation Method can be described in Figure 1 below.

The Grammar-translation method was criticised, because it failed to address the demand for oral proficiency, leading to the development of other approaches to language teaching (Richards & Rogers, 2003). For example, advocates of Direct Method argued that “a foreign language could be taught without translation or use of the learner’s native language if meaning was conveyed directly through demonstration and action” (Richards & Rogers, 2003). However, Direct Method was not widely used as its advocates put a strict condition of “native-like fluency” for the foreign language teachers to teach the language (Richards and Rodgers 2003, p. 12).

Audio-lingual Method that emerged during the decades of 1950s and 1960s was another reaction to grammar-translation method (Richards & Rogers, 2001). The underlying assumption of the method was that a second or foreign language can be learned through mechanical drills of language form leading to spontaneous use of the target language. Language learners were provided with dialogues consisting of the targeted form. Students learn and perform the dialogues. Language form in the dialogues were extracted and practised in a variety of drills such as substitution, variation, translation, and response drills. Students are not allowed to make grammatical errors which were believed to lead learners to develop bad habits. Pronunciation was emphasised, thus native speakers were seen as the best teachers. Based on Richards & Rodgers (2003) the tenets of the Audio-lingual Method can be best described in Figure 2 below.

However, Audio-lingual Method was not without problems (Willis, 2004). One of those was that language learners lacked engagement in using the language meaningfully in interactions with other learners; Willis (2004, p. 4) pointed out, “This was because the emphasis on eradication of errors and accurate production of the target forms, not on the communication of meanings”. Another weakness of the approach was the overcorrection of grammatical
mistakes made by students which led to a high level of learning anxiety. Similar to the previous method, Audio-lingual Method was unsuccessful in facilitating foreign language learners in achieving communicative competence in the target language.

The criticisms of grammar-based methodologies gave birth to a number of alternative methods that were meaning and communicative activity-based, which will be addressed in the section below.

b. Comprehension-based methods

Comprehension-based methods are the bridge between grammar-based methods and communicative language teaching (CLT) methodologies (Lightbown & Spada, 2013). Those methods included Total Physical Response (TPR), the Natural Approach, Silent Way, or Suggestopedia (for details see Larsen-Freeman & Anderson, 2011; Richards & Rogers, 2001). These methods are based on Krashen’s (1982) comprehensible input hypothesis. Krashen argued that language learning occurs if students are immersed in comprehensible input through listening and/or reading without necessarily producing it. Krashen and Terrell (1983), the authors of the Natural Approach argued that learners will only produce a second language (L2) after they have learned some language through understandable input.

Lightbown, Halter, White, and Horst (2002) compared the effectiveness of teaching L2 to primary school students using a comprehension-based method and the Audio-lingual Method. After two years of studying, these researchers found that, L2 learners in the comprehension-based method program acquired as much L2 as those in the regular Audio-lingual Method program, both in comprehension and production or speaking (see also Trofimovich, Lightbown, Halter, & Song, 2009). These researchers concluded that comprehension-based methods for L2 acquisition helped L2 learners make considerable progress if they had sustained exposure to language they understand, in particular for L2 beginner learners. Comprehensible input of new language was seen as the foundation to language acquisition (Krashen 1982). Active listening and reading for meaning were valuable components of L2 teachers’ pedagogical practices. Comprehension-based methods that developed into communicative approaches to teaching a foreign language will be addressed in the section that follows.

c. Communicative approach to language teaching

The communicative approach or communicative language teaching (CLT) was developed from the concept of “communicative competence” (Hymes, 1972, p. 286). The concept is concerned with both the processes and the goals of L2 learning in the classroom setting (Savignon, 2002). Many believe that CLT integrates several language learning theories such as cognitive and social interactional theories in its practice (Larsen-Freeman, 1990). CLT centres on teaching meaning rather than forms; it is more learner-centred than the two methods discussed previously. This approach should suit students if its principles are combined with knowledge about students as discussed earlier.

The concept of communicative competence comprises understanding of grammar and language use (Hymes, 1972). The Hymes’ (1972) concept of communicative competence was reconceptualised by Michael Canale and Swain (1980), Bachman (1990) and Celce-Murcia, Dornyei, and Thurrell (1995), who proposed different elements of communicative competence.

The most cited concept of communicative competence was developed by Canale and Swain (1980) and Canale (1983) which includes four components: “grammatical competence, sociolinguistic competence, and discourse competence and strategic competence” (Canale 1983, p. 6). According to Canale (1983) grammatical competence refers to “the mastery of language code” ... “such as vocabulary, word formation, sentence formation, pronunciation, spelling, and semantics” (p. 7). Sociolinguistic competence “addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts” (Canale, 1983, p. 7). Discourse competence is concerned with the “mastery of how to combine grammatical forms and meanings to achieve unified spoken or written text in different genres” (p. 9). Finally, strategic competence comprises “verbal and non-verbal communication strategies that may be called into action for two main reasons” ... “to compensate for breakdowns in communications” and “to enhance the effectiveness of communication” (M. Canale, 1983).

A more contemporary model of communicative competence concept was proposed by Celce-Murcia et al. (1995) and later revised by Celce-Murcia (2007). This model consists of six components: “socio-cultural competence”, “discourse competence”, “linguistic competence”,

Socio-cultural competence refers to pragmatic knowledge, the appropriateness of language use in terms of “social, cultural context and variety of language” (Celce-Murcia, 2007, p. 46). Discourse competence is central to communicative competence; it refers to “the selection and arrangement of words and utterances into a unified discourse to achieve intended communicative effect” (Celce-Murcia, 2007, p. 46). Linguistic competence includes “phonological, lexical, morphological and syntactic knowledge” (Celce-Murcia, 2007, p. 46). Formulaic competence comprises “those fixed and pre-fabricated chunks of language that speakers use heavily in everyday interaction”; it includes “routines, collocations, idioms, lexical frames” (Celce-Murcia, 2007, p. 48). Interactional competence is “knowledge of how to perform common speech acts; it also includes “conversational competence” (skills to open and close a conversation, changing topics and so forth), and “non-verbal/paralinguistic competence”. Finally, strategic competence deals with three strategies: “cognitive strategies”, “meta-cognitive strategies”, and “memory-related strategies” (Celce-Murcia, 2007, p. 51).

Although communicative language teaching (CLT) is conceptually developed from the understanding of communicative competence, many believe that it is not limited to a single theory. CLT utilises theories of learning and theories of language learning as discussed in Section 4.3.1 above. CLT combines to facilitate language teacher to teach language effectively based on learners’ needs and interests as it is a learner-centred approach to teaching language. CLT is a set of macro strategies (Kumaravadivelu, 1994) or methodological principles (Long & Doughty, 2003), in which its operational procedure can be described in Figure 3 below. Wesche and Skehan (2002, p. 208) described CLT practice arguing that it should show some features such as “activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems; use of authentic texts and communication activities linked to real world contexts, often emphasising links across written and spoken modes and channels; and an approach that is learner-centred in that it takes into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions (p. 207)”.

![Figure 3 Description of Communicative Language Teaching](image)

7. **Conclusion**

This paper has discussed a set of knowledge bases required by EFL student teachers to implement SCL in their classroom teaching as emphasised in the latest educational curriculum of Indonesia, K-13. There are four main issues central to the discussion: EFL teachers’ knowledge about their students; content knowledge of English language, knowledge of curriculum goals of EFL teaching; and knowledge of EFL methods appropriate for teaching varied learners. The four areas of knowledge are fundamental for SCL-EFL teachers as they have been identified critical for teaching general subjects, and have been the object of educational research designed to construct effective methodology for engaging and meaningful learning for students. Therefore, curriculum makers of EFL teacher education programs in Indonesia need to seriously pay special attention to these domains and how the domains can be effectively served in the implementation of the EFL teacher education curriculum.
8. References


USING VIDEO TO IMPROVE PRONUNCIATION OF THE SECOND YEAR STUDENTS OF FKIP UIR PEKANBARU

Afrizal & Almalikul Ikhwanda Putra

Abstract
The purpose of the research is to find out the use of video to improve students pronunciation of the second year students of FKIP UIR Pekanbaru. The study employed a classroom action research design in which the researcher and research collaborator worked together in designing the lesson plan, implementing the action, analyzing data and doing reflection. The samples of this research were 37 students of the second year students of FKIP UIR Pekanbaru in the 2015/2016 academic year. This study was conducted in two cycles, following the procedure of action research – planning, acting, observing, and reflecting. Each cycle of the study comprises four meetings. The data of this research was obtained through (1) observation sheets, (2) field notes, (3) interview, and (4) tests which consisted of, consonants in detail (/ʃ/ and /ʒ/ sounds), linking, and stress within target segments based on the phonetic symbols. They were taken during the implementation of the action as the exercises. The findings showed that using video in mastering pronunciation was able to improve students’ pronunciation. The study also showed that the activities of using video in pronouncing enable students to enhance the quality of sound patterns they pronounce in order to make native and non-native speakers understand each other. In this case, the key factors that enhance the quality of sound patterns are also influenced by familiar words, student’s basic needs and level. Hence, those factors can be considered in learning and teaching pronunciation. Also, listening and imitating the way native speaker pronounces words and sentences as the lesson material can help students improve their pronunciation. The average class score of students’ pronunciation increased from 58.4 in the first cycle became 88.3 in the second cycle. Material, media, classroom activities, classroom management, teacher’s approach, and teacher’s strategy were also significantly improved the improvement of students’ pronunciation.

Key words: Video, Pronunciation

1. Introduction
Nowadays, teaching pronunciation is granted as the least subject in some schools and universities because it is assumed as a complex and complicated subject that students and teachers have to face. Some teachers believe that teaching pronunciation can be done just by introducing and getting their students to transcribe the phonetic symbols, pronouncing the phonetic symbols one by one in an isolated way, and attaining a native-like accent. These cases happen because some teachers do not have any methods to teach pronunciation.

Based on the explanation above, the researcher thinks that teachers or lectureres should provide a media such as video, youtube, skype to teach pronunciation. Based on the researcher’s observation and discussion with one of English lecturers, the teacher always gives plenty of motivation to speak English by giving the students some dialogue practice and get the students to understand the messages of the dialogue because the students have such great spirit and motivation to speak English, especially pronunciation subject. Unfortunately, the teacher is not concerned with the distinctive features of pronunciation in those dialogues. This case happens because pronunciation is not included in the syllabus of English Dept FKIP UIR Pekanbaru and the actual main objective of teaching and learning pronunciation is that lectureres are supposed to encourage the students to enable them to convey the messages while they are teaching although they do not speak intelligibly.

Hopefully, by using video in mastering segmental and supra-segmental features, the students’ intelligibility can reach the criteria of success which should be completed by 37 students in this research.

2. Relevant Theoretical Review
2.1 Definition of Pronunciation
According to Cook (1996) in Abbas (2012) states that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly.
Based on Adult Migrant English Program Research Centre stated that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segmental aspects), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. (2002:1)

According to Marriane, Donna, and Janet (2000:52) state that “teachers should have the student's analysis the features, practice distinguishing similar sounds, and then use the feature which is under controlled and guided in communicative contexts”.

Why is learning and teaching pronunciation very important? Basically, the concept of learning and teaching pronunciation is the way of transferring different language expressions without the effects of their mother language. Based on Adult Migrant English Program Research Centre states that the way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. (2002:1)

As a result, the concept of pronunciation is actually the context of practical ways related to communicative competence. When teachers teach pronunciation, they should apply the features of pronunciation, that are, segmental and supra-segmental features within communicative context so that ESL/EFL learners are able to speak and express English language without the effects of their mother tongue.

2.2 Video
Sadiman (2000: 87) classifies the media into three kinds in general. The first kind of media is visual media. Visual media are things or objects that can be seen. They can be divided into two kinds: projected visual media and non-projected visual media. Projected visual media are OHP’s, slides, videotapes and motion pictures.

In this modern era, the use of video is very useful in improving students’ ability in teaching and learning process. One type of audio visual media that mostly valuable is video. It is a tool which consists of programs about language teaching materials to be taught to the students. It consists of recording sound and pictures related to materials in language teaching.

Stempleski (2002:364) states that a video sequence contains not only words, but visual elements (and often sound effects and music) that provide essential evidence on behavior, character, and context, which are not usually in the script.

Hemey in Cakir (2006: 357) adds that students like video because it is interesting, challenging, and stimulating to watch. Video will motivate students by bringing a slice of real life into the classroom and by presenting language in its complete communicative context.

Third, video also can be useful for improving students’ creativity in language learning. They can make their own video by using video cameras for practicing their language.

In addition, Mayora (2006: 280) mentions some advantages of using video in language teaching. (1) the use of video can be more appealing and entertaining for the students than audio exclusive materials. (2) the use of video exposes students to authentic language in natural situations. (3) video provides a situational and visual context to language interactions. In this case, the researcher applied video as a program to improve the students’ pronunciation. The video will contain explanation and exercises, and practises to be taught to the students. The students were shown real model of pronunciation on through video.

While watching, the students can focus on the content and imitate the vowels, consonants, and suprasegmental features as well displayed in the video. This technique increases the students’ enjoyment and satisfaction and focuses their attention on the main idea of the video presentation.

1. Freeze Framing and Prediction
Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters’ body language, facial expressions, emotions, reactions, and responses.

2. Silent Viewing
In silent viewing, the video segment is played with the sound off using only the picture. Silent viewing arouses students’ interest, stimulates their thought, and develops skills of anticipation.

3. Sound on and vision off
This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture. Through this activity, the students predict or reconstruct what has happened visually depending only what they have heard.

4. Repetition and role play
A scene on video is replayed with certain pauses for repetition. When students have a clear understanding of the presentation, they are asked to act out scene using as much of the original version as they can remember.

5. Reproduction
After the students have seen a section, they are asked to produce either what is being said, to articulate those sounds. The students will have benefit from experimenting in English, even though it is challenging and mistakes are made.

6. Dubbing Activities
This activity can be done when the students have the necessary language competence. In this activity, the students are asked to fill in the missing dialogues after watching a sound-off video episode.

7. Follow up Activities
It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students and it helps them to achieve communicative practice.

The techniques above were applied into the classroom activities. The classroom activities can be divided into three stages in the following:

a. Previewing activities
There are some experts propose activities that can be done in previewing activities. According to Stempleski (2002:364), in previewing activities the teacher prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar sounds.

b. Viewing activities
Experts had proposed activities that can be applied in viewing activities. According to Stempleski (2002:365), this stage concerns with playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect. Post viewing activities

According to Stempleski (2002:367), this stage requires students to react to the video or to practice some particular language point. The range of post viewing activities is enormous and includes things such as discussion, role-play, and debate. The stages can be explained in the following:

a. Previewing activities
There are some steps that can be done in this stage: (1) The teacher prepares the students to watch the video. (2) The teacher builds the students’ background knowledge related to the topics discussed in the video. The topics are about the unfamiliar sounds such as the “th” and so on. (3) The teacher leads the students into a discussion about what they have known related to the sounds they watched. (4) The teacher wrote lists of unfamiliar sounds and prepares questions to guide the students into the sounds articulated in the video.

b. Viewing activities
There are some steps that can be done in this stage (1) the teacher plays the video. The students are asked to focus on important aspects in the video; (a) The teacher leads the students into discussion about the meaning of the sounds in the video, (b) The teacher also led the students in discussion about the three dimensions of teaching and learning pronunciation, (c) The teacher used video as a good model for the students in teaching pronunciation (d) The students practiced the sounds on the video in pairs and individually.
c. Post viewing activities
   There are some steps that can be done in this stage: (1) The teacher asked the students to produce sounds and practiced it in pairs and individually, and (2) The students were asked to articulate sounds based on the video.

1. Data Analysis and Discussion
The result of this research contained of two different kinds of data: quantitative and qualitative analysis. The results are important to answer questions of the research: “To what extent can video improve students’ pronunciation? and “What factors influence the changes of students’ pronunciation?”

Both questions were answered based on the data collected from the observation sheets, field note, interview, and tests (sentences with target segments). This classroom action research was conducted at the second year students of FKIP UIR Pekanbaru in academic year 2015/2016.

A. Cycle I
1. Plan
   a. Developing research instruments. The research instruments used to collect data are in the forms of observation sheets, field notes, interview, and test (sentences with target segments).
   b. Displaying the materials with the audio tape.
   c. Implementing and practicing directly based on using audio lingual method in mastering segmental and supra-segmental features activities.
   d. Dividing the work activities (individually or in pairs)

2. Action
   The first meeting was conducted on Thursday, 13th of March 2014. The topic was long and short vowel sounds (segmental features). The activities were implemented through three phases.

3. Observation
   The observation was the process of recording and collecting data of any aspects or events which are taking place in the process of teaching and learning.
   a. Teacher’s teaching activities
      From the observation sheet of teacher’s activities through video it could be seen that pre-teaching activities were not supposed to be improved because the teacher displayed a minimal pair activities to generate their interests.
   b. Students’ learning activities
      Based on the observation sheet of students’ activities of using video, most of the students did the indicator in terms of listening the materials from the video, paying attention to the teacher’s explanation about the target segments, and sound patterns of target segments.

The followings are interview responded by the students.

Researcher : “What do you think about the material?”
Student 1 : “We think that there are some words we do not know how to pronounce, sir.”

The second factor was the media used in using video

Researcher : “What do you think about the media used?”
Student 1 : “Sir, we cannot listen to the audio tape because it is too noisy out there.”

The third factor was classroom activities.

Researcher : “What do you think about classroom activities done by the teacher in the classroom?”
Student 4 : “I like the activity of drilling and repeating new words and also the dialogues, sir.”

The fourth factor was classroom management.

Researcher : “What do you think about classroom management done by the teacher?”
Student 20 : “Sir, it is motivated, but we need more practice to know new words and their sound patterns.”
Student 32 : “It is well managed from the beginning up to the end.”
The fifth factor was teacher's approach. 
Researcher : “What do you think about the teacher behavior during the teaching and learning process in controlling the students in improving pronunciation?”  
Student 32 : “The teacher attempted to help us pronounce unfamiliar words.”

The last factor was researcher’s strategy.  
Researcher : “What do you think about the activities of using audio lingual method? Do the activities help you improve your pronunciation?”  
Student 1 : “Using Audio Lingual Method encourages us to know the sound patterns and improves my pronunciation.”

The second meeting was held Friday 14th of March 2014. The topic was consonants in detail (/ʃ/ and /ʒ/ sounds).  
The followings are interview responded by the students.  
Researcher : “What do you think about the material?”  
Student 11 : “We think the material is quite difficult because we find lots of new vocabularies.”

The other factors were classroom management, teacher’s approach, and teacher’s strategy.  
Researcher : “What do you think about classroom management done by the teacher?”  
Student 20 : “Sir, we need more practice to know new words and their sound patterns.”  
Researcher : “What about the teacher’s approach?”  
Student 17 : “It is encouraged to be active in improving pronunciation.”

The third meeting was conducted on Thursday, 20th March 2014. The topic was linking. Similar with teaching and learning activities done in the previous meeting, the activities were also implemented through three phases.

2. Conclusion  
Based on the findings and discussion of improving students’ pronunciation by using video, it can improve the second year students of FKIP UIR Pekanbaru.

3. References


Developing English Supplementary Materials Based on K-2013 for Seventh Grade Students of Junior High School in Indonesia

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Abstract
This article presents an overview of developing English supplementary material for seventh grade students of Junior High School based on K-2013. It aimed to review of developing English supplementary material in learning English for students of Junior High School grade seventh. Dealing with the material development, it should relate it with the five learning stages in scientific approach, namely observing, questioning, experimenting, associating, and communicating. All of the five stages of scientific approach were developed by the teachers who dedicate themselves with education. It also related it with four integrated language skills, i.e. listening, speaking, reading, and writing. Those skills should be achieved by the students.

Keywords: Development, English supplementary material, K-2013, Junior High School, EFL.

1. Introduction
Recently, the government has set the implementation of Curriculum 2013 (K-2013). The emphasis on K-2013 is improving mindset, strengthening governance curriculum, deepening and expanding of the material, reinforcing learning, and adjusting learning load in order to ensure conformity between what is desirable with what is produced. The implementation of K-2013 is a strategic step in the face of globalization and the future demands of Indonesian society. It is essential continuity in line with the advancement of science, technology, art and culture as well as changes in society. It has various advances and changes that gave birth to the internal and external challenges in the field of education.

The implementation of K-2013 has impacted to Indonesia learning, from behaviorism to constructivism. In this view, it cannot simply transfer knowledge from teacher to the students’ mind. In this point teacher is not as source of learning for the students but more as facilitator and motivator for students along teaching learning process. The students must construct the knowledge on their own mind. It means that on K-2013 the students are expected more active in the class (student center) and construct the knowledge. The teachers facilitate the students to guide the new knowledge and motivate the students during teaching learning process in the classroom.

Learning material plays an important role and position in English language teaching. It provides anything which is used by teacher or learner to facilitate and support the language learning in teaching learning process. The materials can be used to inform the learner about the target language, guide the learner in practicing the language, provide the learner with experience of the language in use, encourage the learner to use the language and help the learner to make discover about the language.

As language teachers, we often feel that the prescribed textbooks are not sufficient to achieve a variety of purposes involved in language teaching. We often find them inadequate to deal with some area(s) of communicative needs of the learners, the characteristics, needs, abilities, and learning environments of the students. Thus, it is not always possible for a textbook writer to produce an ideal text book, which covers all of the students’ needs. Reality calls for the necessity to bridge the gap using interesting supplementary materials in the classrooms. This will help our students to perform and produce their best work in English.

The study
The aim of this study was to use the available literature to update information regarding developing English supplementary material based on K-2013 in Indonesia. This literature review study reviewed a number of articles. From there articles, four themes were generated as the framework for the study. The themes are learning English through K-2013, characteristics of Junior High School students, method of language teaching, material development and material types.
2. Learning English through K13
The Ministry of Education in Indonesia designs Curriculum 2013 as the newest curriculum in Indonesia. It is stated in UU nomor 20 tahun 2013; PP nomor 19 tahun 2005 that a curriculum is a set of plans and rules about the aim, content, and course materials and also the way that is used as the orientation of teaching and learning implementation in order to reach the goal of national education. Students of junior high school should master some micro skills as stated in the Core Competence and Basic Competence. In the Curriculum 2013, it takes a significant role in teaching learning process. According to the steps of Scientific Approach, which are Observing, Questioning, Collecting Data, Analizing, Communicating, and Creating, the materials that will be given to students must be well-prepared and be well-observed. Teachers should teach intelligently to support the goal of teaching learning process.

According to the Regulation of Indonesian Minister of Education Number 70 year 2013, Curriculum 2013 aims to enable Indonesian people to be faithful, productive, creative, innovative and affective human beings in order to be able to take part in all walks of life.

In the Graduate Competence in Curriculum 2013 is a holistic construction and supported by all the lessons. In the Materials aspect, the materials are developed by the competency-based so it can fulfill the aspect of suitability and aspect of sufficiency (Aspek Kesesuaian dan Aspek Kecukupan). In the Process aspect, it is oriented from competency characteristics such as Sikap, Keterampilan, and Pengetahuan. The process applies Scientific Approach and the competency characteristic is agreed with each stage (elementary school, junior high school, and senior high school). The last is assessment aspect. In this aspect, the assessment is tested assessment and non-tested assessment (portfolio). Process and Output are assessed by using authentic assessment. The report consists of quantitative assessment about knowledge and qualitative assessment about attitude and skill sufficiency (keterampilan kecakapan). All of the aspects must be well-integrated to reach the goal of the aim of Curriculum 2013 as it is stated in Peraturan Menteri Pendidikan dan Kebudayaan Nomor 68 Tahun 2013 that Curriculum 2013 aims to prepare human of Indonesia in order to have life skill as a personal human being and as a faithful citizen who are faithful, productive, creative, innovative, affective, and have a contribution in society, nationality, and the whole world.

3. Characteristics of Junior High School Students
In general, learners can be classified into some categories based on their age, learning style, and skills. Dealing with age, Harmer (2007) divides it into three main categories: young learners between 9-10 years old, adolescent learners between 11-17 years old and adult learners 17 years old and above. Since the focus of the research is learners between 12-13 years old, so the explanation is merely emphasized on the learners of this category.

Brown (2007) and Harmer (2007) say that learners around 12-13 years old are in the transition period between young learners and adolescent learners that physically they do not belong to young learners, but some of their characteristics possibly refer to adolescent learners. Furthermore, they also describe some characteristics on adolescents that basically they have already realized on their learning needs and will be enthusiastic on something attracting them. On the other hand, young learners have ability on having long concentration because of the increase of their intellectual capacity and their understanding of abstract things. Besides, as what adolescents do, young learners are also keen on learning and exploring new things especially in learning the target language and applying what they have learned particularly related to their real life. However, they still get bored easily like young learners. Thus, it is urgently needed to provide various and interesting materials, activities, and media in order to encourage their motivation and enthusiasm in learning English. The other characteristics of these learners in learning English should be taken into account are about their sensitivity of their ego, self-confidence, and self-image. That is why, teachers are demanded to be able to teach without hurting either physically or mentally.

Moreover, teachers are also required to understand and respond on their students’ learning styles which enable them to implement various techniques and media to meet their teaching goals (Putintseva, 2006). In line with it, Gardner (1985) says learning styles can be classified into visual, auditory, and tactile/kinesthetic. Visual learning style means learners can learn better by seeing what they are learning. Showing colorful pictures and playing videos can be
considered as the activities in English classes that can enhance visual learners. Auditory learning style is defined as learners can learn more effectively by listening; such as listening to teachers’ explanation and watching movie. While kinesthetic learning style refers to learners can learn best by doing or demonstrating what they are learning. Role play and action games can help them much to understand materials well.

Next, learners can be classified based on the level of their ability into three classifications, namely beginner or novice learners, intermediate learners, and advanced learners (Brown, 2007; Harmer, 2007). Between the beginners and intermediate learners, there is one level of ability called elementary. Based on these categories, the seventh graders of junior high school can be assumed that they have already got Basic English in their elementary school and had adequate vocabularies.

Referring to K-2013, there are four core competences that the seventh graders of junior high school are expected to have. One of them is they are able to acquire factual, conceptual and procedural knowledge based on their curiosity on science, technology, art, culture, and related phenomena. Besides, they are expected to be able to try, explore, and present abstract things by writing, reading, drawing, and concrete things by applying, making, and modifying materials about what they have learned taken from other sources in different point of view (Ministry of Education and Culture, 2014). Consequently, teachers are obliged to design an effective English learning. One of them is through selecting materials and media appropriate with the learners’ characteristics, level of ability, and learning style (Brown, 2007). Beside that the teachers should appropriate method for teaching junior high school students.

4. Material Development

Materials development refers to anything which is done by writers, teachers or learners to provide sources of language inputs and to exploit those resources to promote language learning (Tomlinson: 1998). Besides, Graves (2000) states that materials development means creating and organizing materials and activities so that the students can achieve the objectives and reach the goal of the course.

There are several things that must be considered in designing good materials. Hutchinson and Waters (1987: 107-108) states some principles which help the teachers to design the materials:

a. The materials provide a stimulus for learning. Good materials do not teach: they encourage learners to learn.
b. Materials help to organize the teaching-learning process, by providing a path through the complex mass of the language to be learnt. Good materials should provide a clear and coherent unit structure.
c. Materials embody a view of the nature of language and learning.
d. Materials reflect the nature of the learning task.
e. Materials can have a very useful function in broadening the basis of teacher training, by introducing teacher to new techniques.
f. The materials provide models of correct and appropriate language use.

According to Mc. Grath (2002), additional materials or supplementary materials refer to the materials which are taken from another source or any other materials that are designed to support the teaching and learning process. Besides, supplementary materials are not only useful for the students but also the teachers. Moreover, Reddy (2003) also states that there are several benefits of supplementary materials which are mentioned as follows:

a. Foster Creativity
b. Encourage the students’ excitement
c. Break monotonous activities of the class
d. Encourage situational English
e. Enhance language skills and communication skills
f. Lead to group work
g. Task can be challenging

5. Material Types

The list of supplementary materials to be fruitfully used in language teaching can be inexhaustible. Plenty of authentic materials are available around us. There are jokes and proverbs, short stories and anecdotes, cartoons and caricatures, newspaper articles and public
speeches, television programmes and films, discussions and debates, and so on and so forth. Such materials, which are not designed for instructional purposes, reflect the authentic and real use of the target language. And, in the teaching of English as a foreign or second language, it is desirable that our students develop the ability to communicate in the target language, i.e. they are able to express their ideas in speech and writing and also understand what they hear from people and read in books. Integrating the use of authentic materials with language skills can be highly useful in developing the communicative competence of learners. The use of authentic materials in the English classes is appealing for yet another good reason. Many teachers can attest to the fact, that learners seem to be better motivated about language learning when new and exciting materials are used Thus, by exploiting this natural fascination for new materials and instinctive opposition to routine and monotony, a better learner motivation and participation can be ensured.

6. Tasks and Activities: Some Examples
In this part, it is the explanation of using some authentic materials, and tasks and activities that could be set on such materials.

Use of Jokes
As Patil (1994) remarks, jokes are based on the exploitation of shared background knowledge and values and are used to make the listener feel ‘at ease’ (p. 142). A speaker can communicate a joke meaningfully only if the hearer shares a common context of understandings, practices and norms, and a common consensus. Understanding of the joke depends on a successful interplay of the speaker’s intention and the hearer’s interpretation of the joke. The first condition for the comprehension of a joke is that the hearer should be able to understand its basic meaning.

Now these are some activities that can be set on jokes. The following are some of the possibilities:
1. The teacher can jumble the sentences of a joke and ask the students to reorder them.
2. The teacher can ask the students to identify the set up and punch in the jokes. For this purpose, the teacher can separate the set up and punch line and ask the students to match them.
3. The teacher can ask the students to interpret the jokes in their own words.
4. The teacher may also ask the learners to comment on the language play in the jokes.
5. The teacher can divide the students in groups and ask them to share, discuss, and prepare an effective joke. Then the group leaders can tell their joke to the class. This could be done as a small competitive game in which the group that tells the best joke can be rewarded with a prize.
6. At the end of the group competition, the students may be assigned a take-home task to write down all these jokes in their native language.
7. The teacher can ask the students to remember some good jokes in their first language and write them in English.
8. The teacher can motivate the students to collect jokes from various sources and compile a small joke book as their portfolio development work.
9. The teacher can plan ‘read and draw’, role-play and drama activities on jokes.

Through such tasks/activities we can create a stress-free environment in the classroom and develop and strengthen the skills and strategies of sharing, discussing, memorizing, interpreting, translating, writing, etc.

Use of Anecdotes
Anecdotes are short, interesting or amusing stories about a real person or event. These stories are generally simple and easy to understand. Anecdotes are designed to launch or promote a moral or an ethical issue, which is generally implied in the climax of the story. The moral of the story can be understood only by reading between and beyond the lines. Such an exercise activates and enriches the students’ thinking, feeling, and sensibilities. At the same time, such stories lead to pleasure and understanding. For these two reasons, anecdotes could be used as an effective source material in the teaching of English.

We can ask our students the following questions on this anecdote:
1. What does this story teach us? Explain in your own words. Substantiate the answer with examples. (This can be an individual or group activity.)
2. Identify the utterances that suggest the moral in the story.
3. Could you suggest a suitable title for the story?
4. Do you agree that the moral has been presented effectively? Discuss.
5. Have you ever wondered why some individuals, organizations, or countries are more successful than others? Discuss your reasons in the light of this story. (This task could also be done as an individual or a group activity.)
6. Do you remember any interesting anecdote you have heard or read? Share it with the class.
7. Try to recollect a memorable incident or event and try to write a meaningful anecdote on it. (This could be assigned as a homework task and the students could be asked to share it with their friends by exchanging and reading each other's work.)
8. Anecdotes can be effectively used for the purposes of cloze tests.
9. They can also be used for role-play and drama activities.

Language work done through anecdotes would not only result in the development of communicative competence of the learners but also in training them to develop original and fresh ideas.

**Use of Stories and Situations of Crisis**

Some stories and situations involve complicated crisis/crisis, and demand from the learners an analysis of the situation and the best possible solutions with proper justifications. As a result, they prove to be a very effective mode of teaching and practicing English language and critical thinking skills. Beside that it can develop communicative competence of our learners may be better achieved by involving them in learner-friendly interactive activities.

**Use of Editorial Cartoons**

Cartoons are drawings that exaggerate some physical feature, action, or quality of a person or thing depicted and they are popular with people of all ages. The central idea of a cartoon may vary from that of simply wanting to amuse us to that of influencing our thinking. The humour, empathy, and satire created in cartoons enable us to better understand the world. We can use cartoons to teach language, human values, ethics and citizenship. Lots of information is packed in a small picture presented with or without a short caption. Such pictures create a powerful ground for the readers to interpret, discuss, and present their viewpoint. Thus, newspaper cartoons can be used as an effective tool for teaching critical thinking and promoting higher order skills. The use of cartoons is one important way to ensure learner motivation and participation.

We can set a number of tasks on such cartoons. These are some of the possibilities:

1. The pictures and the captions can be separated and the students could be asked to match them. (We can use 6 to 8 such cartoons for this task, which could be a warm-up activity.)
2. The key words can be blanked out and the students may be asked to guess the missing words and predict their meaning in the context.
3. We can ask our students to talk about the central idea or theme of cartoons and also about their humorous and serious aspects. They could also be asked to discuss the effectiveness of these aspects of cartoons.
4. Students may be asked to discuss and analyze cartoons in groups and even to create them as their original works that reflect their perception of the current events and cultural trends.
5. We can ask the students to create an effective title for a cartoon and then write a brief essay on that topic.
6. Students could be motivated to discuss the problem depicted in the cartoon (for example, as in the two cartoons included here) and also to express their views about how that problem could be solved. They can do this in writing or in speech.
7. We may even involve students in debating the cartoonist's viewpoint. Many of them may not agree with it and can come out with a different perception and position on the issue.

**Conclusion**

As teachers, we need to always aim to evolve into the best teachers in our subject. This is possible only when we plan our materials with good resources. Supplementary materials can
help a language teacher when encountered with insufficient techniques and methods while teaching English in a classroom. Each supplementary material is different from the other. A teacher should always innovate while teaching English and not just depend completely on texts for solutions.

To implement materials which are suitable to the students’ needs. That is why it is essential for English teachers to conduct needs analysis before the teaching and learning process to gather information related to the students’ needs, wants and lacks. It is expected by using the developed materials, the English seventh grade teachers are able to teach the students better and make the students more interesting in learning reading in English.

There are also some steps in arranging the supplementary material development for each learning stages of scientific approach. They are (1) deciding the skill to be learned by the students, (2) arranging the classroom activities, and also (3) arranging the guidelines for classroom activities. The result shows that the supplementary material developments are able to complete the original material development. The writer developed the material based on the learning cycles of scientific approach and also the process standard of curriculum 2013.

References
TEACHING SPEAKING THROUGH SLEEP QUESTIONNAIRE STRATEGY TO THE ELEVENTH GRADE STUDENTS OF KARYA IBU SENIOR HIGH SCHOOL OF PALEMBANG

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Abstract  
Speaking skills is one of four other skills in the school, namely; reading, listening and writing. Students can speak well and correctly can be seen when he/she are able to respond to questions or statements given to him/her. Errors on those because he/she could not give such a response. It can be caused because he/she feels of fear there is an error on vocabulary, grammar, pronunciation, or he/she does not know what is going to say. Giving the strategy, method, or game is one of ways that can help students’ difficulties especially in speaking. Sleep Questionnaire is a strategy that asks the students to share their experiences or habits. Therefore, this study aims to answer the research problems “was it effective to teach speaking through sleep questionnaire strategy to the eleventh grade students of Karya Ibu Senior High School of Palembang?” Therefore, the objective of this research was to find out whether it was effective or not to teach through sleep questionnaire strategy to the eleventh grade students of Karya Ibu Senior High School of Palembang. This research used pre-experimental method with one group pre-test and post-test design. The population of this research was all of the eleventh grade students of Karya Ibu Senior High School of Palembang. In this research, the data were collected through the written tests; pre-test and post-test and analyzed by using the matched t-test. Based on the findings, the students’ average score in the pre-test was 53.04 the highest score in the pre-test was 92 and the lowest score in the pre-test was 31. The average score in the post-test was 71.78, the highest score was 96 and the lowest score was 50. To compare the students’ scores in the pre-test and the post-test, matched t-test was used, and it was found that t-obtained (10.02) was higher than critical value of t-table (1.684) at the level significance 0.05 in one tail testing df (33-1) = 32. It means that H0 was rejected and Ha was accepted. In other words, teaching speaking through Sleep Questionnaire strategy to the eleventh grade students of Karya Ibu Senior High School of Palembang was significantly effective.

Keywords: Teaching, Speaking, Sleep Questionnaire Strategy

1. Background  
Speaking is an interactive process of constructing meaning that involves producing receiving the information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as their effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richard, 2008:19). To be able to speak English sometimes students face some difficulties, they have ideas but unable to express their ideas, and they are too fear to speak. Then, they feel afraid to speak because of worrying about the grammar.

One of the strategies that the researcher used is sleep questionnaire strategy to reduce students’ speaking fear. Questionnaire is a set of question on a topic or group of topics designed to be answered by a respondent, sleep questionnaire is a set of question about sleep – ways of sleeping (Wilson and McLean in Cohen et. al., 1994:245). This strategy is one way to reduce students’ speaking fear and make the students can express their ideas through answering some questions of the questionnaire. The topic of the questionnaire is about sleep – ways of sleeping, sleeping experiences etc. Having some answering of the sleep questionnaire could help the students to express their ideas about their sleep experience, and they had the outline of what they are going to speak. It can motivate them to share their experiences through the sleep questionnaire.

There are some difficulties in students’ speaking achievement. First, the students are not interested in learn English especially in speaking because they are too fear to share their idea. Then, the students were afraid about grammar of English when they wanted to speak, they are
too focus to grammar. Furthermore, the students faced a lack when they wanted to speak a new word, and the pronunciation are true or not.

**Problem**
The problem of the research deals with students' fear in speaking English due to the low motivation and the students faced some difficulties, such as lack of vocabulary, grammar, and afraid to share their ideas. This research is limited and focused on teaching speaking, describing sleep experience about nightmare, and bad habitual in sleeping to the eleventh grade students of KaryaIbuSenior High School of Palembang.

**Objectives of Study**
The objective of this research is to find out whether it is effective or not to teach speaking through sleep questionnaire strategy to the eleventh grade students of KaryaIbu Senior High School of Palembang.

**Concept of Teaching Speaking**
According to Brown (2000:7), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In other words, teaching is a process of guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.

Furthermore, Brown (2000:8) states an extended definition or theory of teaching will spell out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with your integrated understanding of the learner and of the subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning.

Hall (2013: 8) states teaching is a skill, and there are methods and strategies for developing and improving that skill. Treating the practice of teaching as an act of shared scholarship is the first step toward this development. It means that teaching is process that the teacher transfers the knowledge to the students through a method or strategy.

Brown (2004:140) defines speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and the effectiveness of a test-takers of listening skill which necessarily compromises the reliability and validity of an oral production test.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richard, 2008: 19).

Furthermore, Scott (1991:25) states speaking is the most demanding skill for the teacher to teach. In their own language children are able to express emotion, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. Part of the magic of teaching young children a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express but there are the limitations because of their lack of actual language. In conclusion, speaking is spoken language which is expressed directly to communicate in English.

**Concept of Sleep Questionnaire Strategy**
According to Scott (1991:25), questionnaires are a very useful type of language exercise which we have taken up again in the chapter on oral work.

Furthermore, Harmer (2001:89) defines one way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan these questionnaires themselves, the activity becomes even more useful. The topic is sleep-ways of sleep, sleeping experiences etc. The teacher can start it by telling her own experiences in sleeping, it can be her ways of sleep, about a nightmare, or about someone she has seen sleepwalking. Then, asks the students to give as much as 'sleep' vocabulary as they can. The
students make their own sleep questionnaire and the teacher goes around helping where necessary.

A simple student questionnaire might end up looking like this

Sleep Questionnaire:
- How many hours do you sleep normally? ____________
- Are you a light sleeper/heavy sleeper? ____________
  Yes  No
- Have you ever:
  - Talked in your sleep?
  - Walked in your sleep?
  - Had a nightmare?
  - Fallen out of bed?
If you answer yes, describes the experience(s):

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. Method of Research
The pre-experimental method pre-test post-test design was used in this research. Fraenkel Norman and Hellen(2012:269) states in the one-group pre-test and post-test design, a single group is measured or observed not only after being exposed to a treatment of some sort, but also before. The pre-experimental design used because the researcher did to investigate the score achievement in students’ speaking ability through sleep questionnaire by comparing the students’ score the treatment and after the treatment.

Population and Sample
According to Fraenkel, Norman and Hellen(2012:91-92) population is the larger group to which one hopes to apply the results. The population, in other words, is the group interest to the researcher, the group to whom the researcher would like to generalize the results of the study. In this research, the population is the all of the eleventh grade students of KaryaIbuSenior High School of Palembang, in the academic year of 2016/2017.

According to Arikunto (2010:174), sample is a part of population that will be investigated. It is the same as what is stated by Cohen et. al., (2005:92), sample is a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population (however defined) under study.

Fraenkel, Norman and Helen(2012:91) defines sample is a group on which information is obtained in research study. Furthermore, Fraenkel also states sampling maybe either random or nonrandom. A simple random sample is a sample selected from a population in such a manner that all the member of the population has an equal chance of being selected. While, nonrandom sample is a purposive sample consist of individuals who have special qualification of some sort or are deemed representatives on the basis of prior evidence. In this research, the writer uses non-random sampling. The non-random sampling was taken because the teacher of English of KaryaIbuSenior High School of Palembang has taken the class XI IPS 1 as a sample. There are 33 students.

Technique for Collecting the Data
The writer used the test for the collecting the data. According to Brown (2004:3), a test, in simple terms, is a method of measuring a person’s ability, knowledge, or performance in a given domain. There were two kinds of test that are given to the students in order to measure their achievement by sleep questionnaire strategy. They were pre-test and post-test. The pre-test was given before giving the treatment. While, after the treatment the post-test was given to the students.
3. Findings
After analyzing the data from the test, it was found that teaching speaking through Sleep Questionnaire strategy to the eleventh grade students of Karya Ibu senior high school of Palembang was effective. Based on the result of the research, there was significantly different between the students’ score in the pre-test and those in the post-test. The score of the post-test was higher than the students’ score in the pre-test and also the Alternative Research (Ha) was accepted, since the result of \( t_{obtained} \) through the matched t-test formula was higher than critical value. There were at least three findings in this study, namely: (1) the result of the students’ score in the pre-test, (2) the result of the students’ scores in the post-test, and (3) the result of matched T-test.

The Result of the Scores’ in the Pre-Test
In the pre-test, it was found that the highest score was 92 achieved by 1 student. The lowest score was 31 also obtained by one student. The average scores of the students in the pre-test were 53.04. The score obtained by dividing the total score obtained by the students, with the total number of students --- 1750:33=53.04.

The Result of the Scores’ in the Post-Test
In analyzing the students’ score in the post-test, the researcher did the same thing. It was found that the highest score was 96 obtained by one student. The lowest score was 50 also obtained by one student. The average scores of the students in the post-test were 71.78. The score obtained by dividing the total score obtained by the students, with the total number of students - -- 2369:33=71.78.

Statistical Analysis
From the explanation above, the researcher had mentioned that the used test to find out whether teaching speaking through sleep questionnaire is significantly effective. Therefore, to know the result of the calculation between the students’ scores in pre-test and post-test, the researcher concluded that the average score of the students in the post-test was higher than that of in the pre-test (71.78 > 53.04).

The Result of Matched T-test
Based on the pre-test and post-test given, the writer started to analyze it by using matched t-test. The writer used matched t-test to know the differences between the scores of the students in the pre-test and post-test significantly. The result of the matched t-test was 10.02 exceeding 1.684 as its critical value. This indicated that the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. It means that the use of sleep questionnaire strategy was effective in teaching speaking to the eleventh grade students of KaryaIbu Senior High School of Palembang.

Interpretation
The result of the pre-test and the post-test showed that the eleventh grade students of KaryaIbu Senior High School of Palembang made significance progress in speaking after the treatments.

From the result of the data analysis computation using matched \( t\)-test formula shows that \( t_{obtained} (10,02) \) was higher than \( t\)-table (1.684) at significance level 5%. It was assumed that the Null Hypothesis (Ho) was rejected and consequently the Alternative Hypothesis (Ha) was accepted. It means that teaching speaking through sleep questionnaire to the eleventh grade students of KaryaIbuSenior High School of Palembang was effective.

The students’ scores in the post-test were higher than the scores in the pre-test. Sleep questionnaire strategy could give the students opportunities to express their ideas because it is one of interesting media and technique that can help the students to develop their speaking skill.

4. Conclusions
Based on the explanation above, the results of the research proved that the students’ average scores in the post-test was higher than the pre-test. The students’ scores in the pre-test was 53.04 and after the treatment being conducted the students’ average scores in the post-test increased to 71.78. The result of matched t-test formula was 10.02. It exceeded 1.684 as its critical level. The writer concluded that teaching speaking through sleep questionnaire strategy to the eleventh grade students of KaryaIbu Senior High School of Palembang was effective.

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Penerapan Model Pembelajaran Kooperatif Tipe *Make a Match* untuk Meningkatkan Hasil Belajar Siswa SMP Kelas VIII pada pokok bahasan gerak pada tumbuhan.

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**Abstrak**

Penelitian ini merupakan penilitian tindakan kelas yang bertujuan untuk meningkatkan hasil belajar siswa SMP kelas VIII khususnya peningkatan hasil belajar siswa pada pokok bahasan Gerak pada Tumbuhan dengan menerapkan metode pembelajaran kooperatif tipe make a match di dalam proses belajar mengajar. Dari hasil penelitian ini dengan menggunakan metode Pembelajaran kooperatif *make a match* mampu meningkatkan hasil belajar siswa. Pada tes awal rata-rata hasil belajar siswa mencapai 55, siklus I rata-rata 63,08, siklus II rata-rata 75,08, dan tes akhir rata-rata 80,73. Dengan Penelitian Tindakan Kelas ini, peneliti menyimpulkan bahwa guru dapat meningkatkan ketuntasan belajar siswa pada pokok bahasan gerak pada tumbuhan, siswa lebih aktif dan termotivasi dalam mengikuti proses pembelajaran, dan siswa dapat melatih kedisiplinan dan keberanian untuk tampil presentasi.

**Latar Belakang**


Setelah dilakukan evaluasi terhadap hasil belajar peserta didik ternyata dengan pendekatan pembelajaran seperti itu hasil belajar peserta didik dirasa belum maksimal. Hal ini tampak pada pencapaian nilai akhir peserta didik. Dalam satu tahun belakangan ini peserta didik yang memperoleh nilai 60 ke atas tidak lebih dari 25%.

Rendahnya pencapaian nilai akhir peserta didik ini, menjadi indikasi bahwa pembelajaran yang dilakukan selama ini belum efektif. Nilai akhir dari evaluasi belajar belum mencakup penampilan dan partisipasi siswa dalam pembelajaran, hingga sulit untuk mengukur keterampilan peserta didik.

Untuk memperbaiki hal tersebut perlu disusun suatu pendekatan dalam pembelajaran yang lebih komprehensip dan dapat mengaitkan materi teori dengan kenyataan yang ada di lingkungan sekitarnya. Atas dasar itulah peneliti mencoba mengembangkan pendekatan kooperatif dalam pembelajaran Biologi dengan metode *make a match* pada kelas VIII b SMP N 21 Kota Jambi.

Model pembelajaran kooperatif bukanlah hal yang sama sekali baru bagi guru. Model pembelajaran kooperatif merupakan suatu model pembelajaran yang mengutamakan adanya kelompok-kelompok. Setiap peserta didik yang ada dalam kelompok mempunyai tingkat kemampuan yang berbeda-beda (tinggi, sedang dan rendah) dan jika memungkinkan anggota kelompok berasal dari ras, budaya, suku yang berbeda serta memperhatikan kesetaraan jender. Model pembelajaran kooperatif mengutamakan kerja sama dalam menyelesaikan permasalahan untuk menerapkan pengetahuan dan keterampilan dalam rangka mencapai tujuan pembelajaran.
Guna meningkatkan partisipasi dan keaktifan peserta didik dalam kelas, guru menerapkan metode pembelajaran *make a match*. Metode *make a match* atau mencari pasangan merupakan salah satu alternatif yang dapat diterapkan kepada peserta didik. Penerapan metode ini dimulai dari teknik yaitu peserta didik disuruh mencari pasangan kartu yang merupakan jawaban/soal sebelum batas waktunya, peserta didik yang dapat mencocokkan kartunya diberi poin.

**Kajian Teori**

Menurut Thorndike (2008), belajar merupakan peristiwa terbentuknya asosiasi-asosiasi antara peristiwa-peristiwa yang disebut stimulus (S) dengan respons (R). Stimulus adalah suatu perubahan dari lingkungan eksternal yang menjadi tanda untuk mengaktifkan organisme untuk beraksi atau berbuat sedangkan respons dari adalah sembarang tanda yang dimunculkan karena adanya perangsaang. Bentuk paling dasar dari belajar adalah “trial and error learning atau selecting and connecting learning” dan berlangsung menurut hukum-hukum tertentu. Oleh karena itu teori belajar yang dikemukakan oleh Thorndike ini sering disebut dengan teori belajar koneksionisme atau teori asosiasi.

Menurut Kagan (1994) pembelajaran kooperatif adalah strategi pengajaran yang sukses di mana tim kecil, masing-masing dengan siswa dari tingkat kemampuan yang berbeda, menggunakan berbagai aktivitas belajar untuk meningkatkan pemahaman mereka tentang suatu subjek. Setiap anggota tim bertanggung jawab tidak hanya untuk belajar apa yang diajarkan tetapi juga untuk membantu rekan belajar, sehingga menciptakan suasana prestasi bersama-sama. Pembelajaran kooperatif di desain sebagai pola pembelajaran yang dibangun oleh lima elemen penting sebagai prasyarat, sebagai berikut:

1) Saling ketergantungan secara positif (Positive Interdependence). Bahwasanya setiap anggota tim saling membutuhkan untuk sukses.

2) Interaksi langsung (Face-to-Face Interaction). Memberikan kesempatan kepada siswa secara individual untuk saling membantu dalam memecahkan masalah, memberikan umpan balik yang diperlukan antar anggota untuk semua individu, dan mewujudkan rasa hormat, perhatian, dan dorongan di antara individu-individu sehingga mereka termotivasi untuk terus bekerja pada tugas yang diadap.

3) Tanggung jawab individu dan kelompok (Individual & Group Accountability). Bahwasanya tujuan belajar bersama adalah untuk menguatkan kemampuan akademis siswa, sehingga kontribusi siswa harus adil.

4) Keterampilan interpersonal dan kelompok kecil (Interpersonal & Small-Group Skills). Asumsi bahwa siswa akan secara aktif mendengarkan, menjadi hormat dan perhatian, berkomunikasi secara efektif, dan dapat dipercaya tidak selalu benar.. Keterampilan sosial harus mengajarkan kepemimpinan, membangun kepercayaan, komunikasi, keterampilan manajemen konflik.


**Model Pembelajaran Kooperatif metode Make a Match**


**METODOLOGI PENELITIAN**


**Tahap Perencanaan Tindakan**

a. Menetapkan model pembelajaran dengan pembelajaran kooperatif metode make a match  
b. Menetapkan kelas yang digunakan sebagai penelitian yaitu kelas VIII B SMP N 21 Kota Jambi.  
c. Menetapkan fokus observasi : Pengunaan model pembelajaran kooperatif metode make a match  
d. Menyusun Rencana Pelaksanaan Pembelajaran, membuat format penilaian.  
e. Menetapkan jenis data dan cara pengumpulan data  
f. Jenis data kualitatif di kumpulkan melalui observasi  
g. Jenis data kuantitatif dikumpulkan dari tes hasil belajar siswa  
h. Pelaksanaan refleksi dilakukan setiap usai pemberian tindakan dan pelaksanaan observasi untuk setiap siklus i. Menetapkan kriteria keberhasilan

**Tahap Pelaksanaan**

1. Kegiatan guru di dalam kelas

   Kegiatan awal : guru memberikan motivasi kepada peserta didik dengan cara memberikan pertanyaan tentang materi yang telah dipelajari di kelas 7 dan mengaitkan dengan pelajaran yang akan di pelajari.

   Kegiatan Inti :

   Langkah-langkah :

   a. Guru menyiapkan beberapa kartu yang berisi beberapa konsep atau topik yang cocok dengan warna yg berbeda-beda, satu bagian kartu soal dan bagian lainnya kartu jawaban.
   b. Tiap peserta didik mendapatkan sebuah kartu yang bertuliskan soal.
   c. Tiap peserta didik memikirkan jawaban/soal dari kartu yang dipegang.
   d. Peserta didik mencari pasangan kartu yang sewarna dengan kartunya yang dipegangnya.
   e. Peserta didik yang mempunyai kartu yang sama membentuk kelompok yang terdiri dari 5-6 orang siswa.
   f. Setiap kelompok menyusun kartu – kartu menjadi suatu bagian dari materi yang dipelajari
g. Masing-masing kelompok diminta untuk tampil ke depan kelas untuk menyampaikan materi yang telah disusun sehingga tercipta kesatuan materi yang utuh.
   h. Guru bersama-sama dengan peserta didik membuat kesimpulan terhadap materi pelajaran.
   i. Guru memberi lembar tes (pertanyaan) kepada seluruh siswa.
   j. Guru memberi evaluasi

Kegiatan Akhir (Penutup) :

Membimbing siswa membuat kesimpulan (rangkuman)
2. Tahap Analisis
   Data yang telah terkumpul dari hasil ulangan harian ditabulasikan dan ditimbulkan yang selanjutnya dianalisis untuk digunakan sbg bahan refleksi.

3. Tahap Refleksi
   Pada tahap ini dilakukan kegiatan menganalisa data hasil observasi yang telah dikumpulkan meliputi data kualitatif dan data kuantitatif. Hasil analisis data dikaji dan dijadikan bahan pertimbangan tindakan pada siklus berikutnya.

4. Data dan Cara pengumpulannya
   a. Tes
      Setiap siklus diadakan tes hal ini dilakukan untuk mengetahui kemampuan siswa baik kemampuan awal, perkembangan atau peningkatan selama dilaksanakan tindakan dan untuk mengetahui hasil proses pembelajaran
   b. Catatan Lapangan
      Catatan lapangan terhadap pengamatan dengan fokus yang telah ditetapkan. Catatan ini berisikan tentang apa yang dilihat, didengar, dialami dan dipikirkan peneliti selama berlangsungnya kegiatan berupa gambaran umum di kelas selama dilakukan proses pembelajaran
   c. Dokumen
      Teknik pengumpulan data ini digunakan untuk mengumpulkan data dari sumber informasi berbentuk tulisan yang bertujuan untuk memperoleh data tambahan tentang permasalahan yang akan di bahas dengan sasaran utama rencana kegiatan pembelajaran disamping dokumen lain yang berisi informasi tentang sumber daya sarana prasarana pendukung.

HASIL PENELITIAN DAN PEMBAHASAN

Pelaksanaan penelitian ini dilakukan dalam dua siklus pada dua kali pertemuan dan diakhiri dengan ulangan harian. Pada pertemuan pertama guru menyiapakan peta konsep gerak pada tumbuhan yang berguna untuk membantu siswa untuk memahami materi mendidentifikasi gerak pada tumbuhan dan kartu soal/jawaban yang nantinya diberikan kepada peserta didik secara acak, setelah kartu soal di jawab, siswa yang mendapatkan warna kartu yang sama bergabung membenuk selompok sehingga terbentuk 6 kelompok yang terdiri dari 5-6 orang peserta didik.

Hasil temuan lapangan menunjukkan bahwa pembelajaran kooperatif make a match pada siklus I belum menunjukkan hasil yang memuaskan. Hal ini disebabkan oleh guru belum memberikan penekanan secara khusus terhadap proses pembelajaran. Misalnya: peserta didik belum diberi banyak kesempatan dalam hal mencari pasangan dari kartu soal dan jawaban yang telah mereka buat dan peserta didik masih banyak belum memahami cara menyusun materi menjadi satu kesatuan yang utuh. Guna lebih memahami contoh nyata gerak pada tumbuhan ini, guru pada akhir pertemuan pertama menugaskan peserta didik untuk membawa berbagai macam tumbuhan yang sesuai dengan macam-macam gerak pada tumbuhan, pada pertemuan kedua.

tampak aktif mengikuti berbagai kegiatan yang harus dikerjakan. Meskipun di antara siswa masih ada yang belum menjawab pertanyaan secara benar, bagi siswa tersebut guru menganjurkan untuk mendiskusikan jawabannya pada pasangannya/kelompoknya. Hasil nilai tes peserta didik dengan penerapan model Pembelajaran kooperatif make a match menunjukkan adanya peningkatkan hasil belajar peserta didik. Pada tes siklus I rata-rata nilai peserta didik 66, siklus II rata-rata nilai peserta didik 76, dan ulangan harian rata-rata nilai peserta didik 77.

KESIMPULAN DAN SARAN

KERJAPULAN

Berdasarkan hasil penelitian dan temuan di lapangan penggunaan model pembelajaran kooperatif tipe make a match selama dua siklus dapat disimpulkan sebagai berikut:

1. Guru dapat meningkatkan ketuntasan belajar siswa pada pokok bahasan gerak pada tumbuhan
2. Siswa lebih aktif dan termotivasi dalam mengikuti proses pembelajaran
3. Peserta didik dapat melatih kedisiplinan dan keberanian untuk tampil presentasi

SARAN

Berdasarkan hasil penelitian dan kesimpulan yang telah diuraikan maka disarankan hal-hal sebagai berikut:

1. Guru sebagai pendidik hendaknya mengikuti perkembangan ilmu pengetahuan dan teknologi agar dapat memberikan pembelajaran dengan model yang lebih bervariasi.
2. Penerapan model pembelajaran kooperatif tipe make a match pada pokok bahasan Gerak pada Tumbuhan dilaksanakan pada satu kelas dan hasilnya tidak dapat digeneralisasikan untuk kelas lain, sehingga penelitian serupa dilakukan untuk kelas paralel, bahkan untuk sekolah lain yang sederajat.

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Thorndike, 2008 dalam DIKNAS. Pendidikan Tags: metode behavioristik, Metode Belajar

DEVELOPING MODULE OF WRITING PAPERS
AN ANALYSIS OF STUDENTS’ WRITING NEEDS

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Abstract
This study aims to (1) design modules according to the needs of students, and (2) develop modular teaching materials in writing papers. The method used is research and development. The subjects were students of class A.2.1 of Language and Regional Literature of Bahasa Indonesia Study Program, Teacher Training and Education Faculty, Baturaja University with the total number of 26 people. The data were collected through a questionnaire and validity test. The data was analyzed through two techniques, named the analysis of the data for the feasibility of the module and the potential influence of modules produced. The results showed that modules of the development should be equipped with learning objectives, instructional manual, materials and examples of contextual, and have an assessment for each learning activity which consists of: (1) the cover or front cover contains a book title, author’s name, image, (2) the introduction, (3) the instructions of teachers, (4) list of contents. The body section consists of individual learning activities reading include: (1) the title of the activities that are tailored to the basic competence (KD), (2) Standards of competence (SK), basic competence (KD), and indicators, (3) a description introduction contains learning objectives and scenarios / manual writing learning activities, (4) a description of the material, (5) training, and (6) assessment, provides an assessment rubric for each activity of learning to write. The concluding section consists of: a bibliography and a brief bio writer module. Based on the results of expert graph assessment, the four components assessed by the assessment scale of five, all of the components obtained a score of 4. Overall of a maximum score of 20, the graph aspect obtained a score of 16. That is, the graph aspect developed module is already included categories good or decent.

Key words: Module Development, Writing Papers, Writing Needs

1. Introduction
In Writing Skills Development Course syllabus, one of the subjects taught to students is writing a scientific paper. Alex and Achmad (2011: 111) states that paper is a scientific work which contains a description of the topics to discuss an issue that will be presented in the official forum (seminar). Writing papers are usually arranged to complement the particular course exam or provide troubleshooting advice scientifically. Therefore, the skill of writing papers is a competency that requires mastery of various linguistic elements and elements outside the language that should be owned by the students. In fact, some students assume that it’s difficult to write scientific papers. This is caused by the activities of scientific writing, especially in the form of writing papers is a regular activity performed during the study period.

Teaching materials is a set of tools or learning tool containing learning materials, methods, limitations, and how to evaluate designed systematically and attractive in order to achieve the expected goals of achieving competence or sub competency in all its complexity (Widodo and Jasmadi quoted Lestari, 2013: 1). Teaching materials function as (1) a guide for teachers who will direct all of its activities in the learning process, as well as the substance of the competencies to be taught to students, (2) guidelines for students who will direct all of its activities in the learning process and the substance of the competencies that must be mastered and (3) as a means of evaluating the achievement of learning outcomes (MoNE, 2008: 6). Teaching materials will be developed in this study is a modular teaching materials. Dick and Carey (2005: 5) argues that the module is a core of learning that has one unified theme, to provide some information that required students to master the knowledge and skills that are determined, and serves as one component of the curriculum.
Instructional materials are all kinds of materials that are used to help teachers / instructors in making the teaching and learning activities in the classroom. Teaching materials in question can be written material (mold) and unwritten material (audio, audiovisual, and interactive multimedia) (MoNE, 2008: 6). In addition, teaching materials is a set of subject matter refers to the curriculum used (in this case is the syllabus of lectures, syllabus subjects, and or syllabus of training depending on the type of co-education) in order to achieve the standard of competence and basic competences which have been determined (Lester, 2013: 2). Furthermore, Pannen (cited Setiawan, 2007: 1.5) stated, "Instructional materials are substances or materials arranged in a systematic lessons, used by teachers and students in the learning process."

Prastowo (2011: 104-105) found a module teaching materials were written with the aim for students to learn independently without or with the guidance of teachers. Therefore, the module should contain instructions on learning, competency to be achieved, the contents of the subject matter, supporting information, exercises, work instructions, evaluation, and the evaluation results. Module as a standalone teaching material serves to increase the ability of students to learn on their own without being dependent on the presence of educators. Substitute educators function means that the module as teaching material should be able to explain learning materials properly and easily understood by learners. Next, as an evaluation tool to use the module, students are required to measure and assess their level of mastery of the material being studied (Prastowo, 2011: 107-108).

Dwiloka and Riana (2005: 97) states, one of the principal authors of a paper goal is to convince the reader that the topic written include logical reasoning and systematic organization does need to know and be noticed. The paper is one kind of scientific works that have characteristics (1) objective, (2) does not take sides, (3) based on the facts, (4) the systematic, and (5) logical. Based on these characteristics whether or not a paper can be observed on the significance of the issues or topics discussed clarity of purpose of discussion, the discussion of the logic and clarity of organizing the discussion. Based on the nature and type of reasoning used to write papers can be divided into three kinds: (1) writing papers deductive, (2) writing papers inductive, (3) writing papers mixture. Writing papers deductive writing is writing a paper based on theoretical studies (libraries) that are relevant to the issues discussed. Inductive write papers are writing a paper which is based on empirical data obtained from the field relevant to the issues discussed. Next, write papers mixture is writing a paper on the writing based on theoretical studies combined with empirical data that are relevant to the issues to be discussed. In terms of the number of pages, can be divided into writing long papers and wrote a short paper. Writing long papers are writing a paper that the number of pages to 20 pages, while writing short paper is basically the same with the provisions of article writing non-research, except abstracts and keywords that should not be there.

Based on these problems, researchers interested in designing and developing teaching materials in the form of modules that can meet the expectations of students and lecturer as a user in the field as well as in accordance with the results of the needs analysis. Hopefully, the module to be developed can make the students learn, can facilitate and empower students in the learning process of writing a scientific paper.

2. Method
The method used in this research is research and development. The subjects were students of class A.2.1 Language Study Program, Literature of Indonesia and the Regions, Guidance and Counseling, Baturaja University. Data collection techniques used in this study was a questionnaire (questionnaire), interview and test. Data were analyzed using t-test statistical techniques described by SPSS version 16. The steps in this research and development is to identify the needs of the module, module design, module producing, validating expert, revise the modules and test modules.

2.1 Identification of Students’ Needs
To identify the needs of the students, on March 26, 2016, investigators spread open questionnaire to 53 research subjects in Language and Regional Literature of Bahasa Indonesia Study Program, Teacher Training and Education Faculty, Baturaja University. Subjects were collected in the classroom (RK) 12 and given an explanation of the procedures for filling the questionnaire. Aspects that are used as the basis of the information needs of students to the
module to write the paper covers five aspects, namely (1) the constraints faced by students in learning to write papers, (2) the form of modules desired by students, (3) topics in the module writing papers such as materials, summaries, exercises, and assessments desired by students, (4) the response of students about the difficulties encountered in learning to use the existing module, and (5) the advice students to researchers on modules developed.

Based on the analysis needs of these students obtained data about the expectations of students as follows. A total of 53 students want a module that can improve the knowledge and ability to write effectively and applicative papers. A total of 50 students expecting module development results in teaching writing papers should be flexible (easy to understand). The results answer the questionnaire showed that students need a module to write papers consisting of (1) the title material, (2) the user learns to faculty and students, (3) basic competencies, indicators, and learning objectives, (4) the subject matter of learning, (5) supporting information, (6) To summarize, (7) training, (8) assessment, (9) a glossary, and (10) bibliography.

In connection with the topics desired by the students in writing papers modules, 53 students need a module that contains about writing papers. Furthermore, with regard to the presentation of the material in the module writing papers, as many as 48 students may consider necessary in the presentation of appropriate materials, learning objectives according to the indicators, and in accordance with the assessment through exercises that are practical. In addition, students wanted a fun learning activity and not boring. They expect lecturers can explain the material with examples in accordance with the ability of students and analyze these examples with students. Then, the students do practice questions on material that has been given by the lecturer. In connection with the media in the desired training module the students in writing papers, as many as 50 students wanting a given module examples according to the students' needs everyday and two students expect examples mediocre. In connection with the training and assessment activities, as many as 51 students need a module that comes with ratings for each learning activity.

2.2 Module Development Results
Based on identification that the obtained information needs of students and faculty are not much different. They need a module writing papers complete and flexible so that it can be used by anyone who read it. Modules of the development should be equipped with learning objectives, instructional manual, materials and examples of contextual, and have an assessment for each learning activity. Generally modules developed consists of three parts: the first part, part of the contents, and the concluding section. The initial part consists of: (1) the cover or front cover contains a book title, author's name, image, (2) the introduction, (3) the instructions of teachers, (4) a list of contents. The body section consists of individual learning activities reading include: (1) the title of the activities that are tailored to the basic competence (KD), (2) Standards of competence (SK), basic competence (KD), and indicators, (3) a description introduction contains learning objectives and scenarios / manual writing learning activities, (4) a description of the material, (5) training, and (6) assessment, provides an assessment rubric for each activity of learning to write. The concluding section consists of: (1) a bibliography and a brief bio writer module.

2.3 Validation Expert
Teaching materials in the form of expert validation module of writing a paper has done since April 1 to April 15, 2016. The expert validation consisted of four experts, the experts’ feasibility of content / material, linguistic experts, expert presentation of the material, and expert of graph. The experts assess the modules developed are (1) Samsul Anam, S.S., M.A. (Lecturer of Language and Regional of Bahasa Indonesia Study Program, Baturaja University) is assessing the feasibility of the content / materials, (2) M. Rama Sanjaya, M.Pd. (Lecturer of Language and Regional of Bahasa Indonesia Study Program, Baturaja University) which assesses language, (3) Dr. Yamanto Isa, S.Ag., M.Pd. (Lecturer of Education Technology Study Program, Baturaja University), which assesses the presentation of the material, and (4) M. Nang Al Kodri, M.Kom. (Lecturer of Education Technology Study Program, Baturaja University) which assesses graph. Based on the results of expert assessment of the feasibility of the content / material that was held on April 2, 2016, writing paper on the development of modules categorized quite good. Of
the five aspects of the assessment with a scale of 5, which is the aspect of compliance with the standards of competence (SK) and basic competence (KD) / syllabus obtained a score of 4 (good), the aspect of conformity with the development of the students obtained a score of 4 (good), aspects of its suitability for teaching materials obtaining a score of 3 (quite good), aspects of the truth of the material substance obtained a score of 4 (good), and the beneficial aspects to the addition of the insight gained a score of 4 (good). Overall of a maximum score of 25, obtained a score of feasibility aspects contents 19. That is, the content of modules developed feasibility categorized good enough or worthy enough.

Based on the results of expert assessment of linguistic held on April 5, 2016, writing paper form of module development results categorized quite good. Of the four aspects assessed by the assessment scale of 5, aspects of legibility obtained a score of 3 (quite good), aspects of the clarity of the information obtained a score of 4 or both categories, aspects of compliance with the rules of Indonesian attained a score of 4 (good), and aspects of language use can effectively obtain a score of 4 or better category. Overall score obtained for the linguistic component is 15 out of a maximum score of 20. That is, the language used in the module Writing Papers of the development is quite good or decent.

The result of expert validation material presentation on 14 April 2016 also shows that the presentation of the material in the form of teaching materials module Writing Papers considered good. Of the five components assessed by ratings scale 5, a component of clarity the purpose of obtaining a score of 3 (quite good), a component of the order of presentation of getting a score of 4 (good), a component of motivation to get a score of 4 (good), a component of interactivity get a score of 4 (good), and components completeness of information to get a score of 5 (very good. overall, scores obtained for the components of the grain is a score of 20 out of a maximum score of 25. This means that the presentation of the material in the teaching materials developed can be categorized as good or decent.

Based on the results of expert graph assessment on 15 April 2016, the four components assessed by the assessment scale of five, all of the components obtained a score of 4. Overall of a maximum score of 20, the graph aspect obtained a score of 16. That is, the graph aspect developed module is already included categories good or decent.

3. Discussion

Based on the results of the identification of needs conducted by researchers of the second semester students, Language and Regional Literature of Bahasa Indonesia Study Program, Teacher Training and Education Faculty, Baturaja University data showed that students had difficulty in learning the material to write the paper. To overcome these difficulties, in general, students need a module to write a paper that is easy to understand, fun, and is equipped with a guidance / instruction of learning, clear material, examples of which can facilitate students to understand the material presented, summaries, exercises, use of plain language and practical, as well as exercises or assessments to improve student results.

To meet the needs of students to a fun module, this module is titled Writing paper and include a cover module which is dominated by the color blue, and on the cover is equipped with the image of a lecturer is explaining the material to write the paper and drawing students who are doing writing activities. In addition, in the examples and a summary of each material is also given a blue background. This is done to motivate researchers and attract the attention of students in reading and writing papers study modules developed. The results of the identification of the needs of students and faculty need identification results can be said to be relatively the same. Modules of writing papers that are considered necessary by the lecturers are teaching materials that are practical / easy to understand, fun, and comes with serving instructions or steps to clear, and presents a clear assessment for each learning activity to write the paper. In addition, to motivate students to learn the teaching materials developed writing papers, lecturer expects module must consider the use of language, diction, use of the phrase, the presentation of examples that fit the needs of students as well as the appearance of which can lead to appeal students to read and learn about writing papers. Thus, writing papers developed module can be used in learning activities at the college.

Having obtained the results of the prototype and the results of expert validation, obtained teaching materials in the form of modules written paper consists of three parts, namely the
introduction, content and conclusion. Introductory section consists of (1) outer cover, (2) the inside front cover, (3) introduction, (4) learning instructions, and (5) a list of contents. Furthermore, part of the contents consisted of (1) title, (2) basic competence (KD), indicators, and learning objectives, (3) the material, (4) In summary, (5) training, (6) assessment, and (7) glossary. The concluding part consists of (1) a bibliography and (2) bibliography.

Finally, it can be concluded that the results of the identification of the needs of students and relative module are together with the aim to improve the learning ability of students in writing papers. Writing modules of the development of this paper has been developed based on the needs of students and faculty in Language Study Program, Indonesia and Regional Literature, the Faculty of Education, Baturaja University. Furthermore, the results of the calculation of the t-test showed potential impact on learning outcomes of students after using the module development results.

4. Conclusion and Recommendation

Based on the results of research and discussion, we conclude as follows. First, students of the second semester, Language and Regional Literature of Bahasa Indonesia Study Program, Teacher Training and Education Faculty, Baturaja University have diverse needs of the module to write the paper. The requirements are relating to the content aspect and the physical aspect of the module. An examination of the contents, students need a fun module, the material that comes with examples for each material is presented clearly, the exercise in accordance with the material contained in the module, and the module content to add to and improve the insight students. Judging from the physical aspects of student needs a module that attracted both from the cover design, the colors used, and the shape and size of the letters (font) used, and can motivate students to improve learning outcomes writing papers.

Second, the modules are designed in this study has a specification module that: (1) provides instructions or scenario learning activities clear, (2) presents the material that fits the needs of students, (3) provide examples that facilitate students in understanding the material presented, (4) presents the background color for the part of examples and summaries as well as a glossary, and (5) presents a module component that consists of a title, basic competence (KD), indicators, learning objectives, materials, summaries, exercises, assessments, glossary, and a bibliography.

Third, the results of this development module entitled Writing Papers. As for the components contained in the module development results are as follows. (A) The introduction consists of (1) outer cover, (2) the inside front cover, (3) introduction, (4) learning instructions, and (5) a list of contents. (B) The body section consists of (1) title, (2) basic competence (KD), indicators, and learning objectives, (3) the material, (4) In summary, (5) training, (6) assessment, and (7) glossary. (C) The concluding part consists of (1) a bibliography and (2) bibliography. Modules of this development results declared fit for use in learning activities in Language Study Program, Indonesia and Regional Literature, the Faculty of Education at the university Balfour and other universities that have the characteristics and needs are relatively similar to the university where teaching materials have been tested. It is based on the results of the feasibility validation expert content / material, linguistic experts, expert presentation of the material, and experts’ graph and the results of limited field trial.

Fourth, the results of this development module has a potential impact on the improvement of the ability of students to the learning outcomes writing papers by giving examples to enable students to understand the material and the provision of training to improve student results. Improving the ability of these students can be seen from the average value before the students use the module development results and the results of the average value has increased after the students use the module development results.

5. Acknowledgement

The author would like to acknowledge to Kemenristek Dikti of Indonesia who has given a funding through Penelitian Dosen Pemula (PDP). The article is based on the authors’ research as Penelitian Dosen Pemula (PDP) grant by the Indonesia Government for funding in 2016.
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References
STUDENTS’ PERCEPTION ON HOW TO BE A GOOD JUNIOR HIGH SCHOOL TEACHER IN JUNIOR HIGH SCHOOLS OF LUBUKLINGGAU CITY

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Abstract
The aimed of the research was to find out students’ perceptions on how to be a good Junior High School teacher in Junior High Schools of Lubuklinggau. The Problem of the research was: what are students’ perceptions on how to be a good Junior High School teacher in Junior High Schools of Lubuklinggau?. The total sample of the research was 336 students. There were 8 Junior High School students in Lubuklinggau. To select the sample, cluster sampling conducted in this research. This technique sampling is used to choose sample if object of the research is too large. The researcher used survey research and the data were collected by using questionnaire and interview. Technique for analyzing the data used simple basic statistical technique. The data were scored by using Likert scale. The results of the research were the Students of Junior High Schools of Lubuklinggau very agreed that to be a good High School teacher, the teacher should have some characteristics they are: displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students, center around the theme of caring.

Key word: perceptions, good teacher.

1. Introduction
The teacher needs to teach the students in order to learn and be educated. According to (Bagley, 1938, cited in Ossai & Lucky 2013), people need to teach others in order to learn and be educated (Bagley, 1938), while those who teach others must possess the right characteristics, competence and teaching qualifications to enable them impart knowledge and education to the people or learners as whatever they teach has a durable effect in the lives of the people they teach.

According to Goe’s (2007), examination of teacher quality focuses on four categories of teacher quality indicators, teacher qualifications, teacher characteristics, teacher practices, and teacher effectiveness—which, Goe determined, empirically capture the primary variables examined in research studies on teacher quality published between 2000 and 2007. The four categories summarize the ways that teacher quality is commonly defined for policy purposes, and they are frequently linked to hiring and career-ladder decision making. In addition, the importance of qualifications, teacher characteristics and competence on teacher performance cannot be understated. For instance, teaching qualifications and competence will help teacher to become more professional rather than just a teacher. In fact, the role of teacher in teaching learning activities is the most important thing that should be discusses and develops.

Williams & Burden (2000), state that in parent-child or teacher-students relationship is dynamic process whereby with more knowledge, known as a mediator, influence and are influenced. Teacher-students relationship just likes parents-children, teacher as mediator, friends, counselor, parent, moreover as teacher for the students. Then, the process of teaching and to be educated it is naturally called dynamic process. Most of parents would say that they would want their children to have positive relationships with their teachers, they may view a close teacher-student relationship as less than necessary.

Many students in elementary, junior & senior high school in Indonesia have considered in measuring their favourite teacher. According to Seymour Ericksen (1984, cited in Williams & Burden 2000), stated that an out standing teacher should be an inspiring instructor who is concerned about the students, an active scholar who is respected by discipline peers, and an efficient organised professional who is accessible to students and colleagues. This is one of many studies in which various personal characteristics of good teachers have been sought.
In another opinion, one factor in the evaluation of the teachers, yet it is also perhaps the most important one. If the students cannot accept the teacher as a partner, the work of the latter becomes almost impossible. The teacher's knowledge of the subject, his educational work and personality values cannot be enforced, and the overall efficiency of the teacher suffers as a consequence.

Students' perception about their good teacher in elementary school, junior and senior high school is the most important thing in process teaching and learning. Students who are taught by good teacher will get good effect and impact to the students, especially their passion and interest in studying. It means the aims of processing product or effective teaching will produce good students with good achievement.

Concerning the fact and reasons above, the researcher is interested in doing a research about students’ perceptions about how to be a good high school teacher in high school of Lubuklinggau city

2. Research Methodology
Latief (2012), survey research is typically used to describe opinion, attitudes, preferences, and perceptions of people of interest to the researcher. The research is a cross sectional survey research. In a cross sectional survey research, collects the information from a sample that has been drawn from a predetermined population.

The population or unit analysis in this research is all of High schools in Lubuklinggau, from junior high schools (SMP) to senior high schools (SMA) in Lubuklinggau. According to the documentation of Dinas Pendidikan Kota Lubuklinggau, the total number of Junior high schools are 38 schools and senior high schools are 39. This research takes them as population because they are the students of high schools in Lubuklinggau. In this research, the population was the students of junior high schools in Lubuklinggau city. The total number of them is 10,429 students.

To select the sample, cluster sampling conducted in this research. This technique sampling is used to choose sample if object of the research is too large (Sugiyono,2011). Based on the theory above, the researcher clustered the population, from 8 subdistricts became 4subdistricts, consequently, from the population 10,429 students, the researcher took 336 junior high school students and 336 senior high school students as sample based on Sugiono (2010: 87).

The writer as researcher did several steps in collecting data. Questionnaire and interview are the main techniques in collecting data of a survey research. The researcher used questionnaire and interview to collect the data from the students’ perception on how to be a good high school teacher of Lubuklinggau. The students just answer the question in the questionnaire and interview. In this research, the researcher used theory of Thompson et.,al. (2004), about twelve characteristics of good and effective teacher as guidance to make questionnaires. The twelve of them are 1) fairness, 2) positive attitude, 3) preparedness, 4) personal touch, 5) sense of humor, 6) creativity, 7) willingness to admit mistakes, 8) forgiving, 9) respect, 10) high expectation, 11) compassion and 12) sense of belonging. The questionnaire contains 24 questions on the students’ perceptions about how to be a good high school teacher. For each question, an assortment of answers is offered. This allowed the researcher to analyze the perceptions about how to be a good high school teacher.

The second instrument for collecting data is interview. The samples were interviewed by the members of the research team. All interviews started with a short introduction that emphasized that there were no right or wrong answers in this interview and the researcher just wanted to know what students thought about a good teacher.

3. Discussions
Based on the data and questionnaire and interviews, there are 12 indicators to be a good junior high school teacher. The researcher used 12 indicators by Thompson et al. (2004). They are: Fairness, Positive attitude, preparedness, personal touch, sense of humor, creativity, willingness to admit mistakes, forgiving, respect, high expectation, compassion, and sense of belonging.
In finding, the items number 22 (A good teacher is a teacher who is able to be a motivator for his student) is the highest percentage from 12 indicators. It is Compassion. Hopefully, school is a place where children can learn and be nurtured in an emotionally safe environment. The reality of most classrooms, and in fact just about any gathering of youngsters, includes a significant amount of cruelty and hurt feelings. All insensitive, uncaring, or deliberately malicious behavior cannot be eliminated from such situations, but a caring teacher can have a tremendous impact on its frequency. Students have related numerous stories over the years about how the sensitivity and compassion of a favorite teacher affected them in profound and lasting ways. Cruickshank, Jenkins, & Metcalf (2003) cited in Thompson et., al. (2004), report that effective teachers are supportive of students in multiple ways and help to meet their needs for belonging and success. These teachers were remembered for noticing when children were left out of games on the playground and for taking action to prevent such things from happening.

Students’ Perceptions on How To Be a Good Teacher in Junior High Schools of Lubuklinggau

In the questionnaire, each indicator contained 2 items in the form of expressions which were scored by using Likert scale. Meanwhile, the interview contained 3 questions were related to the 12 indicators. The results of the 2 items in the first indicator showed that the respondents very disagreed that the teachers not objective in giving score. It was supported by the interviews to the respondents. In fact, there are some students wanted to have fairness from their teacher. According to Thompson et al. (2004:4), while feelings and competition between classmates can be intense, the memories of unfair teachers are reported by our college students in great detail, even after many years have passed since those negative school experiences.

Based on the results of the instruments and the theory above, it could be concluded that the teacher should be objective in giving students score and give same treatment to every students. In real, every student has same chance in teaching and learning by the teacher. In addition, students’ of Junior and senior High School of Lubuklinggau very agree that teachers should always keep his behavior in everywhere. It was supported by the data from interviews. They said that teacher is the model for his students. It means the students can imitate every single teacher’s act.

Other characteristics are the positive attitude. Borich (2000: 15) suggests that effective teachers are those who use “meaningful verbal praise to get and keep students actively participating in the learning process”. It means that good teacher who always has good behavior in everywhere.

The third, it could be interpreted that the student of Junior and senior High School in Lubuklinggau very agreed that good teacher who has good preparation in entering the class. Therefore, teacher can bring such media and prepare the lesson plan. According to Rubio (2009:37) pointed out that good planning ensures that lessons include periods where students are allowed to have discussion in open or close groups or in pairs. Based on the results of the instruments and the theory above, it could be concluded that the teacher should prepare his material to enter the class.

The fourth indicator showed that the respondents very disagree that the teacher recognize and mention identity of students unclearly. Oppositely, the students expected when the teachers keep his smile, care and close to the students. The students of Junior and senior High School in Lubuklinggau stated that the teacher should care, close and know to his students. According to Thompson et al. (2004:4), the students have always mentioned the fact that their favorite teachers connected with them in a personal way. Teachers who convey a personal touch in calling students’ name, smile often, ask about students’ feelings and opinions, and understand students based on their each background.

The fifth, the student of Junior and senior High School in Lubuklinggau very agree that a humorist teacher is a teacher who is able to create interesting teaching and learning process. A teacher who has humorist sense can make teaching and learning process more effective and not awkward. According to McDermott &Rothenberg (2000:24), students enjoy teachers with a sense of humor and found those teachers made learning more fun. As long as it is not at any
individual’s expense. Based on the results of the instruments and the theory above, it could be concluded that the teacher should have sense of humor. Because when teachers has humorist sense, it can make teaching and learning process more effective, funny, interesting and not awkward. Furthermore, the students exactly need time to relax also and time to space their memory in order to get the new lesson more fresh and more excited.

The sixth indicator is the student of Junior and senior High School in Lubuklinggau very agree that a teacher should be creative and not monotone in class. A teacher who is creative will make teaching and learning process more interesting. According to Rubio (2009:39), creative teachers use techniques that best serve the learning needs of their students. The teachers use those techniques to have each student working on tasks that engage and challenge them to achieve the best. There are many things that students can learn discoverly. Based on the results of the instruments and the theory above, it could be concluded that student expected to have creative teacher in order to increase their enthusiasm in teaching learning process.

The seventh indicator is the students very agree that a good teacher is a teacher who know and ask apologize to his mistake in class. According to Lumpkin (2008:47), teachers should emphasize the importance of exercising self-control and restraint when challenged and responding appropriately. It could be concluded that student Students are fully aware of the times when teachers make mistakes, especially when they somehow suffer from them. Additionally, teachers who recognize their mistakes and apologize for them when they affect the students provide an excellent model to give students, and a great way to be remembered as a favorite teacher.

The eighth indicator is the students of Junior and senior High School in Lubuklinggau very agree that a good teacher is a teacher who easily forgives his students’ mistake because the students hate teacher who is difficult in forgiving the mistake. According Holter, et. al (2008:2), one promising alternative to existing programs may be innovative forgiveness education programs that directly address underlying anger and depression associated with deep personal hurt, and incorporate foundational principals of interpersonal forgiveness with developmentally appropriate educational activities.

The ninth indicator is the student of Junior and senior High School in Lubuklinggau very agree that good teacher is a teacher who can appreciate and treat well to his students. According to Rubio (2009:38), teachers universally wish for their students to respect them. Favorite teachers are teachers who can proud to the students and give the students reward. In the form of appreciate, applause, and present. Based on the results of the instruments and the theory above, it could be concluded that student very expected has respect teacher and students vary hate teacher who mocks the students because when the teacher respect to the student, so the student will respect to his teacher. Additionally, Good teachers are organizing the classroom to promote learning and interaction, and have to create comfortable and relax in terms of environment, accessibility and mobility, especially in keeping respect from the students.

The tenth indicator is the student of Junior and senior High School in Lubuklinggau very agree that teacher has high passion and motivation in teaching. Learning has been considered as an emotional exercise which will allow the students to get engaged as it appeals to be emotionally. According to Thompson et al. (2004: 6) report that student of teachers with high expectations learn more as teachers’ expectations rise. Teachers’ expectation levels affect the ways in which teachers teach and interact with students. In turn, these behaviors affect student learning. Based on the results of the instruments and the theory above, it could be concluded students either rise to their teachers’ expectations or do not perform well when expectations are low or non-existent. The best teachers were remembered as having the highest standards. They consistently challenged their students to do their best. Based on it, the researcher can summaries that expectations are often self-fulfilling, and must therefore be expressed care and consideration.

The eleventh indicator is the student of Junior and senior High School in Lubuklinggau very agree that good teacher is a teacher who listen well and fix students’ problem. According to Thompson et al. (2004: 8), School is a place where children can learn and benurtured in an emotionally safe environment. Based on the results of the instruments and the theory above, it
could be concluded students really expected that teacher who listen well and fix students’ problem because the student not only solve problem in the school, sometimes they found problem in their home, environment and other. So the students really needed high passion and motivation to rise up and get successness.

The twelve indicator is the students of High School in Lubuklinggau very agree that a good teacher is a teacher who care and has sense of family in classroom. Because A loveable teacher is a teacher who can act like students’ parent. According to Rubio (2009:43), “teaching is a caring exercise” which takes an important role in effective learning process. Students recalled that these teachers developed a sense of family in their classrooms. Based on the results of the instruments and the theory above, it could be concluded, the role of the good teachers, in this situation, is to be good listeners, paying attention to, and showing understanding through tenderness and patience.

From the results of 12 indicators both the answers in the questionnaire and in the interviews, the researchers could conclude that to be a good high school teacher the teacher should be fairness, positive attitude, preparedness, personal touch, sense of humor, creativity, willingness to admit mistakes, forgiving, respect, high expectation, compassion, and sense of belonging. According to Cruickshank et al. (2003:329) most people would agree that good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parent and genuinely excited about the work that they do. Effective teachers are able to help students learn

These twelve characteristics, displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students, center around the theme of caring. When demonstrated by classroom teachers, students remembered school in a positive way. Data supporting the twelve characteristics of favorite teachers correlate with recent research data as the characteristics of good teachers. These traits have proven to increase student achievement.

4. Conclusions
Based on the result of data that have been collected by using two instruments, it can be concluded that the Students of Junior in Lubuklinggau very agree that being a good junior high school teacher, the teacher should have some characteristics they are: displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students, center around the theme of caring.

References
THE ROLE OF ENGLISH CLUB IN IMPROVING STUDENTS’ SPEAKING SKILLS: A LITERATURE REVIEW

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Abstract

English Club is an extracurricular for students who like English and want to develop their speaking skills. It becomes the suitable forum to explore and increase their braveness to speak English in public. This article reviews related research and theories about the role of English Club in improving students’ speaking skills. The focus of the review is on the utilization of English Club, how to teach speaking, and learning environment there. The theories and research are discussed according in sequence based on their time published. The theories and research are discussed and compared to look for their congruences in teaching speaking in English Club. Hopefully, this paper will give benefit for students to utilize English Club well and teachers can use appropriate teaching styles by creating a good learning environment.

Keywords: English Club, speaking, teaching speaking, learning environment.

1. Introduction

Speaking is the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same as knowing a language since the speech is the most basic means of human communication (Rayhan, 2014). But, it is more complicated when we talk about learning the English language in Indonesia in which the status of English itself as a foreign language in this country. It can be said that its function is limited in social communication. Therefore, schools especially Senior High Schools should provide an English Club which emphasizes on the English speaking skills.

2. Materials and Method

This article reviews the role of English Club in improving students’ speaking skills. It conducted a literature review method that is the critical review. The theories are synthesized from multiple sources and these requirements will be organized into some points as follows: the rules when learning a second language, how to teach speaking, the role of learning environment, and English Club and the students’ success in learning speaking.

3. Results and Discussion

3.1 Students should know how to learn speaking

Lundquist (2009) proposes four simple rules to follow when learning a second language. First, to learn to speak the language correctly, speak it aloud. It means that you must always use spoken exercises. You are retraining your mind to respond to a new pattern of proprioceptive and auditory stimuli. Second, to learn to speak a language fluently, think in that language. You must force your mind to think in the target language by using your recall memory. The mind must be actively involved in syntax development. The more actively the mind is involved, the more effective the learning process. Third, the more quickly you correctly repeat a particularly difficult phoneme, the more quickly you will be able to use it fluently. The proprioceptive retraining is not instantaneous. It will require many repetitions to build the new patterns in your mind. Fourth, never make a mistake when you are speaking. You must now invest even more time retraining your mind, mouth, and hearing in order can construct the sentence correctly. Consequently, you could learn to speak the target language more quickly.

3.2 Teachers have to know how to teach speaking

Ur in Laili (2008) proposes four criteria of successful in teaching speaking. First, students speak up; they are active in the teaching and learning process. Second, participation is even; all students try to speak about the topic. Third, high motivation; students have high motivation to success in learning. Fourth, language is easy to understand; the language is understood by others. From these criteria, it can be seen that teachers should be able to do things to facilitate the learning process in order their students speak up such to use English as much as possible.
during classroom. This means teachers already tried to provide English acquisition and encourage students’ motivation to speak English.

Teachers should use various techniques to teach speaking. It is also based on each function of speaking itself as Jones and Burns in Richard (2008) claims that there are three functions of speaking: (1) talk as interaction; (2) talk as transaction; and (3) talk as performance.

Talk as interaction refers to “conversation”. In this case, teachers can do things as Richard (2008) proposes, that is: making small talk, reacting to what others say, and the use of narratives about personal experiences. First, making small talk. Students can be given situations in which small talk might be appropriate (e.g., meeting someone at a movie). They can then be asked to think of small talk topic comments and responses. It is good to initiate interactions between students. By giving topic related to daily life, it will make students relax when they speak. This can encourage students apply speak English in their daily life.

Talk as transaction refers to situations where the focus is on what is said or done. In this case, teachers can do group discussion. Harmer (2007) suggests students need to be given time to plan their arguments, often in groups. They can be directed to a series of points of view either for or against a proposition—or sent to websites where they will get ammunition for their point of view. Consistent with this thinking, Richard (2008) states that group discussion activities can be initiated by having students work in groups to prepare a short list of controversial statements for others to think about. Groups exchange statements and discuss them, for instance: “Schools should do away with exams”. More specifically, Shrouf (2012) contributes that students can become involved in agree/disagree discussions. Then each group works on their topic for a given time period, and presents their opinions to the class. Groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. From these theories, students are suggested to prepare their arguments and discuss it in a group. It encourages students using critical thinking in conveying some points of views to solve problems related to an issue is arisen. It makes students to participate actively in learning and improve their fluency in speaking English. Besides, it is also adds their vocabulary such as when they are reading some articles in preparing their arguments. Moreover, groups are rearranged in every discussion have some benefits, that is, they are required to socialize with all students in order they can be an open minded person.

Talk as performance refers to public talks such as classroom presentations and speeches. In this case, it focuses on message and audience, predictable organization and sequencing, and the importance of both form and accuracy. Harmer (2007) suggests in doing oral presentations, teachers need to invest some time in the procedures and processes students are involved in. Then students need a chance to rehearse their presentations. It can be done by presenting it in pairs or small groups. Next, in the real presentation, we give other students tasks to carry out as they listen. Perhaps they will be involved in asking a follow-up question. Thus, time is needed to prepare students’ performance related to using appropriate content, correct pronunciation and grammar, appropriate vocabulary, and appropriate opening and closing. It can less or minimize some mistakes when they are speaking. Besides, it is also adds their knowledge and improve their accuracy and fluency. Further, by rehearsing a presentation in front of their friends, it will make students feel more confident to speak English, less their hesitation, and able to answer any question regarding the topic is given. By maintaining audience engagement, it is also inviting other students to speak English such as give a comment or ask something related to the information is given by speaker.

Shrouf (2012) states that teachers need to provide appropriate feedback and correction, but do not interrupt the flow of communication. In this way, teachers can give feedback for students after the activity without make students feel embarrassed and afraid when they make mistakes. The important thing is students will brave and can express their ideas by speaking English. In the future, students are expected can perform it better and do not repeat the same mistakes.

3.3 The role of learning environment
English Club should be built into a supportive environment. Chang & Shu in Wen-chi & Pinhsiang (2008) state that there is a positive relationship between the learning environment and student motivation. Further, they state that there are four principles to define an excellent
learning environment, that is, help to improve the learning outcome, provide the learner with care and support, inspire and boost the learning spirit, and cultivate responsibility in the learner. Additionally, Pereira et al. (2013) state that the most constructive learning takes place in situations that are non-threatening, stress-free, and relaxed. As suggested in these principles, learning environment which is comfortable, it makes students are not stress and unafraid to convey their minds in the English language. Moreover, by caring and support from a teacher or their friends such as giving input for them. It will increase motivation to do their best when they are given a responsibility in doing the task. Automatically, it can improve their learning outcome such as make students more fluent in speaking English.

Wen-chi and Pin-hsiang in Pereira et al. (2013) wrote that learning environment has several particular dimensions. Some of them are instructional arrangements and social situation. The instructional arrangements refer to the content and approaches including the materials and media used. Meanwhile, the social situation in which points to the teacher-student and student-student interactions.

In term of instructional arrangements, Nation in UNICEF (2000) states that in applying curriculum, content should reflect unique historical patterns, that is, it depends on local and national values. Parallel to this theory, Lavery (2001) states that for mature teenagers should we choose topics which they have experience of through their own lives, local area, and their country. A topic which greatly interests students will motivate them to understand if they are really interested. It is therefore critical that teachers must consider topics will stimulate students to speak English. Since students are very interested in anything related to their experience. Besides, in choosing a topic, teachers have to know students’ ability. Teachers must select appropriate content for their level. Therefore, if teachers give a topic too difficult which it is forced, they are will not enthusiasm and the learning process will be bored.

Student-centred approaches are characterized by active students, they make decisions about what and how they will learn, construct new knowledge, understand expectations and they are encouraged to use self-assessment measures, monitor their own learning, work with other learners, and produce work that shows authentic learning (TEAL, 2010). Besides, Cubukcu (2012) states that in student-centered learning environments, students take responsibility for learning and they are directly involved in the discovery of knowledge and ensuring that the planned activities are based on problem solving. Learners are empowered to create their own activities and select their own authentic materials. Learners interact through team learning and by teaching each other. In addition, student-centred approaches are also characterized by innovative methods of teaching which aim to take students as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking (T4SCL in ESU, 2014). These theories remind us that the presence of student-centred approaches is very good to be applied in classroom English. Through these approaches, so many benefits are generated by students. First, they can get meaningful knowledge that will support them throughout life. Second, teachers are the facilitator and they are more active and willing to participate in the class since teachers give responsibility for them to accomplish their work. Third, automatically, they can develop their learning strategies to improve their English skills. Fourth, by using critical thinking, they do problem-solving based on authentic materials. Fifth, they can support each other by doing peer learning. However, teachers keep monitoring students in order the learning process is running well and teachers know how students’ ability.

TEAL (2010) reveals that to implement student-centered classroom, teachers manage time in flexible ways to match learner needs, do learning activities that are relevant to learners, give learners responsibility for the learning process, provide questions and tasks that stimulate learners’ thinking, and do peer learning and peer teaching. Further, Cubukcu (2012) claims that in student-centred teaching programme, teachers have to emphasize tasks that attract students' interests, organising content and activities that are meaningful, let all students develop their own learning, organising activities that help students improve their own viewpoints, and emphasising activities that encourage students to work with other students. Moreover, Harden and Laidlaw (2013) state that teachers who apply the student-centred approach should provide feedback to the student, engage the student in active learning, individualize the learning to the personal needs of the student and make the learning relevant. Parallel with the theories discussed regard to ways of student-centered approaches’ implementation, teachers should review how
far they succeed in applying these approaches whether all criteria already tried or there are still many that have not yet. If there is still much left, teachers have to repair how to teach students soon. Teachers have to match students needs and give responsibility to them in a task in order they can be active in learning also develop their critical thinking.

In term of social situation, this paragraph reveals theories related to teacher-student interactions. Damhuis and de Blauw (2008) state that there are three elements of interaction. They are input, production, and feedback. Generally, teachers are aware of the need for appropriate input and feedback, but they are less aware of active production by learner. Besides, Nugent in Sánchez et al. (2013) state that by creating healthy relationships, teachers can motivate students. Sánchez et al. (2013) propose to do this, teachers have to be aware of the students’ emotional and academic needs. Thus, positive relationships between teacher and students would be easier. Additionally, Koplow in da Luz (2015) suggests that students need the confidence and motivation to learn in which it is stimulated by the relationship with their teachers. They also perform well when they feel that the teacher is passionate about what they are teaching and pass security and confidence to the students.

The conclusion to be drawn is teachers have to create the good relationship with their students. Teachers have to understand character and academic needs of each student. Thus, we can close and motivate them in order they can produce English language well. It can be done by inviting students to give their opinion toward an issue or give them a chance to comments the performance of their friends even they can give some suggestions how to do it better. Then, when students ask something, we have to respond appropriately to student questions and give feedback in which contains motivation words and do not ever bully them. Thus, teachers encourage greater students’ confidence to speak English.

Next, student-student interaction or also called peer to peer interaction. It refers to communication between students. Cohen in Kamerade (2011) states that peer interaction promotes high-level cognitive processes if it involves an exchange of ideas, information, perspectives, attitudes, and opinions. The output is improves ability to make a strong argument, analyze information, and apply their knowledge into practice. Furthermore, Goh (2011) suggests some factors to learning in groups are used to assess the quality of interaction. They are sharing relevant information and suggestions; providing reasons to back assertions, opinions and suggestions; asking for reasons when appropriate; accepting group decision and action; and using critical thinking and exploring alternatives. Regarding with these theories, students can exchange of ideas and information and they are free to acknowledge their difficulties to each other since there is no awkwardness such as when they talk with their teachers. In peer interaction, a student has a role as a tutor to his friends or he can be a tutee if his friends have more knowledgeable. Even though, high-level cognitive processes of peer interaction do not happen well in the classroom without teachers’ interference.

3.4 English club and the students’ success in learning speaking

Mobin in Pereira et al. (2013) states that an academic club such as the ELC can be a boon in any school if it is managed and carried out in a manner that promotes an active use of language in communication. Besides, Yildiz (2015) wrote that extracurricular activities will help students build good relationships among peers. They will provide students practice environments, and these practices will enable students to gain confidence. More specifically, the focus of community-based English clubs is on practicing oral language skills. In general, members interact collaboratively and cooperatively, practicing English by discussing real-life issues and expressing themselves in the safety of the club environment (Malu and Smedley, 2016).

Consistent with the above described thinking, English Club is one of the extracurricular activities provided in school to help students develop their speaking skill. By having a smaller population, it can change introvert students become brave to express their ideas by speaking English. Bear in mind, teachers must create English Club as the real place to practice English. We can apply some rules such as “must speak English during English Club and if someone breaking the rule, he/she will be fined”. At the beginning, we can start from easy conversation. In the next step, we can give a difficult topic related to the current issue to stimulate their critical thinking but still appropriate to their ability. By doing this, students’ vocabulary and their pronunciation will increase, and make they more confidence to express their views. Next, as students, you should
utilize this club as well as possible. Through this club, you have peers to practice your English language and can assist your difficulty in learning speaking. Thus, the role of teachers and friends is very needed to motivate individuals so that each of them can be success in speaking English.

4. Conclusion
From the discussion on each of the previous points, we can see many advantages are generated by students when they join English Club such as gain confidence to express their ideas by speaking English. It cannot be separated from the importance of the role of teachers in creating a good learning environment here. Besides, the students’ awareness to utilize this extracurricular as well as possible is also needed in order the role of English Club in improving students’ speaking skills is really felt.

References
INTEGRATING ICT IN ENGLISH LANGUAGE LEARNING
STUDENTS’ PERCEPTIONS OF A STATE UNIVERSITY IN JAMBI PROVINCE

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Abstract
This research was done in order to know students’ perception toward integrating ICT in English Language Learning and also to find out problem that may faced by students during the ICT integration. This research used quantitative method in order to describe students’ perception toward the use of ICT in ELL. This research involved English students from a state University in Jambi province as the respondents. The data were collected by using questionnaires adapted from Chutopama (2004). The questionnaires consisted of items related to the use of ICT for their learning, their reason(s) of using ICT, as well as the problem(s) encountered through the use of ICT for the learning. After that, the data were analyzed by using SPSS 16 that pointed at a point in which the students agreed that ICT is beneficial for their learning process, especially in terms of accessing information for learning. Nevertheless, employing ICT in learning needs to be supported by sufficient equipment, and needs to educate the students to be an agile user for better, more effective, and more efficient process of learning.

Keywords – ICT in Language Learning, English Language Learning, Students’ Perceptions

1. INTRODUCTION
Good quality of a university can bring positive effects to the quality of its students. A university is considered of having a better quality if it can pass some criteria such as having sufficient facilities for learning process, an efficient management, a democratic leadership, qualified learning process, sufficient library, and the utilization of ICT (Wijaya, 2013). One of those criteria investigated in this research was the utilization of ICT in learning process.

ICT is defined as a tool to distribute, process, store and exchange information in the set of application or service (Reddi, 2012). ICT refers to the use of technological tools for storing, creating, and sharing information. In other words, ICT refers to a kind of devices that can help people in accessing information, storing it and sharing it with other people. The use of ICT is considered as a potential factor to help students in improving their academic achievement in language learning process. The use of ICT can help students in accessing information easier in many places which is a way to produce an active learning related to real life which also increases educational quality among universities (Tinio, 2002). Therefore, the use of ICT to support teaching and learning of English needs to be investigated. Most of the students are more interested in learning when the teachers make use of ICT as their media to create an interactive and innovative English learning. But there are still some colleges which do not fully used ICT in learning process, they are lack of access to ICT facilities, including using interactive software to support four skills of English. This condition provides boredom situation and make student becoming passive in learning process. Besides, the traditional method still remain dominating in teaching and learning process while computers are seen to have potential to make significant contribution to teaching and learning of English.

In English Department of a State University in Jambi, the use of ICT in teaching and learning activity integrates the use of projector so far. Projector helps students getting visual material which might help them understood the lesson better. However, the use of ICT cannot go any further, there is no other ICT facilities supporting this circumstances. The use of projectors alone seems no longer enough to accommodate the learning process.

Based on the explanation above, it is important to know the quality of the ICT itself, since it is used in learning process and such information can be gauged from students’ perception toward the use of ICT, therefore, the problems of ICT utilization can be investigated. Furthermore, this phenomenon makes the researcher interested in conducting a research to find out what are the students’ perceptions related to the utilization of ICT in learning process in a State University in Jambi. The research entitled The Use of ICT in Language Learning: Students’ Perceptions of a State University in Jambi Province.
2. **METHOD**

This research used the quantitative method which involved 76 students as respondents from English department in a state university of Jambi province. As stated in the purpose of this research above, the use of ICT in teaching and learning in some classes of English Department was investigated. Through this research, problems encountered by the students were discovered by inventing the students’ perceptions.

76 respondents were those who have experienced the use of ICT during the teaching and learning activities in the classroom. Then, the data were obtained through questionnaires given to the respondents in order to find out their perceptions towards the use of ICT and the problem that they encountered in the use of ICT during the learning process. Finally, the data were analyzed by using SPSS 16. The result was taken into consideration to draw conclusion regarding the students’ perceptions towards the use of ICT in a state university of Jambi province.

3. **RESULTS AND DISCUSSION**

**A. Students Perception toward the Use of ICT in English Language Learning**

![Figure 1: Use of ICT Equipment in terms of “often” statement](image)

Based on the chart, it could be seen that ICT devices were available at classrooms in the University. The chart also shows that lecturers and students are already familiar with ICT devices. Lecturers tended to use ICT in teaching to deliver material or just assigned students to do assignment, while students tend to use ICT to do the assignment given by the lecturer. These findings indicate that the lecturers and the students consider that ICT is, somehow, useful in teaching and learning activities. ICT makes the learning activities easier in some ways. Besides that, over past two decades, ICT already introduced and used during the learning process, than it indicated that the educational stakeholders have realized the potential use of IT as a learning tool and have determined that students need to be able in using it (Jenes, 2000; Chutopama, 2004).

![Figure 2: Usefulness of ICT in term “always” statement](image)
Based on the findings, it can be concluded that the students agree that ICT is useful to be used in English language learning, because it benefits them in some ways. An easier global communication due to the existence of ICT ranked as the highest percentage of the ICT utilization done by the respondents, then followed by the tools of ICT such as CD-ROM and internet which are very useful to teaching-learning activities as well, and also IT makes learning and studying easy since when students would like to search information.

There are many communication services that can be accessed through one of ICT devices that is internet. By accessing the internet, students can check many potential websites to communicate with others in learning English (Bambang Cahyono and Utami Widiati, 2011). There are sites which are designed for English students in order to exchange emails, journals, or other learning materials. In addition, as cited in Cahyono and Widiati (2011), the real advantage of ICT in English language learning for both teachers and students is they can get access to the authentic English (Harmer, 2001:149). They can browse and visit the sites whenever they want and wherever they are. Besides, it is also possible for them to communicate with a native speaker or other English language learners who come from all over the world. Therefore, they experienced a lot more exposures to the target language and also accesses during 24 hours a day which are very supportive for their English learning process.

Furthermore, there is also another learning process which involves a set of computer without accessing the internet, such as the utilization of CD-ROM that could help the students during the learning process as what they have agreed through the questionnaires. CD-ROM was frequently used in “listening”. According to Brett (1997) as cited in Yusof (2012), CD-ROM utilization in listening activity helped the students to perform better on task and learn effectively. ICT is not only useful for students but also for lecturers. Some experts have also provided evidences of ICT utilization in designing various activities for English teaching and learning done by the teachers such as pronunciation (Lee, 2008), grammar (Al-Jarf, 2005), vocabulary (Tsou, Wang, and Li, 2002), listening and speaking (Hochart, 1998), communication skills (Lee, 2002), reading (Akyel and Ercetin, 2009), and writing (Chikamatsu, 2003) as cited in (Mehrak Rahimi and Samaneh Yadollahi, 2011). ICT is considered potentially effective to accelerate, enrich, and deepen skills, as well as to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow’s workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005) in Amin (2013). Utilization and integration of ICT in learning process may bring positive results for both teachers and learners, because it can produce effective learning (Abidin, Mohamad Jafre Zainol, Abuheilaiga, Ibrahim Bileed, Pour-Mohammadi, Majid, 2011).

**B. Problems during the Use of ICT in English Language Learning**
The chart shows percentage of problems encountered by students during the use of ICT that based on “agree” statement. The highest percentage gained by problem “there are very few lecturers using IT in their classes” and “the information search from IT always change” that is about 36.80 percent, then followed by “limited time to use it (C4) and the computer serving IT are low in quality (C1). Based on this data, it shows that students agree the number one problem comes from the availability of ICT tools and the content of information they need. The highest percentage gained by C2 and C7. It indicates that although ICT tools have already been provided by University, some of the lecturers did not fully utilize ICT tools during the learning process or the other reasons were, first, only some lecturers who could master the ICT usage and second, it could be related to the limitation of time to use IT which made some lecturers felt reluctant in some ways integrating ICT in learning process. Although the institution has already provided ICT for learning process, it was also important to consider about human resources who would use it. Instructors or teachers even lecturers must have ICT skill, so a training is needed in order to help them in mastering ICT in order to be able to help their students (Chutopama, 2004). There are many teachers or lecturers who only have a little or no training in information and technology and its integration into the curriculum (U.S. Congress, 1988; Munday, Windham and Stamper, 1991) in Chutopama (2004). They cannot catch up with the development of ICT, as the result, they just teach as they teach before using white board or chalk board which, circumstantially, affected the motivation of the student that some of the students might experience demotivation due to the monotonous activities in learning in the classroom. Moreover, the lesser the teachers or lecturers integrate ICT in learning process, the lesser exposures to English experienced by the students which means that the students might not get optimal sources to practice their English in comparing to a condition where the lecturers integrated ICT in learning process. In a previous study done by Kulik (1994) cited by Mikre (2011) shows that students who used tutorial software in reading scored significantly higher on reading scores. Very young students could write their own stories by the help of computer then could gain higher scores in writing. Moreover, students who use computer for writing scored higher on measures writing skills. The use of ICT facilities mostly show higher gains than those who dont use (Mikre, 2011).

The next problem was low quality of ICT devices. It indicated that the machine that was used to support ICT utilization needed to be investigated to find out if the machine was still functional or not, then whether it was also needed to be updated or not, in order to make the machine go with the growing ICT devices and programs today. Besides, it was also about the connection to the internet itself. For instance, though the students owned supportive ICT devices, when the connection broke down or was bad, it became useless for them. And, when learners become frustrated in learning because of the lack of equipment, it can bring negative effect among the learners as this similar problem appeared in the previous study done by Chutopama (2004). Students can be less motivated and lose their spirit in learning, if these problems are not solved. Fast internet connection will help learners in accessing information easily. It will not take a long time to find out what they need, but sometimes connection of the internet depends on the machine itself. Insufficient number, low quality, and readiness of the computer machine can

| C1  | = The computers serving IT are low in quality |
| C2  | = There are very few staff using IT in their classes. |
| C3  | = Most subject content is not suitable for IT use. |
| C4  | = Limited time to use it. |
| C5  | = The information search from IT do not meet the needs |
| C6  | = Don’t know how to operate the computer, CD-ROM, or internet. |
| C7  | = The information search from IT always change. |
| C8  | = Lack of knowledge in writing references from IT. |
| C9  | = Lack of knowledge and skills in using English to search information from IT. |
| C10 | = The university does not realize the importance of IT in classroom activities. |
| C11 | = The lecturer do not realize the importance of IT in the classroom activities and assignment of the learner. |
disturb students in accessing information because of slow connection (Jauchainat, 1998; cited in Chutopama, 2004). Based on the result of the study, it was recommended for University to maximize the internet usage by improving the efficiencies of the system, training, teaching process, and providing students with printed internet book.

The lowest percentage was gained by C6 and followed by C5 that is “don’t know how to operate computer, CD-ROM, or internet” and “the information search from IT do not meet the needs”. Based on this result, it indicates that majority of the of the students of this University are able to use computer and the other ICT devices and the information that they search through ICT devices meet their needs so it helps them during the learning process.

4. CONCLUSIONS

Based on the findings, it can be concluded that students agreed that ICT is useful to be used in English language learning since it can bring advantages for them. Several advantages that gain high percentage are IT makes global communication easy, IT equipments like CD-ROM and internet are very useful to teaching-learning activities, and IT makes learning and studying easier, since students only need to type some words into the browsing engines to search information from the internet and thousands, even millions of source will come up. Another perception of students was also taken from the use of ICT itself which more focused on the utilization. Majority of students stated that IT equipments were already provided in the University and they already used it in learning process. Students tended to use ICT services for searching information given by lecturer, while lecturer tended to use it for presenting material or as media in delivering task. While the problems that faced by students during the utilization of ICT were, more or less, the same with the problem that faced by the respondents of Siranee Chutopama research in 2004, but the highest number gained by the statement was few lecturers using IT in their classes and the information always changed that make students being confused to determine which information reliable for their need (36.80%).

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ASSESSING TEACHERS’ PROFESSIONALISM THROUGH CERTIFICATION PROGRAM

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Abstract
Indonesia is one of the nations that expand such policy to improve the quality of Indonesian teachers through Certification Program as an effort done by Government that has begun since 2007 based on the stipulation which mentioned on the 2005 Teacher Law (Ree, 2012). The 2005 Teacher Law aimed to improve the quality of Indonesian teachers by giving certification for teachers who demonstrated minimum levels of teaching competency, as well as giving them the professional allowance equivalent to their basic pay. Based on the fact issued by the Ministry of National Education (MONE) in 2008, more than 54% of the total 2,603,650 teachers in Indonesia are under-qualified (Sampoerna Foundation Teacher Institute, 2009). So, expectantly, teachers are motivated to improve their competencies and upgrade their academic qualifications through certification program. The certification program is a process of certifying teachers who have fulfilled the requirements. This article reviews some of the considerations taken by Indonesian government in accordance with the effort to improve teachers' professionalism in education.

1. Introduction
Quality of education is influenced by some factors. One of them is the quality of teachers. According to Jalal (2009) in Purwandari (2009), professionalism, prosperity, and prestige of teachers affect the quality of education, since quality of education depends on teachers’ quality. It indicates that the existence of qualified teachers is an essential requirement of having good quality of the education. Therefore, most of nations in entire world always try to expand the education policy to enhance the quality of teachers. One of the policies that expanded in most of nations is the direct intervention towards quality enhancing and giving the life surety and welfare for teachers.

Accordingly, many studies have been done in investigating the role of teachers on students’ academic achievement which come with result that the ability of teachers in delivering the educational content determined the students’ achievement. Therefore, improving teachers’ competence has been taken as great concern of Government in many countries.

The first influencing competence of a teacher is personal competence. According to Jaedun (2009), personal competence of teachers refers to the characteristics of teachers’ personality which are steady and stable, mature, wise, respected, and also can be the model for students. Having good personality is an important thing for teachers, since the existence of teachers as the agent of learning often becoming the role model for students as well.

Personal competence of teachers is influential on the success of learning process. For instance, a correlational study conducted by Aprilliyanti (2013) which investigate the relationship between civics teacher’s personal competence and students’ democratic attitude shows that there is positive correlation between civics teacher’s personal competence and students’ democratic attitude. it is said that good personality owned by the teacher makes the students feel comfort to convey their argument, to interact with the teacher either inside or outside the class, as well as enjoy the learning activity. This condition certainly affects the learning process positively. In addition, the friendliness and openness between the teacher and the students will disclose the opportunity of interaction that will help the teacher encounters students’ problem in learning as well as finding the way to solve it.

The second competence is pedagogical competence. As stated in Government Regulation no. 19/2005 article 28 (Mubarok, 2013), pedagogical competence refers to the capability of managing the learning process of pupils that covers the understanding on the pupils, designing and implementing the learning process and evaluating the result, also, developing the pupils’ potency.
This pedagogical competence is also a crucial part in teaching-learning process, because it affects the technique, methods, and approach used by the teachers in sharing the knowledge to the students. Teachers should master not only teaching methods, but also learning methods to build good classroom management, as well as transferring and receiving process between teachers and students. For instance, the use of positive and negative reinforcement in Behaviourism theory during class activity can impact well for students with teachers’ comprehension on such learning theory. This reinforcement intends to motivate students in mastering skills and doing the task (Schunk, 2012). Nevertheless, if teachers fail to give positive reinforcement the students, a negative paradigm can possibly occur from students on particular learning process. It will, certainly, affect the students learning development subsequently.

Next, a teacher should have a professional competence. Professional, as stated in Law no. 14/2005 about Teachers and Lecturers, refers to duty or activity done by people to earn income which require professional training, expertise, skill, and ability that meet the standard of quality. Moreover, in Law no. 20/2003 article 39 about National Education System, teachers who belong to educators are defined as professional worker whose duties is to design and implement the learning process, evaluate the result, undertake guiding and training, as well as conduct research and society service. Therefore, the certified teachers should meet those specifications as professional teachers accordance with the Law and Regulations.

Based on the Law, professional teachers should have the academic qualifications on certain field of knowledge, the ability to perform the duty as teachers, as well as mastering the learning method and the use of media on learning. In addition, according to the Australian National Professional Standards for Teachers, there are seven keys to determine effective teachers: (1) know the students and how they learn (2) know the content and how to teach it (3) plan for and implement effective teaching and learning (4) create and maintain supportive and safe learning environment (5) assess, provide feedback and report on student learning (6) engage in professional learning (7) engage professionally with colleagues, parents/carers and the community (Celik, 2011).

Those standards are approximately alike with what have been proclaimed by Indonesian government. However, the implementation to attain those standards may differ and possibly yield different result. Teachers’ professionalism adequately affects the success on students’ learning. Several studies have been done at investigating the professionalism of teachers in Indonesia. A study at a state senior high school in Cimahi (Nurdin, 2011) shows that teachers professionalism has positive correlation which is significant enough with students’ success on learning. While other study that involves students’ perception on teachers’ professionalism shows that the students do not automatically give high appreciation towards the certified teachers, the students give the appreciation on uncertified teachers instead (Fatchurrohman, 2008). The students state that some of the uncertified teachers perform better than the certified ones in terms of professionalism. In other words, the certification does not instantly ensure the professionalism of teachers from the students’ point of view.

The last competence is social competence which is believed as an important part of being qualified teachers as well. This competence is no longer regarded as “nice to have” competence, but becoming an essential aspect for qualified teachers. Moreover, a recent study shows that good socio-emotional competence of teachers is able to increase learning as well as helping to facilitate longer storing of educational system and academic performance (Bourgonje and Tromp, 2011). Therefore, it is hoped that teachers own the social competence that covers the ability to collaborate; communicate; create; and understand cultural, religious, class, and sexual diversity in the community.

Good social competence owned by teachers is, actually, beneficial to help teachers managing the classroom, building the enthusiasm and enjoyment condition on learning, and managing the students’ behaviour at once. Furthermore, if teachers are able to design healthy climate in classroom, it will affects students’ social, emotional, and academic outcomes positively (Jennings and Greenberg, 2009). Additionally, several studies have been done regarding to the impacts of teachers social and emotional competence on classroom outcomes, and one of the studies shows that when teachers fail to built ‘healthy relationships’, the teachers may fail to build effective classroom management as well in which may cause the students felt no
supportive engagement from teachers on their learning process. This will merely affect teacher-students relationship, but also the academic outcomes. Moreover, according to Wentzel (1998) in Jennings and Greenberg (2009), students’ perception on teachers support has direct impact on students’ interest and motivation in learning.

Based on the finding from the previous studies, this study also investigate students’ perception on the teachers’ social competence, since this competence is essential to be the qualified teachers. These competencies also described by Jaedun (2009) as the following table of specification:

<table>
<thead>
<tr>
<th>No.</th>
<th>Competency</th>
<th>Sub competency</th>
<th>Indicator</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Personal Competence:</td>
<td>1.1 Stable and steady</td>
<td>a. Act in accordance to legal norms.</td>
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<td></td>
<td>Personal capability reflects the personality of steady, stable, mature, wise,</td>
<td></td>
<td>b. Act in accordance to social norms.</td>
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<td></td>
<td>mature, wise, and authoritative, the example for students, and noble deed.</td>
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<td>c. Proud as a teacher.</td>
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<td></td>
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<td></td>
<td>d. Act consistently which in accordance with the norms.</td>
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<td></td>
<td>1.2 Mature</td>
<td>a. Showing independence as educators.</td>
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<td></td>
<td></td>
<td></td>
<td>b. Has a work ethics as a teacher.</td>
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<tr>
<td></td>
<td></td>
<td>1.3 Wise</td>
<td>a. Perform action based on the expediency of students, school, and society.</td>
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<td></td>
<td></td>
<td></td>
<td>b. Showing openness in thinking and acting.</td>
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<td>1.4 Authoritative</td>
<td>a. Behaved that affect the students positively.</td>
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<td></td>
<td></td>
<td></td>
<td>b. Have respected behaviour.</td>
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<td></td>
<td></td>
<td>1.5 Noble deed and worthy of imitation</td>
<td>a. Act in accordance with religious norm (faith and devotion, honest, sincere, and helpful).</td>
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<td></td>
<td></td>
<td></td>
<td>b. Has a behaviour exemplified by students.</td>
</tr>
<tr>
<td>2</td>
<td>Pedagogical competence:</td>
<td>2.1 Understanding the students.</td>
<td>a. Understanding students using the principles of cognitive development.</td>
</tr>
<tr>
<td></td>
<td>Pedagogical competence deals with the understanding on the students, as well</td>
<td></td>
<td>b. Understanding students using the principles of personality.</td>
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<td></td>
<td>as managing dialogic and educated learning.</td>
<td></td>
<td>c. Identify the competences owned by students.</td>
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<td></td>
<td>2.2 Designing the learning that includes understanding the basis of the education</td>
<td>a. Applying the theory of learning and learning process.</td>
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<td></td>
<td></td>
<td>for the importance of learning.</td>
<td>b. Determining learning strategy used based on the characteristics of the students, the targeted</td>
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<td>competences, and learning materials.</td>
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<td>c. Designing lesson plan based on the chosen strategy.</td>
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<td>2.3 Conducting the</td>
<td>a. Organize the setting of</td>
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<td>learning process</td>
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<td>b. Conducting conducive learning process.</td>
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<td>2.4 Designing and conducting evaluation of learning process</td>
<td>a. Conducting continuing process evaluation (assessment) and outcome of the study using various methods.</td>
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<td>b. Analyse the result of process evaluation and learning outcome to determine the mastery level (mastery learning).</td>
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<td>c. Utilize the result of learning evaluation to improve the quality of learning process generally.</td>
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<td>2.5 Developing the students to actualize different potentials.</td>
<td>a. Facilitate the students to explore their academic potency.</td>
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<td>b. Facilitate the students to explore their non-academic potency.</td>
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<td>3</td>
<td>Professional Competence: Professional competence deals with the broad and in-depth mastering of the subject area including the mastery of curriculum and knowledge substance that shelter the materials on the curriculum.</td>
<td>3.1 Mastering the knowledge substance of the discipline and other knowledge relevant with the discipline</td>
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<td></td>
<td>a. Understand the materials on the school curriculum, structure, concept and methods of the discipline or subject area that relevant to the materials.</td>
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<td>b. Understand the concept between relevant subjects.</td>
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<td>c. Apply the concepts of the scientific knowledge in daily life.</td>
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<td>3.2 Mastering the structure and scientific method</td>
<td>Mastering steps in conducting research and critical study to deepen the knowledge of subject area.</td>
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<td>4</td>
<td>Social Competence: Social competence deals with the capability of teachers as a part of society to communicate and interact with the students, colleagues, educational force, parents of students, and surrounding society.</td>
<td>4.1 Capable to communicate and interact with the students effectively</td>
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<td>Communication effectively with the students.</td>
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<td>4.2 Capable to communicate and interact effectively with colleagues, and educational personnel</td>
<td>Communication and interact effectively with colleagues, and educational personnel.</td>
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<td>4.3 Capable to communicate and interact effectively with parents/guardians of students, and surrounding society for educational necessity.</td>
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The four competences above is integrated as one that is called as Teacher Competences. However, the competences are not steady which means it can grow or even decline. Therefore, enhancing the competences must be a great concern for teachers, especially the certified teachers.

2. Teacher Certification Program in Indonesia

As one of education and curriculum components, teachers play an important role in determining the students’ achievement, because teachers interact directly with the students in learning activity. In Teacher Law No.14/2005, article 1 teacher is defined as professional educators with prime duty of educating, teaching, guiding, directing, training, assessing, and evaluating the students in formal school from elementary level to secondary (Ministry of Culture and Education, 2013). Moreover, many studies have been done in investigating the role of teachers on students’ academic achievement which come with result that the ability of teachers in delivering the educational content determined the students’ achievement. Therefore, improving teachers’ ability has been taken as great concern of Government in many countries, especially in Indonesia, to build educated next generation with noble personality. One of Government efforts in improving the ability of Indonesian teachers is through the Certification program.

Certification is defined as the process of academic exam which is designed to disclose the competencies mastering as the base of certificate granting for teachers (Murwati, 2013). Another definition taken from Teacher Law No.14/2005, certification is the process of granting the certificate to teachers and lecturers as professional force of education (Ree, 2012). To be certified, teachers must complete the qualifications of having, at least, four-year Diploma degree (D-IV) or Undergraduate Degree (S-1) from Educational Institution. After that, there are some other qualifications that must be completed by teachers before being certified such as portfolio assessment, competencies test, as well as going through several processes.

It can be concluded that certification is given for teachers or lecturers who have been fulfilled the requirements or the minimum qualifications to be called as the professional educators. The certified status will also go in line with the special allocation of fund from Government for teachers’ allowance and welfare. It is hoped that this appreciation given by Government, will motivate teachers to always enhance and upgrade their ability in teaching for the sake of quality improvement of education in Indonesia.

3. Principles of Teachers Certification Program

Principles of Certification program are used as guidance in implementing the program. The following are the principles of teacher certification program in Indonesia issued by Ministry of Culture and Education:

a. The arrangement of the participant is carried out objectively, rightfully, transparently, as well as noticing the credibility and accountability.
   • Rightfully means that all of the participants are arranged based on the order of the priority if age, period of teaching, and teachers’ rank. Participants who are in the upper rank will be prioritized.
   • Objectively means that the arrangement will be done based on the established rules.
   • Transparently means that the process and the result of participant arrangement is disclosure to public or other parties who are concerned with the implementation of the program.
   • Credibility means that the process and the result are trusted by every party.
   • Accountability means that the process and the result of the participant arrangement are accountable academically, as well as in administrative and financial aspect.

b. Oriented to Improve the Quality of National Education
Certification program is an effort done by Government to enhance the quality of Indonesian teachers, so that the qualified teachers will be granted a certificate as professional teachers. This certification has some process such as portfolio assessment, teacher training, and Certificate granting which are prepared maturely and implemented well. So, the certified teachers will give their contribution in improving the quality of national education.

c. Done consistently
The program is done based on the law and regulation, as well as referring to the guide book of teacher certification published by the Ministry of Culture and Education.

d. Implemented systematically and planned
The implementation of the program is started by mapping the number of aspects, subjects, availability of human resource and facilities, as well as the targeted time. It is hoped that the implementation runs effectively and efficiently by having the well-mapped of the program (Ministry of Culture and Education, 2013).

4. **Legal Basis of Certification Program**
As stated in Buku Pedoman Sertifikasi dalam Jabatan published by Ministry of Culture and Education in 2013, there are several legal basis of certification program as follows:

- a. Law no. 20/2003 about National Education System.
- c. Law No.14/2005 about Teachers and Lecturers.
- d. Government Regulation No.74/2008 about teachers.
- e. Regulation of Ministry of National Education No. 16/2007 about Teachers’ standard qualifications and competences.
- f. Regulation of Culture and Education Ministry No.5/2012 about Certification for in-Service Teachers.

These legal basises are used as guideline in implementing the certification program, so, there should not be any irregularity and dishonesty in implementation.

5. **The Objectives of Certification Program**
According to Jalal (2007), certification program possesses some objectives as follows:

- a. Determining the eligibility of teachers in accomplishing the duty as the agent of learning process, as well as actualizing the goal of National Education. The eligibility of teachers is portrayed by the capability of teachers in mastering the competencies as described in Law No.14 year 2005 about teachers and lecturers competences.
- b. Improving the process and the quality of education result. Accomplishing of education process will determine the result of the education. Education process is mobilization components of education to attain the aim of education. While, quality of education is stated as good if the graduates possess both academic and expertise competence.
- c. Raising teachers’ status. Through certification program, it is hoped that the social status of teachers will be increased by having additional allowance.
- d. Improving teachers’ professionalism is defined as the ability of teachers to perform the duty efficiently and effectively.

Based on the explanation above, in general, it can be concluded that the objectives of Certification Program in Indonesia are oriented to increase the quality of education.

6. **Types of Implementation of Certification program**
There are two types of certification program done in Indonesia, as follows:

- a. Certification for pre-service teachers is done by having profession training in Teacher Training Institution which is accredited and determined by the government. It will be ended by having competences test. However, it is not implemented yet.
- b. Certification for in-service teachers as stated in Regulation of MONE No. 18/2007 that is done through portfolio assessment. The portfolio assessment is done by submitting certain documents as a reflection of the teacher’s experience of professionalism. Through a collection of the documents, teachers’ achievement record will be investigated and evaluated to determine the level of professionalism of the teachers.

These types of Certification Program are arranged already in the Regulation of Ministry of Education.

7. **The Mechanism of in-Service Teacher Certification**
Certification for in-service teachers is carried out in two ways:

- a. Portfolio assessment (Regulation of Culture and Education Ministry No.18/2007).
- b. Training Course (Regulation of Culture and Education Ministry No.40/2007).
8. Portfolio Assessment
Regulation of Culture and Education Ministry No.18/2007 has stated that the certification of in-service teachers will undergo the competency test to obtain the certificate. The test will be done through portfolio assessment which deals with the documents that reflect the teachers’ competence. This portfolio assessment is done by particular institutions that have been determined by Government.

Portfolio assessment is an assessment towards documents collection which reflects the achievement of teachers in doing their job as the agent of learning process. This assessment comes as consideration of professionalism acknowledgement of the teachers.

There are some components of assessment as follows:
a. Academic qualification: deals with educational certificate owned by teachers.
b. Education and training: any training certificate (s) that joined by teachers during the period of work.
c. Teaching experience: period of work as a teacher in certain level, type, and formal educational unit.
d. Planning and implementation of learning (Lesson Plan): always having complete lesson plan before teaching in the class.
e. Assessment from supervisor and employer: the assessment involves the personal and social competence.
f. Academic achievement: acknowledgment towards the achievement in doing the job as teachers.
g. Work of professional development: any attempt and involvement in improving the professionalism.
h. Participation in scientific forum: the participation can be as a participant or the source.
i. Organizational experience in education and social: involvement as a member or administrator.
j. Awards which are relevant to the field of education: the award is given because of the dedication as teachers (Mulyatiningsih, 2007).

Teachers who have completed the requirements and pass the minimum score or passing grade are stated as professional teachers and have the right to be certified. However, for teachers who cannot pass the minimum score will be trained in the determined institutions which ended by having competences test.

References


USING ROUNDTABLE TECHNIQUE IN TEACHING DESCRIPTIVE WRITING: A LITERATURE REVIEW

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Abstract

The implementation of cooperative learning activity in education world for many years ago has been applied in many schools and institutes. Cooperative learning can make the students active in learning and build their social relation among them. One of technique in cooperative learning is namely roundtable technique that can be used for learning writing. This article reviews related research and theories about teaching writing by using roundtable technique. The focus of review is on technique to improve the learning process of writing descriptive text for young adolescent learners at secondary school. The purpose is to describe how the implementation of roundtable technique can build and generate students' critical thinking to develop their ideas to be written. The theories are discussed and compared to be a guideline for the conceptual framework which can be used for conducting an action research project in teaching English especially in writing.

Keywords: Cooperative learning, roundtable technique, writing, descriptive text

1. Introduction

This article reviews related research and theories of roundtable technique as one of cooperative learning activity for writing. Writing is considered as one of the language skills which has very important role for language learners. Therefore, the teachers should find a suitable way for teaching writing. They have to guide their students in learning to write, so the students will be active and interested in learning writing. Several relevant studies have indicated that cooperative learning as an effective way to make the students active in learning. Cooperative learning can make the students active in learning and build their social relation among them when they are learning, so that they can help each other in understanding and reaching the goal of learning. One of technique in cooperative learning is namely roundtable technique which can be used for learning writing. Roundtable technique is designed to make the students active in thinking and generating ideas. In this technique, the students will be divided into group then write their ideas based on the theme on a piece of paper. The paper will pass to the next students to be written and it will continue until the last students. This is done in round. After all ideas have been collected, they will combine and write it into paragraph. One of paragraph that can be written for the beginner students is descriptive text which describes the phenomenon of person, place and thing. This activity is excellent for capturing ideas in brainstorming, for developing common background information, and for identifying possible directions for future activities. Thus, there are five themes are generated as the framework for the study in this article. The themes are roundtable technique as cooperative learning activity, why should teacher implement it?, how does it work for writing?, and descriptive writing.

2. Roundtable Technique as Cooperative Learning Activity

Cooperative learning is the forming of small groups in which students work together to achieve their shared goals. This activity usually gives award to the students in group rather than individually, so students will be motivated to help one another to master the materials. Kagan and Kagan (2009) stated that cooperative learning becomes integrated into every lesson, because the implementation of cooperative learning is easy to be used and fun. This activity will make the students are more active in learning. Mandal (2009) pointed out that cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement. The students will be usual to help each other in working together by joining the cooperative learning.

Roger and David (2009) proposed that the ability of all students to learn to work cooperatively with others is the keystone to building and maintaining stable marriages, families, careers, and friendships. The students will be able to perform their technical skills, such as reading,
speaking, listening, writing, computing, problem solving and building their society with another because they have learned to work cooperatively. They will meet as members of society, is to spend much of the time learning those skills in cooperative relationships with each other because they have known how to interact in group.

Mandal (2009) also supposed there are five advantages of using cooperative learning strategy that are: (1) Cooperative learning develops higher level thinking skills, (2) Skill building and practice can be enhanced and made less tedious through cooperative learning activities in and out the classroom, (3) It creates an environment for active, involved and exploratory learning, (4) It improves the performance of the weaker students when grouped with higher achieving students and, (5) It addresses learning style differences among students. This activity asks the students to learn together in order to help each other’s understanding in learning.

In this activity, by working cooperatively, the students will be more active since they can control their group. They will learn and teach each other. Therefore, they are divided into different level of abilities, so the weaker and shy students can learn and ask to the stronger students in their group to make them understand about the material without being afraid to ask. They have to help each other in learning to achieve the same goal because the first thing needed in this activity is the teammate’s power. The students’ activeness in the learning process will create conducive learning and meaningful atmosphere in the classroom. Through cooperative learning, students will be given an adequate opportunity to collaborate with fellow students in completing structured tasks. This activity is one of the learning strategies that consciously create student interaction with teachers and students with the student in the classroom in a harmony.

In order to get some ideas before writing, the students should do the planning (pre-writing) process (Astuti, 2013). There are some techniques in planning stage. One of them is roundtable technique which is the act of how students build and generate their ideas by working in group. Roundtable technique can be applied through cooperative learning activity. It is the way that allows the students to work in a group. By doing that, it is not only gives positive effects on achieving the goal, but also on students’ psychology while learning. Roundtable is an activity to develop the ideas; it needs members’ contribution in writing the ideas. Students sit in team, they circulate a piece of paper, other students add another ideas, then say loud out the ideas. It is an excellent activity to explore the ideas (Nolinske & Millis, 1999).

Mandal (2009) also stated that roundtable technique can be used for brainstorming, reviewing, practicing, and serving as a team builder. Students are divided into three or four members of each group. The teacher asks a question which has multiple answers. Students take turns writing members’ answer on the paper, then pass the paper and pencil to the next person. After all of them have done taking turn, they submit their answers or ideas. Several studies also discussed about roundtable technique such as; George M. Jacobs (SEAMEO Regional Language Centre Singapore), Gan Siowck Lee (Malaysia University), and Jessica Ball (University of Victorian Canada) in Hapsari (2011) proposed that Roundtable is cooperative learning technique in which each person writes on idea for a multiple ability task and passes their paper to the person on the right. The paper circulates around the entire group at least once. Here, each student has to think their ideas to be written on the paper which passes in front of them.

Hapsari (2011) reported that the use of roundtable technique in teaching writing is very beneficial for students. It gives significant progress in students’ achievement in writing a text. The teacher can use roundtable as another technique to teach students in writing a text. It will motivate the teacher to find another teaching technique for writing text so it would improve students’ achievement in writing. Aicha (2012) and Yamina (2013) showed that roundtable is an activity from the Structural Approach of Kagan (1980), in which students taking turns giving answers, providing information or sharing ideas. In roundtable, students make a contribution, sharing one piece of paper and pencil and passing them so that each student makes contribution in turn. The turns continue until the time is over or some of students do not have information about the question. This activity will make the students are more active to think and share their ideas as Crandall (1999) in Yamina (2013) stated that these activities are excellent
for capturing ideas in brainstorming, for developing common background information, and for identifying possible directions for future activities.

Chayanti (2015) found that the use of roundtable technique can help students in writing a text and build their responsibility. The use of roundtable technique was able to improve students’ writing ability by giving opportunity to the students to write their responses related to the topic, discussing the text that given from the teacher, and answering the question based on the given passage. The students make a group and each group sits around the table. Then they will be given a single sheet by their teacher. That single sheet contains a single question related to the topic of writing. Every member in a group should share their ideas by writing them on that sheet. After that, they deliver to the person next to him. The next person should write their ideas too. This activity will end if all members in a group have shared their ideas. Those ideas will help the students arrange the text. By collecting the ideas in a group, the students will not get confused about what they should write because they already have some ideas as the references to write. They also can prepare to make it in a good organization.

However, some studies have defined roundtable technique in the same opinions whereas in roundtable, the students are divided into group with different abilities, then the teacher has prepared the theme of the material and gives the students a question related to the theme, each member will answer the question based on the theme with their ideas by writing it on a piece of paper and then pass the paper to all the members in group in round by continuing until the time is over and all of the questions has been answered by all members. Then they will check their answers and combine it then write into paragraph. Therefore, in this activity all members in group have the same job and nobody have nothing to do.

3. Roundtable technique: why should teacher implement it?

Roundtable technique is a suitable technique for teaching writing. Kagan and Kagan (2009) proposed that roundtable technique will achieve some advantages in terms of academic and social point of view. The advantages of roundtable technique are: (1) Assessing prior knowledge, (2) Practicing skill especially writing skill, (3) Recalling information, (4) Creating cooperative art and, (5) Teambuilding and participation of all. The same as with Kagan, Lom (2012) suggested that roundtable technique ensures that every student in the classroom is generating knowledge and contributing to the discussion. It is suitable for brainstorming their ideas and produces multiple responses. In other words, roundtable is a good cooperative learning activity to generate the ideas from the students when they want to write. They can share their ideas in group then discuss the ideas and combine it into a good paragraph. This way can make them usual to begin to write individually. Roundtable ensures equal participation among group members and exposes students to multiple viewpoints and ideas. Roundtable helps students to focus their attention, gives students quiet time to think about their responses and ideas to be shared and written on the paper. In roundtable, students are able to build upon each other’s contribution. They will help each other to build their ideas based on theme. All of their ideas will be information for them to create their writing. When all of information has been collected, they will arrange and write it into a paragraph.

As mention earlier, to achieve some advantages in using roundtable technique, the role of teacher is very important here. Teacher should know what the students’ need and how the students’ characteristics in learning first. Teachers need to know the developmental characteristics of the secondary students especially for young adolescent (10-15 years old), so that they can design instruction and classroom management strategies. Teacher can design lessons that include a full range of sensory motor experiences; music, smell, touch and emotion. The strategy that can be used to teach young adolescent is inquiry whereas teaches the students based on problem based learning to make the students active to ask question that they want. The seat movement also should be changed every period time to make the students comfortable to sit and they will not walk around the class again when the teaching and learning process run.

Some of the characteristics of young adolescent students that teachers need to know are such as; they enjoy both intellectual and manipulative activities, they refer active involvement in learning, motivated to learn when lessons are related to immediate goals and interests, argue to clarify own thinking and to convince others, possess a vivid imagination, exhibit independent, use critical thinking, forget easily because his/her mind is so preoccupied with other issues, eye
relationships among similar concepts, ideas, and experiences and makes inferences, seek to find causal and correlative relationships, begin to understand abstract ideas, like to discuss experiences with adults, show intense curiosity about the world and him/herself, form long-lasting attitudes about learning, begin thinking about own thinking (National Middle School Association, 2003).

The teacher’s duty is to make sure that his/her teaching is appropriate to his/her class, that is organized systematically, and that it is exciting. Yet a teacher who uses appropriate and well-organized materials usually has little difficulty in generating enthusiasm in his class. So, when implements roundtable technique teacher will not get difficulties to make it because the teacher has prepared everything. The students will get easy to understand how roundtable technique works and they will get something new to learn together with their friends in a group how to share their each ideas and information then write it into a paragraph.

4. Roundtable technique: how does it work for writing?
Aicha (2012) stated that writing is a complex and difficult skill; it is one of the four skills that are given emphasis in second language learning. Many students find it is difficult to master and that mainly due to the fact that many teachers lack of using the necessary strategies that enable students to write without difficulties and create the good atmosphere for them to communicate and interact with each other in an effective way. The students need to stimulate their thinking onto paper, concentrate and organize their ideas and cultivate their ability to summarize, analyze and criticize. They also have to master the elements of grammar of a language, vocabulary, content, organization and mechanics (Jacob, 1981). A writer has to do more practice to make a good writing. In other words, writing is transferring the ideas in mind then put the ideas into words and discovering the ideas on a page of paper. A writer needs to think about the content of the writing first and then arrange the ideas by using appropriate language (grammar and vocabulary). Consequently a writer must learn about the process in creating writing because writing needs good skill to create it in order to make the reader understand what is written.

To make the students create a paragraph well, they should learn the processes of writing (Harmer, 2007). The first is, planning; in this process, students have to think about three main issues, the purpose of their writing, the audience that they are writing for, and the content structure, how best sequences, ideas, or arguments which they have decided to be included. The second is drafting; drafting is the actual writing of paragraph or essay, it begins by writing a first draft, they will follow the general plan they have mapped out. While writing their first draft, they focus on getting meaning down on paper; not be overly concerned with grammatical correctness at this stage. Here, the students transfer the information they have gathered and organized into a traditional format. It involves a student to choose topics for writing based on their personal interest. The third is editing; editing can include adding, deleting, rearranging and substituting words, sentences, and even entire paragraphs to make their writing more accurately represent their ideas. The last is final version; students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. And then, the writer is ready to send the written text to the readers.

While creating writing, the students have to consider the purpose of their writing since this influence not only to the type of text they wish produce, but including the language they use, and the information they choose. There are some purposes of writing based on Harmer (2004) and Nunan (1991) such as; writing for learning, writing for writing, writing for action, writing for information and writing for entertainment. In Secondary School curriculum, the purposes of writing is students are able to construct the meaning and understand the rhetorical steps of the text by using appropriate language. That’s why, the students have to understand and be able to create a text to reach the purpose of writing itself.

Yamina (2013) said writing skill is developed through the use of well-structured cooperative group work. She recommended the adaptation of a cooperative learning approach to teach writing. Cooperative learning as mentioned before is an activity how the students learn together
in group. They can help to explain the material to each other. The best technique in cooperative learning that can be used for writing is roundtable technique.

The process of roundtable technique in the classroom deals with preparation and schedule of activities as an implementation of the roundtable technique process. The first procedure in applying roundtable technique in the teaching learning process is preparation. In order to make the teaching learning process run successfully, teacher needs to do some preparations include preparing the material, theme/title, a piece of paper and writing tools (Pramana, 2010). When all preparations have completed, roundtable technique can be done by these steps: (1) Make a group of four; the group is consisted of students with different ability and genre, it means to make the students know each other and the strongest can help the weakest, (2) Give each group a theme or a title; a teacher has prepared everything for the material, (3) Ask one of the members to write (only) one word/phrase related to the theme/title based on the question given by teacher, it can be started with word classifications; nouns, verbs, adverbs, and so on, (4) Ask the students to give the paper to the left-side friend to do the same thing. Do this until they cannot find any word/phrase related to the theme/title, (5) After they think the words/phrases are sufficient, ask the group to write a text using the words/phrases they collected. The students combine their answers on the paper and write it into paragraph (6) Ask each group to stick their paper on the wall; the students will perform and show their writing (7) Ask each group to read and edit (making a correction/editorial feedback) on another group's work, (8) Ask each group to revise their work/writing.

In this activity, teacher's role is to control when the students are working and give feedback when they have done their work. When the students work in group, make sure that each student is active to participate in brainstorming or sharing the ideas. Actually, the steps of teaching writing by using roundtable technique can be added by teacher's own ways and creativity; depends on the situation and condition, but the first thing is making sure that the teacher has prepared everything and explains clearly to the students what to do in roundtable technique in order to make the process runs as what is expected.

5. Descriptive Writing

There are some texts for writing that are taught in Secondary School, such as; descriptive text, procedure text, recount text, narrative text and report text (Nugroho & Hafrizon, 2010). One of the text can be used by roundtable technique is descriptive text. Descriptive text can be learned by the beginner students because some of the students in secondary school just learned English at this level, so this technique is suitable to help them in generating their ideas. Descriptive text is a text that describes about phenomenon of person, place and things. It means describing color, shape, size, weight, width, density and content, in such way that the reader can visualize the topic enter into the writer's experience. Hogue and Hoshima (2007) stated that in a descriptive paragraph, the more details you include, the more clearly your reader will imagine what you are describing. Descriptions are usually organized to include; an introduction to the subject of the description and the characteristic features of the subject, e.g, physical appearance, qualities, habitual behavior, and significant attributes. Ilahi and Indriani (2016) said descriptive text has the purpose to describe an object or a person that the writer is
interested in. Thus, in writing a descriptive text the writer should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

In relation to teach descriptive text writing, a teacher should help his/her students in describing what they want to describe in the form of descriptive text. They have to describe it in a piece of paper as clear as possible and of course they also have to consider the aspects of writing to make readers see or feel what they describe. And the teacher has to explain its purpose, generic structure, and language features. When teacher teaches descriptive text writing, the teacher has to focus on three important things. First is how to express and develop students' ideas into descriptive text. By understanding the purpose, the generic structure, and language use of the text, the students will be helped to explore and develop their ideas in the form of descriptive text. The second is aspects of writing such as content, grammar, vocabulary, language use, and mechanics. The last and the important one is that the teacher should think interesting activities that can help students to express their ideas in written form. Interesting activities can be done by asking them to make groups to make them active, enjoy, and also to motivate them during the teaching learning process (Suhesti, 2012).

Santoso (2014) supposed that the use of the roundtable technique could improve the students’ achievement in writing a descriptive paragraph and their active participation. The teacher can teach the students to learn descriptive writing by using the processes of writing. In roundtable, the teacher gives an example of descriptive writing to the students before creating their writing. Teacher should explain the purpose of the text, the generic structure of the text which are consisted of identification and description and the language features that are used in the text. Next, teacher gives question which is related to the theme and asks the students in group to think and write their answer or idea on a piece of paper. They will write their answer in round by passing the paper to the next students and stop when they have collected all answers. The process of writing is started since the students in group have collected their ideas in round, they will plan to create a paragraph which comes from their combining ideas. They make a draft of it; there are identification and description on descriptive paragraph. Then, the group checks the structure and language; they will edit the paragraph if they find the mistaken. The last, they can show their writing product to the readers.

In short, teaching writing to beginner students can be started by asking them to write descriptive text. They can learn how to write descriptive writing by roundtable technique. Descriptive writing is a simple text which they can write based on what they feel and see in their daily life. They can learn together and share their ideas in group. This activity will bring them usual to write individually later.

6. Conclusion
Many studies have applied cooperative learning. The research studies examine that cooperative learning is as an effective learning for building good social and environment among the students. This activity gives chance to the students to learn and share each other’s knowledge in a small group. Many activities come from cooperative learning. One of the activities is roundtable technique. Roundtable technique is designed for brainstorming and generating the ideas. It is suitable for learning writing whereas the students will sit in group and do their task in circle. Each student writes their ideas on a piece of paper then pass it to the next students in round. The students will write their paragraph based on the processes of writing; planning, drafting, editing and final revision. For the beginner students, they can use descriptive text to start to write a paragraph, whereas it describes the phenomenon of person, animal, place and thing.

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EXPERIENCES OF THE RURAL AREA STUDENTS IN LEARNING ENGLISH: A REVIEW TO RELATED LITERATURES

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Abstract
This article aims at reviewing the related literatures of the issue of English language learning in rural area. The phenomenon of English language learning in rural setting is interesting to be investigated. In Indonesian context, there are several researches studying how students’ motivation in learning English affects their achievement in this subject. Motivation is not the only variable influences the students’ success in learning English; socioenvironment and attitude towards English also influence as well. Thus, this article reviews the literatures related to those issues above; Dorney’s (2005) L2 Motivational Self System, Gardner and Lambert’s (1972) classification of motivation, Socio-economic and socio-cultural background, attitude theory, students’ expectation about English, English as Foreign Language, and the description of English language learning in rural area based on previous researches. Those literatures are discussed by sorting the time published. They are also contrasted and compared each other in order to get the relevance towards the current study. This article is part of larger research studying the experiences of the students in learning English in rural setting which is going to use the interpretative phenomenology to explore their lived experiences.

Keywords: EFL, English Language Learning, Motivation, Socioenvironment, Attitude, Expectation

1. INTRODUCTION
This article is part of a larger research exploring the students’ lived experiences in learning English in rural area. It presents a series of discussion of literatures related to the issue of English language learning in rural area. This paper reviews a bundle of literatures —articles, journals, and books— ranged from 1972-2016. The discussion is extracted into three themes; the history of English language acquisition in Indonesia, English language learning in rural area and factors influencing the success of English language learning in rural area.

2. The History of English Language Acquisition in Indonesia
This section begins with a sequence of questions; (i) what is foreign language acquisition (FLA)?; (ii) is it different from second language acquisition (SLA)?; and (iii) do Indonesian learners learn English as a foreign or second language? The last question has led us to next discorncering question; (iv) why English? why is English chosen as a foreign language we should learn, why not Dutch?

There is a debate argued by the experts pertaining the definition of FLA and whether it is just the same with SLA or not. Freed (1991) stated that foreign language acquisition is different than second language acquisition. Foreign opposes to second language. Stem (1983) ever proposed that the term of foreign language has usually been to refer to the teaching or learning of a non-native language outside of country of speech community where it is commonly spoken. Meanwhile, second language is applied non-native language learning or language use, which takes place within one of the speech communities where that language is traditionally used (Freed, 1991). However, Ellis (1988) argued that second language acquisition is not intended to contrast with foreign language acquisition. It is supported by Littlewood (1984) who stated that the term of second language acquisition would be used as a cover the term of both foreign and second language acquisition. Anderson (1990), Gass (1990) and Kramsch (1990) have tried to identify both the similarities and differences between second and foreign language acquisition, although in the end they too have suggested that foreign language learning should be understood as similar to and within the overall domain of second language acquisition; the study of non-primary languages, second or foreign, is essentially one and the same field.

There is no significant different definition (and use) between foreign and second language to some expert. However in Indonesian context, whether a language is learnt as foreign or second language brings to the fatal consequences. English, for example, an International language, is learnt as a foreign language by Indonesian pupils. Indonesian pupils (and people) are not accustomed to use English as a language for communication. They learn English at school as a
compulsory subject and experience difficulties in learning it as will be discussed in the next section.

Talking about English as a foreign language in Indonesia cannot be separated from historical, political, socio-cultural and linguistic factors shaping English status and functions over the last century. According to Lauder (2008) English in Indonesia cannot be separated from the context of colonial and post-colonial eras. After getting totally independence recognition from Dutch on August 1949 and established Republican government a year later, this country began to pay attention on social and cultural matters, including education. It was decided that English, not Dutch, to be the first foreign language in this country for the reasons that Dutch is the language of colonialist and it is not international language while English is. In harmony with Lauder, Dardjowidjojo (2000) uncovered that Dutch is not included in the curriculum because Indonesian have bad experience with this country. Moreover, this language has no strong influences as international language like English does.

Indonesia is included in the expanding circle countries in the case of using English as foreign language, in which Indonesians learn and use English in various important and do not use it dominantly and for daily communication (Kachru, 1992). Kachru (1992) divided countries using English in three categories. First, Inner Circle Countries that is the countries that acquire and use English as mother tongue, such as United Kingdom, USA, Canada, Australia and New Zealand. Second, the countries having history with United Kingdom institutionally, and people learn and use English as second language after their nation language, such as Malaysia, Singapore, and India, that were occupied by the Great Britain. It is called Outer Circle Countries. The last one, like mentioned earlier, Expanding Circle Countries, included Indonesia, China, Japan, Russia and Thailand. In those countries, English is learnt and used as foreign language. They do not use English as daily communication and not in formal occasion.

Although the English speakers in Indonesia are only around 5%, the amount is bigger than Singaporeans considering the total citizen of Indonesia is around 210, 000, 000. It means there are 10, 000, 000 people that use English in daily communication meaning there is a huge potential market for English teaching (Dardjowidjojo, 2000). English as a foreign language is taught at every level of education in Indonesia, from primary to tertiary level (Karea, 2012).

Even though already got its independence, the method of English teaching in Indonesia is still influenced by Dutch. This heritage is the grammar-translation method (GTM). It emphasized the teaching of reading skill and linguistic knowledge. Abdurachman’s English Grammar, Tobing’s Practical Exercises, and de Maar and Pino’s English Passage for Translation are several textbooks that were used. (Darjdowidjoyo, 2000).

As stated by Hamied (2012) Regulation of the Indonesian Minister of Education and Culture Number 096/1967 has mandated that EFL is a compulsory subject for secondary school (junior high and senior high school). Meanwhile, at the primary level EFL was involved in national curriculum since 1994 as local content subject (Suyanto, 2004). The involvement of EFL for primary school aimed at promoting EFL awareness and raising children’s interest in EFL and achieving set EFL learning goals by the end of the primary education (Karea, 2016).

In Indonesia the problems that appear considering the EFL are the students lack motivation to learn English, insufficient resources, limited amounts of trained teachers, large class sizes, teacher with low level English proficiency, the low salary of government English teachers, the lack of adequate preparation to teach the new curriculum and cultural barriers (Dardjowidjojo, 2000; Sulistiyo, 2016). In rural setting the problems related to English language learning are more complex and complicated as described in the next section.

3. English Language Learning in Rural Area
Since Indonesian students learn English as a foreign language, they experience the lack of proficiency and motivation. As discussed briefly in the former section that English language learning in Indonesia is surrounded by several problems such as unmotivated students, insufficient resources, limited number of good quality teachers, large class size, not prosperous teachers and confusing curriculum. In rural area, those barries are more complex and
complicated and more difficult to overcome. As Bharati & Shitaprajna (2014) stated that rural area English language learning is familiar with poverty, lack of interest of parents and children, and insufficient facilities.

Study about English language learning (and teaching) in rural setting, especially in Indonesian context, is still scarce. In the case of rural students’ motivation to learn English, Lamb (2009, 2012 and 2013) conducted a sequence of research in the rural areas in Sumatra. Lamb’s finding showed that some rural area are motivated to learn English. They want make their parents and school proud of them by achieving high score on English. They seemed to be very motivated and eager to learn English. However, their enthusiasm decreased drastically when they found that English is very difficult to learn. Some of them said that they do not like the way of the teacher teach English. The teacher is spit-fire, easy to get mad, finding the students cannot guesses the meaning of some English words. They also sighed finding that teaching learning activities are deadly boring. The teacher just read and read a number of texts from one book and students should repeat word by word. The worst from the worse, unmotivated students and uncompetent teacher are not the final obstacles. Economic source play a big role in the success of students in learning English. Rural students are mostly from lower to middle class with low income. Their parents work as farmers or seller. In the interview session of Lamb’s (2012) study it was found that there are parents who are pessimistic about children’s education because lack of financial. They even cannot buy books and other supporting facilities of pay school fee because of economical difficulty. To them, it is enough being survive and can buy daily needs. This sad situation of financial obviously demotivate students in pursuing their educational target, include in English learning.

However, those barriers above do not mean make students lack of opportunities in achieving good English proficiency at all. Rural students can get success in learning English with many difficulties and lacks surrounded around by having motivation, positive attitude towards English and high expectation about English. Good socioenvironment such as parents’ support morally, warm and cooperative teachers and peers are no doubt playing roles in success of learning English in rural area.

4. Factors Influencing the Success of ELL in Rural Area

By analyzing the situations happen in rural area related to English language learning, it can be concluded that there are several factors affecting the success of English language learning in rural area, namely; motivation, socioenvironment, and students’ attitude toward English. This section discusses those factors briefly to get the essences of definition of those terms.

4.1 Motivation

Elliot and Covington (2001) defines motivation as one’s direction to behavior, or what causes a person to want to repeat a behavior and vice versa. Gardner and Lambert (1972) has classified motivation as instrumental motivation, integrative motivation, intrinsic motivation and extrinsic motivation. Brown (2002) states that an integrative motive is employed when learners wish to integrate themselves within the culture of the second group, to identify themselves with and become a part of that society. Meanwhile, if the learners are motivated to learn second language because of their utilitarian purposes such as meeting the requirements for school or university graduation, getting a job, requesting higher pay based on language ability, reading technical material, translation work or achieving a higher social status, the kind of motivation they have is instrumental motivation. Two another classifications of motivation, intrinsic and extrinsic motivation, are put foward by Deci and Ryan (1985). Intrinsic motivation comes from the bottom of learners’ heart. Learners are intrinsically motivated to learn a second language not because accomplishing the activity they do brings the reward, but because doing the activity itself is a reward. On the other hand, extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. Learners are motivated to learn a second language because they wish rewards; money, prizes, grades, and even certain types of positive feedback. Related to second language learning, Dorney & Chan (2013) proposed three primary sources of motivation to learn an L2; (a) the learner’s internal desire to become an effective L2 user, (b) social pressure coming from the learner’s environment to master the L2 and (c) the actual experience of being engaged in the L2 learning process.
4.2 Socioenvironment
According to Fan (2011) academic motivation is not the only factor influencing the foreign language learning success. It develops and is embedded within a complex web of environmental and social influences. Among the many factors, how parental of education (Schlechter & Mileushy, 2010) and parents’ goals and practices (Spera, 2006) play a role on the pupils’ success of foreign language learning. Beside that, teachers’ way of teaching and the psychological distance between them and the students also affect learners’ short and long term motivation to study (Patrick, Ryan, & Kaplan, 2007). The early work of Gardner (1985) and Gardner and Lambert (1959) highlighted the significant effect of parental encouragement and praise on students’ motivated behavior. Dorney, Csizer and Nemeth (2006) showed that geographical location which was interrelated with the socioeconomic status (SES) of the students exerted a considerable influence on students’ and parents’ choice of foreign languages and consequently on goal orientation.

4.3 Attitude
Wood (2000) defined attitude as an evaluation of an attitude object, ranging from extremely negative to extremely positive. Gardner (1985) also points out that attitude is an evaluation reaction to some referent or attitude object, infered on the basis of the individual’s beliefs or opinions about the referent. Thus, attitude is linked to a person’s values and beliefs and promotes or discourages the choice made in all realms of activity, whether academic or informal. Attitude is classified into three interrelated components: cognitive, affective and behavioral (Wenden, 1991). Attitude is one aspect influencing the learning process together with anothers variables influencing aspects; motivation, anxiety, learning achievement, aptitudes, intelligence, age, personalities, etc. (Shams, 2008). Students’ attitude towards language is one of the personal variables affecting learning English. That is why it is important to develop favorable attitudes as a means of enhancing performance in the learning of second language (Fakeye, 2010). It is supported by Kara (2009) that states attitudes toward learning together with opinion and belief obviously influence on students’ behaviours and consequently on their performance.

5. Conclusion
In summary, many problems appearing in rural area school related to English language learning. Among them are lack of students motivation, insufficient sources and facilities, incompetent teacher, unprepared curriculum and school policy and so on and so forth. Rural students tend to have lack proficiency in English and achievement in this subject because of those obstacles above. The keys to upgrade the students’ quality in English is to investigate and explore what kind of motivation that those students have and what attitude towards English as well. Their socioenvironment should be also investigated in order to help the to fit to whatever their socioenvironment situation and determine what best solution to overcome those barrier related to their social background.

References


Abstract
Supervision is a continuous action to help teachers develop their ability to manage the learning process and achieve the target of the lesson. Academic supervision cannot be separated from Teacher's Performance, Assessment in handling the learning process. Ability, interest, and teacher's characteristic must be considered in developing academic supervision. Supervision should be done without any pressure. A superintendent must be able to create a good atmosphere and build a warm relation between teacher(s) and superintendent. The place where teacher(s) is/are given suggestion(s) or where they can practice should be comfortable. Besides that the ways to give suggestion should also be in relaxed situation, far from under pressure or blame someone. This research is a classroom action research done by a superintendent with repeated reflection start from planning, action, observation and evaluation again and again until the indicators of success achieved. The researcher involves teachers’ forum (MGMP) as their colleague after supervision done. This research proves that contemporary clinical academic supervision can enhance teachers' pedagogical competence. 

Keywords: Competence, Pedagogical, Supervision, Clinical Academic Supervision.

1. Introduction
Pedagogical competence is a really important issue nowadays because this is one of the competences that Professional teachers must have. In fact, many teachers do not have good pedagogical competence, so the teaching and learning process runs ineffectively. They teach hard but the result of the learning process still minim. Teachers need to develop their pedagogical competence, a superintendent has an important role to help them. Academic supervision can help teachers to increase their competence, contemporary clinical academic supervision find in what aspects teachers have problems and help them to overcome it. Find and cure the problem, discuss it face to face that is the main action of contemporary clinical academic supervision. When a teacher is assisted to find his/her weakness of pedagogical competence, cured, their pedagogical competence will increase.

2. Pedagogical Competence
Pedagogical competence refers to skills of teachers related to 3 main aspects of teaching skills, : (1) planning the lesson, (2) implementing the teaching and learning process, (3) and assessing the learning process. Based on Undang Undang No. 14 year 2015 about teacher and lecturer, it is stated that pedagogical competence is the ability to manage the learning process of the learner. Depdiknas (2004:9) states this competence with the term the competence of learning process management. This competence can be seen on how teacher plans teaching and learning program, implements the learning process and assess the learning process. Kunandar (2009:76) pedagogical competence covers the understanding of teacher toward learners, planning and implementing the lesson, evaluating the result of learning, and developing the learners to optimize their potencies.

3. Academic Supervision
Academic supervision is a series of activities to help teachers develop their ability to manage the learning process for the achievement of learning objectives Glickman (1981). While Daresh (1989) states that the academic supervision is an attempt to help teachers develop the ability to achieve the learning objectives. Thus, the essence of academic supervision it was not evaluate the performance of teachers manage the learning process, but to help teachers develop professional capabilities. However, the academic supervision can not be separated from the assessment of the performance of teachers in managing learning.

Sergiovanni (1987) asserts that the practical reflection of the performance ratings of teachers in the academic supervision is to see the reality of the condition to answer questions that arise. But one thing that should be stressed, that after assessing the performance of teachers by no
means finished tasks or activities of the academic supervision, but must be followed by the design and implementation of development capabilities.

The purpose of the academic supervision is to help teachers develop the ability to achieve the learning objectives proclaimed to his students (Glickman, 1981). Through academic supervision is expected academic quality done by teachers is increasing (Neagley, 1980). Capacity-building in this context must not be interpreted narrowly, solely focused on improving the knowledge and teaching skills of teachers, but also on increased commitments (commitmen) or volition (willingness) or motivation of teachers, because with the increasing of the abilities and motivation of teachers, the quality of learning will increase.

According Sergiovanni (1987) there are three academic supervision objectives, namely first, the academic supervision was organized with the intention of helping teachers develop their professional ability in understanding the academic, class life, develop their teaching skills and abilities through the use of certain techniques. Second, academic supervision was organized with a view to monitor teaching and learning in schools. This monitoring activity could be done through principals' visits to the classrooms when the teacher is teaching, private conversations with teachers, colleagues, and with most of his/her students. Meanwhile the third is to support teachers to apply, to develop their competences in the learning process so they have serious attention toward their job and their responsibility.

Only by reflecting the three objectives of this academic supervision will work to change the behavior of teachers to teach. In turn changes the behavior of teachers towards a better quality of learning behavior will lead to better student. Alfonso, Firth, and Neville (1981) suggests that behavior is directly related to academic supervision and influence the behavior of the teacher. In connection with the principles of academic supervision, lately, some literature has been widely theorized academic supervision as a basis for any conduct academic supervision. Some terms, such as democracy (democratic), the working group (team effort), and the group (group process) has been widely discussed and linked to the concept of academic supervision. Discussion solely to show us that the behavior of the academic supervision should abstain from the authoritarian nature, where supervisors as supervisor and teacher as subordinates.

The program of the academic supervision should be planned, developed and implemented together cooperatively with teachers, principals, and other related parties under the coordination of supervisor. Fourth, the academic supervision program should be integral to the educational program. In every organization there are a variety of education system behavior with the same goal, which is the purpose of education. The behavior of the system which include administrative behavior system, the system of academic behavior, a system of student behavior, system development behavioral counseling, academic supervision system behavior (Alfonso et al., 1981) and Weingartner, 1973). If the teacher has managed to develop his/her-self does not mean finished the task supervisor, but must be developed on an ongoing basis.

The principle is to meet the demands of multi-purpose academic supervision, such as quality control, professional development, and motivate teachers. Next is that the academic supervision should be constructive. Academic supervision is not at all times to look for errors teacher. Indeed, in the process of implementation of the academic supervision are activities kerjan teacher performance assessment, but the aim is not to find errors.

Academic supervision will develop the growth and creativity of teachers in understanding and solving the problems facing academic. Academic supervision should be objective. In formulating, implementing, and evaluating the success of academic supervision program should be objective. Objectivity in the preparation of the program means that the program of the academic supervision must be prepared based on the real needs of the professional development of teachers. Many education experts have asserted that someone will work professionally if he has sufficient competence. A person will not be able to work professionally when he was just fulfilling one of the competencies among so competencies required. Competence is a combination of ability and motivation.

No matter how high a person's ability is, it will not work in a professional manner when he does not have a high motivation to do his duties. Conversely, no matter how high a person's motivation to work, it will not work in a professional manner when he does not have a high ability
to perform his duties. A good academic supervision should be able to make more competent teachers, that teachers are increasingly master the competencies, both personal competence, pedagogical, professional competence and social competence. Academic supervision must touch on the entire development of teacher competence.

4. Contemporary Clinical Academic Supervision

The word of clinical supervision derived from clinical and supervision. Supervision interpreted as a guidance towards the improvement and refinement of the learning process. While clinical in this case is defined as a face to face relationship between supervisors and teachers that focuses on the actual behavior of the teacher in the classroom, that is the behavior of normal, unaffected.

Clinical Academic supervision implemented by the clinical approach, so it is often referred to as a model of clinical supervision. Academic supervision by a clinical approach, a collaborative academic supervision. Clinical supervision procedure is the same as the direct academic supervision, namely: the classroom observation, but the approach is different. Clinical supervision is supervision focused on the learning improvement through a systematic cycle from planning, observation and intensive analysis of the appearance of learning with the aim to improve the learning process.

There are several reasons why clinical supervision is required, including; there is no feedback from the competent person the extent of professional practice has met competency standards and code of ethics, exceptional science and technology in the learning process, the loss of identity of the profession, saturation Professional (bornout), code violations are acute, repeat the mistake of massive erosion of knowledge already gained of education Prajabatan (PT), disadvantaged students, are not getting the service properly and the low appreciation and trust of society and the employer.

According to Nana Sudjana (2008: 5) describe that clinical supervision as professional assistance given to teachers who have problems in implementing the learning so that the teacher can solve his problems with regard to the learning process. While Cogan (1973), her performance development activities in managing the learning process. According Sergiovanni (1987) there are two purposes of clinical supervision: professional development and motivation of teachers and improve the learning process less effective.

According to Keith Acheson and Gall Meredith in his book chasm between real teaching behavior with the behavior of ideal teaching. Thus it can be described that the significance of clinical supervision is professional assistance given to teachers who have problems in learning so that the teacher can solve the problem by taking systematic steps. The Objective of clinical supervision is the improvement of learning and not merely a teacher's personality. For this supervisor is expected to teach a variety of skills to teachers which include among others: (a) Skills in teaching, (b) Skills in curriculum renewal and implementation, (c) Observing skills to understand (perceive) the learning process analytically, and (d) Skills analyze the learning process based on evidence clear and precise observation.

Usually this goal operationalized in targets the smaller parts that are specific teaching skills are of great importance in the teaching process. Constructive analysis can be done to appropriately provide reinforcement (reinforcement) to the behavior patterns of successful and direct and does not blame or punish behavior patterns that have not been successful. In clinical supervision supervisor and teachers are peers in solving problems in the classroom. The Objective of clinical supervision is often focused on; awareness and personal confidence in performing teaching duties, basic skills required in teaching (generic skills), which include: skills in using a variety of teaching and the use of stimulation, skills involve students in the learning process and skills in managing the classroom and classroom discipline.

5. Characteristics of Clinical Supervision

Clinical supervision has its own characteristics that distinguish it from other supervisory techniques. According Pidarta, clinical supervision characteristics are as follows:

a. There is an agreement between supervisors and teachers who will be supervised on behavioral aspects to be repaired
b. Supervised or repaired are aspects of the behavior of teachers in specific teaching and learning process, such as how to curb class, questioning techniques, control engineering classes in process skills methods, techniques addressing a naughty child, and so on.

c. Fixing aspects of behavior begins with making the joint hypothesis about the form of improved behavior or way of good teaching. This hypothesis can be drawn from theories in teaching and learning.

d. The above hypotheses are tested with the observed data supervisor of aspects of teacher behavior is to be improved while teaching. This hypothesis may be accepted, rejected or revised.

e. There is an element of reinforcement of the behavior of teachers especially those who have successfully repaired. So that the awareness of how important work well and done in a sustainable manner.

f. There is the principle of cooperation between supervisors and teachers through a basis of mutual trust and equally responsible.

g. Supervision is performed continuously, meaning that the behavior aspects repaired one by one until the teacher can work well, or the good work that teachers maintained in order not to be ugly.

Clinical supervision has common goals and specific goals. In general clinical supervision aims to improve and enhance the teaching skills of teachers in the classroom. This relationship of clinical supervision is the key to improve the professional skills of teachers so that teachers have the ability to repair itself in implementing the learning process. In addition there are other common destinations are:

a. Creating awareness of teachers about their responsibility for the implementation of the quality of the learning process
b. Helping teachers to continuously improve and enhance the quality of the learning process.
c. Helps teachers to identify and analyze the problems that arise in the learning process.
d. Assist teachers to find ways of solving the issue can be found in the learning process.
e. Helping teachers to develop a positive attitude in developing self-sustainable manner.

While specifically Clinical Supervision aims to provide an objective feedback in teaching activities done by the teachers by focusing on awareness and confidence in teaching. Teaching basic skills requirement are: (a) Diagnosing and help solve the problems of learning, (b) Help teachers develop skills in using learning strategies, and (c) Help teachers develop themselves continuously in their career and their profession independently.

6. Principles of Clinical Supervision

In clinical supervision there are a number of general principles that underlie the practice, among others:

a. Relationships between supervisors and teachers are equal and collegial relationships are interactive. This kind of relationship is better known as a relationship between professionals experienced with less experienced, so intertwined professional interactive dialogue in an atmosphere that is intimate and open. The contents of the dialogue is not the direction or instruction of a supervisor / supervisors but learning problem solving.

b. Discussions between supervisors and teachers are democratic, both in planning instruction and on feedback and follow-up assessment. Democratic atmosphere that can be realized if both parties freely express opinions and do not dominate the conversation and have the openness to examine all the views expressed in the meeting and the decision ultimately determined by mutual consent.

c. The goal of supervision focused on the needs and aspirations of teachers and remain within the region (scope) behavior in actual teaching. With this principle teachers were encouraged to analyze their needs and aspirations in the effort to develop themselves.

d. Assessment feedback is based on careful observation of data that are based on contracts and implemented immediately. From the analysis of feedback that is assigned the next plan.

e. Giving priority to the initiative and responsibility of teachers both at the stage of planning, assessment, feedback and even decision-making and follow-up. By shifting the early initiative and responsibility into the hands of the teacher is expected in turn the future teachers will continue to take the initiative to develop itself.
The concept of clinical supervision as an engineering approach to developing teacher learning is a pattern that is based on the basic assumption that the process of learning teachers to develop in his position can not be separated from the process of learning that teachers do that. Learning is individualized, therefore, the process of socialization should be done with the help of teachers face-to-face and individual. Clinical supervision as a technique has certain steps that need attention to develop the professionalism of teachers.

The initial meeting is intended to develop a joint supervisor with the teacher on a framework for classroom observations to be made. The final outcome of this meeting is an agreement (contract) between supervisors working with teachers. This objective can be achieved if the initial meeting is to create cooperation, human relations and good communication between supervisors and teachers. Furthermore, the quality of a good relationship between supervisors and teachers have a significant influence on the success of the next process in activity model of clinical supervision.

Therefore, many experts suggest that this initial meeting held in a relaxed and open. Once created need to trust teachers to the supervisor, for the trust teachers will affect the effectiveness of the implementation of this initial meeting. Trust in respect of teachers' belief that supervisors consider the potential, desire, need, and willingness of teachers. The initial meeting does not take a long time, supervisors can use 20 to 30 minutes, unless the teacher has specific problems that require a long discussion.

This meeting should be conducted in a neutral space, such as Teachers' forum (MGMP), or it could be in the classroom. The meeting in the room supervisor or principal is likely to make the teacher is not free. Technically, there are some activities that should be implemented in this initial meeting, namely; creating an atmosphere that is intimate and open, identify the aspects that will be developed teacher in the learning activities, translated the teacher's attention to the behavior that can be observed, identify procedures to correct the teacher learning, help teachers improve their own goals, set a time of observation in the classroom, select instrument observations of classroom learning, and clarify the learning context by looking at the data to be recorded.

Technically required five main steps for the implementation of a preliminary meeting wit, namely:

a. Creating an intimate atmosphere between supervisors and teachers before the next steps discussed.
b. Reviewing the lesson plans and learning objectives.
c. Reviewing the component skills that will be trained and observed.
d. Select or develop an observation instrument that will be used to record the behavior of teachers who will be his main concern.
e. Observation instruments selected or developed jointly discussed between teacher and supervisor.

Carry out careful observation of learning, might be very complex and difficult, and often their supervisors who are having difficulty. Thus, demanding supervisors to use a wide range of skills. There are two aspects that should be decided and implemented by supervisors before and after carrying out observation study, which was to determine which aspects will be observed and studied way. Regarding the aspects to be observed shall be in accordance with the result of joint discussions between the supervisors with the teacher at the beginning of the meeting.

As to how to observe also need attention. Good intentions supervisor would be meaningless, if businesses do not observe activities to obtain data that should be obtained. The main purpose of data collection is to obtain factual information, which would be used to exchange ideas with teachers after observation activity ends, so that the teacher can analyze carefully the activities that have been done in the classroom. Here in lies the importance of observation techniques and instruments can be used to observe the teachers manage the learning process. Techniques and instruments relating to these observations, the researchers actually have a lot to develop a variety of techniques that can be used to observe learning activities. In 1969 Robert Gold Hammer proposes the implementation of clinical supervision in five stages, namely:
a. Pre-observation meeting between educators and supervisors to agree on the components of activities that will be a matter of analysis
b. classroom observations;
c. analytical records supervisor for the study materials from the observation;
d. educators meeting with the supervisor post observation; and
e. supervisors meeting to discuss the results of the final meeting with educators.

The factors that determine the success of clinical supervision that is trust in the teacher supervisor task solely to help develop learning teachers. Efforts to gain the trust of teachers requires a collegial working climate, this climate can be achieved in teachers' forum (MGMP). Overall stage in the process of clinical supervision can be described in supervision cycle chart as follows:

Based on the previous researches, Amani, et al. (2013) who studied about The Implementation of Clinical Supervision to Enhance Elementary Teachers' Competence to Manage learning Process in The District of Sawan. This research aims to know the ability of social subject teachers' in the district of Sawan academic year 2012/2013 in planning the lesson, implementing the lesson and to know the hindrance faced by social subject teachers through clinical supervision. The research was done in 2 cycles with 21 participants. The data collection was got by observation for planning and implementation of the learning process. Then data was analyzed by using statistics descriptive method. The result of the research shows that clinical supervision can enhance teachers' competence in managing the learning process.

The second research was conducted by Mardia Hi. Rahman (2014) studied about Professional Competence, Pedagogical Competence and the Performance of Junior High School of Science Teachers. Teachers' pedagogical competence is the ability to manage learning, which includes planning, implementation and evaluation of learning outcomes of learners. These competencies should be owned by every teacher in order to achieve success in learning and teaching. This study aims to determine the effect of professional competence and pedagogical competence against the performance of Junior High School science teacher in Ternate. The method used in this study is a quantitative correlation method. This study was conducted in 9 Junior High School in Ternate. The samples in this study were taken from 61 science teacher of 72 science teachers using proportional stratified random sampling. The data were then analyzed using simple linear regression. The results of this study concluded that professional and pedagogical competence give positive effect on the performance of Junior High School science teacher in Ternate. To improve the professional competence and pedagogical competence of junior high science teacher in Ternate, the efforts that need to be done include: educating and training on a regular basis, activating MGMPs (the teachers' forum), preparing science textbooks, continuing education, optimizing the supervision of principals, training in the use of various science teaching strategies, using of laboratory science training tool, training of IT-based media design and conducting action research.

All of the two researches mentioned above focus on the importance of pedagogical competence that must be improved. Teachers who has good pedagogical competence can manage their learning process well, on the other hand we can say that the achievement of the learners will also increased if the teachers own good pedagogical competence.

7. CONCLUSION
Supervision should be done in order to enhance teachers' competence and increase the quality of teaching and learning process. It is done in relaxed condition without any pressure toward teachers. Through contemporary clinical academic supervision with teachers's forum called MGMP done by the superintendent can enhance teachers' pedagogical competence. Teachers' competence are increased significantly by doing contemporary clinical academic supervision. The technique of supervision can be done through teachers' forum called MGMP practical based activities. Support and reinforcement can be done orally by a superintendent. Examples and practices can be performed among the teachers in MGMP by turns.
References


Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 12 tahun 2007 tentang Standar Pengawas Sekolah/Madrasah


Academic performance of English students at Universitas Jambi

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Abstract
The purpose of this study was to examine the performance of English students at Faculty of Teacher Training and Education, Universitas Jambi. A questionnaire was used as a research instrument to 93 students enrolled in the fifth semester. Students' English cumulative Grade Point Averages were used as one of measurements of students' academic achievement in English. The data were analyzed by using descriptive statistics, Pearson product moment correlation. The findings revealed that student factors like English grade in senior high school and extra/co-curricular involvement were found to have highly significant relationship in terms of their English Cumulative Grade Point Average. Educational media facilities at home were also found significantly associated to English CGPA's.

Key words: Academic Performance, English Students, English Cumulative Grade Point Average

1. Introduction
English as a foreign language for Indonesian people is becoming popular and the rising need to be proficient in spoken and written English becomes basic necessity. Because of the high demand for English to compete in globalization era, English major has become one of the most popular major fields. Considering this reality, many students compete to enrol and major in English. By having certification as English major, it is assumed that they will be able to get job easier. Seeing this condition, universities (private and state) increase number of students accepted in the program.

Many types of admission have been offered by university to increase the number of students accepted. Based on data from English Education Study Program at Faculty of Teacher Training and Education in 2001, the university accepted 90 students (three classes), and in 2009, the university opened a non-regular class called “English Mandiri Class”. The English Mandiri classes have the same level as regular classes.

The increasing number of students in English education study program cannot guarantee that the English performance of the students will also increase. Based on the researchers' experience many students were found still had difficulties in learning English and many of them still did many grammatical errors when writing their bachelor thesis. Considering those things the researchers were interested to find out the relationship between students factors and their English academic performance.

2. Theoretical and Conceptual Framework
Learning a second language involves two things. These are the knowledge that makes up competence and the control that is used in producing speech. The reason why a second language learner produces language that is not appropriate to the situation could be lack of control procedures of knowing than to use what. In this case, the learner’s control procedures are not working properly holding back his/her performance.

The competence/control model developed by Eileen Bialystok and Mike Sharwood-Smith (1985) shows the learner’s competence in the language as the way language systems are represented in the mind. Ways of finding these systems are the control procedures of the processing system for controlling that knowledge in actual performance.

In this study, language competency in the form of students’ academic performance in English is the dependent variable and socio-personal characteristics are the independent variables. Socio-personal characteristics consist of (a) personal characteristics such as; sex, type of high school graduated, high school location, parents educational attainment, and course priority; (b) academic profile in terms of English grade in senior high school, types of admission taken, and extra/co-curricular activities engaged in; (c) availability of educational resources in terms of educational media and facilities at home.
Academic performance of learners was measured by their English CGPA and five pre-requisite English subjects namely; grammar, listening, reading, speaking, and writing. In the context of competence, students’ academic performance in English is controlled by student variables.

3. Methods
3.1 Research Sites
The site for this study was at English Education Study Program at Faculty of Teacher Training and Education, Universitas Jambi. This university is located at Jambi Province.

3.2 Participants
A total of 93 fifth semester (third year) students of English major, Faculty of Teacher Training and Education, Universitas Jambi, academic year 2011-2012 voluntarily participated in the present study. Among the participants, 19 participants were male and 74 were female.

3.3 Data Collection and Analysis
Primary and secondary data were gathered in order to attain the objectives of the study. For the purpose of this study, English Cumulative Grade Point Averages (ECGPAs) were used as measurement of academic performance. These were obtained from first year to third year which consist of two semesters for each year level. For the third year level, only the first semester GPAs were included because respondents are still in the second semester of the school year. The English CGPAs were calculated by dividing the total amount of grade points obtained from English subjects by the total amount of credit hours earned. For primary data, a survey-questionnaire for students prepared. It was designed to answer specific objectives of the study.

The questionnaire was divided into three parts i.e. student's personal profile, academic characteristics, and availability of educational resources. The first part (A) was designed to elicit information on students’ sex, type of high school graduated, status, parents’ educational attainment and reasons for majoring in English. The second part (B) was intended to inquire about their academic attributes such as English grade in Senior High School and types of admission taken. Finally, the last part (C) is about the availability of educational resources at home.

Secondary data which consist of GPAs of students at every semester from first to third years were obtained from the official website of Universitas Jambi (www.unja.ac.id). Students’ grades are accessed by students and faculty members only because they have their own official ID and password to access them. The data were analyzed statistically by SPSS software program. The data analyses used are frequency, percentage, means, and reliability index. The reliability index (Cronbach α) (of the questionnaire) was 0.915. Pearson Product-Moment correlation was used to determine if there is relationship between student factors and students’ academic performance in terms of CGPAs.

4. Results and Discussions
4.1 Student Factors
Student factors consist of five categories; the first group of personal characteristics consists of sex, type of high school graduated, high school location, parents’ educational attainment and course priority. The second covers academic profile in terms of English grade in senior high school, types of admission taken, and extra/co-curricular activities engaged in. The third category includes availability of educational resources in terms of educational media facilities at home, and time spent for reading, TV watching, listening to radio, using computer/laptop and accessing internet (in English).

4.2 Personal Characteristics
Sex. Table 1 shows that majority (79.6%) of students were female. This shows the general trend of having more female than male students in tertiary education, especially in the College of Education. As Adebayo (2008) confirmed, men are not showing much interest in disciplines that have been traditionally sought after by women (e.g. nursing, social work, communication disorder, and modern languages). Aside from this, as future teacher candidate, the female teacher usually is more creative in developing materials and modules (Nurfuadah, 2012).

Type of high school graduated. Almost all of students (92.5%) graduated from public high school while only 7.5% came from private schools. This finding revealed that those who come
from public schools tend to continue to study in state university since the university is accredited and low in cost. Commonly in Jambi, students who attend private high schools are students who cannot be accepted in the public schools because the passing grade requirement is higher than that of private schools.

**High school location.** Most of students (73.1%) were from Jambi City and the rest 26.9% were from outside Jambi City. They came from both outside of Jambi city and outside Jambi Province such as Muaro Jambi, Bungo, Batang Hari, Kerinci, Tebo, East Tanjung Jabung, West Tanjung Jabung, Merangin, and Bangko; from outside of Jambi Province such as North Sumatra Province, South Sumatra Province, and Jakarta. This condition revealed that even though Universitas Jambi, FKIP, English major in particular, is one of the most demanded and popular major in Jambi Province, it is still not popular compared with other state universities in Indonesia. It is only known well by the students of Jambi Province especially those who are citizens of Jambi City.

**Parents’ educational attainment.** Greater percentages (32.3%) of the students’ fathers were senior high school graduates, followed by 25.8%, who were college graduates and 8.6% were post graduate. These results suggest that majority of students’ fathers had formal education until post graduate level. Similarly, on the part of the students’ mothers, senior high school graduates comprised the biggest group (36.5%), followed by 28.0% who were college graduates. But, only (2.2%) of mothers reached post graduate level. This result shows that education has been priority among the majority of parents.

**Course priority.** Almost all of them (83.9%) chose English as their first choice for major when they applied in the university. The rest (16.1%) stated that English major was not their first choice. This finding reveals that these students have already equipped themselves to be English major students who need to have good background of English. This conformed to the result of their high school grades of English where majority of them were excellent in their English competence.

<table>
<thead>
<tr>
<th>CHARACTERISTICS</th>
<th>FREQUENCY (n=93)</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>20.4</td>
</tr>
<tr>
<td>Female</td>
<td>74</td>
<td>79.6</td>
</tr>
<tr>
<td><strong>High School Type</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>86</td>
<td>92.5</td>
</tr>
<tr>
<td>Private</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>High School Location</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jambi city</td>
<td>68</td>
<td>73.1</td>
</tr>
<tr>
<td>Out of Jambi city</td>
<td>25</td>
<td>26.9</td>
</tr>
<tr>
<td><strong>Father Educational Attainment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td>Junior High School</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td>Vocational High School</td>
<td>10</td>
<td>10.8</td>
</tr>
<tr>
<td>Senior High School</td>
<td>30</td>
<td>32.3</td>
</tr>
<tr>
<td>Did not complete college</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>College graduate</td>
<td>24</td>
<td>25.8</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>8</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Mother Educational Attainment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No formal education</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Elementary</td>
<td>12</td>
<td>12.9</td>
</tr>
<tr>
<td>Junior High School</td>
<td>7</td>
<td>7.5</td>
</tr>
<tr>
<td>Vocational High School</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>Senior High School graduate</td>
<td>34</td>
<td>36.5</td>
</tr>
<tr>
<td>Did not complete college</td>
<td>5</td>
<td>5.4</td>
</tr>
<tr>
<td>College graduate</td>
<td>26</td>
<td>28.0</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

| Course Priority                       |                  |          |
4.3 Academic Profile

English grade in senior high school. The grade was their last English grade at the third grade level. It shows their English competence during senior high school. Based on the result as shown in Table 2, mostly students' grade in English during senior high school were excellent (69.89%), while 17.2 got very good and 10.75 were good. This indicates that these students were knowledgeable about English and they have good background of English as well. Having good English background, they assumed that they could follow the English subjects at the higher level of education as in college so they selected English as major.

Table 2. English average grade of student respondents in senior high school

<table>
<thead>
<tr>
<th>PARAMETER</th>
<th>FREQUENCY (n = 93)</th>
<th>PERCENT</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Average Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>65</td>
<td>69.89</td>
<td>Pass</td>
</tr>
<tr>
<td>Very good</td>
<td>16</td>
<td>17.2</td>
<td>Pass</td>
</tr>
<tr>
<td>Good</td>
<td>10</td>
<td>10.75</td>
<td>Pass</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>2.15</td>
<td>Pass</td>
</tr>
</tbody>
</table>

Types of admission taken. Table 3 shows that majority (58.1%) of them were admitted through National Admission Test (NAT) followed by 32.3% who passed the Regional Admission Test (RAT). Those who did not take any tests were only nine. This result revealed that only few students were accepted as the English students based on their high school scores. Majority of them were accepted at English Education Study Program based on their performance in the NAT and RAT.

Table 3. Types of admission taken by student respondents

<table>
<thead>
<tr>
<th>PARAMETER</th>
<th>FREQUENCY (n=93)</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>No — Test (Invitation)</td>
<td>9</td>
<td>9.7</td>
</tr>
<tr>
<td>Regional Admission Test</td>
<td>30</td>
<td>32.3</td>
</tr>
<tr>
<td>National Admission Test</td>
<td>54</td>
<td>58.1</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Extra/co-curricular activities. In this study, majority of the participants (51.61%) were not involved in any extra/co-curricular activities neither inside nor outside the college (see Table 4). This condition could be because of students' lack of motivation and self confidence to get involved in those activities.

Of those involved in extra-curricular activities, 37.8 percent were involved in theater arts like acting, performing arts, followed by 26.7 percent involved in literary activities such as poem, declamation, oration, and other public speaking activities. Seven were involved in campus journalism, and eight students join English camp. Other students were involved in other activities such as “Independent Community of English”, teaching at English courses, contributors in International Internet Forum Community, news presenters on radio, speaking club, and Musical group of UNJA, etc. The least preferred was English debate (11.11%). This finding confirmed that these students were more likely fond of fun activities; in addition, to have fun they also can learn and practice their English. It was found that English debate was the least preferred by students probably because it is serious activity which needs thought and knowledge about the certain issues being debated upon.

Table 4. Extra/co-curricular engaged by student respondents

<table>
<thead>
<tr>
<th>PARAMETER</th>
<th>FREQUENCY (n=93)</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved</td>
<td>45</td>
<td>48.39</td>
</tr>
<tr>
<td>Not Involved</td>
<td>48</td>
<td>51.61</td>
</tr>
</tbody>
</table>

* Extra/co-curricular Activities Engaged in

| Literary (poem, declamation, oration, etc) | 12 | 26.7 |
4.4 Availability of Educational Resources

Educational media facilities at home. Table 5 presents educational media facilities available at homes. Most common resources available according to the students were dictionary (98.9%), textbook and computer/laptop (93.5%), and TV (92.5%). This result was in accordance with what was expected since English is their major. They need dictionaries to look for meanings of words for better comprehension. Aside from this, needs for textbooks also play important roles for students since they are commonly used and recommended by lecturers.

Availability of computer/laptop in most students’ homes indicates that they mostly come from family that can afford those things. Results also revealed that they realize the importance of technology. This is also supported by availability of other media facilities in most homes. Presence of TV in most homes (92.5%) suggests that people now have the habit of watching everything instead of reading. In fact, people see news live from the newsroom.

Least available materials in students’ homes are internet connection and radio (71.0%). This fact revealed that in Indonesia, installation of internet connection is still very expensive. That may be the reason why only 71% of students have this facility at home although 93.5% have laptops or computers. Meanwhile, radio as commonly people know it is no longer a luxury this time, but least owned. This indicates that radio is not interesting anymore, though it is not expensive.

These findings on facilities in students' homes imply parents’ concern on students’ mastery of English language. This concern is shown by their generous provision of facilities at home. Similarly, this may also suggest that parents of students have good economic status. This confirmed the findings of Worancha (2000) who showed that exposure to educational resources at home are attributed to parents’ higher level of education.

Table 5. Educational media facilities available at home

<table>
<thead>
<tr>
<th>ENGLISH MEDIA FACILITIES*</th>
<th>FREQUENCY (N=93)</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary</td>
<td>92</td>
<td>98.9</td>
</tr>
<tr>
<td>Textbook</td>
<td>87</td>
<td>93.5</td>
</tr>
<tr>
<td>Magazines</td>
<td>74</td>
<td>79.6</td>
</tr>
<tr>
<td>Novels/short story books</td>
<td>68</td>
<td>73.1</td>
</tr>
<tr>
<td>TV</td>
<td>86</td>
<td>92.5</td>
</tr>
<tr>
<td>Radio</td>
<td>66</td>
<td>71.0</td>
</tr>
<tr>
<td>Computer/Laptop</td>
<td>87</td>
<td>93.5</td>
</tr>
<tr>
<td>Internet connection</td>
<td>66</td>
<td>71.0</td>
</tr>
</tbody>
</table>

*Multiple responses

4.5 Students’ Academic Performance

Academic performances of students were grades in pre-requisite English subjects that related to English skills and English cumulative grade point averages. The Pre-requisite English subjects were Grammar, Listening, Reading, Speaking, and Writing. These subjects were chosen because they are basic English and skill subjects. If students master these five subjects, it would be easy for them to apply English daily especially in the following English subjects during their study, to write their bachelor thesis, and to conduct practice teaching. They also can teach well since the materials in junior and senior high schools are about grammar, listening, reading, speaking, and writing. All students must take these subjects. These subjects are offered from level I to level IV every semester. If student fails in level I at first semester, he/she may not take level II at the second semester, unless he/she retake that subject and passes at the next year, and so forth.
4.6 Grades in Pre-Requisite English Subjects

Overall, results found that the highest grades among these five courses was reading subject with $X = 3.31$, followed by speaking ($X = 3.25$). Listening and grammar courses were had the same mean rate ($X = 3.00$) equivalent to very good. While writing had the lowest mean rate ($X = 2.89$). Among all of the courses, only writing was under category “good” while others were under category “very good” (See Table 10). This could be because for many English learners, learning to write fluently in English is much more challenging and more difficult than learning to speak fluently. Because, in writing, they need to consider the grammatical factors as well as dictions, how to organize ideas, etc. While in Reading, it is just a matter of comprehending the material that was read. Speaking allows for ‘mistakes’ as long as the locutor and the interlocutor understand each other. Reading was rated highest because it is the easiest among the other four English skills.

This result also revealed that students’ English academic performance still needed more practice and improvement in order to attain the better achievement.

Table 10. The overall mean of five pre-requisite English subjects’ grades from Level I-IV

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>OVERALL MEAN</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>3.00</td>
<td>.66</td>
</tr>
<tr>
<td>Listening</td>
<td>3.00</td>
<td>.63</td>
</tr>
<tr>
<td>Reading</td>
<td>3.31</td>
<td>.39</td>
</tr>
<tr>
<td>Speaking</td>
<td>3.25</td>
<td>.38</td>
</tr>
<tr>
<td>Writing</td>
<td>2.89</td>
<td>.53</td>
</tr>
</tbody>
</table>

Numerical Description (ND)

<table>
<thead>
<tr>
<th>3.5 above</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 – 3.4</td>
<td>very good</td>
</tr>
<tr>
<td>2.5 – 2.9</td>
<td>good</td>
</tr>
<tr>
<td>2.0 – 2.4</td>
<td>fair</td>
</tr>
<tr>
<td>1.9 below</td>
<td>poor</td>
</tr>
</tbody>
</table>

4.7 Students’ English Cumulative Grade Point Averages (ECGPAs)

Table 11 presents the English Cumulative Grade Point Average of the English students, Universitas Jambi. The biggest number (41.93%) was under category “good” followed by 36.56 percent under category “very good” and only 15.05 percent was under category “excellent”. Five (5.38%) had a grade equivalent to fair while one student had grade equivalent to poor. Since ECGPAs measure their academic performance, especially in English subjects, so, the six students who’s ECGPAs are under category fair and poor indicate that they still need to improve their grades. This result could be because of their lack of motivation to learn English and not having good background of English.

Table 11. English Cumulative Grade Point Average (ECGPA) of English students.

<table>
<thead>
<tr>
<th>ECGPA</th>
<th>FREQUENCY (N= 93)</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 above</td>
<td>14</td>
<td>15.05</td>
</tr>
<tr>
<td>3.0-3.4</td>
<td>34</td>
<td>36.56</td>
</tr>
<tr>
<td>2.5-2.9</td>
<td>39</td>
<td>41.39</td>
</tr>
<tr>
<td>2.0-2.4</td>
<td>5</td>
<td>5.38</td>
</tr>
<tr>
<td>1.9 below</td>
<td>1</td>
<td>1.08</td>
</tr>
</tbody>
</table>

Numerical description

<table>
<thead>
<tr>
<th>3.5 above</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 – 3.4</td>
<td>very good</td>
</tr>
<tr>
<td>2.5 – 2.9</td>
<td>good</td>
</tr>
<tr>
<td>2.0 – 2.4</td>
<td>fair</td>
</tr>
<tr>
<td>1.9 below</td>
<td>poor</td>
</tr>
</tbody>
</table>

4.8 Relationship between Students’ Factors and English Academic Performance

Table 12 shows relationship between student factors and English academic performance in five pre-requisite subjects (grammar, listening, reading, speaking, and writing) and English Cumulative Grade Point Averages (CGPAs). Pearson product-moment coefficient correlation was used. There were students’ factors found highly significantly correlated to English CGPAs.
Namely, English grade in senior high school \((r = .384)\), extracurricular and co-curricular activities engaged in \((r = .367)\), educational facilities at home \((r = .204)\) and frequency of reading textbook \((r = .227)\) and magazine \((r = .294)\). As a result, the null hypothesis of no relationship between the student factors and English academic performance was rejected. These findings revealed that the higher English grade in high school, more resources and more involvement in extracurricular/co-curricular activities, the higher the academic performance of students.

English grade in high school was one of the factors correlated with academic performance of students. This makes sense because those who have good background of English will be easy to understand and absorb materials taught.

It has been generally assumed that participation in extracurricular activities has positive impact on retention. However, many also believe that these activities may actually affect student performance in negative manner due to conflicting time requirements and competing schedules, even if they do in fact enhance student persistence (Shiveley and Wang, 2009). Nevertheless, this study revealed that there is highly positive correlation between extra/co-curricular involvements with their academic performance. It can be said that those who have high ECGPAs tend to get involved in extra/co-curricular activities. This concurred with the findings of Fung’s and Wong’s study (1991) on Hong Kong secondary school students, which revealed that involvement in extracurricular activities was positively related to academic performance, personality, and peer acceptance.

It was also found in this research that educational facilities at home are significantly related to academic achievement in this case, ECGPAs of students. This is in conformity with the previous study of Oluremi and Olubukola (2012) who found out that facilities have great impact on academic performances of students and inadequate facilities translate to poor performance.

In Grammar subject, it was found that there were three factors that were highly significantly correlated with the subject, namely; English grade in high school \((r = .315)\), educational resource at home \((r = .284)\) and use of computer \((r = .281)\). It implies that higher English grade in high school plays important role in Grammar subject in college because during high school, students were already taught basic grammar of English. So, when they go to college, Grammar subject would not be a big problem anymore for them since they have enough basic knowledge of it.

Educational resources at home and use of computer were also significantly correlated in grammar subject. It means that computers which are also included as one of educational resources helped students save time, have more practices and made learning more interesting. For instance, using “Microsoft Word” and “Spelling and Grammar Check” helped them in their writing especially in grammar skills.

For listening, among the student factors, only one factor significantly related with the subject, that was, frequency of using computer/laptop \((r = .232)\). It implies that using computer on his/her own can improve students’ listening skill because it is much more interesting than listening through cassette tapes. In computer, it not only listening to the voice but also there is a combination of picture, text and sound. This would make students easily attracted and motivated to pay attention to it. As Ehsani et al. (1998) emphasized that by combining sound, vision, text, video and animation, this self-paced interactive learning environments create much more educative and creative classroom environments.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Grammar</th>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
<th>ECGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>.093</td>
<td>-.151</td>
<td>-.095</td>
<td>.027</td>
<td>.361</td>
<td>.092</td>
</tr>
<tr>
<td>High school type</td>
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<td>-.163</td>
<td>-.060</td>
<td>-.187</td>
<td>-.074</td>
<td>-.176</td>
</tr>
<tr>
<td>Father educational attainment</td>
<td>.108</td>
<td>.100</td>
<td>.084</td>
<td>.231</td>
<td>.046</td>
<td>.109</td>
</tr>
<tr>
<td>Mother educational attainment</td>
<td>.061</td>
<td>.027</td>
<td>-.081</td>
<td>.111</td>
<td>-.015</td>
<td>.020</td>
</tr>
</tbody>
</table>
### High school English grade average

|                      | .315** | .157 | .291** | .416** | .122 | .384** |

**. Correlation is significant at the 0.01 level (2-tailed).

### Extra/co-curricular activities engaged in

|                      | .203 | .198 | .116 | .449** | .221* | .367** |

*. Correlation is significant at the 0.05 level (2-tailed).

### Educational resources at home

|                      | .284** | .169 | .087 | .281** | .237* | .204* |

**. Correlation is significant at the 0.01 level (2-tailed).

In Reading subject, English grade in high school and use of computer showed highly significant correlation with reading \( r = .291 \) and \( r = .281 \), respectively, and use of dictionary \( r = .217 \) and magazine \( r = .283 \) also significantly correlated with the subject. These results imply that the more students read, the more vocabulary words they have and it is easy for them to understand what they read. Aside of printed material, use of computer also correlated with reading skill because stories accessed thru computer can generally be both read and heard. Research has shown that hearing words while seeing the text produces positive results in terms of comprehension and word decoding skills. Audio feedback is especially helpful on those words that may be daunting to attempt to sound out. Several commercial electronic storybooks allow students to hear words in isolation and repeat sections of text as often as needed. Interactive multimedia tools (computer) can spark students’ imaginations and engage their interest as they become better readers (Bonnie.D, 2000).

In Speaking, three factors were found highly significant with the grade in the subject, namely; English grades in high school \( r = .416 \), extra/co-curricular involvement \( r = .449 \), and educational resources at home \( r = .281 \). Also, two factors were found significantly correlated with the subject, they were father educational attainment \( r = .231 \) and use of computer at home \( r = .215 \). From these factors, it could be said that for speaking skill, a person could not develop skill in speaking English only by practicing, but in combination of English knowledge background and availability of educational media facilities at home, especially computer. Aside from these, fathers’ educational attainment also plays an important role in students’ speaking ability. Because, if they have someone to talk with in English at home, it would make their speaking skill better.

In terms of sex, this study revealed that women perform better in writing compared to men and there are more women than men. Sex has highly significant \( r = .361 \) correlation with writing subject. Likewise extra/co-curricular \( r = .221 \) and educational resources at home \( r = .237 \) were also found significantly correlated with Writing subject. Also, women are usually more diligent during teaching and learning processes. This finding conforms to the previous study which tells that in writing, women are better than men. Morris (1998) studied gender differences in ESL writing at a junior college in Quebec, Canada, and revealed that women ESL writers tended to outperform men because their essays “showed much higher level of adherence to guidelines than the men’s, and the evaluation grid richly rewarded this adherence”. In writing assessment, students’ writing performance has been claimed to vary with gender (Pajares and Valiente, 2001). Generally speaking, it is part of the common wisdom of the classroom that female students tend to write better than male (Kirby et al., 1988).

Other student factors (school type and Mother educational attainment) did not show any relationship with performance in English. This non-significant relationship confirmed previous findings. Agcaoili (1993) found out that type of secondary schools students graduated from was not significantly related to the academic performance of senior students. Similarly, Agustin (1991) and Perlas (1990) noted that parents’ educational attainment was not significantly related to respondents’ academic performance.

### 5. Conclusions

In the light of the salient findings of this study, the following conclusions were drawn:

1. Most of English students, FKIP, Universitas Jambi were female, coming from public schools located at Jambi city, whose parents are mostly secondary graduates. English major was their first choice.
2. Their English grades during high school were excellent and were accepted in the university through National Admission Test. Majority were not involved in extra/co-curricular activities.
3. English dictionary, textbook and computer/laptop were resources most available at home.
4. English grades in senior high school, extra-curricular and co-curricular activities engaged in, and educational facilities at home were the student factors which were highly correlated to English CGPAs.

References
English Lectures Teaching Styles of English Study Program of Jambi University

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Abstract
The purposes of this research was to identify the lecturers' teaching styles of English Study Program of Jambi University based on Grasha teaching style scales. The research was a descriptive research. The subject of the research was lecturers of English Study Program of Jambi University and the instrument of this research was teaching styles questionnaires. The data were analyzed by using teaching styles. Based on the analysis, it was found that the lecturers' teaching styles of English Study Program of Jambi University is facilitator, expert, personal model, and delegator.

1. Introduction
A lecturer has big role in learning process of the students in classroom, all activities that a lecturer plays will be noticed by the students when a lecturer explains the lesson, manages the class, gives a feedback, motivates the students or lecturer teaching styles, sometimes a lecturer in this case, students respond to what the lecturer have done in the class, this response affects students motivation to study. Not least among of the students who are not interested in taking lessons because of bored and sleepy. This situation caused by the lecturer does not understand how to present the material well, and engaging students' interest and attention.

A lecturer always follows the dominant learning style, the easiest way of his learning, will be used as a parameter to determine the effective steps in teaching. In fact, not all students’ learning styles are matching with the lecturer. As a result, many students who do not match with lecturer’s teaching style, as stated in the illustration below:

Zhenhui (2001:1) gives examples of mismatches between teaching and learning styles.
Liu Hong, a third-year English major in Jiangxi Normal University, China, was in David's office again. After failing David's oral English course the previous year, Liu Hong had reenrolled, hoping to pass it this year. Unfortunately, things were not looking promising so far, and she was frustrated. When David asked why she was so unhappy in his class, she said: “I am an introverted, analytic and reflective student. I don't know how to cope with your extroverted, global and impulsive teaching style?”

Jenny, an American teacher from California, sat in Dean's office again, feeling perplexed by the students' negative responses to her kinesthetic and global styles of teaching. Despite Jenny's persistent efforts to convince the students of the advantages of her teaching styles, she was told by her Vietnamese colleagues that her attempts were in opposition to the prevalent teaching styles in Vietnam. Jenny had specialized in applied linguistics for a long time and was well trained in the TESOL area in U.S.A. But all of a sudden, it seemed that all her teaching competence and experience had become useless in such a country where she had never been before.

The above statements are the representative of the important between the learning styles of students and the teaching styles of the lecturer. In the teaching and learning process, both of them play an important role, the students tend to be bore and inattentive, do poorly on tests, get discouraged about the lesson, and may conclude that they are not good at the subjects of the lesson and give up.

Based on some theories say that the success of teaching and learning process in the classroom depends on the matching of lecture's teaching style to student’s learning style, so that the researcher is interested to identify lectures’ teaching style in English Study Program of Jambi University. In order to identify the lectures’ teaching style, research questions is What are the lecturers’ teaching styles of English Study Program of Jambi University?

2. Teaching Styles
Teaching style has been described by experts with diverse views. One of them is a description of the general pattern of behavior (interactions) of teachers in the classroom, special characteristic of a teacher, role teachers play, the characteristic or personality of a teacher, teaching style and form the main pattern in teaching. This is the same with the statement of experts as follows.

While Phelan and Sarah (2004:2) describes the teaching styles as Authoritarian teaching style, Permissive teaching style, Detached teaching style and Authoritative teaching style. The Authoritarian teacher is often described by the students as a screamer. This teacher is expects children to obey and when they do not, this type of teacher has little management abilities beyond constant yelling at the students to get them back in line. Very little is allowed past this teacher as very little infraction is caught and disciplined. Students may obey this teacher but mostly out of fear, and the teacher will blame the discipline problems in class on the students.

The Permissive teacher is one who really just wants to be friends with the students. The teacher may plead with students to raise their hand or follow other simple rules, but does not have a firm discipline plan in place. While students may say hey like this type of teacher when it comes down to a difficulty, students know that the teacher will not take care of a problem and will often try to take matters into their own hands as a result.

Detached teaching style, the detached teacher is one who really does not care. This teacher has become desensitized to the discipline problems and may not even care what kind of grades the students receive in class. The teacher will sit behind the desk while students are working and grade papers during class or when a duty. There is no emotional support or behavioral management from the detached teacher. This teaching style is often the result of an illness or depression.

The Authoritative teaching style, the authoritative teacher is one who has an orderly classroom, a strong discipline plan and is caring and supportive. Students respect this teacher and that they can go to teacher with problems of any kind no matter how big or small. While this style of teaching is ideal, it can be difficult to achieve.

Next (Heimlich, 2002:17-25) divides teaching style in two domains, sensitivity and inclusion. The sensitivity domain is based on the ability of the teacher to sense the shared the characteristics of the learners. The inclusion domain is based on the teacher’s willingness and ability to utilize instructional strategies that take advantage of the group’s characteristics.

In addition, Lapp, et al (in Ali, 1996) states that “teaching style is a description of general patterns of interaction between teachers, content or materials and student. Furthermore, Ali (1996) divides the teaching style that is owned by a teacher based on the interaction patterns into four types, classical teaching style (teacher dominates the interaction process), technological teaching style (content dominates the interaction process), personal teaching style (student dominates the interaction process) and interactional teaching style (teachers and students interact in a balanced way).

Then, Hashim, et al (2001) defines that teaching style is a style that teachers do when teaching in the classroom. In this term also includes a quick or slow steps during the lesson or in other words less or more of lessons given by teachers while teaching. Styles include teacher attitudes and behavior during teaching, loud and slow and teacher’s voice while teaching.

Finally, Grasha (1994:1) defines the teaching style as a pattern of needs, beliefs, and behaviors that teachers describe in class. According to Grasha teaching style is a multi multidimensional and how a teacher presents the information, interacts with students, manage classroom tasks, reviews tasks, socializes teaching materials and to be a mentor of the students. Grasha (2002:154) defines five lecturers’ teaching styles, They are Expert teaching styles, Formal Authority teaching styles, Personal Model teaching styles, Facilitator teaching styles, and Delegator teaching styles.
**Expert teaching style.** On Expert teaching style, a teacher has the knowledge and skills that students need. Teacher uses his/her knowledge and skills among the students by describing his/her knowledge in detail (supervise, guide) and provides the challenges to students to improve their skills (direct learning). Attention on the transfer of information (complete the knowledge) and ensure that students have prepared well (focus on the subject).

**Formal Authority teaching style.** On this teaching style, a teacher has status among the students because the positions of knowledge and rules that agreed by students. Focus on giving positive and negative feedback (follow the traditional and high standards), creating learning target, expectations, and fulfill students’ rules well, the standard ways of doing things by giving structure to students that they need in learning.

**Personal Model teaching style.** This teaching style, a teacher teaches by giving an example and makes a major model of how to think and behave. Supervise, guide and lead the students how to do anything, and encourages the students to observe and compete.

**Facilitator teaching style.** This style emphasizes on interaction of teacher and student. Guide and lead students by asking question, examining options, propose alternatives and encourage students to develop criteria for making choices that have been informed earlier. Generally, learning objectives are to develop students to be independent in action, initiative and responsibility. Work with students on task consultatively and try to provide support and encouragement as much as possible.

**Delegator teaching style.** Focus on freedom in thinking (developing student responsibility and initiative). The students work independently on a task or part of the team. Teachers are available to meet the demands of the students as "the source".

Based on the definitions above that teaching style is all the actions or activities that a teacher plays in classroom, the activities or actions could be teacher attitude, personality, characteristics, and the ways how to present the material, slow or fast, low or high the voice that the teacher makes, and long or short the materials that presented by a teacher or all the efforts that a teacher does during the class in order to fulfill the students’ need and to make the students understand the lesson.

**3. Methodology**

The subject of this research is all lecturers of English Study Program who teach in second and fourth semester of English Study Program, Faculty of Teacher Training and Education Jambi University. The numbers of subject are 30 lecturers, the following tables below:

<table>
<thead>
<tr>
<th>Lecturers of English Study Program of Jambi University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

The questionnaire of lecturer teaching styles consist of 40 items, each item provides five options: option one is strongly disagree with the statement, option two is moderately disagree with the statement, option three is undecided, option four is moderately agree with the statement, and the last option is strongly agree with the statement.

**4. Findings and Discussion**

There were thirty lecturers that completed the Teaching Styles Questionnaire, facilitator teaching style was used by 37% of lecturers that took part in the questionnaire. This style was the most dominant and emphasizes the personal nature of teacher and student interactions. The next preferred style was personal model teaching style that used by 23% of lecturers and the third preferred teaching style that used by the 20% of lecturers was expert teaching style.
then 17% of lecturers preferred delegator teaching style; and the last was 3% of lecturers used formal authority teaching style. From thirty lecturers of English Study Program of Jambi University, there were eleven men lecturers and nineteen women lecturers. Based on the finding, the highest percentage of the men were facilitator and followed by personal model teaching style whereas the highest percentage of the women were delegator and followed by formal authority teaching style. There were seventeen lecturers who have teaching experience less than ten years and thirteen lecturers who have teaching experience more than ten years.

Based on the differences between one till nine years and ten till up teaching experience, the highest percentage of the one till nine teaching experiences were delegator and followed by formal authority teaching style whereas the highest percentage of the ten till up teaching experiences were personal model and followed by expert teaching style. There were sixteen lecturers that completed the Teaching Styles Questionnaire, facilitator teaching style was used by 44% of lecturers that took part in the questionnaire. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. The next preferred style was expert teaching style that used by 25% of lecturers and the third delegator teaching style that used by 19% of the lecturers. A very low percentage 12% of the lecturers preferred personal model teaching style. Strangely, no subjects preferred the formal authority teaching style.

There were sixteen lecturers that completed the Teaching Styles Questionnaire, 31% of the lecturers preferred the personal model teaching style, and 25% of the lecturers preferred facilitator and delegator teaching styles. The next teaching style was expert that used by 19% of lecturers that took part in the questionnaire, and no subjects preferred the formal authority teaching style.

**Facilitator Teaching Styles.** This style was the most dominant teaching style 34% of the lecturers preferred Facilitator teaching styles. A lecturer who has a facilitator teaching style tends to focus on activities, such as case studies, role plays, discussion and so on. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks.

**Expert Teaching Style.** The expert teaching style was used by 22% of lecturers According to Grasha (2002:154) a lecturer using this style is someone who does not only possess detailed knowledge of a subject but who also attempts to make the knowledge displayed.. The expert teaching style was the second dominant teaching style used by the lecturer the same with personal model and delegator teaching style. The findings of this research was not the same with the findings of Ruslin (2008) who found that the most dominant teaching style among the lecturers of the University Kebangsaan Malaysia (UKM) was expert teaching style. The findings showed that the expert teaching style was the most dominant teaching style followed by a personal model teaching style and the facilitator teaching style. This finding also supported by the findings of Jie Fu (2009:25) who investigated the teaching styles of 21 teachers, he used the Grasha Teaching Style Inventory to find out the teachers teaching styles and used the VAK Questionnaire to find out the students leaning styles. He found out the dominant teaching styles of the teachers was expert teaching styles, and no subject preferred the “delegator” teaching style, this different could be occurred caused by the factors of  personal preferences and cultural condition (Ladd, 1995:31).

**Personal Model Teaching Style.** Next teaching style was personal model teaching style 22% that used by lecturers of English Study Program of Jambi University. These findings have supported the findings of Grasha studies (2002) which show that the overall of personal model teaching
style has been used predominantly by all teachers for all levels of academic education either professors, associate professors and lecturers (tutors). Roslind (2003) who sees the pattern of teachers teaching styles also found that the a personal model teaching style has emerged as the dominant teaching styles among teachers in the Malay language. This was followed by the facilitator teaching style, formal authority teaching style, delegator teaching style and expert teaching style. In addition, Vicky (2005) also found that personal model teaching style was dominant used, followed by expert teaching style and formal authority teaching style.

Delegator Teaching Style. Delegator teaching style was also used by 22% of lecturers that took part in the questionnaire. This style is concern with developing student's capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The lecturer is available at the request of students as a resources person (Grasha 2002). This style is suitable to be used by language lecturers, especially during the process of teaching writing. Roslind (2003) found that delegator teaching style is second most used by the Malay Language teachers. This occurs because the 92.3 percent of sample 260 students form two and fifth level spoken language at home other than Malay. Therefore, if this teaching style practiced in the context of his research is likely to increase the students academic achievement. Both the research findings above were different with the research findings of Jie Fu (2009:25) He found out that no subject preferred the “delegator” teaching style, this differences could be occurred caused by the factors of personal preferences and cultural condition (Ladd, 1995:31).

Formal Authority Teaching Style. No lecturers preferred the formal authority teaching style. This style is emphasizes status among students because of knowledge. Concern with providing positive and negative feedback, establishing learning goals, expectations and rules of conduct for students. Concern with the correct, acceptable and standard ways to do things and with providing students with the structure they need to learn. According to Noriah et al. (1999), teacher of this style is always dictated by the laws and legislation that suppresses creativity. If teachers are not creative in their teaching, students will get bored and uninterested in learning. However, these findings differ from Vicky (2005) who found that formal authority teaching style is the third teaching style used by the teacher of additional mathematics after the personal model teaching style. This style is suitable for mathematics teaching as problem solving. In contrast to language teaching that the standard guideline used only in writing that requires only format, while other styles of writing requires critical and creative writing.

Finally, Based on the data analysis of lecturers teaching styles, the most dominant styles of lecturers’ teaching style were facilitator (34%), expert, personal model, and delegator teaching styles, among of them consist of (25%) and no subjects for formal authority teaching style.

5. Conclusion and Suggestion
Second semester lecturers’ teaching styles, from sixteen lecturers, seven lecturers were identified as facilitator teaching style; four lecturers were identified as expert teaching style; three lecturers were identified as delegator teaching style; two lecturers were identified as personal model teaching style. Fourth semester Lecturers’ teaching styles, from sixteen lecturers, five lecturers were identified as personal model teaching style; four lecturers were identified as facilitator and delegator teaching style; three lecturers were identified as expert teaching style; no lecturer for formal authority teaching style. Based on the findings and the conclusions of this research, the researcher would like to give some suggestions for the lecturers of English Study Program of Jambi University, and for the future researchers.

Firstly, lecturers become aware of their teaching styles, lecturers should familiarize with their teaching styles by addressing their strengths and weakness, likes and dislikes in relation to how they teach best. Moreover, the identification of the teaching styles would help lecturers select and implement more effective instructional methods and materials. Secondly, for further researchers, it is suggested that this research used the Grasha-Riechmann questionnaire to investigate lecturers teaching styles. Using other teaching styles measurement instruments could be useful for comparative results, and how these instruments may overlap or differ.

References


English Lecturers’ Perception and Attitudes about 
Communicative Language Teaching in Teaching Speaking at 
IAIN in Jambi

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Abstract
The main purpose of this study is to investigate the implementation of CLT based on the English lecturers’ perceptions and attitudes in teaching Speaking and the lecturers’ challenges in implementing CLT in EFL contexts. The alternative solutions to these challenges are offered. The method of this research is mix-method. The method of data collection use questionnaire and semi-structure interview. The respondents of this research are 24 English lecturer in IAIN SulthanThahaSaifuddin Jambi who have the experience in teaching speaking. Based on result of data analysis that the lecturers in IAIN have a good understanding about the principles of CLT which is indicated by the survey that 91,2% of lecturers chose CLT as students/learner-centered approach and 67% of lecturers chose CLT emphasizes fluency over accuracy. While the lecturers revealed the understanding of CLT, there is still inconsistency in their practice which is 70, 6% of lecturers believed drilling activity as communicative activity. The data also revealed that majority of lecturers encountered challenges in implementing CLT, such as the lack of training in CLT (85,3%), the students have linguistics problems (88,2%), lack of support on the facilities (76,5%). Therefore, the proper and priorities attention is needed such as teacher training, use of authentic material, facilities and assessment/evaluation

Keywords: Communicative Language Teaching, Teaching Speaking

1. Introduction
The current ELT curriculum in Indonesia adopts Communicative Language Teaching (CLT), this approach was introduced by publishers, who developed in the USA in the late 1970s and was supported by publisher, who developed a significant number of course books (The Jakarta Post, 1999b). The promotion of the concept of CLT through ELT materials has spread widely throughout the country.

Not only in Indonesia does CLT appear to be very difficult to implement but also in some other EFL countries. Many researches have discussed the problems of implementing the concept of communicative competence (Han, Kim & Park, 1997). Why are the concepts of CLT difficult to implement in many EFL context? What are the challenges that teachers face in implementing CLT in their classroom? Teachers’ perceptions concerning the use of CLT may influence their attitude and practices in its applications in the classroom, and thus impact on the success or failure of ELT (Li, 2000).

Nevertheless, the popularity of CLT keeps increasing that some teachers apply the concepts of CLT in their classroom. It does not mean that CLT has been implemented successfully. Some problems are related to readiness of lectures to implement CLT in IAIN. Most of the English lectures in that area still use the Grammar techniques in their classroom. They might think that it aims easily understand. They believe could help them to pass the examinations. They could focus to teach grammar, sentences structure and word meanings.

Teacher training is one of big problems in that area in which real information exchange and authentic communication situation are insufficient. The linguistic problem is one of the challenges that faced by lecturers on students. The economic background also influences the students’ communicative competence. This condition happens in that area, especially from rural areas where the teachers are considered as the only source of information and the students’ motivation is low. The low economic class also becomes the barriers where they may not have the opportunities to get English courses to improve their English skills and access English sources. So, they have lack of motivation and English competence. Moreover, the activities of CLT can be supported by good facilities.

Based on those reason above, the researcher has decided to undertaken a research study to indentify understanding and perception of lecturers in adoption of CLT at an Islamic Institute in Jambi.
2. Literature Review
2.1 Communicative Language Teaching (CLT)
The important goal of CLT is meaningful communication. The teachers are expected to “know how to use the language of different purpose and function” (Richards, 2005, p2). This aim can be achieved through various activities and the use of authentic materials. The activities in CLT classrooms are designed to accommodate the integration of the four language skills, in order to facilitate the students to produce the language appropriately.

One of the most important features of CLT is pair and group work by which students can learn from each other. Thompson (1996) suggests that with pair and group work, students can produce a greater amount of language output than they would produce in teacher-centered activities.

Fluency is another important aspect of CLT. Fluency is the natural language use which occurs when a speaker gets involved in meaningful interaction and it is developed by creating classroom activities in which students negotiate meaning, use communication strategies and correct misunderstandings. According to Richards (2006) activities focusing on fluency: reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language which is not predictable by nature, seek to link language use to context.

Error correction is another aspect to elaborate on as far as CLT is concerned. Since the birth of CLT, errors have been regarded as natural phenomena in the process of learning English. Practicing too much error correction is, however, considered as a way of discouraging students from speaking the language. As Larsen-Freeman (2000) points out, students may have limited linguistic knowledge, and may still be good at communication when errors of from are tolerated.

Along with communicative language teaching (CLT), the role of the English teacher has changed as well. Breen and Candlin (1980) explain teachers’ roles in connection with CLT: Facilitator of the communication process among all the participants in the classroom and their activities, independent participant within the learning-teaching group, organizer of resources and a resource him/herself, guide in the context of classroom activities, researcher and learner.

2.2 CLT activities in Speaking
According to Johnson and Marrow (1981), activities that genuinely communicative have three features: information gap, choice, and feedback. An information gap takes place when one partner in an exchange knows something that the other partner does not. In an actual communication, the speaker has the choice of what to say and how to say it. In a drill exercise, students do not have choice and feedback does not happen through forming questions. In a transformation drill there is no immediate, interactional feedback, so the speaker cannot evaluate if his or her communicative purpose has been achieved. Language games such as card games, scrambles sentences, problem-solving task such as picture story, and role-play activities that match the principle of the communicative approach are integrated in a CLT classroom (Larsen-Freeman, 1986).

The goals of CLT are to develop fluency in language use. One of a classroom activity in developing fluency is when a speaker engages in meaningful interaction that maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. The students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communication breakdown to develop fluency.

While the activity that focus on accuracy they are reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small sample of language, require meaningful communication, control-choice of language. The accuracy activity is used to support fluency activity in which the teacher give accuracy work to deal with grammatical or pronunciation problems in spite of the dialog, grammar, and pronunciation drills did not appear from textbooks and classroom materials.

Clarke and Silberstein (1977) in Richards (2006) suggested that the classroom activities should close with a real world as a tool communication, methods and materials. In addition, Widdowson
101

(1987), as cited by Richards (2006) points out that created materials can also be motivating for learners, created materials may be superior to authentic material because they are generally built around a graded syllabus.

2.3 Communicative Competence
Richards (2006) suggested, communicative competence is the goal of CLT in which the learners are able to use language for a range of different purposes and functions and also understand to distinguish between formal and informal speech. According to Chomsky (1965), the term in communicative competence refers to "the speaker-hearer's knowledge of his language" (p4). The notion has been specified by Canale and Swain's four dimensions of communicative competence namely "Grammatical Competence, Sociolinguistic Competence, Discourse Competence and Strategic Competence". Chomsky argues that competence is associated with the mastery of grammatical rules or linguistic competence.

The notion of communicative competence itself was first introduced by Hymes who claimed that the study of human language should place human in a social world. Hymes (1979) stated that communicative competence is interrelated with the knowledge of language and the ability to use that knowledge appropriately. He proposed the idea that "there are rules of use without which the rules of grammar would be useless" (Hymes: 19799. P.15).

Savignon (1997) has defined communicative competence as: functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more persons belonging to the same (or different) speech community" (p.272).

2.4 Perception and Attitude
Yolanda (2003) purposed that the perception is a process where we take in sensory information from our environment. It allows us to take the sensory information in and make it into something meaningful Recognizing and interpreting sensory information, such as sound and smells, are all a part of perception. Whereas, Walgito (1981) draws psychological and thinking process is perception. The process of individual perception such as positive/negative, happy or not happy is the sensing and final process of awareness to give an assessment of an object.

There are two kinds of perception those are external perception and self-perception. External perception is a perception which comes because of stimulation from outside of one individual and self-perception is a perception which comes because of stimulation from inside of the individual. In this case, the object is the individual himself.

Measuring the perception is just like measuring the behavior. Even though the object is abstract, but these two things can be measured and translated into number. This measurement can be used or modified to measure the perception of respondent to identify that the perception of respondent is positive or negative about the object.

On other hand, Attitudes are usually defined as a disposition or tendency to respond positively or negatively towards a certain thing, such as idea, object, person, and situation). They are closely related to our opinions and beliefs and are based upon our experiences.

Fishein and Ajzen (1975) propose a conceptual framework of attitude construct which consists of four categories: cognition, affect, conation, and behavior. In the framework, attitudes are a function of belief.

3. Research Questions
The research questions are formulated as follows: 1) how do the English lecturers perceive the principles and practices of Communicative Language Teaching in teaching Speaking? 2) (a) how do the English lecturers perceive the practice of CLT in Teaching Speaking? (b) Which activities do they use in Teaching Speaking? 3) What are their challenges in implementing CLT approach in classroom? 4) What do they identify as training needs for the successful implementation of CLT in Jambi?

4. Method
To answer the research questions, the researcher used a survey questionnaire and semi-structure interview.
4.1 Data Collection Procedure
Data was collected in the form of a questionnaire and semi-structured interview. Questionnaires were given to the 34 participants who have the experiences in teaching speaking and know CLT approach. A semi-structured interview was used as additional information for two lecturers who have a high experience in CLT.

4.2 Data analysis procedure
The researcher used SPPS 15.0 program to analyze the data. The researchers also used the descriptive analysis to describe the identified features of the data in this study. The analysis for the interview involves descriptive data, as well. The researcher recorded the interview with a voice recorder and transcribed this by hand, word by word.

5. Finding and Discussion
Question 1) how do the English lecturers perceive the Principles and practices of Communicative Language Teaching (CLT)? The finding found that majority of lecturers perceived that the statements of the teaching method refer to CLT principle. It means that many lecturers recognize well of CLT principle. They have a consistent and generally clear understanding of the attribute of CLT. Consistency in identifying the characteristics of CLT is also evident when the same number of teachers said it is “true” that CLT emphasizes fluency over accuracy (67% lecturers) and CLT is student/learner-centered approach (91,2% lecturers). The consistent explanation is evident such as Brown (2001) said that, which asserts, “Fluency and accuracy are both important goals to pursue in CLT. An initial goal in language teaching is fluency in many communicative language courses, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output (p.268)”. This study also showed that the lecturers have misconception about CLT who did not believe that CLT is basically an ESL methodology. Whereas, in Karim (2004) found that some research has reported that CLT is basically an ESL methodology and not effective for EFL contexts. Some research have reported that other EFL lecturers had the misconception that CLT basically an ESL methodology and not effective for EFL context (Burnaby & Sun, 1989; Ellis, 1994; and Mustafa, 2001).

Question 2) how do the English lecturers perceive the practice of communicative Language Teaching (CLT) in teaching speaking? This question was designed to capture teachers’ perception about the sort of activities. There are fourteen items about some the traditional grammar-teaching activities and the common features of CLT. The finding indicated that the lecturers did not understand well about CLT techniques. Some lecturers still gave positive statements for techniques that inappropriate for CLT. It showed that there are 70, 6% lecturers chose “the teacher should expose their students to audio-recorder material” and 55, 9% lecturers chose “the students are encourages to read dialogues”. While some lecturers still revealed inappropriate techniques in CLT activities, majority lecturers give positive statement for CLT activities. It showed that all lecture chose “the teacher encourages the students to have a debate or role-play activities in the classroom” and “the students are invited in Group discussions to discuss a controversial topic”. Therefore, majority of lecturers revealed CLT techniques in their teaching.

Next question was designed to answer which activities/practices do they apply in Teaching Speaking? The finding shows that 17 (50%) respondents and more were doing following CLT activities for teaching speaking, they are; ‘giving and answering questions’, pair work, playing games, re-telling call on students to orally respond to various current issues/topics, dialogues, participating in some oral group activities such as debates, a discussions and forums. Only 13 (38,2%) of lecturers used following activities in teaching speaking; describing objects from a picture or chart, developing critical thinking, simulations / role play, reading and reporting from websites, reading and reporting from newspaper, listening to audio tape and answering questions. These findings imply that lecturers were not comprehensively using CLT activities in the classroom. Significant number of lecturers’ identification of the items giving and answering questions (70,6%), pair work (70,6%), dialogues (70,6%), and participating in some oral group
activities such as debates, a discussion and forums (67.6%) as classroom activity that used regularly.

Question 3) what are their challenges in implementing CLT approach in the classroom? The Significant number of lecturers’ identification of the item Lack of training of CLT (85, 3%), The students use their native language (mother tongue) rather than English (97, 1%), Students are not confident in the oral class and students have linguistics problems (88, 2%), 88, 2% of lecturers said Students are not confident in the oral class students have linguistics problems as barriers in adopting CLT in EFL context. It was caused by using Grammar translation method when they were in Junior and senior high school. First interviewee added that “The lecturers have lack of information about CLT, they still use grammatical approach as method in teaching speaking”

Question 4) what do they identify as training need for the successful implementation of CLT in Jambi? Dealing with training need for the successful implementation of CLT in Jambi, 17 (50%) and more lecturers revealed that they need for more training in fluency in English, CLT practices, Preparing English language material. Seventeen (50%) and more lecturers perceived that they did not such as the following training; ‘practice reading and writing in English’, ‘cultural knowledge of English countries’, ‘Grammatical explanations of English’, ‘Knowledge of language acquisition’, ‘assessing students’, ‘preparing lesson plan and practices’, ‘using internet, technology and application software to Teach English/ICT’, and ‘use of authentic materials’. Therefore, teacher still revealed that they need more training to improve their skill in using CLT in teaching speaking. The first interviewee added the information about the solution that he did in interview section: “Every lecturers/lectures have problems, so we have to read more books. We focus on communicative competence to increase our performance. We also eliminate other concepts of teaching that irrelevant with communicative activity. Nevertheless, a good environment influences the students have a good communication. So, we have to give them stimulation in the classroom. The second also added that “We should prepare materials and media to trigger the students to speak English in the classroom. We have to read a lot of books or sources in selecting a good material. The Materials have to suitable on the context”.

6. Conclusion  
To conclude this study, the finding reveals that participant EFL lecturers did not understand about Communicative Language Teaching technique. They have difficulty distinguishing Communicative language teaching approach and traditional approach in teaching speaking. They know communicative language teaching (CLT). Nevertheless, they have positive attitude for general principle of communicative language teaching (CLT). To conclude this study, the finding reveals that participant EFL lecturers did not understand about Communicative Language Teaching technique. They have difficulty distinguishing Communicative language teaching approach and traditional approach in teaching speaking. They know communicative language teaching (CLT). Nevertheless, they have positive attitude for general principle of communicative language teaching (CLT).

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The Use of Communicative Activities in Teaching Speaking: A Literature Review

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Abstract
This article reviews related research and theories about teaching speaking to adult learners using three communicative activities, that is, information gaps, interview, and hot-spot. Actually, being able to speak a foreign language is effortful if the learning process does not take place in a country where a language is spoken. This situation is actually a main problem in EFL classroom. The focus of the review is on the activities of improving students’ practice in learning speaking at elementary level. The materials are collected through reading and comprehending a number of references related to teaching speaking through communicative activities. The materials, such as, theories and the activities are contrasted and compared in order to look for their appropriateness for teaching English speaking to adult learners.

Keywords: Teaching Speaking, Communicative Language Teaching (CLT) adult learners, EFL

1. Introduction
Teaching speaking is a core of the success in capacitating students to learn speaking; so that teachers are the ones who are believed by the learners having knowledge of English that have to satisfy their need of being able to communicate in English orally. The students’ success in speaking English depends on how teachers provide students activities which can prepare them to speak. However, preparing activities which can encourage EFL learners is not easy. This is because of the lack or even the absence of real environment which can support EFL learners to speak a target language. Teachers have to consider any classroom activities which can cover the environment which students are supposed to have in order to support their learning, so that they can be motivated to speak in classroom. In this article, the author will review some literatures dealing with teaching speaking by using communicative activities. The first point which will be reviewed is a concept of teaching a language. The second point is about communicative language teaching (CLT). The third point is about a concept of speaking. The fourth point is about teaching speaking. The fifth point is some activities for teaching speaking used in CLT. The sixth point is strategies to encourage students to speak. The seventh point is the concept of hot spot activity.

2. Teaching a language
Teaching a language is the process which needs to be paid attention seriously because the success of learning a language depends on how language teaching is conducted by teachers. Teachers have to be able to guide students so they know what they have to do and how they have to do it. Then, teachers have to facilitate and encourage the students to learn the languages by providing them some situation which can make them learn. Brown (2000) states that teaching is guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning. Teachers are not supposed to let learners learn completely by themselves or lose in their direction during learning, but they have to be given hands to achieve their goal.

Ur (1991) says that teaching a language means teaching language components (pronunciation, vocabulary, and grammar) by combining them with communicative categories of topic, situation, notion, and function. Teaching a language is actually a big job, such as, teachers have to model how words are pronounce in a certain language, how to enrich learners’ vocabulary needed to produce the language, and how the words are structured as they can produce well understood language.

Another claim about language teaching is also conveyed by Berns in Savignon (2002). He said that a language is a basis of communication. This basis is a tool of communication which is used by speaker to transfer meaning. So, when a language is taught, it is necessary to build situation which can encourage language learners to transfer the meaning through the language.
3. Communicative Language Teaching (CLT)
Having known the concept of teaching, language teachers also have to know some methods which are used in teaching a language. There have been some language methods which have been introduced by some experts such as Grammar-Translation Method (GTM), Audiolingualism, and Communicative Language Teaching (CLT).

Communicative Language Teaching (CLT) is a newest among those three. CLT is commonly used in language teaching nowadays, because it focuses on achieving communicative competence. Duff in Nunan (2015) mentions that CLT is a method in language teaching that emphasizes learning a language first and foremost for the purpose of communicating with others.

Habermas, Hymes, Jakobovits, and Savignon in Savignon (2002) states that communicative language teaching (CLT) refers to both processes and goals in classroom learning. The main concept in communicative language teaching is ‗‗communicative competence,‘‘ a term introduced into discussions of language use and second or foreign language learning in the early 1970s.

Rahman (2010) defines that communicative language teaching, also called communicative approach, is a teaching method for a second or foreign language teaching. This approach emphasizes on interaction as both means and important goal of language teaching. To achieve the aim of CLT, teachers need to create real-life situation to their classrooms in order to motivate and encourage students to speak. Students usually feel enthusiastic when they are involved in a real-life activity.

In brief, this approach is suitable to be used in the process of teaching speaking, since the purpose of speaking is to communicate. Then, the students will be given any activities which have to be done in pair or in group so they can rehearse their speaking as frequently as possible.

4. The Concept of Speaking
Chaney in Kayi (2006) states speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. Sometimes, people use words to express their idea to others. In another occasion, they get their message across by combining the words with body language or gesture. Next, Oxford in Sanna (2013) explains that speaking is the action of covering information or express ones thought and feeling in spoken language. Fauzan (2012) mentions that speaking is the process to negotiate meaning, manage the conversation, and transferring idea from speaker to listeners.

Bygate in Melendez (2013) views speaking as a complex skill which is affected by processing conditions of speech, such as time pressure, and by reciprocity conditions and interactions. He also adds that speaking takes place in real time, hence in needs to be planned, formulated and articulated with considerable speed and is affected by the circumstances of performance context and interlocutors.

According to Brown and Yule in Efrizal (2012), speaking depends on how complex the information being communicated is, but for some speakers they think that it is sometimes difficult to clarify what they want to deliver.

From those above definitions, it can be conclude that speaking is a process of transferring idea through spoken language. The process is not as simple as it is theorized, but there are some complex steps are undergone. People, first, construct some idea and try to produce or verbalize it by using words. Also, the speakers have to concern with pronunciation, grammar, vocabulary, and fluency, as well in order to make the listeners understand.

The concept of speaking skill
As a process, speaking also can be classified into a skill which can be gained through some training. As Tarigan in Fitriana (2014) states that the skill is only gotten and mastered by practicing and having more training. Then, speaking seems intuitively the most important: people who know a language are referred to as ‘speaker’ of the language, as if speaking
included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning language (Ur, 1991).

According Yaman and Oscan (2015), speaking skill is one of the language skills which can be hard for some students. This is because of the existence of factors affecting speaking like age, motivation, and context where this is learned, such as, a second language context or a foreign language context. As the result, it is revealed that there are some processes that should be acquired by students in developing the speaking skill. Students should be taught both of language knowledge and communicative competence. If they have enough knowledge about the language, they will be able to use the language correctly. Then, the communicative competence, such as, sociolinguistic, discourse, and strategic one will support the success of the communication.

All in all, speaking skill means that something which can be achieved and mastered by doing some practice and training. The more someone practices this skill, the more he or she masters it. So, practicing and training are the keys to gain such a skill.

5. Teaching Speaking

Nunan in Andriyani (2015) explains that teaching speaking means enabling students to master these several aspects; producing the English speech sound and sound patterns, using word and sentence stress, intonation patterns, and rhythm of the target language, selecting appropriate words and sentences, organizing their thought in a meaningful and logical sequence, using language as a means of expressing values and judgments, and using the language quickly and confidently.

To be successful in teaching speaking, the teachers have to know what they should do during the class in order they can make an appropriate plan for their teaching and students. Some experts have tried to explain in general about some principles of teaching English.

Bailey in Nunan (2015) suggests some principles of teaching speaking. These principles can be guidance for teachers to teach their speaking class. First of all, teachers should be aware of the difference between second language and foreign language learning contexts. The second, teachers should give students practice with both fluency and accuracy. Then, they should provide opportunities for students to talk by using group work or pair work, and limit teacher talk. Next, they should plan speaking task that involve negotiating meaning. At last, they should design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Chastain in Nanthaboot (2012) states that there are three guidelines and principles of teaching English: First, the students must be aware of the meaning of the new language items. Second, the students practice the new language items, and last they communicate their thoughts with their friends. In the same way, Scott in Nanthaboot (2012) mentions three principles as well. Firstly, the teacher has to tell the students the objectives of each learning unit. Secondly, the meaning of the language items is made clear for students. At last, the students practice the new language items and then they transfer them to other skills for communication.

Those guidelines and principles above can be adapted and applied in teaching speaking. At the beginning of a new unit, the teacher must introduce the students to the new target language items. It could be vocabulary and expressions. For example, the today's lesson is about describing appearance so; the teacher has to introduce some words like tall, short hair, fair skin, etc. The possible expression is “What does she look like?”, “Does she have long hair?” etc. Besides that, the teacher also has to inform the students the speaking objective of the lesson which they are studying. Actually, this can assist and ease them to understand the lesson. They also will be more motivated when they know what the lesson is for.

After that, teacher has to make the students understand the vocabulary and expressions used in this unit. The teacher can give the students one or two tasks to check their understanding like fill in the blank task where the students have to fill the blank with appropriate vocabulary or expressions. The teacher can address some shorts questions to the students directly, so that the speaking will take place. Finally, teacher has to make some activities which can encourage
the students to use and personalize lesson. The students might be asked to talk about their family appearance and so on and so forth.

Beside the principles, Goh and Burns in Burns (2015) mentions some stages in teaching speaking which may make the process of teaching speaking meet the students’ needs. The first one is teachers have to focus the learners attention in speaking. Even though it is impossible to not to integrate another skill, such as, listening skill during teaching speaking, teachers have to create teaching activities which lead the students to speak. The second, teachers have to provide input and/ guided planning. The third, teachers have to conduct as many speaking tasks as possible, such as, role play, interview, etc. The fourth, teachers must focus on language skills and strategies. The fifth, teachers repeat the speaking tasks done before. The sixth, teachers have to direct learners’ reflection on learning. At last, they need to facilitate feedback on learning. Teachers have to give the students feedback either spoken or written feedback because through this, students can know their accomplishment in speaking.

**Characteristics of a successful speaking activity**

Since speaking is a skill which can be trained through some practices, it is an obligation for teachers to prepare or choose some activities to help students. As the result, teachers have to think of the best activities which really can make students speak.

Ur (1991) states that there are some characteristics of a successful speaking activity. The first characteristic is learners talking a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. The second, participant is even. Classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed. The third, motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it. The fourth, language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. In brief, teachers have to refer or pay attention to these features whenever they create or modify speaking activities.

Beside the characteristics, types of classroom speaking performance are also needed to concern. According to Nunan in Febriyanti, students are estimated to carry out six kinds of oral production in classroom during learning speaking. The first one is imitative speaking. It focuses on practicing an intonation or trying to pinpoint a certain vowel sound. The second one is intensive speaking. This goes one step beyond imitative to include any speaking performance which is designed to for practicing some grammatical aspects of language. The third one is responsive oral performance. Such speaking is signed the ability to give replies to the meaningful and authentic questions or comments. The fourth type is transactional speaking. This type of speaking is intended to convey or exchange specific information. Next one is interpersonal. This is carried out for the purpose of maintaining social relationships than for the exchanging of facts and information. The last is extensive performance. This is done to practice the form of oral reports, summaries, or perhaps in short speeches. In short, these five categories are effective to be used in classroom but sometime teachers have to be smart to choose the appropriate types for appropriate level of students.

**6. Activities for Teaching Speaking Used in CLT**

Speaking is one of skills which need to be practiced a lot. There are various activities which can make language people specifically language learners to promote their speaking; some of those are prepared talks, discussion, role play and simulation, interview, and information gap.

The first activity is *prepared talks*. Harmer (2001) said that prepared talk is an activity where a student (students) makes a presentation on a topic of their own choice. Such talks are not designed for formal spontaneous conversation, because they are prepared, they are more writing-like.

The second is *discussion*. Harmer (2001) conveyed that discussion is one of the activities which can give chance to students to speak. In this activity, the students express their opinion about topic being talked in English. They usually give it in front of the whole class. Actually, this
activity needs their knowledge toward a topic, because this will give them idea about what to say. If they do not have something to say in their mind, it will not make them confident to speak.

The next ones are role play and simulation. Harmer (2001) said that role play and simulation are activities which can stimulate a real-life encounter (such as a business meeting, an encounter in a business aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on a role of a character different from themselves or with thought and feelings they do not necessarily share. He added simulation and role play can be used to encourage general fluency, or to train students for specific situations especially where they are studying ESP. According to Wu in Kimhachandra (2010) role play is to create the presence of a real life situation in the classroom. This activity can give the students opportunities to practice spoken language in various social contexts and social roles.

Then, another activity is interview in which Kayi (2006) states that students can conduct interviews on selected topic with various people. That would be great if the teacher provides a rubric to students, so they know what type of questions they can ask or what path to follow, but the students should prepare their own interview questions. This activity gives students a chance to practice their speaking ability not only in a class but also outside and helps them becoming socialize. She added after the interviews, each student can present his or her study to the class. In addition, students can interview each other and introduce his or her partner to the class.

Last one is information Gap. Gower et al. in Sanaa (2013) defines this as a situation where information is known by only one person or some of those present. Students use language to get the information they need by asking some question to ones who have the information. Then, they also use the language to share the information they have to others by answering their friends’ questions. In addition, Kayi (2006) explains in doing this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gaps activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language.

To conclude, those activities eventually can give students chance to practice speaking in a classroom. The researcher, however, will not use those in her current research. She will use another activity but the activity has some similarities with interview and information gaps.

7. Strategies to encourage students to speak
Philips in Febriyanti says that teacher can do some ways to help students to speak. (1) Teacher needs to encourage students’ interaction. It is important to create a comfortable atmosphere in the classroom where students are not afraid to speak and enjoy communicating with both teacher and other classmates. (2) Teacher has to make speaking activities more communicative. Speaking activities need to be very interesting to encourage meaningful interaction between students. Therefore, teacher should provide communicative activities so that students can share their thought, express their feeling, find out the real information, discuss, and argue. (3) Teacher is expected to plan speaking activities carefully. Speaking activities have to be carefully structured at first at lower levels. At the beginning stage, activities should be easy but good enough for students can use the target language. When they get used to communicate then the teacher can give more difficult speaking activities such as role-plays, discussion, debate, and problem-solving task.

8. Hot Spot Activity
Hot spot is one of the activities which can promote speaking practice. The idea comes from two common speaking activities; interview and information gaps. As Kayi (2006) stated that students can conduct interviews on selected topic with various people. She added that beside interview, information gaps can also promote speaking practice. She explained in doing this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information.

In the same words, the purpose of hot spots is to find out more information from everyone in spots by doing interview and information gaps-like activities. The spots are any places around
classroom where some students with information will sit in. The places could be at the corners, in the middle, and in front of the classroom. The students conduct the interview-like activity to get a lot of information. Such activity is fun to be done as the students have to go around the class and find a lot of information from some different friends.

In this activity the students will experience several tasks to complete. First, they have to write short information and make several questions related to the topic being discussed. Then, they will get a chance to ask and give information. Finally, they also will do the reporting session. This activity has something in common with interview and information gap activities since the researcher got the idea from these activities. They are, however, not 100% alike.

This activity will give some advantages for students. (1) Each student will get experience to work individually, so they can express themselves. This is done when they are preparing either short information or several questions. (2) Students will get a chance to practice asking and answering question a lot. (3) This activity can promote student-student interaction since they have to speak with difference students.(4) Everyone will get chance to speak. (5) This activity can improve their self-confidence, since the students perform the speaking or the interaction among a few numbers of students. (6) This can entertain them that they have to move around the class and speak with many friends.

9. Conclusion
Since English is a foreign language in Indonesia, it is not easy for Indonesian learners to master this skill. This skill is mostly used in classroom only. It is hardly ever spoken in the society. As the result, to facilitate the students to rehearse to speak in English, teachers have to create a real-situation in classroom, so that the students can be motivated. Teachers have to use any communicative activities which can push the students to speak in English, such as, information gaps, role play, interview, etc.

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Author’s Biography
The author of this research is a female. She is a students in magister program in English language education in Jambi university. She was born in Payakumbuh, West Sumatera, Indonesia. She is very interested in the field of teaching English especially teaching speaking skill.
Motivating and Demotivating Factors in Learning English in an Islamic Junior High School

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Abstract
English is crucial to be learnt, since it is generally used as an international language for communication among people from different language backgrounds in all parts of the world. Unfortunately, there are many students who think English is only a school subject without considering English as a beneficial thing for their future career. Indeed, the researchers were interested in revealing what are the motivating and demotivating factors in learning English in an Islamic Junior High School. The participants were eight grade students in an Islamic Junior High School in Jambi. The study was designed as a qualitative case study, involved demographic questionnaires and face-to-face interview for data collection. The results revealed that there were intrinsic and extrinsic factors which influenced students in learning English. The intrinsic motivation factors related to students’ personal mood and their perceptions toward the importance of learning English, while the extrinsic motivation factors related to students’ activity and the result of learning process. Furthermore, the demotivating factors were lack of school facilities, lack of teachers’ competency in teaching through media, English difficulties, students’ personal mood and lack of parental interest.

Key words: motivation, demotivation, internal and external factors, Islamic Junior High School.

1. Introduction
Motivation is one of the main drives of learning a language. Motivation serves as the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language (Gardner, 1986, as cited in Long, Ming and Chen, 2013, p.137). Thus, it is essential for teachers to provide a highly motivating learning environment. Regarding to this case, a study related to students’ with low motivation and the otherwise in learning English was carried out. It is found that the upgrade of language facilities and various English programs are really essential to boost English learning motivation (Ahmad, et.al, 2014, 205).

More specifically, this research focused on the problem of motivation in learning English language faced by Islamic Junior High School students as the students have two foreign delivery languages-Arabic and English- and they have to study regular and many religion-related subjects (Alwasilah, 2009). Not to mention the teachers face the same challenges in teaching English in Islamic Junior High School and public Junior High School. In fact, there are students who are not motivated in any class wherever it is. There are at least one or two students who are lack of motivation in a particular situation. It can be affected by boredom, lack of preparation for learning, lack of rest and parental attention even nutrition supply (Maslow, 1954).

Basically, making students become aware of the lesson is teacher’s responsibility. Teachers may use ‘verbal encouragement’ and ‘additional exercises’ to increase students’ motivation (Ahmad, et.al, 2014). Unfortunately, most of English language learners do not think that English is necessary to be learnt. Similarly, many students think English is only a school subject and they do not see its significance for their prospective employment in the future to work with multinational or national companies where English is employed (MurayandChristison, 2010). Moreover, there are some problems in Islamic Junior High School namely teachers who possessed low qualifications and lack of teaching media (Alwasilah, 2009). A teacher stated that Islamic Junior High School teachers are rare to get training or seminar in order to train their ability in teaching since government seems more concern on training public Junior High School teachers than Islamic Junior High School teachers. In addition, the teacher also revealed that the student-teacher ratio is very bad, also, to make the matter worse, teachers’ access to trainings, workshops and seminar are relatively limited. In fact, English as a universal language is essential to be learnt because of its function as the international language.
Nevertheless, less motivation in learning English is the problem which still exists in the school. Therefore, this research, Motivating and Demotivating Factors in Learning English in an Islamic Junior High School, was conducted to investigate factors that influence the motivation of students in learning English, especially the students in an Islamic Junior High School in Jambi.

2. Literature Review

Motivation is the driving force by which humans achieve their goals (Clement, 2006, as cited in Humaida, 2012). Additionally, motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning, therefore, motivation is considered by experts as an essential part in learning that determines the result of the study (Ames, 1992). There are numbers of study conducted to investigate the effect of motivation towards the result of learning achieved by students, especially in learning English. Furthermore, the studies conducted by the researchers also involved findings of some factors that influence one’s motivation that is divided into two broad categories which are intrinsic and extrinsic that drive a student’s motivation and directly affect the result of learning. Intrinsic motivation often relates to a person’s sense of well-being, a person’s identity, goals and sort of that includes all factors within the individual, while extrinsic motivation can be defined as factors that come from outside individual such as environment, facilities and so on (Ng and Ng, 2015).

Intrinsic motivation can also be associated to individual’s feeling towards a particular task whether it is interesting and enjoyable or not, and intrinsic motivation commonly can be measured using self-reports of enjoyment and interest. For instance, students who do their homework because they feel like to do it are the ones who intrinsically motivated, on the contrary, the students who do their homework because they fear of their parents or teachers are the ones who extrinsically motivated, therefore, extrinsic motivation is often associated to environment, facilities, social conditions and others which are instrumental and outside the individuals (Ryan and Deci, 2000).

Additionally, factors that affect the motivation should be put into a great concern as well since they will affect and even change how students learn as well as their goals of learning. Moreover, a study conducted in Iran found that there are several aspects that caused demotivation on students in learning English namely inadequate school facilities, overemphasis on grammar and also long reading texts (Meshkat and Hassani, 2012). Therefore, teachers may not take motivation aspect lightly as it affect students’ learning result in some ways.

In Indonesian cases, demotivation in learning English often happens due to challenges faced by the students which include the facility, environment, cultural differences, language difficulties, and even students’ psychological conditions and goals in learning English. It becomes more complex if it is associated with the students of Islamic School in which the students learn not only English but also several other languages as the foreign languages, furthermore, they get more subject lessons compared to the regular of public schools. As a result, not a few students of Islamic school, especially in small cities, show slow progress and low performances in using and learning English.

3. Methodology

The purpose of this study was to find what motivating and demotivating factors of Islamic Junior High School students in learning English that the teacher encounters. This research utilized a qualitative research with a case study approach. Qualitative research is a kind of educational research in which the researcher focuses on the views of participants; asks general questions and the participants experience; collect data consisting words from the participants; describe and analysis that words and conducts it in subjective (Creswell, 2008). Furthermore, the goal of conducting qualitative research is “to explore, explain, or describe the phenomenon of interest” (Marshall and Rossman, 1999). Therefore, qualitative approach was employed in this research with an additional instrument such as demographic questionnaires and interview protocols. There were 12 respondents who were chosen by using purposive sampling technique with three criteria namely time availability of the respondents; understanding towards the topic discussed; eagerness to be involved in the research voluntarily.

The participants were asked several questions related to the topic of the research. The audio recording data were transcribed and analyzed using cross case and within case analysis in
developing the categories. To maintain the trustworthiness of this research, the transcriptions of the recording were given back to the respondents in order they could check the correctness and originality of the data recorded. This attempt was meant to maintain the accuracy of the data interpretation and transcription since it gave chances to respondents to verify any mistaken interpretation of the data. Lastly, detailed information about the participants and the setting of the research were provided so that the readers are able to get information about the actual situation.

4. Discussion

Three subthemes were obtained from the participants’ responses about motivating factors in learning English in Islamic Junior High School. It divided into two factors. They are intrinsic and extrinsic factors. Six subthemes were obtained from the participants’ responses about demotivating factors in learning English in the Islamic Junior High School. These two tables below will give a clear view of motivating and demotivating factors in learning English in Islamic Junior High School that students faced (as shown in Table 1 and 2).

<table>
<thead>
<tr>
<th>Table 1 Motivating factors in learning English in Islamic Junior High School</th>
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<td>What are the motivating factors that Islamic Junior High School students face in learning English?</td>
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<td>Intrinsic factors</td>
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<td>Extrinsic factors</td>
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<th>Table 2 The Demotivating factors in learning English in Islamic Junior High School</th>
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<td>What are the demotivating factors that Islamic Junior High School students face in learning English?</td>
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4.1. Motivating Factors

4.1.1 Intrinsic factors

Intrinsic motivation relates to a person’s sense of well-being, a person’s identity, goals and sort of that includes all factors within the individual, while extrinsic motivation can be defined as factors that come from outside individual such as environment, facilities and so on (Ng and Ng, 2015). The intrinsic factors found in this research were student’s personal mood and student’s perceptions toward the importance of learning English. The majority of the students revealed that when they are in a good mood they will feel excited in learning English. There were also other perceptions in students’ mind towards the importance of learning English when they were also asked about the importance of English, the response as followed:

“[…] English is useful when we go abroad and meet the tourist.” (MTS12)

“[…] English is important because English is international language.” (MTS8)

The majority of the participants believed that learning English is necessary. It will be useful for many reasons such as talking to the tourist, useful in going abroad and so on. In line with this view, those who had positive views towards English tended to achieve higher score in English compared to those who had opposite views.
4.1.2 Extrinsic Factors
Extrinsic motivation is often associated with environment, facilities, social conditions and others which are instrumental and outside the individuals (Ryan and Deci, 2000). In this research, it was found that the extrinsic factors in learning English included the discussion group and satisfied achievement. Most of the students stated that they like learning in group. They admitted that they like learning English with a friend than learning alone because when they learn together, they can share knowledge to each other. Additionally, the satisfied result of English will also influence their motivation in a way that when they got good scores in English as stated by a participant:

“[…] Yes, because satisfied score can make me more enthusiastic in learning English.” (MTS1)

They will feel confident in learning English, on the contrary, if they got bad scores, the excitement of learning would also drop down and feel unconfident.

4.1.3 The Demotivating factors in learning English in Islamic Junior High School
Poor achievement was associated with specific building condition factors such as substandard science facilities, air conditioning, locker conditions, classroom furniture, more graffiti, and noisy environments (Cash, 1993). In this case, it was also found some demotivating factors that can diminish students’ motivation in learning which were poor facility, lack of teachers’ competency in teaching through media, English difficulties, students’ personal mood, number of tasks and lack of parental interest. Lackney (1999) showed that teachers believe thermal comfort affects both teaching quality and student achievement. In this research, low and high achiever have the same opinion. They admitted that they could not focus to learn in overcrowded building or overcrowded class and uncomfortable condition of the class as stated by some participants:

“[…] when we learn English in the afternoon this class is hot and I cannot concern well in learning.” (MTS2)

The study done by Corcoran et al. (1988) found that overcrowding resulted in a high rate of absenteeism among teachers and students. They need good air conditioning systems and laboratory or library with complete facilities to support them in learning.

After that, lack of teachers’ competency in teaching through media also can diminish students’ motivation. There were so many statements that represented their feeling towards English learning process in their classroom.

“[…] Usually, our teacher only writes something on whiteboard, then she explains shortly, while I still did not understand, she asked us to do exercises, it makes me lazy to did it.” (MTS7)

Some of them said that the teacher almost never used the pictures or videos in explaining the materials, so English learning seemed to be boring for them in a certain duration of time.

There were also several other factors considered as demotivating factors such as English difficulties, students’ personal mood, number of tasks and lack of parental interest. English difficulty also seems to be a crucial one for Indonesian students since Bahasa Indonesia, as the mother tongue, and English are totally two different languages in terms of pronunciation, sentence structure, and so on.

“I do not know how to read it, because the written and the pronunciation are difference. Not only that, I hard to find the meaning of the words because I don’t memorize the meaning of all the words.” (MTS11)

Additionally, numbers of task given by the teachers also affected their motivation in learning. Most of the students felt that English homework were difficult since they did not fully understand regarding the lesson at school, but then they were given such tasks to be done at home and had no one to ask to enlighten them at home. Therefore, some of them turned out to be lazy in doing homework and felt even worse towards English.

“I do not like English homework because I am weary in doing homework. So many exercises in English homework, it only makes me easily to feel fed up.” (MTS10)
These factors affected students’ personal mood towards English directly, as stated by some students:

“[…] the homework and exercises are difficult, it makes me lazy to do it and lazy to learn it.” (MTS6)

Besides those facts, this research also revealed that lack of parental interest is one of demotivating factors in learning English.

“[…] I am studying at home when I am in a good mood and my parents would not angry about it, as long as I can go to the next level.” (MTS9)

Parents’ involvement has an important role toward students’ motivation in learning. Proper approaches done by the parents to encourage their children in learning will beneficial a lot to help them achieve targeted goals in learning as stated by Henderson (1998) in Bempechat (1992) that parents’ involvement will give good impact towards children’s achievement in learning.

5. Conclusion and Recommendation

The findings of this research clarified that there were numbers of motivating and demotivating factors possessed by the students in learning English in Islamic Junior High School. There were two main factors which influenced students’ motivation in learning English in Islamic Junior High School, intrinsic and extrinsic. Student’s personal mood and student’s perceptions toward the importance of learning English belonged to intrinsic factors, while discussion group and English satisfied achievement were extrinsic factors that the students faced. Related to the demotivating factors, the participants revealed that lack of school facilities, lack of teachers’ competency in teaching English through media, English difficulties, personal moods, a number of tasks and lack of parental interest could diminish students’ motivation in learning English. Based on the findings, it is strongly recommended that the Islamic Junior High School teachers or headmaster to put these findings as a sort of consideration in issuing school’s policy in order to increase the motivation of Islamic Junior High School students in learning English. Also, greater attention to students’ progress in learning English should be priority for the teachers of English.

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From English to Indonesia: Translation Problems and Strategies of EFL Student Teachers
A literature Review

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Abstract: This research articulates problems and strategies in translating text from English as the source text to Indonesia language as the target text. By reviewing and analysing critically mélange of concepts, examples and findings explained in some collected references, it is known that problems in translation mostly are around lexical, grammatical and semantic elements. In the other hand, the strategies used to produce acceptable translation result regarding to reader of target text understanding have to consider aspects such as cultural content, the availability of equivalencies, and the ability to use the monolingual dictionary.

Keywords: Translation, Translation Problems, Translation Strategies, EFL Student Teachers

1. Introduction

In Indonesia, translation still take part in the English teaching and learning activity in the class since the portion of reading and writing activities is quite dominating due to students’ preparation of examination. In order to comprehend information written in English, one of students’ strategies mostly is to translate it into Indonesian language (Karimian and Reza: 2013). Generally EFL student teachers will face teaching training at school for several months where they have to teach and prepare teaching tools to support their teaching activity in the class. Tabakowska (1998:132) stated that translation must be considered one of the basic devices for all those who plan language courses or write language textbooks. The fact that student teachers are still in the learning process of becoming teacher in the future, measuring their English competence is prominent, one among other ways to accomplish that purpose is through translation. In most material used on lessons teachers are focused mostly on the ability of using foreign language, but only little guidance is given on how to transmit the language itself back into the mother tongue (Becla : 2007).

Finding EFL student teachers problems in translation can benefit them in term of realizing what they have missed in understanding text in English. As an English teacher in the future, student teachers themselves have to master on English translation since their students may not aware some aspects that can lead them to understand the text inaccurately, such as, some words in English which have multiple meanings, time information contained in the specific tenses, plural noun and pronoun in English (see Sudirman, A: 2013). Various researches had been done to identify problems in translation usually in specific cases, but very rare conducted for EFL student teachers. Beside problems, finding students’ strategies in translating text can also give such advantages, not only for them but also for the lecturer of translation class about whether their strategies help them to correctly transfer the meaning from English to Indonesia language because if they do not, this information can help the lecturer to conduct teaching planning on how to translate the text appropriately with strategies EFL student teachers can apply. In the other hand, if the strategies are proven helpful to produce acceptable translation result, it shows students English proficiency level.

2. Methodology

In this review, there are two main questions proposed to be answered. 1) What are EFL student teachers problems in translating text? and 2) What are EFL student teachers strategies in translating text?. A literature review is chosen as the method which will be done by first, the main points of discussion will be highlighted and referenced theoretically, second, describing problems and strategies in translation based on recent studies, and the last, providing critical analysis on some works.

3. Discussion

3.1 Problems in Text Translation

Even though some methods and strategies of translation were already defined by some experts to assist in translating text, some problems in translation still exist. Arnold (2008) stated that...
there are three major problems in translating text; the ambiguity, structural and lexical differences between languages such as idioms and collocation and the attempt to find equivalencies.

In ambiguity, the problem is sometimes, words in English have multiple meanings and functions whether it is a noun, a verb or even adjective. The term used for this case is polysemy. For example, should the word ‘use’ is translated into ‘menggunakan’ or ‘kegunaan’ in Indonesian language? The answer is both are possible to become the meaning of the word ‘use’ in Indonesian based on its context in English, after understanding the context, it can be decided which one is the most appropriate to be the meaning of the word ‘use’. It must be translated into ‘menggunakan’ if the word ‘use’ in the sentence is functioned as verb, meanwhile, ‘kegunaan’ is used when it is functioned as a noun.

In structural and lexical differences, the problems among others that often arise are, first, the existence of dummy do in English that is not common in Indonesia language (see Kurniawan, 2007), the time information attached in the tenses used in the sentences (see Sudirman, 2016), the plural noun (see Noverino, 2013) and the pronoun in English (see Morin, 2005). Look at the example below about dummy do in English:

Source Text: I - never - not - listen - to the music
Target Text: (1) Saya - tidak pernah - tidak - mendengarkan - musik
(2) Saya - selalu - mendengarkan - musik

Even though two translation results provided are understandable in Indonesian language, but it is very rare in the culture of Indonesian language to use dummy do. Next, talking about the time information that usually failed to be translate, it become a special case and challenge to be able to put time information in the translation result, as the example provided in Sudirman (2016):

Source Text: He - didn’t - get - the joke, of course
Target Text: (1) Tentu saja, dia - tidak - menangkap maksud - dari lelucon itu
(2) Tentu saja, dia - tidak - menangkap maksud - dari lelucon waktu itu

The tense used in the source text shows that the event happened in the past, but in the translation result, to show that information is quite confusing. Sudirman (2016) successfully carried out this example to show the translation problem related to tenses, but didn’t mention the other alternative on how to overcome this problem. The adverb of time that shows past event is quite the same between English and Indonesia, such as, ‘kemarin’ as the equivalency of ‘yesterday’ and ‘yang lalu’ for ‘ago’, for example, ‘two days ago’ means ‘dua hari yang lalu’ in Indonesia language. In the case above, it didn’t mention precisely about the time when the event happened. In the culture of Indonesia language, to show past event with no specific time included, the phrase ‘waktu itu’ or ‘saat itu’ are often used. So here is the alternative for the problem related to time information in tenses, in this discussion, past tense.

Through this translation result, there is no absent of time information as contained in the source text. It also give such a clue for the reader of target text that the event happened in the past. In Benfoughal (2010) there are variation of problems that still related to structural and lexical differences faced by each participant in his research. Some of them are similar and some don’t. They are; complicated and ambiguous SL grammar, translating the nominal verb, have and do, collocation, idioms, proverbs and metaphors, parallelism and fronting, complex vs simple styles, phonological and cultural problems. The problems that successfully identified are quite a lot for the participants who are in the third year of their study in university, but in this case, other variable should be analysed as the cause. According to Newmark (1998), if a sentence syntactically ambiguous within its context, it must be poorly written. Then if it is poorly written, it must be quite difficult to translate it. That might be the reason why complicated and ambiguous SL grammar came up as the problem faced by participants.

About the attempt to find equivalencies, Catford (1965) stated that lexically, equivalence occurs when the lexis of source text can be replaced by the lexis of the target text without the replacement of grammar. Sentences structure in English and Indonesian language are quite similar, where acceptable sentence should contain subject (noun) and predicate (verb). But the problem is, in a text there are various types of sentences, such as simple sentence, complex
sentence and complex compound sentence. A sentence might contain preposition, articles, adverb, adverb of time and place and many more. The absence of the verb ‘be’ and articles to be translated come up as the problems as what Hendar (2012) found in his research. The problems may also come when someone who translate the text rely on what is served in the translation tool one used to find the meaning of the words without considering whether the result of translation will sound natural or not (see Fraser, A. and Marcu, D. 2004; Pado, S et al. 2009). As the conclusion, the problem of translation may appear from the source text that is translated when it contains phrases which have no equivalencies in the target text, appear during the translation process, like the misinterpretation that may appear because the meaning produced by translation tool is just borrowing the word. And from the person who translate the text whether he or she are aware about the different culture of delivering ideas through words between English and Indonesia, or whether they understand that a word in English may have more than one meaning in Indonesia language. Other studies mapped the problems and difficulties in translating text after analyzing the translation results from the participants of their research (see Rini. 2007; Santoso & Asmarani. 2014; Nakhallah, SM. 2009; Sudipa. 2012; Gorlewski et al. 2012; Benfoughal. 2010; Hendar. nd; Rini & Gunawan. nd) They show different results between each other. The result may also different in this research too.

3.2 Strategies in Text Translation
There are some strategies in translating proposed by some experts. In words level, Hervey and Higgins (1986) stated that there are two strategies in translating proper names, first, it is written just the way it is written in the source text or it can be written just the way it is written in the target text in terms of arranging the letters. For example, in translating the word German to Indonesia language, it can be written just like that or the way it is written in the target text, which is ‘Jerman’. This is defined as transliteration (see Hatim & Munday, 2004). The consideration to choose transliteration is due to the equivalency provided for the specific word in English by Pusat Pembinaan dan Pengembangan Bahasa (The Centre of Language Development and Evolution) is unfamiliar. For example, instead of translate it into ‘pancarona’, the word ‘warna warni’ is more popular among Indonesian to express the word ‘colorful’ in English. It is not become a problem if the purpose of the translation itself is to provide the translation result that is understandable for the reader of target text.

Newmark (1988) defined that in translating sentences from source text to target text, one should consider transposition, which are, change the words from singular to plural or the opposite. In the case of translating English text into Indonesia language, most cases found are plural noun in English is translated into singular noun (see Noverino, 2013). The term used for this strategy is called intra-system shift (Catford, 1965) If in English, the sentence is ‘that light hurts my eyes’ then in Indonesia, it should be translated as ‘Cahaya itu menyakiti mata ku’ not ‘Cahaya itu menyakiti mata matakamu’. In Indonesia language, to state that the word is plural, it is not as easy as adding ‘s’ after the noun just like in English. It is usually written double by adding punctuation ‘-‘, or just written one only to represent all, or, for plural noun like ‘doctors’, in Indonesia language we can use the word ‘para’ so the translation result can be ‘para dokter’ or ‘dokter-dokter’ to show that the doctor is more than one.

Next, the transposition of sentences in certain grammatical structure in the source which does not exist in the target text. As English learners in Indonesia might aware, there are types of tenses in English that regulate how to say things based on when they happen. One of them is present perfect tense. The purpose of this sentence is to show that an event is just happened. The specific characteristic of this tense is the use of word ‘has or have’ and followed by the third form of a verb. The word has or have themselves are included as polysemy since they have multiple meanings, beside ‘sudah or telah’, they also mean ‘punya, mempunyai or memiliki’ in Indonesia language. In Puri (2007), translating past tense sentence into perfect tense become one of students’ strategy in translating past tense in English that has no specific time. The example is like the following:

<table>
<thead>
<tr>
<th>Source Text</th>
<th>Target Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have done it (present perfect tense)</td>
<td>Saya sudah melakukannya</td>
</tr>
<tr>
<td>I did it (past tense)</td>
<td>Saya sudah melakukannya</td>
</tr>
</tbody>
</table>
The classification of tenses are not exist in Indonesia language, as the result, there is no other way to differentiate and to deliver precisely the tenses in English into Indonesia. 

The next transposition is, when the word in the source text translated literally to target text is acceptable and understandable but sounds not natural in the target text. For example; the word ‘belly button’, if it is translated into ‘tombol perut’ it is understandable but not natural, since Indonesian knows the thing that in English is named ‘belly button’ as ‘pusar’ in Indonesia. It must be found often that translation result in the target text appears longer or shorter that in the original one in the source text. It may due to other type of transposition exist, where the complex sentence, after translation process, translated best into still complex sentence, or changed into compound sentence, into simple sentence or into complex compound sentence (Newmark: 1988). To accompany translation, the modulation strategy can be used to translate words in source text which has no equivalencies in the target text, firstly, one should understand the meaning of the word then try to serve the words by its meaning in the target text, in order to do that, the monolingual dictionary (English – English) can be used since it is proven as a helpful tool for the word in English which has no meaning after it is seek in the bilingual dictionary (English – Indonesia) (see Adriani and Croft.1997; Sudirman. 2006).

4. Conclusion and Recommendation

Even though various research were already done toward translation. It is an area of research where the possibility is open due to its dynamic characteristic. The availability of sophisticated translation tools on-line which have been developing and will still be continued open the way for students to translate a text easier, the media that exposed them English such as the programs on television, the music, the commands in social media and their gadget may add their knowledge on how to understand English text and be able to transform the information into Indonesia language.

But the problems may also arise from the tools and media that help them in understand English. If the students accept the translation result just the way it is after they input the sentence in the source text, without considering polysemy, transliteration, and the culture of language use, the result might be unacceptable since it does not deliver the idea that the author of the source text try to convey.

It is worth to find out in the further research about EFL students problems and strategies in translating text since making sure that they are aware of components to be considered in understanding a text and to be able to deliver what was written in English into Indonesian language means that they are ready to give that kind of understanding to their students too and it can help them to elevate their English proficiency level.

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The Correlations among Parents’ Attitudes, Their Educational Backgrounds and Students’ English Achievement

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Abstract
Parents play a very important role in their children’s academic achievement. This study aimed at finding out whether or not there was any significant correlation among parents’ attitude, parents’ educational background and students’ English achievement. The sample was 228 tenth grade students of state senior high schools in Indralaya in the academic year 2013/2014 and 228 parents. Parents’ attitude, parents’ educational background questionnaire and English test were used as the instruments. Analyses using Pearson Product Moment Correlation Coefficient revealed that parents’ positive attitude was significantly correlated with students’ English achievement \( r = 0.612, p = 0.000 \), and parents’ educational background also significantly correlated with students’ English achievement \( r = 0.255, p = 0.000 \). Additionally, the linear regression analysis showed that parents’ positive attitude and their educational background contributed 37.5% and 6.5%, respectively, to students’ English achievement. These suggest that there are other factors that contribute to the students’ academic achievement. In short, parents’ attitude and parents’ educational background are important in bolstering students’ achievement.

Key words: parents’ attitude, parents’ educational background, English achievement

1. INTRODUCTION
Parents’ involvement and attitude play an important role in their children’s academic life. This is because children’s academic life starts at home. Parents can get involved at least indirectly in their children’s learning activity. It means that because parents cannot always get involved in their children’s activity, parents should give attention to their children. Parents can play a role as a teacher at home. The roles can range from participating in the conferences of parents and teachers, participating in the activities at school, engaging in students’ homework activities, controlling students’ extracurricular activities, giving advice about the choices of their children courses, monitoring their academic progress, communicating the importance of effort and academic success (parental value) and showing reaction to their children academic grades of students (Dehass, Willems, & Holbein, 2005).

In addition, parents’ involvement in their children’s learning at home can affect their children’s learning and academic success. The study conducted by Dalziel and Henthorne (2005) in relation to parents’ attitude towards learning and education showed that parents’ attitudes towards learning were believed to be the major influence on their children’s academic achievement. In their study, Dalziel and Henthorne (2005) found that most of parents’ (97%) had positive attitudes towards education and they believed that good education would help their children to be better. Another study done by Intosh (2008) related to parents’ attitude revealed that parents’ positive attitude in good academic achievement and further education had positive effect on their children’s grades. In addition, Samal (2012) explains positive attitude of the parents can be helpful to their children in many ways and can be reflected in improvement in the classroom activity, motivation in learning, and high achievement.

In relation to language learning, parents can reflect their positive attitudes towards their children’s language learning by actively participating in a variety of activities at home and at school. For example, parents together with their children can read a book, watch a movie, or sing a song in English and make sure the children enjoy the activities. Afterwards, parents may ask the children to tell what they did, so that they can have a discussion. Parents should also ask about what children do at school, for instance, by asking such question as, ‘What did you do at school? Did anything interesting happen?’ However, according to Tavil (2009), parents should not push too much of what they want, instead they should encourage and praise their effort by understanding and supporting what their children want to study.

Parents’ educational background is another factor that also affects students’ academic achievement. The study conducted by Halawah (2006) showed that a significant correlation existed between parents’ education levels and students’ academic achievement. Similarly,
Schnabel (2002) found a significant positive correlation between parents' education and student achievement. According to Phisghadam and Zabihi (2011), parents of higher educational levels have greater success in providing their children with the skills the children need to be successful in an academic setting. This is because "educated parents have better communication with their children regarding the school work, activities and the information being taught at school. They can better assist their children in their work and participate at school" (Fantuzzo&Tighe, 2000 as cited in Farooq, Chaudhry, Shafiq&Berhanun, 2011, p. 4). Furthermore, Selvam (2013) asserts that higher education levels of parents are believed to support their children in learning.

Being well educated parents gives benefits to their children. Intosh (2008) states that parents can serve as good role models or promote behavior, like being conscientious, ambitious, and methodical, all of which will contribute to make the children more successful at school. Moreover, educated parents can provide their children with a guidance to get good information at home. As Ghuntla, Mehta, Gokhale and Berhanun (2012) claim, educated parents have more attention to the facility used by their children related to their study. Parental education level also determines the facilities and the cultural level of the home. Udoh and Sanni (2012) argue that educated parents often get better job. Thus, with their income, they are better prepared to give educational materials for their children. In other words, this suggests that students manage to support their learning with good educational materials because they have parents who can provide them with educational supporting materials they need.

In relation to the academic achievement, the data of students performance in reading of Programme for International Student Assessment 2012 showed that from the Organization for Economic Cooperation and Development (OECD) mean 496 in reading, Indonesia's score was 396 (statistically significantly below the OECD average). Data from Education First English Proficiency Index 2012 also shows that the average score of Indonesia English proficiency was 53.31 and labeled as 'low proficiency level.' The score put Indonesia in the 27th rank out of 54 countries in terms of index that compares the average English language ability of adults in different countries. In addition, a study conducted by Hadriana, Ismail, and Mahdum (2013) who investigated the relationship among motivation, self-learning and the English language achievement revealed that from a total of 120 secondary high school students in Pekanbaru Riau, Indonesia, English achievement of the students was at the medium low level. It means that the level of students' English achievement is low level. Another study conducted by Azieze (2011) that examined the vocabulary levels of Indonesia's English national examination texts revealed that junior high school students also had low English proficiency. Furthermore, the study done by Wati (2011) that involved fifty-five English teachers in Riau, Indonesia, showed that the teachers' proficiency levels of English in Indonesia were also low. It is no wonder that the students have low level in English achievement. Based on these facts, it can be said that English achievement of Indonesian students is still at low level.

Before conducting this research, the writer interviewed the English teachers of SMA in Indralaya about parents’ educational background and students' English achievement. The teachers said parents’ educational background and students' English achievement were varied. The teachers assumed that the parents who have high educational background tend to have high English achievement for their children. The teachers also mentioned that a research investigating the real condition happened concerning parents’ educational background and their children English achievement is worth doing.

The previous studies generally focused on the relationship between parents’ attitude and students’ achievement or parents’ educational background and students’ achievement. This study focused on the correlation among parents’ attitude, their educational background, and students’ English achievement. It involved the state senior high schools in Indralaya, Ogan Ilir (South Sumatra). Therefore, the title of this study is The correlation among parents’ attitude, their educational background, and English achievement of the tenth grade students of state senior high schools in Indralaya.

Particularly, this study was aimed at answering the questions (1) Is there any significant correlation between parents’ attitude and English achievement of the tenth grade students of state senior high schools in Indralaya?, (2) Is there any significant correlation between parents’ educational background and English achievement of the tenth grade students of state senior
high schools in Indralaya?, (3) Is there any significant contribution of parents' attitude to English achievement of the tenth grade students of state senior high schools in Indralaya?, and (4) Is there any significant contribution of parents' educational background to English achievement of the tenth grade students of state senior high schools in Indralaya?

2. RESEARCH METHOD

The method used in this study was correlational study. Further, the participants were the tenth grade students of state senior high schools in Indralaya: SMA N 1 Indralaya, SMA N 1 Indralaya Utara, and SMA N 1 Indralaya Selatan. In this study, the researcher had 50% of the total population of each school. As Arikunto (2002) states, if the population in one population is fewer than 100, the whole subjects in the population will become the sample; nonetheless, if the subjects in the population are more than 100, the sample can be taken around 10-15% or 20-25% or more. Therefore, the number of students' were 193, 125, and 136.

2.1 Instrumentation

In this study, the researcher used two sets of questionnaire which concerned with parents' attitude and parents' educational background, and an English test as the instruments to gather the data. The questionnaire for parents’ attitude consisted of 23 statements related to their children in learning English. There were positive and negative statements in the questionnaire. The parents were asked to rate each of the statements on a four-point Likert scale in which 1 denoted Strongly Disagree, 2 denoted Disagree, 3 denoted Agree and 4 denoted Strongly Agree. Meanwhile, the questionnaire for parents’ educational background was adapted from UNESCO (2012). The questionnaire consisted of parents’ educational background related to parents’ highest education. To measure the students’ English achievement, a test was given to the respondents. The items of the test was taken from National Examination written by BadanPenelitiandanPengembanganKementrianPendidikanKebudayaan. The test consisted of 50 questions that covered functional text, genre text, text completion, and text arrangement.

Before administering the parents' attitude questionnaire and the English test, they were tried out to the 30 tenth grade of non-sample students from SMA N 1 Indralaya Utara. The try out was aimed to check the reliability of both questionnaire and test. The validity used in this study was content validity in which the researcher described the characteristics and sample items based on the content and its relevance with the focus of this study. Additionally, the results of the reliability of the parents’ attitude questionnaire and English test showed that the reliability coefficient were 0.74 and 0.81, respectively.

2.2 Data Analyses

In analyzing the data, Pearson Product Moment Correlation analysis was used to find out the correlation coefficient among parents’ attitude, their educational background and students’ English achievement. Furthermore, linear regression analysis was used to check the significant contribution of parents’ attitude to English achievement and the significant contribution of parents’ educational background to English achievement.

3. FINDINGS AND INTERPRETATIONS

3.1 Correlation Analysis between Parents’ Attitude and Students’ English Achievement

The result of correlation analysis showed that there was a weak positive correlation ($r=0.352$) between parents’ attitude and students’ English achievement. However, this correlation was still significant.

Because parents’ attitude were categorized as positive and negative, a separate correlation analysis for parents’ positive attitude, parents’ negative attitude, and students’ English achievement were conducted separately.

Table 4. The Correlation between Parents’ Positive Attitude, Parents’ Negative Attitude, and Students’ English Achievement

<table>
<thead>
<tr>
<th>Parents’ Attitude</th>
<th>$r$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>.612</td>
<td>.000</td>
</tr>
<tr>
<td>Negative</td>
<td>-.059</td>
<td>.375</td>
</tr>
</tbody>
</table>

As shown in Table 4, the correlation coefficient of parents’ positive attitude and students’ English achievement was 0.612 at the significance level 0.000. It means that there was a strong
positive significant correlation between parents’ positive attitude and students’ English achievement. The result of the correlation analysis between parents’ negative attitude and students’ English achievement showed that the correlation coefficient of parents’ negative attitude and students’ English achievement was -0.059 at the significance level 0.375. The result showed that there was a negative correlation and it was not significant, either.

3.2 Correlation Analysis between Parents’ Educational Background and Students’ English Achievement
The correlation coefficient of parents’ educational background and students’ English achievement was 0.255, at the significance level 0.000. The correlation was weak correlation, but it was significant. The analysis of parents’ educational background was also conducted separately.

### Table 6. The Correlation Analysis between Fathers’, Mothers’ Educational Background, and Students’ English Achievement

<table>
<thead>
<tr>
<th>Students’ English Achievement</th>
<th>Parents’ R</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>.166</td>
<td>.012</td>
</tr>
<tr>
<td>Mother</td>
<td>.280</td>
<td>.000</td>
</tr>
</tbody>
</table>

As shown in Table 6, the correlation coefficient of fathers’ educational background and students’ English achievement was 0.166, at the significance level 0.012. It was weak correlation, but it was significant. Besides, the correlation coefficient of mothers’ educational background and students’ English achievement was 0.280, at the significance level 0.000. This shows that there was a weak positive correlation between mothers’ educational background and students’ English achievement, but the correlation was significant. Furthermore, the analysis of mean difference between fathers’ and mothers’ educational background is described in the table below.

3.3 Regression Analysis of Parents’ Positive Attitude and Students’ English Achievement
The result of regression analysis of parents’ positive attitude and students’ English achievement showed that $R^2$ value was 0.375, suggesting that parents’ positive attitude contributed 37.5% to students’ English achievement. The contribution was significant (p=0.000).

3.4 Regression Analysis of Parents’ Educational Background and Students’ English Achievement
The result of regression analysis of parents’ educational background and students’ English achievement showed that $R^2$ value was 0.065, suggesting that parents’ educational background contributed 6.5% to students’ English achievement. Even though the contribution was small, but it was significant (p=0.000).

3.5 Interpretations
There are some interpretations from the result above. First, the result of data analysis shows that 65% of parents had positive attitude towards their children English achievement and 35% of parents had negative attitude towards their children English achievement. It means most of parents had positive attitude towards their children English achievement due to having positive attitude to their children achievement is important for parents. Parents’ positive attitude can be caused by the encouragement from parents towards their children. By having positive attitude towards children, they have more motivation in learning, especially English. Therefore, the result of their achievement will be better. This result is in line with Dalziel and Henthorne (2005) who revealed that the attitude of parents towards education would help improve their children’s achievement. However, negative attitude of parents could be because most of parents do not give full attention to their children’s English skills since English in Indonesia is a foreign language.

In analyzing the correlation, the correlation analysis between parents’ attitude total (positive and negative) and students’ English achievement showed weak positive correlation, suggesting that the students whose parents had positive attitude, tended to get higher English achievement. The further correlation analysis was done between parents’ positive attitude and students’ English achievement. The result shows that parents’ positive attitude had strong positive correlation towards students’ English achievement. It means that parents have role in increasing students English achievement. It can be caused by the education starts at home from family.
The guidance of parents is really important in creating a good education and supportive home environment for children and its affect on the learning and academic achievement, especially English. This finding is in agreement with Intosh (2008) investigated that positive attitude of parents gave positive effect on their children grades. Therefore, the children whose parents have positive attitude towards their education tend to have good academic achievement.

Second, the data analysis of parents’ educational backgrounds shows that mostly parents graduated upper secondary level as their educational background since in Indonesia actually the responsibility of learning in 9 years should be fulfilled. As Act No. 28 year 1990 about primary education states that primary education is general education of nine years education, which six years at elementary school and three years at junior high school or equivalent level of education.

The correlation between parents’ educational background (mother and father) and students’ English achievement was weak, but it was positive and significant. This suggests that the higher parents’ education, the better students’ English achievement would be. Parents with higher level of education can stimulate their children in a good learning environment. They can transfer what they have in their children's cognitive development. For example, by having more discussion about the lesson, using rich vocabulary in the interaction of parents and children, and reading more books. In line with this, Selvam (2013) asserts that parents with higher levels of education are also more likely to believe strongly in their abilities to help their children learn. Highly educated parents have greater success in providing their children with the cognitive and language skills that contribute to early success in school.

Furthermore, the mean difference between fathers’ and mothers’ educational background were not really different. It was proved by the result of independent sample t-test which was there was no significant difference between fathers’ and mothers’ educational background. It means both father and mother were in upper secondary level (level 3 ISCED). However, the result of correlation coefficient of mother's educational background was higher than father's educational background. It means mother's educational background gave more relationship towards students’ English achievement than father's educational background. Although they were in the same educational background, there was another factor that could be become the reason. It is probably because mother has caring and nurturing as a responsibility of a mother. Then mother seems to be closer to their children.

Third, from those variables, parents’ positive attitude had higher contribution to the students’ English achievement than parents’ educational background. Therefore, parents’ should give more positive attitude towards their children. Parents should be involved at least indirectly in their children learning activity. It means parents should give attention to their children because parents cannot always get involved in their children's activity, but they can give advice. In line with this, Samal (2012) argues parents’ positive attitude can improve their children in the classroom activity, learning, and their achievement. Moreover, Tavil (2009) asserts that parents should give support and praise what their children do without pushing too much of what they want. Parents also can reflect their positive attitudes towards their children’s language learning by actively participating in a variety of activities at home and at school. For example, parents together with their children can read a book, watch a movie, or sing a song related to English and make sure the children feel enjoy with it. After that, parents may ask the children to tell what they did, so that they can have a discussion.

Fourth, parents’ educational background also had significant influence to the students’ English achievement since parents had more experience in learning. Furthermore, parents who have higher educational background tend to want their children to be success at school. In line with this statement, Phisghadam and Zabih (2011) claim that higher educational levels of parents can stimulate greater success of their children since educated parents have better communication and discussion with their children regarding the school activities.

Regardless the parents’ educational background, the attitude of parents in their children education is very important. Although the parents had graduated higher than Upper Secondary Level (SMA), the attitude of parents gave more contribution to their children education. On the contrary, both parents’ attitude and parents’ educational background influenced students’
English achievement although the contribution was not really high. This may be caused by another factor. It can be probably the schools, environment, courses, teachers, friends, etc.

4. CONCLUSIONS AND SUGGESTIONS

4.1 Conclusions

Based on the result of the present study and their interpretation, it is clear that from the variables, parents’ attitude was significantly correlated to students’ English achievement and parents’ educational background also significantly correlated with students’ English achievement. However, the correlation was weak. Even more, the linear regression analysis showed that parents’ attitude (37.5%) and parents’ educational background (6.5%) significantly contribute to the dependent variable, students’ English achievement.

4.2 Suggestions

There are some suggestions to offer. First, the parents should give more positive attitude to all their children’s activities at school, especially in learning English so that it can improve their children’s English achievement. In addition, parents’ positive attitude helps their children learn better outside the school (e.g. at home). Second, teachers showed understand the needs of their students and they can also help parents to give positive attitude in order to increase students’ achievement in learning English. Third, a similar future study can be conducted in other regencies in South Sumatra. In addition, future studies can focus on kinds of support of that parents give to their children and investigate more about parents’ education, so that some conclusions can be made in order to strengthen the importance of parents’ attitude and parents’ educational background in bolstering students’ achievement.

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THE USE OF WORD-WALL TO IMPROVE THE PROCESS OF LEARNING WRITING AND VOCABULARY

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Abstract
This article reviews research findings about the use of word-wall in learning process. Throughout this work, it aims to show the importance of using this technique for students of Islamic junior high school in Nipah Panjang, Indonesia. The word-wall allows students will help them in many skills. Overall, the use of word-wall in the EFL classroom allows students to analyze how to use appropriate words in writing, and also can improve their vocabulary to support them. Teachers can use exceptional performances as examples for future classes. The analysis of the relevant studieshow that the learners enjoy using word-wall as an important technique in enhancing the writing skills, vocabulary and also to increase their interest.

Keywords: Word-wall, Writing, Vocabulary

I. Introduction
Most people agree that writing skills are increasingly important and often not adequately taught. When writing is taught in schools, writing instruction often takes a backseat to phonics, handwriting skills, and reading comprehension. Writing is nothing more than thought on paper considered, organized thought. Many people are protective of their thoughts and therefore prefer to keep them hidden inside their heads.

Brown (1994) states that written language places a heavier demand on vocabulary use than does speaking. The more vocabulary that students or writers know, it will allows a writers or students to get a richness of thought onto paper. Because students have limited of vocabulary, it gave effects when they were asked to write. They were lazy when they asked to write. The students got difficulties to express and explore their ideas in written form. They were also difficult to arrange the words become sentence and make it into paragraph. They were also feel afraid to used tenses, eventhough teacher have gave explanation about that before come to exercise. Because of that some of students just copied from their friends and sometimes they do not submitted their assignment to teacher.

Beside that in writing, vocabulary also as important thing for beginning writing when a student want to write a word, he or she is also determining if the word makes sense based on his or her understanding of the word. If a student does not know the meaning of the word, it is difficult to check for the word that fits and students cannot understand the content of what they are writing unless they understand the meaning of the vocabulary.

Based on the problem above, it is needed to give the solution to overcome those problems. The researcher try to use word-wall as a strategy in teaching. As a strategy, word-wall is one of media that can teacher use in classroom. This media can be designed to improve learning and group activities that can involve students in the making process and usage activity. By using word-wall method, the researcher is expected that students could increase understanding of the English language without depend the meaning by the teacher.

II. Literature Review
This article will discuss about some related theories about teaching writing through word-wall for Islamic Junior High School students. Besides it will mention about some challenges in teaching descriptive text through word-wall based on some related theories. This article explains about some points such as the concept of writing, the concept of vocabulary, the concept of word-wall, the advantages of using word-wall, the use of word-wall, and some related studies toward the use of word-wall.

The concept and components of writing
Writing is necessary for students as one of communication that allows students to put their feelings and ideas on paper and to organize their knowledge and beliefs into convincing arguments. Graham, Harris, & Sawyer (1987) state that writing is a particularly complex task since it requires that language be generated without a conversational partner's prompts and the
writer must communicate taking into account the perspective of the reader as well as the writer. It means that necessary for effective writers both to generate ideas and to monitor their thinking. In addition (Spivey, 2006) states learning to write is like learning to read. Both follow a sequential process. Writing requires and combines more basic skills than any other subject area. To make a good paper students need to mastering in spelling, vocabulary, grammar, and organization come and grow together to help the students demonstrate more advanced writing skills each year.

Writing is the important subject that must be mastered by students. There are many rules which should be considered when the students write. They have to pay attention to the components of writing in order to make them easy in expressing their ideas. According to Cohen (1994) cited in (Supiani, 2011), there are five components of writing such as content, organization, vocabulary, grammar and mechanic. First is content, it talks about the ideas expressed in the writing. Second is organization deals with the coherence and the form of ideas organized in writing. Third is vocabulary, students must mastered in vocabulary to if they want to make a good written on paper. It means that students must be careful to choice the suitable word in expressing their ideas in written form. Fourth is grammar, students need to use the approriate grammar when they want to write something in their written form and use syntactical pattern in the writing. And the last is about mechanic, here talks about punctuation and spelling as supporting way in writing that students conveyed in their writing. The writer should recognize the components of writing in order to make the reader understood about the ideas that have been written. It means that if the students have understood well about the components of writing, they will be easy to write because they already have and mastered about the components of writing.

**The Process of Learning Writing**

To create a good writing, we have to consider to writing process in order to help us create a good writing. The process of writing has roughly four steps. Crawford at al. (2005) Cited in (Indrayana, 2014) mention the writing process can be: rehearsing, drafting, revising, editing, and publishing. First is rehearsing: rehearsing is the act of finding a topic, gathering information, and collecting thoughts about the topic. In this way, they begin to plan a way to write about their topic. Second is drafting: drafting is the act of setting ideas on paper in their initial form. Writers display their ideas on paper or on a computer screen so they can see what they know and have to say about their topic. Third is revising: revising is making the written work better. It is not correcting grammar and spelling, but rather the phase in which writer moves ideas around, expand upon them, cut out nonessential parts, and otherwise make their ideas clearer. Next is editing: editing is the process of making a composition presentable before it is made public. During the editing phase paragraphs or pages may sometimes be cut or added. And the last is publishing: publishing is sharing a work with an audience, does not happen with every piece of writing. Sometimes writers record their thoughts for themselves only or for a single reader, and sometimes a work doesn’t have sufficient merit to warrant sharing widely.

**The Concept and types of vocabulary**

Vocabulary for junior high school is important since the ability of the students to learn English such as to write and read, as well as to comprehend the subject is determined by vocabulary mastery. If the students lack of vocabulary, their ability to communicate and to convey message could not be done. The poor of vocabulary is one of the factors in learning English. The students who have little vocabulary will get difficulties in understanding the oral language or written language.

According to (Thornbury, 2002) states that a word is a microsomsm of human consciousness and all language have words. In addition (Hiebert, 2005) say that vocabulary is the knowledge of meanings of words. For those opinions, vocabulary is the knowledge of words that is very important aspect in foreign language learning or learning the languages. Vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. Beside that the learners need mastery in vocabulary. Vocabulary mastery is very important for language learners in learning the language. Vocabulary mastery refers to the great skill in processing words of a language. (Wills, 2008) states that when the students build vocabulary mastery, they can more effectively communicate their ideas, knowledge and voice. That means by mastering the vocabulary of a language, the students will be able to express their ideas to the others. Furthermore, Wilkins in (Thornbury, 2002) says that without grammar
very little can be conveyed, without vocabulary nothing can be conveyed. It means that the mastery of vocabulary is very important in order to communicate with the others.

According to (Alqahtani, 2015) distinguishes between these two types of vocabulary. The first type is of vocabulary refers to the one that students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not able to pronounce. (Gairns, 1986) divided the vocabulary in two kinds, which are receptive and productive vocabulary. Receptive vocabulary means language items which can only be recognized and comprehended in the context of reading and listening. While productive vocabulary is language items which the learners can recall and use appropriately in speech and writing.

Beside that, (Hatch, 1995) state that receptive vocabulary is words learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Webb, 2005, 2008). While productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It’s involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2005). Based on the explanation above, the researcher concluded the productive vocabulary is vocabulary that related to writing and speaking skill; the vocabulary that students used in expressing their ideas written or spoken, and receptive vocabulary related to reading and listening skills; the vocabulary that students used when the students read the written sentence, paragraph, text, etc or when the student listen. In this research, the researcher choose about students’ productive vocabulary, which is the students were asked to use their vocabulary in writing skill. They had to apply their vocabulary in writing a paragraph based on the given topic.

**The concept and procedure of word-wall**

Media play many roles in transmitting materials to students and support to create an effective and efficient learning process, including the learning of vocabulary and writing. There are many examples of media that can be used in teaching, one of them are word-wall. (Cronsbery, 2004), state that a word-wall is a group of words that are displayed on a wall, bulletin board, check board, or white board in a classroom. The words are printed in a large font so that they are easy visible from all student seating area. These words are referred to continually throughout a unit or term by the teacher and the students during a variety of activities. It is relevant to (Green 1993) cited in (Supiani, 2011), argued that a word-wall is an organized collection of large print words on the classroom wall. A word-wall helps to create a print rich environment for students, and can be a wonderful tool that is designed to promote group learning.

According to (Callella, 2001) word-walls are also a visual that help students remember connections between words. Word-wall is not only use to improve their vocabulary but teacher can use that media for another activities. (Jasmine, 2009)), states that when students completed independent writing assignments, they were often directed to the word-wall for help while teacher was working with other students. Effective word-walls is support the teaching of key words and subject specific terminology, promote independence in reading and writing by building vocabulary, provide visual clues and reference for language learners and help students remember connections between words and concepts. Building a word-wall can be easily integrated into daily activities. A word-wall should be organized in a way that is useful to students with additions reflecting the skills or concepts being taught.

This media can be designed to improve learning and group activities that can involve students in the making process and usage activity. By using word-wall method is expected that students could increase understanding of the English language vocabulary without depend on the use of a dictionary or even the meaning of the word given by the teacher.

Word-wall has some advantages but also has disadvantages. The disadvantages are word wall needs a lot of space in the classroom. It will become a problem in a small classroom. Whereas the advantages are: the first one is word wall support students’ vocabulary development as
students consciously turn to their word wall in their break time and while there are in the classroom. The second is it provide reference support for students during the English classes (reading, speaking, listening, and writing classes) for the whole semester. The third is word wall teaches students to remember and spell words, see patterns and relationship in words. The forth is by using word wall, the word will be settled in students’ long term memory allowing quick and easy access. And the last one is it can be use as class decor.

Teaching vocabulary using word-wall will help the student to absorb the vocabulary items in more interesting way. Teaching vocabulary using word-wall can help the students to increase their vocabulary achievement. Word-wall activity is recognized as the best way for teaching learning English at school, especially in building the students’ vocabulary.

Word-wall focuses on helping the students to improve learning process of vocabulary and writing. (Callella, 2001), states that each year students must learn and use thousands of new words in their various subject discipline studies. They are required to perform complex tasks using new vocabulary. The use of a word-wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word-wall activities engage students while they learn key vocabulary, whether it be learning to explain a word, to compare it to other key concepts, or to spell it.

Word-wall is also can use to improve students’ writing skill because if there is a word-wall in classroom, it can be easy for student to write something in written form without use a dictionary or wait the answer from teacher. There are some ways that should researcher do during learning activities. First, the researcher build a word-wall and create some vocabularies related the topic such as adjective, adverb, noun and etc. Those vocabularies will be explain and changes every week until the material finished. Second, the researcher gives a topic about descriptive text. And the last, the researcher ask students to write a descriptive paragraph with word-wall to support their writing.

III. Conclusion
Based on explanation above This study is hoped to contribute a useful technique in improving student’s writing skill and vocabulary. By using word-wall, the students are hoped will be active, motivated, excited and interested during learning process in the class. word-wall will be a new technique for the students in order to improve their skill. In addition, for the teachers, this study is hoped to used as reference in planning a better teaching strategy and able to give a new finding about improving writing skill and vocabulary by using word-wall, especially for the teachers who teach at Junior High School. Besides, for the school, this study is hoped as the way to improve and increase the learning quality in teaching writing and vocabulary in the classroom.

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Using Authentic Assessment in assessing students’ skills

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Abstract
This article reviews related literature and theories about the use of authentic assessment for assessing students’ skills in teaching learning English. The focus of the review is on the importance of authentic assessments and how to design them, aspects of authentic assessment including attitude, knowledge and skills as described in curriculum 2013. Those aspects are discussed using assessment theories and relevance research finding in the area. The theories are discussed chronologically. The theories are debated and compared in order to be used for K13 implementation. This review is going to be used as the conceptual framework for conducting a phenomenology research project in assessing students, especially in teachers’ experiences at senior high school in the context of Indonesia.

Key Term: assessment, authentic assessment, curriculum 2013, skill, knowledge, attitude

1. Introduction
In teaching and learning process, assessment is important thing. It does not only give mark to students but also it “serves multiple purposes such as providing information about student learning, student progress, teaching quality, and program and institutional accountability” (Fletcher, Meyer, Johnston, & Rees, 2012). The purpose assessment sometimes affects teachers in selecting assessment for students. It means selecting the right and reasonable assessment will provide the best outcomes for teachers and students. And nowadays, authentic assessment is another way to assess students’ ability that will give another impact for teaching learning process.

So, this article will review the implementation of authentic assessment in teaching learning language. This article focuses on literature related to why teachers should change to authentic assessment and how to design assignment. Then, it also reviews with discussion of the implementation of authentic assessment in Indonesia context and standard of assessment in K13.

2. Why teachers should change to authentic assessment
The common assessment that used by teachers in classroom is traditional assessment. Traditional assessment typically uses paper-pencil test in assessing students. Teachers tend to use multiple choice, true/false test, matching, short answer, etc. because they are fast, easy and economical. It only measures students’ knowledge of content and not real-life. The question is whether they are appropriate to assess students’ abilities or not. As example: can a student be assessed on how well he can speak English by doing multiple choice? Of course. But how can a teacher know his performance on speaking? Boud and Falchikov (2005) indicate that teachers should change from traditional assessment to sustainable assessment that will increase students’ potential, not only in managing their own learning but also assessing themselves to life beyond the end of the course. By selecting this authentic assessment, the teacher can see not only the student can speak, but also how well, and what skills still need to be developed.

By definition, authentic assessment is “an assessment requiring students to use the same competencies, or combination of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life” (Gulikers, Bastiaens, & Kirschner, 2004). In their view, the criterion situation reflects or simulates a real-life situation that can be applied by students in their internship or future professional life. It is kind of real-world tasks and scenario-based problem solving (Moon, Brighton, Callahan, & Robinson, 2005) that make students learn how to apply their skills authentically and use their knowledge in future world.

Some experts agree that authentic assessment is performance assessment. As Eubanks cited in Adie, Hee, and Wharton (2010) argued that authentic assessment can be done by observing students’ performance and judging subjectively. Further authentic assessment is performance-based tasks that can be done in a real-world setting such as playing games, dancing, rock climbing, or going to some places. The differences between authentic and performance assessment point that
every authentic assessment is performance assessment, but not vice versa (Meyer in (Gulikers et al., 2004).

Furthermore Mueller (2016) identifies some reasons why teachers should use authentic assessment. He said authentic assessment help students to analyze what they have learned and apply in real-world. They can use their creativity to explore what they have learned, because they do not need to memorize the test. Authentic assessment also help them to integrate some skills in learning. It also provide the opportunity to collaborate on projects with their friends to produce the greatest and meaningful outcomes. Last students also can examine the task from different perspectives, using a variety of resources.

The fact also show many researchers conducted studies about authentic assessment that authentic assessment has given positive effect for teaching learning. SherAzim and Khan (2012) conducted research by giving task which involved the students to collect information in a community. The result showed they were active and were taken over the responsibility of their own learning. The other study comes from Hodgman (2014) that used portfolios as a learning tool. It found that portfolio can be effective tools to encourage student self-evaluation, reflection, and critical thinking. The last Safriyani (2012) from Indonesia studied about portfolio as an authentic assessment in teaching English for young learners. The result showed that portfolio can make students more relaxed and less stressful when teacher assessed.

3. How to design and score authentic assessment

The use of authentic principles and theories help teachers to construct or prepare authentic assessment. Principle and theorist will guide a teacher to make good assessment. Gulikers et al. (2004) suggested a five-dimensional framework for designing authentic assessment.

1. The task; Task involves the integration of knowledge, skill and attitude that reflects what is done in professional practice. What do you have to do?
2. A physical context; the assessment should reflect or stimulate the way knowledge, skills, and attitudes will be used in real life. Where do you have to do it?
3. A social context; an authentic assessment task should involve social process that are equivalent to those in real life situation. With whom do you have to do it?
4. The assessment result or form; Assessment result or form involve a product or performance, demonstration of competencies, array of tasks, and oral and/or written presentation to others. What has to come out of it? What is the result of your efforts?
5. Criteria and standards; How does what you have done have to be evaluated or judged? (pp. 70-77)

Furthermore Mueller (2016) in his authentic assessment toolbox suggest on how to create authentic assessments. Firstly he state to identify the standards for students. Teachers should know what the goal for the students. In this case goals are what students should know and be able to do. Then, select the authentic task. In developing a task it could indicate they have met the standards. The best task in assessing will give clear information about their achievement.

Next, identify the criteria of the task for good performance on that task. You will use those criteria to evaluate how well students completed the task and, thus, how well they have met the standard or standards. Finally For each criterion, identify two or more levels of performance along which students can perform which will sufficiently discriminate among student performance for that criterion. The combination of the criteria and the levels of performance for each criterion will be rubric for that task (assessment).

Beside suggestion above, there are some consideration in designing authentic assessment. First, validity is related to whether an assessment measures what it is supposed to measures. Even though Gulikers said the authentic assessment have a higher construct validity for measuring competencies than traditional tests, teachers should consider the predictive validity. Teachers should predict how well their students will perform in the future life through the assessment. It will impact students’ performance in professional practice.

Next, consider the subjectivity, which makes student perceptions important for authentic assessment to influence learning. It is better that teachers design and create assessment based on the learning style of the students (Robinson, 2011) rather than according to their own view.
The last, as we know traditional assessment just provides numbers for scoring system without any explanation. While authentic assessment uses rubric for scoring system. A rubric is used as a guide to make the students aware what they need to do for the task and provides the teacher an opportunity to give quality feedback (Robinson, 2011). In some case it can be numeric scale from one to five accompanied by a descriptor such as limited, satisfactory, good, very good, and excellent. While Moon et al. (2005) argue that a rubric is an information about students’ strengths and weaknesses with detailed information of performance. As educator, teacher should determine the good criteria and the descriptors related to performance.

### 4. Authentic Assessment for Teaching English

There are many examples authentic assessment that can be made by English teacher to assessing student for teaching English. O’Malley and Pierce cited in Callison (1998) suggest to use constructed-response items rather than selected-response (ex, multiple choice, true-false, matching, fill-in-the-blank). Constructed-response items means that student responds in writing to open-ended questions. They will construct new knowledge and explore their thinking. Mueller (2016) gives some examples of constructed-response items, as follow:

<table>
<thead>
<tr>
<th>(product-like):</th>
<th>(performance-like):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-answer essay questions “Show your work”</td>
<td>Typing test</td>
</tr>
<tr>
<td>Ordering decimals</td>
<td>Complete a step of science lab</td>
</tr>
<tr>
<td>Limericks and rubric</td>
<td>Measure objects</td>
</tr>
<tr>
<td>Concept maps; another example / rubric</td>
<td>Conducting bank transactions</td>
</tr>
<tr>
<td>Writing a topic sentence</td>
<td>Utilizing library services</td>
</tr>
<tr>
<td>Identifying a theme</td>
<td>On demand, construct a short musical, dance or dramatic response</td>
</tr>
<tr>
<td>Making predictions</td>
<td>On demand, exhibit an athletic skill</td>
</tr>
<tr>
<td>Brief summaries</td>
<td>Reading fluently</td>
</tr>
<tr>
<td>Peer editing</td>
<td>Conferences</td>
</tr>
<tr>
<td>Figural representation (e.g., Venn diagram; web / rubric)</td>
<td>Participation (and self-assessment)</td>
</tr>
<tr>
<td>Journal response; literary journal reflections</td>
<td></td>
</tr>
<tr>
<td>Homework reflections; article reflections / rubric</td>
<td></td>
</tr>
<tr>
<td>Evaluating work of others; another example; another example</td>
<td></td>
</tr>
<tr>
<td>Self-assessment; another example / rubric</td>
<td></td>
</tr>
<tr>
<td>Self and group evaluation</td>
<td></td>
</tr>
<tr>
<td>Goal setting; another example / reflection</td>
<td></td>
</tr>
<tr>
<td>Question generation; another example</td>
<td></td>
</tr>
<tr>
<td>Explain your solution</td>
<td></td>
</tr>
</tbody>
</table>

In a class, every student has different characteristic and interest, different attitude about teaching, different motivations, and different response to classroom environment. Teacher should know the personality of each students to meet their need of learning. Assessing students through what they like will enhance their ability and motivate in learning English. Authentic assessment as responsive assessment assesses the process and learning outcomes of students who have special characteristic, certain disorder, or special talent and interest (Kemendikbud, 2014). In English classroom teachers can apply authentic assessment in specific discipline such as art, music, science, etc. that related in English material. Some activities/performance or product as follow:

<table>
<thead>
<tr>
<th>Product</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays, stories, or poems</td>
<td>Conducting an experiment</td>
</tr>
<tr>
<td>Ballads</td>
<td>Musical auditions; group auditions</td>
</tr>
</tbody>
</table>
### 5. The implementation of authentic assessment in Indonesia context

In Indonesia context, education system uses curriculum 2013 (K13). K13 was launched on July 2013. This curriculum emphasizes stress on students’ character building. Therefore, in K13 government also change from traditional assessment to authentic assessment. It was emerged as response to the various criticisms of the previous curriculum. This kind of assessment is able to describe the learning outcome of students, that relevance with scientific approach, as K13 approach.

Some researches indicate the implementation of authentic assessment is not applicable in Indonesia. Such Retnawati, Hadi, and Nugraha (2016) found that in the assessment implementation of Curriculum 2013 the teachers had not fully understand the assessment system. The teachers’ difficulties were also found in: developing the instrument of attitude, implementing the authentic assessment, formulating the indicators, designing the assessment rubric for the skills, and gathering the scores from multiple measurement techniques. In addition, the teachers could not find feasible application for describing the students’ learning achievements.

Meanwhile, the research was done by Paragae, Marhaeni, and Dantes (2013). This study aimed to analyze the authenticity of teacher made assessment in State Senior High Schools in Buleleng Regency in terms of assessment planning, assessment implementation as perceived by teachers and students and the students’ English achievement. The study found that the assessment have high authenticity level of planning, high authenticity level of implementation as perceived by teachers and high authenticity level of level implementation as perceived by students. The students’ achievement after being assessed by using their teacher made assessment is considered high. The study also confirmed that there is a significant contribution of the authenticity of teacher made assessment to students’ English achievement. More specifically, assessment implementation as perceived by students gives the highest contribution.
6. **Standard of Assessment in K13**
Standard of assessment is some criteria about mechanism, procedure and instrument to assess the learners (Mendikbud, 2013). In Permendikbud No.66 of 2013, an assessment which is conducted comprehensively in order to assess from the input, the process, and the output of learning is authentic assessment. The authentic assessment is done by the teachers on an ongoing process. The technic and instruments must involve three aspect namely attitude, knowledge and skill.

- **Attitude**
  Attitude is a behavior of a person to respond toward other people, things, incidents or happening. Attitude can be values or perspective of a person. In the teaching learning, teachers build and established positive attitude which impact to their life. To improve or enhance students’ attitude, teachers should design and measure the attitudes of learners as a result of a learning program. It also intend to determine the performance/progress attitude of students and facilitate the growth of the student’s behavior according values of spiritual and social. The scope of attitude assessment is already in the curriculum 2013. Spiritual competence refers to KI-1 : to live and practice the religion of students. For social competence, it refers to KI-2, and the scope are:
  1. Honest (jujur)
  2. Discipline (disiplin)
  3. Responsible (tanggungjawab)
  4. Care (peduli)
  5. Well mannered (santun)
  6. Responsive
  7. Active
  8. Tolerance

Teachers do assessment for attitude competence can be through in some ways. First the teachers assess sustainable directly or indirectly by using observation guide which contains a number of behavioral indicators that observed. Teachers will find specific attitude, either spiritual or social by carefully looking, listening and noting the activities of a child or group of children.

Second it also can be done by self-assessment. self-assessment is a reflection of students for their quality work, their progress and improvement, their achievement of the learning goals and then they revise their own work accordingly (Andrade & Valtcheva, 2009). In this case, teachers can provide some questions that can help students reflect the work has been completed or students can use the rubrics and checklists to assess their own perceptions of their work in active learning situations.

The third assessment is peer evaluation. It is an assessment technic that each student can assess their friend by using assessment sheet. It can help students to criticize the learning process and results of others and receive feedback or criticism from others. Besides that, the other attitude assessment is journal. It is contain of anecdote record, incidental record and others information related to students’ attitude. Finally after teachers do assessment, they will write the description of students’ attitude in report book.

- **Knowledge competence**
  Assessment for knowledge competencies is a teacher assessment to measure the level of achievement or mastery of learners and to diagnostic students’ weakness in aspects of knowledge. This assessment is related to the achievement of KI-3 that conducted by teachers. It is done by various technique. The teachers choose the technique that match with the characteristics of the competencies and formulate the planning of assessment in lesson plan. Teachers can assess through written test, oral test and assignment.
  - The instrument for written test are multiple choice, essay, short answer, true-false and match test.
  - The instrument of oral test is list of questions. Teacher can also use interview, role play, describing things, storytelling and debate.
  - Instrument for assignments are homework, individual or group project
  - In assessing students in aspect of knowledge, teachers give feedback to students. It is important because it will improve students’ ability.
- **skill competence**

Today having good skill is an essential in everyday life. In K13, the student learning outcome is learners can demonstrate their skills to apply the knowledge in professional setting. Assessment of skill competence is related to the achievement of KI-4 that conducted by teachers. The technic for assessing students’ skill can be used the specific competence using practice tests, project and portfolio assessment. For instrument, teachers can use checklist, rating scale, rubric or note.

![Diagram of the combination of attitude, knowledge and skill](image)

**Figure 1. Diagram of the combination of attitude, knowledge and skill**

### 7. Conclusion

In summary, authentic assessment is alternative assessment to assess students’ skills in English. It is better than using traditional assessment that just measure students’ knowledge. By using authentic assessment, teachers assess students to apply their knowledge in real world. It also make students to think critically because it needs the combination of skill Knowledge and attitude. They will construct new knowledge and explore their thinking. There are many example of task that English teacher can use or teachers also can design authentic assessment base on students’ need. In addition, authentic assessment as responsive assessment assesses the process and learning outcomes of students who have special characteristic, certain disorder, or special talent and interest.

### References


INCREASING VOCABULARY MASTERY BY USING SEMANTIC MAPPING STRATEGY AT THE SEVENTH GRADE STUDENTS OF SMPN 4 SAROLANGUN JAMBI IN ACADEMIC YEAR OF 2015/2016

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Abstract: In learning English, one of the factors which influence is poor mastery of vocabulary knowledge. The students are lack of stock of the words then they will face some difficulties to understand the written or oral language. To master all the language skills, vocabulary knowledge are important that have to known by the students, and teachers of English should have strategy that makes the students interesting in learning vocabulary. There are many strategies of making students interested in what they are learning, especially in learning vocabulary. In this research, semantic mapping is one of the strategies that are preferred by researcher in an effort to increase student's vocabulary. The research was done in SMPN 4 Sarolangun Jambi at the seventh grade students in academic year of 2015/2016. Quantitative method was used here and the design of the research is an experimental. There were 2 classes as control and experimental class which consist of 25 students in each class. The result of this research is semantic mapping strategy can be used to increase the students’ vocabulary mastery, so it is suggested for English teacher to use semantic mapping as teaching strategy especially in teaching vocabulary.

Keywords: Vocabulary Mastery, Semantic Mapping Strategy.

1. Introduction

There are many factors that cause the student’ difficulties in learning. One of them is the method given by the teacher. Teaching English as foreign language requires the use of effective learning method. According to Jeremy Harmer (2002) strategy is the practical realization of an approach. Strategy is an umbrella term for the specification and interrelation of theory and practice. Furthermore they state that virtually all language teaching method make the oversimplified assumption that what teachers do in the classroom can be conventionalized into a set of procedures that fits all contexts. It means that a set of procedures or the strategies in teaching have an influence to the student’s learning result.

In learning English, one of the factors is the poor mastery of vocabulary knowledge. The students are lack of stock of the words. The students who have little knowledge of vocabulary will face some difficulties to understand the written language or oral language. The students may get some difficulties in learning a language if they have limited number of vocabulary. To master all the language skills, vocabulary knowledge are important that have to know by the students and the teachers of English should have a strategy that makes the students interesting in learning vocabulary. There are many strategies of making students interested in what they are learning especially in learning vocabulary.

There are many strategies that can be used to improve the mastery of English vocabulary. In this research, semantic mapping strategy is one of the strategies that are preferred by researcher in an effort to increase student vocabulary. Semantic mapping is a visual strategy which is used for teaching vocabulary. Semantic mapping is a term, which describes a variety of strategies designed to show how key words or concepts are related to other words through graphic representations. In this strategy, students are asked to brainstorm and think of ideas or words related to the central word. For example, the teacher gives central work “My father”. Then the teacher asks the students to think the word. Students may come up with words such as responsibility, handsome, mustache, tall, friendly and so on. After that, teacher and students categorize the word. The categories could be the physical and characteristics. Semantic mapping strategy makes students learn vocabulary more easily. Al Kufaishi (1988) states that students can master and more easily retain words whose relationship can be clearly seen and understood. It enhances vocabulary development by helping students’ link new information with previous experience. Since semantic mapping builds on prior knowledge and is an active form of learning. It can be a very effective teaching tool.
Formulation of Problem. Based on the background of the research, the researcher formulates the following problem “Is there any improvement of students’ vocabulary mastery by using semantic mapping strategy at the seventh grade students of SMPN 4 Sarolangun in academic year 2015/2016?

The Purpose of the Research. The purpose of this research is to know about whether the students’ vocabulary mastery increases by using semantic mapping strategy in teaching vocabulary at the seventh grade students of SMPN 4 Sarolangun in academic year 2015/2016.

Basic Assumption of the Research. Connect the key word with other words by categories. In semantic mapping strategy, the key word developed and connected with another word that have relationships by categories. It helps learners see the relationship between words. So that, the students can easier to understand the meaning of words and categorize these words. Semantic mapping strategy contained an element of fun. Using semantic mapping strategy in teaching vocabulary is expected to motivate the students to learn and make them happy in learning process. It can make students enthusiasm and students are interested in learning vocabulary. If they are interested with their lesson so the students are going to be active, so that the students’ mastery of vocabulary will increase. In teaching vocabulary by using semantic mapping strategy, the researcher assumes that is could be productive and beneficial to increase the students’ mastery of vocabulary.

The Hypothesis of the Research
The hypothesis of this research is “There is a significant increase of students’ vocabulary mastery by using semantic mapping strategy in teaching vocabulary at the seventh grade students of SMPN 4 Sarolangun in academic year 2015/2016”.

2. Theoretical Review
A. Vocabulary Mastery
Vocabulary mastery is ability to understand words and use it in communication. In other words, vocabulary mastery is students’ ability to recognize the words, understanding the meaning of words and spelling of the words. Vocabulary mastery is always being an essential part of English. Lewis and Hill (1990) state that vocabulary mastery is important for the students. Mastering a large number of vocabularies is very important for foreign language learners, without mastering vocabulary; English foreign language learners will get some difficulties in developing the four language skills.

It is very important to master vocabulary first by children who are learning a foreign language. According to Finnocchiano (1974) vocabulary should not rely on the spoken word only, teacher should try to give as clearly as possible the explanation of the meaning of the words being taught by showing picture, dramatizing, illustrating, paraphrasing or giving the similarity with their native language. Teaching vocabulary plays important role in language acquisition because the mastery of vocabulary help students in mastery all the language skill; listening, speaking, reading and writing.

Teaching junior high school students is considered as teaching in this case, vocabulary is very important to be mastered first. For this reason, teacher should pay more attention to be the teaching and learning English vocabulary to children as the learners. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Teacher should choose and apply some teaching strategy are suitable with the students needs. Nation (1978) states that a good vocabulary teaching strategy has the following things:
1. It attract the learners
2. It makes the learners give attention to the form meaning or use of word
3. It gives a chance for repetition

B. Semantic Mapping Strategy
Semantic mapping is an effective strategy for teaching vocabulary, where in this strategy students can connect the words that have been owned by the new vocabulary. So that the students’ vocabulary mastery will increase. Semantic mapping is derived from the word
“semantic” and “map”. Hurford and Heasley explained that semantics is "the study of meaning in language" or the study of the meaning of language. While mapping is derived from the map. So, semantic mapping strategy is a strategy which the key word are developed and connected by means to other words that have relationships through graphic representation.

According to Broomley (1992) semantic mapping is a graphic representation of categories of information and their relationship to each other. It is connecting informations to have a relationship in which these relationships are presented in graphical form. Sokmen (1997) states that semantic mapping generally refers to brainstorming associations which a word has and then diagramming the result. It is strategy used to show the relationship between the words presented in the form of a diagram.

Rubin (1993 ) states that semantic mapping is a technique for organizing information. It helps to give structure or order. It helps people to see the relationship among concepts and it show the various ways that information can be organized and categorized in more general and more specific categories. Semantic mapping is a technique for teaching vocabulary by developing a key words or concepts that have relationship to another words through graphic representation. In other word, semantic mapping is a term , which describe a variety of strategies designed to show how keyword or concepts are related to one another through graphic representations. Semantic mapping assist the student to improve their vocabulary development. It makes students more easily in remembers and analyze relationship of one word to each other.

C. Procedure of Teaching Vocabulary by Using Semantic Mapping Strategy
According to Maggard (2000), There are steps of the implementation of semantic mapping strategy as follows:
1. The teacher write the keyword. The teacher gives one word which is used as the main topic that write on whiteboard and draw circle around it.
2. Then ask students to look for other words as much related to the main topic word. The teacher encourage the students to think of as many words as they can that are related to the selected keyword or topic.
3. The teacher guide the students to list the words by categories. The words are already collected then ask students to create a concept map as an image or lines. Connect the words relating to said main topic has been collected previously
4. Discuss the relationship between these words. Then check whether the word is related to the keyword or not. If the new words are not suggested, present them and discuss them. Then start asking students to remember the words and analyze the relationship of every word with other words that they are getting the mastery of vocabulary.

3. Methodology
This research use quantitative method. In this research, the researcher uses true experimental design. There are two groups, one as an experimental class and one as a control class. The treatment is teaching vocabulary using semantic mapping strategy. The researcher will compare the score of experimental class and control class to know the increase of students’ vocabulary mastery by using semantic mapping strategy in teaching vocabulary.

a. Population and Sample
The population of this research is the seventh grade students at SMPN 4 Sarolangun. Based on the data from administration staff of that school, there are three classes, they are VII A, VII B, and VII C. Total number of the population are 74 students. The researcher uses simple random sampling to get the sample. The researcher made three of papers cut and write class VII A, VII B, and VII C. Then papers rolled and put the paper in a glass. The researcher took two cut of papers. The first cut of paper as experimental class and the second cut of paper as control class. Finally VII A class and VII C class were chosen as the sample of the research.

b. Technique of collecting data
In collecting data, the researcher uses a test as the instrument. Test to measure the improvement of students' vocabulary mastery by using semantic mapping strategy in teaching vocabulary. The researcher uses procedures to collect the data. They were:
1. Pre-test
At the first meeting, pre-test will be done to the students both in experimental class and control class. The pre-test will be used to measure the students' vocabulary mastery before the treatment.

b. Treatment
At the second meeting until fifth meeting the researcher give the treatment only for the experimental class by using semantic mapping strategy in teaching vocabulary. The treatment will be done for four meetings and 90 minutes of each meeting. The materials in these treatment are based on the guideline of the English curriculum that used at the SMPN 4 Sarolangun. The researcher uses the 5 M (observation, questioning, experimenting, association, and communication) in teaching method to both of class.

c. Post-test
To know the students’ ability in vocabulary mastery, the researcher will give the test which consists of 20 items in multiple choice which related to the material. Multiple choices demanded the questions with four answer (a, b, c and d) and one of them is the correct answer. In those tests, every correct answer will be scored 1 and wrong answer will be scored 0. So, the lowest score is 0 while the highest score is 100. The specifications of vocabulary test can be seen in following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Items</th>
<th>Indicator</th>
<th>The number of question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Style</td>
<td></td>
<td>The students can identify the parts of house</td>
<td>7, 16</td>
</tr>
<tr>
<td>2</td>
<td>Parts</td>
<td></td>
<td>The students can identify the parts of house</td>
<td>3, 11, 20</td>
</tr>
<tr>
<td>3</td>
<td>Rooms</td>
<td></td>
<td>The students can identify and mention the name of rooms</td>
<td>1, 4, 5, 9, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students can mention the things available in each room</td>
<td>2, 6, 8, 10, 12, 14, 15, 17, 18, 19</td>
</tr>
</tbody>
</table>

c. Technique of Data Analysis
After the researcher obtain data the next step is to analyze the data. Data obtained is then elaborated descriptively by using parameter statistics. Parameter statistics is used to know the students' mastery of vocabulary. The researcher will use t-test to see the increasing of students' vocabulary mastery. But before doing t-test, there are several requirements that must be done that is normality test and homogeneity test.

d. Hypothesis Testing
The hypothesis of the research is “There is a significant increase of students’ vocabulary mastery by using semantic mapping strategy in teaching vocabulary at the seventh grade students of SMPN 4 Sarolangun in academic year 2015/2016”. In testing the hypothesis of this research, the researcher will use t-test. The researcher will compare the result of $t_{test}$ to $t_{table}$ in order to find the significant increase of students' vocabulary mastery by using semantic mapping strategy in teaching vocabulary at the seventh grade students of SMPN 4 Sarolangun in academic year 2015/2016. The criteria of hypothesis:

- If $t_{test} < t_{table}$: It means that the hypothesis is rejected
- If $t_{test} > t_{table}$: It means that the hypothesis is accepted

The hypothesis creation states that: If $t_{test} < t_{table}$ = the hypothesis is rejected, it means that there is no any significant increase of students’ vocabulary mastery by using semantic mapping strategy in teaching vocabulary. One contrary, If $t_{test} > t_{table}$ = the hypothesis is accepted, it means that there is a significant increase of students’ vocabulary mastery by using semantic mapping strategy in teaching vocabulary.
4. Discussion

The students who taught by using semantic mapping strategy have better result than the students who taught by using conventional method. The result of the research related with research by Lestary (2012) that word maps technique can increase the student vocabulary and have related based on theory by Masters, et.al (1993), Semantic Mapping can improve students' vocabulary and can also connect the words they already have with new vocabulary.

It found that the value of t-test was 6.283 (see appendix 21). While the value of t-table was 1.684 with degree of freedom (df) 25+25-2= 48 and level of significant is 0.05 (5%). So, it t-test is higher than t-table (6.283 > 1.684). It means that there was a significant increase of students' vocabulary mastery through semantic mapping strategy in teaching vocabulary.

In semantic mapping class, students fill the graphic of mapping with the keyword “House”. The students were asked brainstorm and think of words that have relationship to the keywords then connect by categories. The students were asked to find a word that has a relationship with other words, to analyze the meaning of each word and analyze the relationships between words. The students were develop a keyword with related words and also with different forms of mapping. The students were free to choose the form of mapping that they liked. Thus, it made students interested to participate in learning process so that they are more active in following process of learning activities. These conditions will make students enthusiasm and not get bored in learning vocabulary. If they are interested with their lesson so students are going to be active in learning process. So, that, students' vocabulary mastery will increase. Semantic mapping strategy made students learn vocabulary more easily. It has relation with the theory by Kufaishi (1988) states that students can master and more easily retain words whose relationship can be clearly seen and understood.

After doing research, it can be concluded that semantic mapping strategy can give better result to increase the students' vocabulary mastery. It shows that the result of the research proves that there was a significant increase in English vocabulary mastery between the students that taught by using semantic mapping strategy and the students that taught by using conventional method. It shows that semantic mapping strategy is effective in teaching vocabulary. It is an accordance with the opinion of Zaid (1995) who stated that semantic mapping is an effective technique for teaching vocabulary and textual patterns of organization and it also effective for improving note taking and creative thinking skills.

Based on the calculation of students’ score before given the treatment and after given the treatment, it shows that the value of t-test = 6.284 while the value of t-table = 1.684 for the degree of freedom of 48 and at level significance of 0.05. It is concluded that the value of t-test was higher than the value of t-table (6.283 > 1.684). It means that there is significant increase in students’ vocabulary mastery between score of pre-test and post-test of students that taught by semantic mapping strategy. On the contrary, the hypothesis was accepted.

5. Conclusion and Recommendation
a. Conclusion

Based on the result of the test, the researcher can conclude that:

1. There is significant increase of students' vocabulary mastery. It was shown from the mean score between the control class and experimental class. In experimental class, the mean of pre-test was 64.4 and the mean of post-test was 79.2. So, there were increase at the average 14.8 point. Then, in control class, the mean score of pre-test result is 65.0 and the mean of post-test result is 72.2. So, there were increase at the average 7.2 point.

2. Based on the hypothesis testing, it was significant result. The result of t-test was 6.283 and t-table was 1.684. The value of t-test was higher than the value of t-table. It means that the hypothesis of the research was accepted.

3. The researcher concludes the advantages when using semantic mapping strategy in increasing students’ vocabulary mastery could be described as follows:

   a. The class was fun because with using semantic mapping strategy can make the students happy in learning process.
   b. Using semantic mapping strategy also can make the students will easy to improve their vocabulary because students to develop the keyword that have relationship with other words.
c. Teaching vocabulary by using semantic mapping strategy in experimental class was more effective than teaching vocabulary in control class by using conventional technique. It can be seen from the difference between pre-test and post-test from both classes experimental and control class.

b. Recommendation
Based on the finding above, it is suggest that English teacher especially at English Teachers at SMPN 4 Sarolangun consider semantic mapping strategy as one of strategies for teaching vocabulary. The English teacher should be creative in explaining the material in order to stimulate the students’ interest to learn English especially in learning vocabulary.

References

Author Biography
My name is Erisa Kurniati, I was born in West Sumatra on June 12th, 1985. I live at Pattimura Street num. 10 Kota Jambi. I completed my undergraduate education at the Batanghari University in 2009 and post graduate at the PGRI Palembang University in English Education majors in 2013. I am a lecturer in English Education Program of FKIP, Batanghari University Jambi. I teach Listening Comprehension. You can contact me in phone number 0853-81260400 or by mail (pures_elf@yahoo.com).
PROFESSIONAL TEACHER CHARACTER TO FORM STUDENTS

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Abstract
Actual curriculum development is an effort to improve the quality of education. He is an instrument that helps the practitioner education to meet the needs of learners and the needs of society. Craswell stated that curriculum development is a tool to help teachers perform teaching duties and meet the needs of the community. Curriculum development never stops, it is an ongoing process and the process of continuous cycle in line with the development and the changing demands of society. Curriculum change can be partial (in particular the component), but can also be a whole that involves all components of the curriculum. Curriculum renewal usually starts from a fundamental conceptual changes were followed by structural changes. Renewal is said to be partial when only occurs in certain components, for example in the course objectives, course contents, methods, or any assessment system. A comprehensive curriculum renewal when included changes in all components of the curriculum. In the course of history since 1945, the national education curriculum has changed, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, and 2004, 2006 and not forgetting the latest curriculum that will be implemented in the academic year 2013/2014. Before the implementation of this curriculum implementation in 2013, the government made public test to determine the feasibility of this curriculum in the public eye. Then finally in 2013 will come into force gradually curriculum.

Keyword: Teacher, Character, Student

1. INTRODUCTION
The development of the 2013 curriculum is based on philosophical, juridical, and conceptual principles as follows:

A. Philosophical Foundation.
   a. Philosophical Pancasila which provides various basic principles in educational development
   b. Educational philosophy based on noble values, academic values, the needs of learners, and society

B. Juridical Foundation
   a. RPJDM 2010-2014 Education Sector, on the Changes in Learning Methodology and Curriculum Adjustment
   b. PP no. 19 of 2005 on National Standards of Education
   c. INPRES No. 1 Year 2010, on Accelerating Implementation of National Development Priorities, improving curriculum and active learning methods based on the nation's cultural values to shape the nation's competitiveness and character.

C. Conceptual Basis
   a. Relevance of education (link and match)
   b. Competency-based curriculum, and character
   c. Contextual teaching and learning
   d. Active learning (student active learning)
   e. A valid, whole, and thorough assessment

As a relatively new item, the 2013 curriculum will face various problems and challenges in its implementation, both at the national level and in the local order. Similarly in the local order, many teachers, principals, and supervisors are not ready to follow the changes.

2. PROBLEMS
In this case the authors formulate the problems about Curriculum 2013:
2.1 How is the development of Curriculum 2013 in the National Education system?
2.2 How to implement the Curriculum 2013 in the implementation of the learning process?

3. PROBLEM SOLVING
   a) Basic Concept of Curriculum 2013
The Government through the Ministry of Education and Culture in 2013 implements a new curriculum as a refinement of the previous curriculum (KTSP) which is named the curriculum 2013. Background of the 2013 curriculum is:

1) The National Medium-Term Development Plan (RPJMN) for 2010-2014 mandated the application of an educational methodology that is no longer in the form of teaching to the test, but a comprehensive education that takes into account social skills, character, manners, The Indonesian language through the National Final Test system adjustment and the completion of the primary and secondary school curriculum prior to 2011 applied in 25% of schools in 2012 and 100% by 2014.

2) There are several things that need improvement in the previous curriculum; (1) the curriculum content is still too crowded which is indicated by the number of subjects and much of the material that the extent and degree of difficulty exceeds the age level of the child, (2) the curriculum is not fully based on the competence in accordance with the demands of the function and purpose of education (4) some competencies required in accordance with the development of needs (eg character education, entrepreneurship) have not been explicitly accommodated in the curriculum, (5) the curriculum is not yet sensitive and Responsiveness to social change occurring at the local, national, and global levels; (6) the standards of the learning process have not yet described the detailed learning sequence so as to open diverse interpretive opportunities; (7) the assessment standard, have not led to a competent based assessment (process and Result) and has not explicitly demanded a remedial se How to periodically.

b) The curriculum is developed based on the following factors:

1) Internal Challenges
   Internal challenges, among others, relate to educational conditions associated with educational demands referring to (eight) National Education Standards which include content standards, process standards, graduate competency standards, education standards and education personnel, equipment and infrastructure standards, management standards, financing standards, And educational assessment standards.

2) External Challenges
   The flow of globalization will shift the lifestyle of the society from agrarian and traditional commerce into modern indo-commerce and trade community such as in World Trade Organization (WTO), Association of Southeast Asian Nations (ASEAN) Community, Asia-Faculty Economic Cooperation (APEC) and ASEAN Free Trade Area (AFTA).

3) Improving the Mindset
   The curriculum 3013 is developed with the following improvements of mindset: 1) learning patterns of learners centered on learners; 2) One way learning pattern; 3) isolated learning patterns into networking learning; 4) passive learning patterns into active-looking learning; 5) self-learning patterns into group learning (team-based); 6) single tool learning pattern into multimedia-based learning tool; 7) the pattern of mass-based learning into the needs of customers (users); 8) single science learning pattern (monodiscipline) into multidisciplines learning; And 9) passive learning patterns become critical learning.

4) Strengthening of Curriculum Governance
   Implementation of the curriculum has been putting the curriculum as a list of subjects. The 2013 Curriculum Approach for Elementary School/Madrasah Ibtidaiyah is changed according to the educational unit curriculum.

5) Reinforcement of Material
   Strengthening of the material is done by deepening and expanding the relevant material for the students. The 2013 curriculum is designed with characteristics.
Table 2.1. Impact of Curriculum Development 2013

<table>
<thead>
<tr>
<th>No</th>
<th>Education Entity</th>
<th>Expected Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learners</td>
<td>1. More productive, creative, innovative, affective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. More passionate and happy in school and learning</td>
</tr>
<tr>
<td>2</td>
<td>Educators and Power</td>
<td>1. More passionate about teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. It is easier to meet the requirements of 24 hours per week</td>
</tr>
<tr>
<td>3</td>
<td>Management Unit of Education</td>
<td>1. Prefers learning services including guidance and counseling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Anticipate the variety of learning activities</td>
</tr>
<tr>
<td>4</td>
<td>General public</td>
<td>1. Obtaining a competent graduate school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Educational needs can be met by schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Can improve the welfare</td>
</tr>
<tr>
<td>5</td>
<td>Country and Nation</td>
<td>1. Improving international reputation in education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Increasing competitiveness the development of civilization of the nation</td>
</tr>
</tbody>
</table>

Curriculum 2013 remains competency-based. Competency-based curriculum is "outcomes-based curriculum" and therefore curriculum development is directed towards achieving the competencies formulated from the Graduate Competency Standards (SKL).

c) Implementation of Curriculum 2013.
The 2013 curriculum is to produce productive, creative, and affective Indonesians through strengthening attitudes, skills and integrated knowledge.

a. Authentic Assessment in Curriculum 2013
Assessment Standards to ensure: (1) planning the assessment of learners in accordance with the competencies to be achieved and based on the principles of assessment, (2) implementation of professional, open, educative, effective, efficient, and appropriate in the socio-cultural context; (3) reporting the results of the evaluation of learners objectively, accountable, and informative. This educational assessment standard is structured as a benchmark for assessment of educators, educational units, and governments in educational units for primary and secondary education.

b. Development of Syllabus
In developing syllabus there are several principles, among others: 1) scientific, that is that the entire material and activities that become the charge in the syllabus must be true and can be accounted for scientifically; 2) relevant, meaning that the scope, depth, degree of difficulty, and the order of material presentation in the syllabus according to the level of physical, intellectual, social, emotional, and spiritual development of learners; 3) systematic, all components in syllabus each other interconnected functionally in achieving competence; 4) consistent, i.e. consistent (steady, basic) relationship between basic competencies, indicators, subject matter / learning, learning experience, learning resources, and assessment system; 5) adequate, meaning coverage of indicators, subject matter/learning, learning experience, learning resources, and appraisal systems are sufficient to support the achievement of basic...
competencies; 6) actual and contextual, ie coverage of indicators, subject matter, learning experience, learning resources, and assessment systems take into account the latest developments in science, technology, and art in real life, and events that occur.

c. Syllabus Development Steps
The mechanism of syllabus development itself is done by following the flow and development steps as follows:
1. Review competency standards and basic competencies.
2. Identify the subject matter/learning.
3. Developing learning activities.
4. Formulate indicators of achievement of competence.
5. Determination of assessment type.
6. Determine the time allocation.
7. Determine the source of learning.

4. CONCLUSION
Curriculum 2013 is a form of development from the previous curriculum of curriculum KTSP implementation which began in 2013 this. There are some curriculum changes from KTSP to the Curriculum 2013, such as the addition of school-level lesson, KTSP which was based on competency only, now in the 2013 curriculum based on competency and character, competency standard of graduates and others.

In the development of curriculum in Indonesia there are many changes in the education system in Indonesia. Between the curriculum with each other there are differences, but also there are similarities between the curriculum. Between KBK and KTSP curriculum there are some similarities, both emphasizing the competency aspect that must be possessed by students and equally oriented to the principle of lifelong education. And also the similarities between KTSP and Curriculum 2013, such as, Curriculum 2006 (KTSP) and Curriculum 2013 both display the text as KD points.

REFERENCES
An Experimental Study: Teaching Vocabulary through Pictures and Audio-visual Aids to Young EFL Learners Achievement in One Public Elementary School in Jambi City.

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Abstract
The purposes of this study were to investigate the use of pictures and audio-visual aids as the two techniques of teaching vocabulary to young EFL learners at one public elementary school in Jambi and to find out if any of them was more effective than the other. This research employed experimental design with a non-equivalent control group approach. It involved students of the sixth grade at SDN 47 Kota Jambi in academic year 2015-2016. The total number of students participating in this research was 56 students consisting 35 females and 21 males. The findings of this study indicated through descriptive statistics (mean) indicated that there was a significant difference between the group which was taught through pictures and the other one taught by using audiovisual aids. Using audio-visual aids, it was more effective than using picture media in teaching vocabulary to EFL young learners. So, it can be concluded that the use of audiovisual aids can improve the students' vocabulary mastery more effectively than the use of picture. This study also recommends that EFL teachers may use audiovisual aids in their teaching activities, especially for teaching vocabulary in the classroom for elementary school students.

1. Introduction
Learning a second/foreign language needs some skills and components to be mastered. Among those skills and components, vocabulary is one of the most crucial ones in language learning without which communication is not possible. Harmer (2001) argues that “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p. 246). Wilkins (1972) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. One thing that may not be neglected in teaching and learning English as the foreign language is to teach vocabulary because without knowing vocabulary people cannot communicate with each other. In the world of education, students are expected to master enough vocabulary to support their English skills. When the students have known enough vocabulary, it will help them make their learning process go easier with the maximum result.

Moreover, teachers are one of the main sources who can help their learners enrich and increase their vocabulary. To do so, they employ wide variety of techniques in teaching vocabulary. According to Ur (1996), there are various techniques for teaching new vocabulary. She lists different techniques used in presenting new vocabulary as; (1) Concise definition, (2) Detailed description (of appearance, qualities...), (3) Examples (hyponyms), (4) Illustration (picture, object), (5) Demonstration (acting, mime), (6) Context (story or sentence in which the item occurs), (7) Synonym, (8) Opposite (antonyms), (9) Translation, and (10) Associated ideas, collocations.

Another technique in teaching vocabulary is using audio-visual aids, which is the combination of sound and vision. The role of audio-visual aids is similar to pictures. Nowadays, visual aids and audio-visual aids are familiar terms in the realm of education. Chandler and Cypher (1948) listed a set of values for audiovisual aids when effectively used in teaching; lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give correct initial impression, provide happy learning, Economize time in learning, increase ability of retention, aid in developing keen observation, supply concrete material needed, stimulate initiative of pupils in making materials, stimulate creative responses in pupils, provide the best substitute for real experience, stimulate interest and aid in self-expression, enrich and clarify instruction, and help in orienting the child to the world in which he lives.

Hypotheses. On the basis of the above-mentioned question, the following null hypothesis was formed: H₀: There is significant difference between young EFL learners in one public elementary school in Jambi learning vocabulary through picture media and audio-visuals. H₁: There is no
significant difference between young EFL learners in one public elementary school in Jambi learning vocabulary through picture media and audio-visuals.

Limitation of the Study. This study was conducted at one public elementary school in Jambi City, particularly involved fifth grade students of this school as the research participants. The focus of the study was to find out the significant score between two techniques of teaching vocabulary to young EFL learners in one public elementary school in Jambi; picture and audio-visual aids, and to find out if any of them is more effective than the other. The vocabulary was focused on the simple vocabulary which has been learned by the fifth grade students. The students' vocabulary mastery were measured from the achievement or their score in the test.

Significance of the study. The result of the study hopefully gives meaningful contribution for the improvement of English language teaching and learning. The benefits are (1) it enables teachers to get information and to select a suitable technique in teaching vocabulary at Elementary Schools. It is an important thing for the teacher to develop the technique in their classroom in order to make the students interested in the subject. It enables other researcher to get reference about the use of picture media technique in improving students' vocabulary mastery. It gives inputs to school about a suitable method in teaching vocabulary. The result of this study is expected to give more information about the use of picture media technique in order to be applied at the research site. It gives spirit and knowledge for students that learning English can be fun and interesting. The students will not feel to be forced in learning English, whereas they will feel happy to learn since they are put in an enjoyable situation.

2. Method
The writer used a quasi-experimental design with a non-equivalent comparison-group design. Johnson and Christensen (2008, p. 330) states “this design consists of giving an experimental and a control group a pre-test and then a post-test after the experimental treatment condition that has been administered to the experimental group.” The researcher assigns In this design, there were two groups namely experimental and control group. One group received audiovisual aids for teaching vocabulary while the other group was taught through still pictures. Both classes were taught by the researcher. All the unknown words were taught in 10 sessions (each session 90 minutes), two sessions a week. All classes were held at the same time in different days of a week. Before starting the instruction, the researcher administered the vocabulary test (as a pre-test) to the participants in both groups.

The site for this study was at one public elementary school in Jambi city which has six classes of the fifth grade. The selection of the research site was due to the easy access. The research had access to do research at the school through permission from the headmaster and English teachers. Additionally, participants’ decision to take part in this study were voluntary.

Population, sometimes called a target population, is the large group to which a researcher wants to generalize his or her sample result (Johnson & Christensen, 2008). In other words, it was the total group that the researcher was interested in learning more about. The population of the study was all the fifth grade students of SDN 47 Jambi city in academic year 2015-2016, there are 179 students which consists of six classes.

As mentioned above, the participants were divided into two groups. One group received audiovisual aids for teaching vocabulary while the other group was taught through picture media. Both classes were taught by the researcher. All the unknown words were taught in 10 sessions (each session 90 minutes), two sessions a week. All classes were held at the same time in different days of a week. Before starting the instruction, the researcher administered the vocabulary test (as a pre-test) to the participants in both groups.

Validity and reliability are the two most important psychometric properties to consider in using a test or assessment procedure (Johnson & Christensen, 2008). Reliability refers to the consistency or stability of the test score, while validity refers to the accuracy of the inferences or interpretations you make from the test scores (Johnson & Christensen, 2008). To deal with the validity and reliability of the test, the researcher tried out the pilot test, the tests were given to other students who were not part of the research project. To valid the data, the writer used SPSS program.
In the preceding section, the researcher introduced in which the goal is to use sample statistics to estimate population parameters. The steps that I did were scoring the data and creating the codebook, determining the types of scores to use, selecting a computer program, and the last step was inputing data into the program for analysis. Furthermore, the descriptive statistics were used to analyze the data through central tendency (mean) between the group which was taught through pictures and the one which received audiovisual aids after the instruction period (p<.05), additionally inferential statistics were used by conducting t-test to examine the differences of the mean score of both groups.

Pre And Post Test Result In Group A
In group A, there were 28 students’ scores taken for the pre and post test data. The pre-test result showed that the mean score of data was 74.32. From the pre test result, it could be seen the lowest score was 56 and the highest score was 93.

Furthermore, Audio visual media was given as treatment in this group. After the treatment was conducted, the post test was given. The post test result in this group showed that the mean score of post test result is 72.36. The lowest score was 40 and the highest score was 100.

The result of pre-test and post-test can be interpreted based on the score interpretation for the students’ achievement.

Pre And Post Test Result In Group B
In group B, there were 28 students’ scores taken for the pre and post test data. The pre-test result showed that the mean score of data was 74.61. From the pre test result, it could be seen the lowest score was 50 and the highest score was 93.

Picture media was given as treatment in this group. After the treatment was conducted, the post test was given. The post test result in this group showed that the mean score of post test result is 69.32. The lowest score was 36 and the highest score was 100.

The result of pre-test and post-test can be interpreted based on the score interpretation for the students’ achievement.

3. Implications
The use of pictures and audio-visual aids made the class interactive and dynamic. It brought variation in the class which removed the monotony of the teaching-based class. These also helped the teachers to draw the attention of the students. Teacher could clarify the subjects to the students clearly and easily with the help of the audio-visual aids. It made the class alive and participatory. Moreover, it lessened the pressure of the teachers. Teacher could easily convey the message to the students by using different audio-visual aids which would otherwise be difficult. Besides, different audio-materials and pictures helped the teacher to check the listening skills of the students which could also be difficult in additional ways. Thus, the use of audio-visual aids and pictures helped the language teachers in teaching language skills.

The difference between pre-test and post test in group A
Table 4.12 shows the findings of paired sample t-test to group A toward pre-test and post-test. The mean score yielded at pre-test is 74.32 and at post test was 72.36. The statistic values yielded were t= 1.127, and p=.270. The finding meant that there was a significant difference between group A pre-test score and post-test score. The findings implied that group A’s scores decreased in the post test.

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Test</th>
<th>Mean</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Pre-test</td>
<td>74.32</td>
<td>1.127</td>
<td>.270</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>72.36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant level at 0.05
Pre and post test conducted to group A where the vocabulary was taught by using audio visual media. The conclusion of the finding shows that the treatment which was done in this class did not give significant effect to students’ achievement in vocabulary.

The difference between group B toward pre-test and post test
Table 4.13 showed the findings of paired sample t-test on group B toward pre and post-test. The findings also showed that there was a significant difference between group B’s pre-test and post-test score. The mean score yielded were 74.61 for pre-test and 69.32 for post test. The different values yielded were t= 1.515, and p=.141. The findings implied that the group B’s pre test score decreased quite much at the post-test after the picture media was applied in teaching and learning vocabulary.

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>Test</th>
<th>Mean</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group B</td>
<td>Pre-test</td>
<td>74.61</td>
<td>1.515</td>
<td>.141</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>69.32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The differences between group A and group B toward word categories
Table 4.14 showed the findings of paired sample t-test conducted to group A and group B toward word categories in pre test and post test. The analysis was conducted to the total correct answers in each word categories both pre test and post test. The word categories were verb category, noun category, and adjective category.

The findings showed that there was a significant difference between pre-test and post-test in each word category in both of those groups. The mean score in each word category tended to decrease from pre test to post test. The findings implied that the media (audio visual and picture) which were used in teaching and learning vocabulary did not give much difference to students.

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Test</th>
<th>Verb category</th>
<th>Noun category</th>
<th>Adjective category</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>t</td>
<td>Sig.</td>
</tr>
<tr>
<td>Group A</td>
<td>Pre test</td>
<td>3.75</td>
<td>.157</td>
<td>.876</td>
</tr>
<tr>
<td></td>
<td>Post test</td>
<td>3.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group B</td>
<td>Pre test</td>
<td>3.93</td>
<td>1.02</td>
<td>.316</td>
</tr>
<tr>
<td></td>
<td>Post test</td>
<td>3.68</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Conclusions
The purpose of the present study was to present two techniques of teaching vocabulary to young EFL learners in one public elementary school in Jambi, namely pictures and audio-visual aids, to find out if any of them was more effective than the other.

The obtained results through descriptive statistics (mean) indicated there was a significant difference between the group which was taught through pictures and the one which received audiovisual aids. In other words, using audio-visual was more effective than pictures aids in teaching vocabulary to EFL learners. Thus, the null hypothesis was accepted and some recommendations were given at the end.

5. Suggestions
The research results revealed a significant scores between pictures and audio-visual aids on EFL learners’ vocabulary acquisition of language at the beginner level therefore, it is recommended that teacher understand the value and effectiveness of pictures and audio-visual aids in teaching vocabulary and other aspects of English language. Vocabulary is one of the important factors in all language teaching learning. And the students must continually learn new words as they learn structure and as they practice sound system, while most of the students are not interested and motivated at all.
References


ASSESSMENT FOR LEARNING IN THE CLASSROOM:
BARRIERS TO IMPLEMENTATION AND POSSIBILITIES FOR
TEACHER PROFESSIONAL LEARNING

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Abstract
This article aims to describe and overview the assessment for learning, AFL, as current context of standard-based education. However, despite there have been barriers by teachers in the integration of assessment in their classroom. The review was descriptively done based on current research and the result showed that barriers teachers’ use of assessment in their classroom and identified effective of AFL models for professional learning in the classroom. There have been practical barriers, namely: (1) misalignment in educational and assessment priorities, (2) conceptual confusions, (3) differences in spirit of assessment for learning, (4) perceptions of assessment for learning, (5) practical barriers to integration. However, despite there have been possibilities of assessment for teachers’ professional learning namely: (1) Teachers as active learners, (2) Ongoing contextualised learning, (3) Process-based learning and Reflective practice.

Keywords: Assessment, Barriers of AFL, Potentially of AFL

1. INTRODUCTION
Assessment is establish set of tools for obtaining information about learning outcome or achievement toward learning process in classroom. Also known as process collecting information to know as far as the learning be achieved. Identifying different types of assessments (Brown and Abeywickrama 2010). Furthure Johnson and Johnson, (2002) argued an assessment is a process to collect information about the quality and quantity toward something/someone that become the object of the assessment. The object can be students, teachers, group, or administrators. In the implementation of education, assessment is a very important aspect. Assessment serves as an assistance for the teachers in deploying the students into certain groups, improving the teaching method, measuring the students’ readiness (attitudinal, mental and material readiness), providing guidance and selection in order to determine the vocation and the class upgrade (Gronlund & Linn, 1990), providing information that will assist the educators for the sake of better education (Reynold, Livingstone, & Wilson, 2010) and in making decisions regarding the sustainability of study and program evaluation (Johnson, Penny, & Gordon, 2009). The assessment should be conducted in order to measure the students’ learning achievement.

Brown and Abeywickrama clarified distinguished informal and formal assessments. Informal assessment can take place spontaneously in the form of “starting with incidental, unplanned comments and responses, along with coaching and other improve feedback to the student.”such as “Very good!” “Great!” and “Well done!”, while Formal assessment is more planned, systematically. It is “systematic designed to appraisal of students’ achievement”. A systematic set of observations of a student’s frequency of oral participation in class is certainly a formal assessment. Tests are always formal assessments. But not all formal assessment is tests. Tests are usually relatively time-constrained (usually spanning a class period or at most several hours (Brown, 2003).

Another way to distinguish assessment is by function, whether formative and summative. Formative assessment means evaluating students in the process of ‘forming’ their competencies and skills” (It should be designed to provide learners with feedback about their progress for instance when give a student a comment or a suggestion, or call attention to an error, it is helps students see their weak are as so they can learn more. A weekly quiz is a typical example of formative assessment. On the other hand, a summative assessment is conducted to “measure, or summarize, what a student has grasped”. Thus, it usually takes place at the end of a course, where it is graded and taken into account in the overall evaluation (Brown & Abeywickrama, 2010). In addition a summative are a summation of what a student has learned implies looking back and taking stock of bow well that student has accomplished.
objectives, but does not necessarily point the way to future progress. Final exams in a course and general proficiency exams are examples of summative assessment. (Brown, 2003)

Assessment as one of the most promising pedagogical approaches for enhancing student learning. Based on the studies from countries in North America, western Europe and Australia to support assessment as high effective in pedagogical practice and also as a potentially way promote student learning (Hume in Cristopher and King luu, 2012). That is suggested more importantly, teachers expected to use assessment and differentiate instructional in teaching and learning.

2. MATERIALS AND METHOD

There are two major questions proposed in this review, Namely: (1) what are the challenges of teachers implement AFL in the classroom, (2) what are the foundation to exploring of AFL?

This paper conducted a literature review method that is most interpretive-qualitative in nature, i.e. the critical review. The important points were referenced theoretical and empirically. The steps had been followed through as follow: (1) describing the current context of assessment for learning (AFL), (2) providing critical analyses challenges of assessment integration for learning, and (3) issues possibilities of assessment for professional learning.

3. RESULTS AND DISCUSSION

Moreover, such in educational contexts present several potentially of AFL for teachers’ propesional learning. However, despite there have been barriers of AFL within classroom teaching and learning. These condition are discuss in the following bellow:

3.1 BARRIERS OF ASSESSMENT INTEGRATION FOR LEARNING

The current standards-based educational systems have resulted there have been variety of assessments on the classroom (DeLuca at al, 2008). More importantly, teachers and principals expected to use assessment and differentiate instructional practice. But in contrast, summative assessments are dominant in classroom (Shute, 2008). Moreover, such educational contexts present several barriers use assessment within teaching and learning. Based on current research, there had been synthesise barriers to AFL implementation. Specifically, these barriers are as follow:

a. Misalignment in Educational and Assessment Priorities

Ligard, Mills and Hayes (2006) argued that assessments is not natural process or simply in educational measurement tool. Rather, it reflects the purpose and priorities of schooling. As with other classroom assessment the use of AFL can only be understood. Ball (2014) identified that the national assessments for accountability and monitoring purposes in England limited the use diverse assessment approaches by teachers in their classroom. Similarly, Pohpam (2008) found the teachers abandoned AFL practices in their classroom because they felt constrained and McCloskeyn(2008) the assessment system in the US overemphasizes externally developed test while deemphasising AFL process. Brown et al. (2009) emphasize summative forms of assessment as engaging student achievement because AFL assessment inaccurate arrangement system and priorities and AFL integration.

b. Conceptual Confusions

Clarify the link between AFL and AoL, these misconceptions lower adoption of AFL then AoL is prioritised in state. The misconception result, teachers are focus on AoL from these assessment are used for student achievement, measure of school progress, the accountability context of education. Teras (2007) argues teacher perceive AFL separate with AoL although, these differences have not been clearly. They leave to use AFL because requires the extra time. The educational community needs clarification on this conceptual confusion. An emphasis on the similarities between AFL and AoL. Teacher need to be aware that the two forms of assessment are closely related.

c. Differences in Spirit of Assessment for Learning

The use of AFL in the classroom depend on their educational believe. Teacher who believe that followed of AFL with promoting learner, enhance learning environment, and contribute to student achievement (Willis, 2010). In addition, Willis stated that teachers adopt the letter
of AFL expressed “sense of responsibility” rather than they don’t fully understand for using or integrating AFL techniques into teaching and learning.

d. Perceptions of Assessment for Learning
The implement of AFL is hindered perceptions the value of AFL to support teaching and learning. Both teachers and students may negative perceptions integration of AFL. they assumed assessment for leaning as formative assessment. Further, are still misconception between AFL and AoL are disconnected processes. They also reduce the value of AFL, in learning environment students adopt learned dependent as an approach.

Yorke (2003) defines learned dependence approach teacher as center on learning, in additiona teacher reduce the value of AFL. Hence teachers’ negative perceptions of AFL may be shaped by their own experiences (Harrison, 2005). AFL has yet to become integrated into teaching and learning process. As such to treat assessment practices either formatively or summative.

MacKellan (2001) surveyed teachers candidates at one higher education establish in UK to identify perceptions of AFL. Teachers candidates responses that the assessment not used as often as and even though they had positive perceptions of AFL with motivating students and evaluating teaching quality but teacher candidates’ use of assessment were not based on implicit criteria in these practice. MacLellan’s finding teacher candidates may limited experiences of effective AFL integration within their own learning and thus they less to adopt this approach.

e. Practical Barriers to Integration
Studies on AFL have considered practical such as time, class size, resources on teachers’ adoption of AFL practice. Short of time and much class is mentioned in assessment practices. Teachers believe that traditional forms of assessment such summative assessment more effective because more value and accountability (Hargreaves & friends, 2003). Among those teachers appreciate the potential of AFL to positive influence student achievement. Carless (2005) argued AFL was good in theory, but it was not practical, especially a context of competing curriculum. In contrast it is low adoption of AFL in the classroom.

Duncan and Noonan (2007) stated the importance teachers knowing strategies implementing the assessment. Considering of classroom conditions like class size and resources. However, actually they did not clear evidence that teachers with smaller class sizes tended to use AFL practices more than teachers with larger classes. A second aspect (Blacker & friends, 2003) defined that resources are often impacts the integration of AFL such technology. But it is claimed in the literature of AFL integration requires few resources. Related with the strategies implementing the assessment focus on student and teacher interaction rather than on the used of technologies. As such, like class size, resources appear limite of AFL integration in teaching and learning

3.2 POSSIBILITIES OF ASSESSMENT FOR PROFESSIONAL LEARNING
Here emphasize that possibilities by teachers professional learning to enhance AFL integration. Developing teachers’ capacities for integrating various forms of assessment is the way to enhance the use of AFL in classroom. DeLuca at al. (2010) develop the skills needed for beginning teachers to engage in continue professional learning. Also this approach was encouraging beginning teachers to consider “assessment as pedagogy” as process for teaching and learning. Current education research provide a theoretical foundation for enhancing teachers’ capacity for AFL integration and use.

a. Teachers as active learners
Knowles (1984) suggest that teachers as active learners has positive impact integrating assessment on their learning which consider on five key assumptions: (a) adults are self-directed learners; (b) adults bring a wealth of experience and knowledge; (c) adults become ready to learn "when they do something or they experience in order to know perform more effectively in some aspect of their lives"; (d) an adults are guidance to learn
such life-centred, task-centred, solve problem; (e) internal forces such as increase self-esteem or greater self confidence are more potent motivator for learning.

b. **Ongoing contextualised learning**

One instance of contextualised learning about assessment was evident in the King’s-Medway-Oxfordshire Formative assessment Project (KMOFAP) in England, this project focused practical assessment procedures by teacher (Black and William, 2006; Harrison, 2005). Spesifically, the project emphasize four main areas of AFL, including questioning, feedback, and sharing criteria peer and self-assessment. The project suggested that effective teachers’ adoption of AFL within their classroom. while teach occurred in the context of their own classroom. Based on in class observation, spesific feedback was given to teachers about their use of AFL.

c. **Process-based learning and Reflective practice**

Recognizing the importance of preservice teacher education programs as primary for developing teachers’ belief about assessment. DeLuca at al. (2010) stated their efforts toward assessment at Canadian university, drawing specifically on the principle process based on learning and reflective practice. Their study described their process for developing assessment module for teacher candidates enrolled in 8-month preservise programme. Acknowlewdng the relatively short duration of this and other preservice programmes. DeLuca et al. defined teacher learning in assessment should aim to develop the skills needed for beginning teacher to engage in continued professional learning upon programe completion. “fully understanding to integrated of assessment with the aspect of teaching and learning, how teachers assess should be closely tied to how tShey teach and how students learn”. The purpose of this approach was encouraging beginning teachers to consider “assessment as pedagogy” as process for teaching and learnings. The education programme aim to provide teacher candidates with skills needed for continue learning in assessment including toward process-based learning reflection.

**Theory in Practice: Increasing Professional Effectiveness**, Argyris and Schon (1974) argued the importance of integrating action. They suggested that professional practice rest on the two theories: (a) espoused theory and (b) theories-in use. Espoused theory refers to what believe they do in their practice. And theories-in use spontaneous routine responses by teachers in their daily life practice. However, teachers’ espoused theories and theories-in use may be notably different. By reflecting on their practice, teachers have opportunity to examine the congruity of thes theories and work greater between their espoused theories and their heories-in use. In this way teachers develop their teaching process through reflective practice.

4. **CONCLUSION**

In conclution, as professional teachers supposed take a variety of form of assessments as well as it is as current context of standard-base education. Although no single aproach are best, but the current research has suggested focuses-based learning and reflective practice that approaches have potential to anable teachers’ negotiation of the barriers and challenges of AFL integration. By teachers working in contextualized and condition that constain teacher use of assessment. This approach can promote greater adoption of AFL within teaching and learning. Through theory in Practice provides a theoretical for further research in AFL this aproach was aim of realising the promises and goal of AFL.

5. **DISCUSSION**

Through such approach in this research, hoped teachers adoption of AFL rather than solely the procedural practice. According DeLuca at al. (2010) work in the context of preservice teacher education is begining to give the teacher to engage in continued professional learning. Throught the paper suggested will continue to explore teacher education experiences and continued professional learning throughout their carriers. Most importantly this paper interested finding way to support the development of learning environment involving students, teachers, and administrators that value assessment as a central component of the teaching and learning process.
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The Use of Communicative Language Teaching (CLT) at English Educational Center, Jambi

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Abstract
Communicative Language Teaching is the most famous approach in current English Language Teaching in Indonesia, which is also admitted by many countries. Therefore the aim of this study is to know how the teachers apply Communicative Language Teaching at English Educational Center and to investigate the implementation of Communicative Language Teaching in the classroom. This study used qualitative research and used observation and interview to explore a bounded system at English Educational Center. Observation and interview were chosen as method of data collection. The observation and interview were used to know how the teachers apply Communicative Language Teaching in English in conversation class in the classroom. Five English teacher were involved in this study and they taught English in conversation class. The result of the observation and interview were three teachers have good understanding about CLT and two teachers still have lack of understanding in implementing CLT in teaching English, such as no training about CLT, the students were afraid of speaking, the teachers used teacher-center in teaching in the classroom. The highest priorities attention were required such as teachers' training, focus communication to achieve communicative competence.

Keywords: Communicative Language Teaching, National University English Debating Championship (NUEDC), communicative competence, interactive learning.

1. Introduction
The principles of Communicative Language Teaching (CLT) have been used in teaching and learning process at English Educational Center (EEC) which located at Jl. Orang Kayo Pingai no 18, Pasar Baru, Talang Banjar, Jambi. EEC was established in year 2008. The students who learned at EEC from Elementary school, Junior High School, Senior High School, University or college, employees, civil servant, doctors, teachers and lectures. The available classes at EEC are play group, primary, elementary, conversation, TOEFL and TOEIC. EEC was different from other English courses in Jambi, because it focused on communication. Therefore EEC used CLT in teaching and learning activities because CLT is a good and effective way in communication. The use of CLT by English teachers at English Educational Center is the change of traditional language teaching method into Communicative Language Teaching at EEC, Jambi because it was no longer effective to make the students able to speak English because GMT had focused on grammar and vocabulary. Based on the observation, the students were afraid of making mistakes in speaking English. Teaching grammar at EEC is no longer effective therefore EEC used CLT in teaching English to develop communication skill in education system.

In current situation, students who come to EEC ask us how they will be able to speak English well in a short time (five to six months). Junior High School, Senior High School, College students and also employees have the target to be able to speak English in short time at English course and this is a big challenge for EEC to achieve the target. Therefore the researcher determined to take title of the thesis is “The Use of Communicative Language Teaching (CLT) at English Educational Center, Jambi. This course is located at Jl. Orang Kayo Pingai no 18, Pasar Baru Talang Banjar, Jambi.

2. Literature Review
The method of teaching is thought to be changed as it put more emphasis on the communicative competence in language learning in the classrooms. According to Bax (2003), Harvey (1984), Incecay & Incecay (2009), CLT has been popular thirty years ago, and also CLT has been implemented in EFL contexts that focused on the meaning of local needs and the conditions of the special EFL contexts, and the benefit of the traditional methods of language teaching. According to Richards and Rodgers (2001), CLT begins with a language theory as communication, and its objective is to develop learners to become communicative competence. According to Richard (2001), that CLT is a language system to express meaning where the major function of language to allow interaction and communication.
According to Habermas (1970), Hymes (1971), Jakobovits (1970), Savignon (1971), the communicative competence is a theoretical concept in Communicative language teaching which refers to both processes and goals in classroom learning. The view of Communicative Language Teaching (CLT) has been developed since the mid 1970s. CLT was also very influenced by the early version of Long's (1983a, 1983b, 1996), in Interaction Hypothesis. The main point of CLT was only on meaningful interaction through the use of spontaneous speech during pair and group work. There are many kinds of ways to teach communicatively, for example, immersion, task-based instruction, structured input, and The Natural Approach (Krashen & Terrell, 1983). The main goal of CLT for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. According to Jack C. Richards the trends of language teaching can be divided into three phases of language teaching in the last 50 years: Traditional approaches (up to the late 1960s), Classic communicative language teaching (1970s to 1990s), Current communicative language teaching.

2.1 Traditional Approaches (up to the late 1960s)
Grammatical competence as basic language proficiency is the priority in traditional approaches in language teaching. They believe that grammar could be learned through a methodology and direct instruction and they use drills and repetitive practice. According to Harmer (2001), Two aspects of CLT: first, what to teach and second, how to teach. According to the situational approach, there are three-phase sequence, mentioned as the P-P-P cycle, was often used; Presentation, Practice, Production.

2.2 Classic Communicative Language Teaching (1970s to 1990s)
According to Jack C. Richards (2006), stated that in the 1970s, Audiolingualism and Situational Language Teaching were as older method in traditional language teaching approaches and spread around the world. It constituted a reaction of traditional language teaching approaches. When Communicative language teaching first appeared as a new approach to language teaching in the 1970s and 1980s, It created a lot of enthusiasm and excitement.

2.3 Current Trends in Communicative Language Teaching
According to Jack C. Richards (2006), the communicative approach has been broadly implemented since 1990s. There were ten Core Assumptions of Current Communicative Language Teaching, Jacobs and Farrell (2003), see paradigm change about learning, teaching and teachers constitute as marking of changing toward CLT.

2.4 Theory of Communicative Language Teaching
According to Richard and Rodger (1999: 69), the goal of language teaching is to develop CLT and emphasize how to teach. “what to teach” aspect of the communicative approach emphasized the importance of language function rather than focusing only on grammar and vocabulary. How to teach aspect of communicative approach is closely related to the idea that language learning will take care of its self and that plentiful exposure to language use and many opportunities to use it. It is very important for students' development and skill (Harmer, 1998: 84). Communicative competence includes grammatical competence, sociolinguistic, and strategies. Communicative language abilities include knowledge or competence and proficiency in the application of these competencies in the communicative language use, contextual, and appropriate. Harmer stated (1998: 85). Teaching and Learning Activities in Communicative Language Teaching Learning activities in CLT focus on real oral communication with various language, without focusing on form of grammatical patterns, it distinguished with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English.

According to Richards & Rodgers (2001, p.161), there are three principles of learning theory: communication principle, task-based principle, and meaningfulness principle. According to Littlewood (1981), there are two functions of language learning: “functional activities” and “social interaction activities”. Both of them are chosen base on how well they engage the learner in meaning and original language use. Learning is interpersonal to learn to communicate; attempt to communicate may be encouraged from very beginning; dialogues, if used, centre around communicative functions and not normally memorized; and contextualization is basic thinking; drilling may happen, but peripherally; any device that helps to
communicate and understand is acceptable (Finocchiaro & Brumfit 1983, stated by Richards & Rodgers, 2001, p.156).

2.5 Communicative Language Teaching and Communicative Competence
According to Brown (2002), Canale & Swain (1980), Mochida (2002), Communication and interaction with others are the way to develop learners to achieve communicative competence in L2 and it constitutes the basic goal of CLT. Rickheit and Strohner (2008), stated the effectiveness and appropriateness of speech during communication process is an important aspect in communicative competence. According to Savignon (1972), the learners are allowed to communicate with other speakers by using real communicative setting effectively and spontaneously to know learners’ ability in communicative competence. He states (1976), that communicative competence depends on the negotiation of meaning between speakers, because communication is spontaneous. According to Canale (1983), Canale & Swain (1980), Swain (1985), to achieve communicative competence, learners require four aspects: linguistic, sociolinguistic, discourse, and strategic competence.

2.6 Principles of Communicative Language Teaching in teaching English
According to Jack C. Richard, (2006) the principle of communicative language teaching methodology: First, language learning focuses on real communication. Second, give chance for learners to try out and experiment what they know. Third, learners’ errors must be tolerant when they showed to build his or her communicative competence. Fourth, give learners chance to develop both fluency and accuracy. Fifth, link the different skills like speaking, reading, and listening together since they still happens in the real world. Sixth, Let students find grammar rules.

2.7 CLT Teaching English in conversation class focuses on fluency.
Richards, (2006) stated that the following activities focus on fluency included; first, describe natural language use. Second, emphasize on achieving communication. Third, need meaningful language use. Fourth, need communication strategies use. Fifth, create the language that may not be predictable. Sixth, Find link to language usage to context.

2.8 CLT in teaching English in conversation class uses authentic materials.
According to Richard (2001), The authentic materials relate to the use of teaching texts, photograph, video selection and other teaching resources that we were not specially prepared for pedagogical purpose. This makes one of the most obvious need in teaching a foreign language that the student get to hear the language, whether from the teacher, from multimedia resources (TV, DVDs, video and audio tapes, radio, online), from other students, or any other source, and furthermore be exposed to as rich a diet of authentic language discourse as possible.

3. METHODOLOGY
In research design, this study used qualitative method. Qualitative data was gathered through observation and interview. Qualitative methodology was the most suitable for this research to explore teachers’ experience about the use of Communicative Language Teaching at English Educational Center, Jambi. According to Aleixo (2003), qualitative research has a unique approach to research that draw mostly multiple sources and opinion of specific experience. In this study, multiple sources come from 5 teachers at EEC. The qualitative data was collected through observation and interview. The participants in this study are five English teachers at English Educational Center. Teacher A was graduated from University of Jambi from English Department. He has been an English teacher for 23 years. He has a lot of teaching experiences. He has already taught English at English Educational Center, in Jambi for 5 years. Teacher B was graduated IAIN Jambi from English Department. She has already taught English at English Educational Center, in Jambi for two years. Teacher C was graduated from university of Jambi from English Department. She has been an English teacher more than ten years. She has already taught English at English Educational Center, in Jambi for one year. Teacher D was graduated from Batanghari University from English Department. She has been an English teacher almost 5 years. She has already taught English at English Educational Center, in Jambi for 6 months. Teacher E was graduated from university of Jambi from English Department. He has been an English teacher more than 20 years. He has a lot of teaching experience. He has already taught English at English Educational Center, in Jambi for one year.
3.1 Data Collection Technique
This case study of qualitative research used observation and interview to explore a bounded system at English Educational Center, in depth data collection involving multiple sources of information like interview, audiovisual materials and documents report.

4. Discussion

4.1 The teachers apply CLT in teaching English in conversation class at English Educational Center.
There were many reasons to apply CLT in teaching English in conversation class at English Educational Center. Richards (2006) stated that the following activities focus on fluency. Richard (2006) stated that in ten core assumption of CLT mentioned that; involve learners in interaction and meaningful communication, meaningful communication comes from students. Another ways to do the interaction and meaningful interaction to achieve communicative competence, the teachers made English discussion program by applying English debating program, Its name was National University English Debating Championship (NUEDC). According to Hammer (1998:85), teaching and learning activities in CLT focus on real communication with various language without focusing on form of grammatical pattern. According to Richard, (2006), the principles of communicative language teaching methodology; stated that give learners chance to develop both fluency and accuracy, and let students find grammar rules. Richard (2006) cited that the teachers’ role in language classroom is only facilitator to create classroom climate more conducive to language learning. But finding in this research that the teachers were still teachers’ center when they were teaching English. But this research also had some similarities to CLT theory (Richard 2006) stated that give students opportunities to apply and practice the language and to reflect language use and language learning. Examples; ask the students to do the presentation, discussion and debating program.

4.2 The problems are encountered by the teachers in teaching English using CLT.
The following problems in this research finding were encountered by teachers in teaching English using CLT like; many students were afraid of speaking English mainly for new students in conversation class and less vocabulary, ashamed to demonstrate the conversation in front of the class, they can not speak English spontaneously, they were not confident to speak English, less motivation, they did not want to speak English. In previous research with the title “Improving Students’ Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia” students’ problems in speaking English such as low motivation to speak, don’t have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid to express their ideas through oral communication, unfamiliar with good techniques to speak easily, well that caused of difficulties in expressing their ideas, etc until there is no student who was not active in speaking.

4.3 The teachers solve the problems of the application of CLT in teaching English in the classroom.
There were many ways how the teachers solve the problems of the application of CLT in teaching English in the classroom. According to Savignon (1972), the learners are allowed to communicate with other speakers by using real communicative setting effectively and spontaneously to know learners’ ability in communicative competence. In this finding of this research had similarities with the theory. The teacher asked the students to practice communication in pairs. Make the class more interactive and communicative. In conversation class focused on communication between teacher and students or students and students. In conversation class, the goal was to achieve communicative competence and focus on communication. The teachers gave the students more attention, motivation and encouragement. Ask them to involve in communication with their friends in classroom. Make them to be willing to practice communication either in the classroom or outside the classroom.

Richard (2001), stated the use of teaching texts, photograph, video selection and other teaching resources that we were not specially prepared for pedagogical purpose. This theory had the same ways with this research to solve the problems of the application of CLT in the classroom like; provide video. The teachers asked the students to watch video, after finishing watching video, the teachers asked them to tell the story of video by using their own sentences.
According to Horwitz (2008), CLT class uses “authentic communication” from the beginning class. He stated that CLT teachers tend to communicate in target language and the teachers do not accept the students’ answer by using the students’ first language. Another key factor of CLT is teachers do not control students and prevent them from doing mistake in using language, but teachers help students and motivate them to work with language (Brown, 2001). This theory had similarities with this research like; Invite them to involve in communication by asking them to practice communication in pairs or work in group. According to Richard, (2006) the principle of communicative language teaching methodology: First, language learning focuses on real communication. Second, give chance for learners to try out and experiment what they know. Third, learners’ errors must be tolerant when they showed to build his or her communicative competence. Fourth, give learners chance to develop both fluency and accuracy. Fifth, link the different skills like speaking, reading, and listening together since they still happens in the real world. Sixth, let students find grammar rules. This principle of CLT methodology had similarities with this research. In this research the teacher focused on communication, but there were some differences like in this theory that gave learners chance to develop fluency and accuracy, while in this research focused on fluency and teachers gave students vocabulary to help them to speak English, motivation and encouragement. Make the class more interactive and communicative. Make the students confident to speak English.

According to Richard, (2006) learners errors must be tolerant when they showed to build his or her communicative competence, it was the same as this research, in this research mentioned that the teachers told then don’t care about your mistakes, invite and persuade them to be willing to speak English. Tell them your mistakes number 16. He also stated that; give learners chance to develop both fluency and accuracy but in this research focused on fluency only, not focused on accuracy. The key factor of CLT is teachers do not control students and prevent them from doing mistake in using language, but teachers help students and motivate them to work with language (Brown, 2001).

5. Conclusion
The teachers apply CLT in teaching English in conversation class at English Educational Center by doing the following activities: Make the students active and do interaction to others. Make the material easier, more interesting, communicative, interactive and fun for students. Communication had to be authentic. Prepare the materials well before teaching. Select the proper ways or strategies to teach the students. Use video when they were teaching the students. The teachers focused on real communication and fluency in the classroom. Make discussion program like NUEDC to achieve communicative competence.

The problems are encountered by the teachers in teaching English using CLT. Many students were afraid of speaking English mainly for new students in conversation class. The students had less vocabularies. They were ashamed to demonstrate the conversation in front of the class. They could not speak English spontaneously. Some students were not confident to speak English, less motivation to speak English. They did not want to speak English, spend the time to prepare the lesson.

The teachers solve the problems of the application of CLT in teaching English in the classroom. The teachers gave students vocabularies, create the lesson more interesting and interactive learning. Make students to be willing to speak English and invite then to involve in communication and ask them to practice communication in pairs. Make the class more interactive and communicative. Focus on communication, motivate and encourage students to practice speaking English to achieve communicative competence. Make the students to be willing to practice communication either in the classroom or outside the classroom. Make students confident to speak English spontaneously. Use video in teaching English the conversation class. Focus on communicative activities. Tell them, don’t care about your mistakes. Your mistakes were number 16. Make a good preparation before teaching in front of the class.

6. Recommendation
This research has stated that The Use of Communicative Language Teaching (CLT) at English Educational Center, Jambi. This research offered some recommendation for English teachers at EEC. First, teachers applied CLT at English Educational Center to improve students’ ability in
doing communication in order to get communicative competence. Second, teachers require to learn more about CLT in teaching English. Thirdly, teachers must know the principles of CLT well. Fourth, teachers create various games or rules plays that will encourage them to learn English and make a good communication to achieve communicative competence. Fifth, teachers must prepare the materials well before being given to their students, like video screening, actions, discussion and role play. Sixth, the teachers had to create the teaching materials more interesting and communicative to make them happy in learning English. Seventh, motivate and encourage the students to learn and speak English fluently and more communicatively. Eighth, teachers provide more activities to encourage students to communicate and practice speaking English either in the classroom or outside the classroom.

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MEASURING AFFECTIVE ORIENTED IN ENGLISH CLASSROOM 
BASED ON SCIENTIFIC APPROACH

Ira Maisarah

Abstract

There are three domains that must be evaluated by teachers included the English teachers. The three domains are cognitive, affective, and psychomotor. The function of the evaluation of these three domains are the teachers need to know the improvement of the students' intelligence, the development of students' attitude, and the students' movement in doing something. Measuring of cognitive and psychomotor are relatively easier than measuring of affective. Affective is something inner that unseen. The justification of affective from someone can be interpreted after he/she is showing what he/she thought and felt into certain actions. The teachers cannot justify the students' affective at the first scene. It needs a process. So, before doing the evaluation on the students' affective, the teachers must decide the target of affective that will be formed during the learning process. Based on the research done in English classroom for Junior High School, scientific approach helps the teachers in designing the target of affective for the students. There are five steps in scientific approach such as observing, questioning, experimenting, associating, and communicating. Every phase in scientific approach has its own target of affective. In accordance with these five steps, there are eighteen kinds of affective that can be formed by English teachers, they are: religious, honesty, curiosity, critical thinking, logical thinking, self-confidence, love science, respect to others, emotional intelligence, creative, innovative, independently, polite, hard work, responsible, discipline, democracy, and pluralist. These affective are scattered in five stages of scientific approach. Then, finally, it becomes one of the learning outcomes in studying English as a foreign language.

Key Words: Affective, English Learning, Scientific Approach

1. Introduction

There are three domains that must be evaluated by teachers, such as cognitive affective, and psychomotor. The Indonesian government incorporates affective as part of the competence of graduates for primary and secondary schools. Thus, every teacher who teaches in primary and secondary school must be able to know the affective development of each learner. To find out how good or bad affective each learner is, the teacher can perform an affective assessment of their attitudes. The purpose of the assessment is to measure the students' learning achievement.

Affective domain requires changes in interests, attitudes and values in learners. Affective domain also requires learners to be able to develop an attitude of appreciation and able to adjust to the surrounding environment. According to Bloom, Krathwohl, and Masia (1974:95), affective domain is divided into 5 (five) levels, namely: receiving or paying attention, responding or participating, determining the value or belief, unity or organization between values, and characterization. Receiving or paying attention is the lowest level in the affective domain, because at this stage, learners are only able to pay attention to the phenomenon or stimulus given. Responding or participation is the active involvement of learners of the phenomena they are concerned about. The determination of values or beliefs involves the consistency of beliefs or attitudes shown. Organizing of values is the ability of learners to relate one value to another. Characterization is a system of values, beliefs, ideas, and attitudes that have been internalized in the learners and become the philosophy of his life. Characterization is the highest level in the affective domain.

Therefore, the teachers must be able to form affective of each learner, so that they can reach the highest level of affective domain. Anderson and Bourke (2000: 4) state that affective domain is more emphasis on one's willingness to accept or reject something. So, in English learning, English teachers should guide students in order to achieve the highest level of attitude, that is characterization.

Why affective is so important to be measured?
Keblowska (2012: 164) says that affective domain plays a very important role in the process of learning a foreign language. As it is known that there are 4 (four) skills that must be mastered by learners in learning English, namely: listening, speaking, reading, and writing skills. By mastering English both orally and in writing, students are expected to communicate further, so he can master the information and technology that will ultimately make his knowledge can grow well. Students' mastery of these four skills is a representation of their cognitive abilities. Therefore, affective helps lead learners to have maximum cognitive abilities.

For example, during learning English, many learners are embarrassed to practice the sounds that exist in the English language. They are embarrassed to do so, because fear of being wrong. They feel that if they are wrong in pronouncing the sounds of a vocabulary in English, then they will be laughed at or mocked by their classmates. Another example is in developing reading skill, many learners when given English text feel 'it is difficult', without reading the text given earlier. The concept of thinking like this will make them encapsulate in negative paradigms that will ultimately make their cognitive not develop. Supposedly, learners will try to sound every vocabulary that is in English, without the need to feel inferior or afraid of being laughed at by other friends. Furthermore, they should also have a positive view of the texts written in the English language. If they have been able to develop a positive attitude toward learning English, then their English skills will also get better. On the contrary, if they remain in the negative thinking capsulation, they will fail to master the English language.

As Jacob concludes in his research that is the success of a learner can not only be determined by their cognitive ability alone, but also determined by the affective maturity of the learners themselves (Bloom, et al., 1964: 20). This statement is also supported by Karthwohl et al. (1974: 20) who believe that if a cognitive of learners are develop, then the affective should also develop in accordance with its cognitive development. So, if the learner has a high level of intelligence, then the affective also must be good. The analysis that is expressed by Karthwohl, et al. is reinforced by Anderson and Bourke (2000: 10) who state that learners who have positive attitudes will be easy to achieve the success. This is because the internalization of motivation in themselves that can be a reinforcement for every action.

Affective is not only affects the cognitive, but also affects the psychomotor domain. In the psychomotor domain, learners are required to move (Harrow, 1971: 14). The desire to move is commandeered by attitude. Thus, if the learner has no desire to move, then he will not get anything. That is, to make students want to move, it takes a motivation. While the motivation itself is part of affective. So, when the student does not have the motivation to do something, then he will not make the movement. In addition, a positive and stable emotional can motivate learners to be more active in learning. In learning English, they will not easily get frustrated when they fail to learn it. In fact, LeDoux (1996: 25 in Keblowska (2012: 157) states that a mind without emotion is not a real thought. In this regard, Piasecka (2013: 219) also found that positive emotions and feelings can help students in developing their communication skills. In this case, there is a positive relationship between affective maturities with cognitive ability. It means that learners who have affective maturity will have good language skills.

Based on the explanation above, it appears the importance of affective in determining the success of a learner in learning. Therefore, at this time, teachers are required to use a scientific approach. This scientific approach consists of 5 (five) phases, including: (1) observing, (2) asking, (3) gathering information or experimenting, (4) associating, and (5) communicating (Hosnan, 2014:35). Each phase has a target attitude that must be possessed by a learner. For example, in conducting observations, learners are expected to be serious and thorough while observing an object of learning. Furthermore, in the asking phase, the students are expected to dare to express their curiosity towards the object of learning. In the information gathering or experimenting phase, it is hoped that learners can be honest while gathering the required information. While in the associating phase, it is expected to learners can work hard in linking information one with other information. Finally, in the phase of communicating, it is hopefully learners can appreciate others.

In line with the achievement of targets in each phase of learning, teachers should conduct the best measurement related to affective owned by each learner. Thus, a teacher should know in advance what instruments are suitable for measuring affective, and what affective should be
measured during the learning process based on a scientific approach. So, this paper describes the English teachers’ need in measuring affective domain at English classroom, and types of affective oriented in learning English based on scientific approach.

2. Methodology
This research is done by using descriptive method. The research instrument that is used is open-ended questions. According to Bloom, et al. (1981: 315) this way is very effective to know attitudes, beliefs, activities, and values undertaken or adopted by a person. Getzels and Walsh (1958: 3 in Bloom, et al. (1981: 316) also said that open-ended questions allow one to respond to questions.

There are 6 (six) English teachers who teach at Junior High School in Merangin Regency become the sample or informant in this research. The selection of the six language teachers is based on the goal, i.e. only English teachers who teach English subject by using a scientific approach. So, these six English teachers are chosen by using purposive sampling technique.

Then, the answers which are provided by open-ended questions were assessed on the basis of indicators that had been designed. In detail, the indicators are split into several aspects such as affective aspects, scientific approaches, affective measurement techniques, and English learning aspects. It is intended that the results can be analyzed in a directed and in-depth manner. The questionnaire results are reduced according to the indicators. The results of this reduced questionnaire were combined based on the purpose of this study. In addition, data is also analyzed by using percentages.

3. Discussion
There are two aspects that will be discussed in this section, namely the needs of English teachers in measuring affective during the learning process and types of affective orientation in learning English based on a scientific approach.

3.1 The Needs of English Teachers in Measuring Affective During the Learning Process
The answers given by English teachers as outlined in the open-ended questions can be concluded that the English teachers need an affective instrument that can cover all teachers’ expectations in measuring the students’ affective during English learning process by using scientific approach. As it is known that the attitudes to be judged are vary by each stage of the scientific approach. This is due to different substances at each stage. For example, at the stage of observation, it is expected within the learners will form an attitude of curiosity, appreciation, hard work and logical thinking. So, when the teacher asks the learner to pay attention to the picture in the textbook, the teacher will measure whether the learner will carry it out or not. In this case, the attitude that will be measured is respect. Furthermore, during observing the picture, the teacher will see is there any desire of learners to find out about the observed picture or not? Thus, the attitude that will be measured is love science and hard work.

Because of the complexity of attitudes to be judged by an English teacher in every stage of the scientific approach, how can an English teacher provide an attitude measurement without the appropriate affective judgment instrument? In addition, it is also not easy to provide an attitude measurement at a single observation process for all learners who are in the classroom if the teacher is not using a more simple measurement, even in the large class.

During this time, the affective measurement of learners is focused on one attitude only. This is because there is no adequate affective measurement instrument to be used by English teachers. This condition, of course, cannot accommodate teachers’ expectations of a more detailed and comprehensive affective measurement for each stage of the scientific approach during the learning process. So, it can be concluded that English teachers need simple affective measurement instruments and easy to use during the process of learning English in the classroom.

Teachers need an observation sheet. The attitudes and behaviors of everyday learners are recorded through observation by using a format that contains a number of observed behavioral indicators, both related to the subject as well as in general. Brown (2003: 266-267) says that whatever the learners do in the classroom should be observed, such as the questions they give,
every response shown by learners, and non-verbal behavior. All must be observed and recorded. Observations on attitudes and behaviors related to the subjects are conducted by the teacher during the learning process, such as: diligence, confidence, curiosity, cooperation, honesty, discipline, environmental care, and many others.

3.2 Types of Affective Orientation in Learning English Based on A Scientific Approach.

In essence, there are 25 (twenty five) types of affective that can be judged by a teacher. However, for the learning process of English, affective can be judged as many as 17 (seventeen) attitudes, namely: (1) religious, (2) honesty, (3) responsible, (4) discipline, (5) hard work, (6) Self-confidence, (7) logical thinking, (8) critical thinking, (9) creative, (10) innovative, (11) independent, (12) curiosity, (13) love science, (14) respect to others, (15) polite, (16) democracy, (17) emotional intelligence, and (18) pluralist. These eighteen attitudes are expected to form at every stage of the scientific approach.

Moreover, the English teachers have a good understanding of the meaning of attitudes. It can be seen in the following table:

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Respondents' Answer</th>
<th>True %</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' understanding of religious</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of honesty</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of responsible</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of discipline</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of hard work</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of self confidence</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of logical thinking</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of critical thinking</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of creative</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of innovative</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of independent</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of curiosity</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of love knowledge</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of respect</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of polite</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of democracy</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of emotional intelligence</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>Teachers' understanding of pluralist</td>
<td>6</td>
<td>100%</td>
<td>Very Good</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>108</td>
<td>1800%</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

Based on table 1, the teacher's understanding of the types of affective is very good. 100% of respondents gave a correct definition related to understanding of religious, honesty, responsible, discipline, hard work, self-confident, logical thinking, critical thinking, creative thinking, innovative thinking, independent, curiosity, love science, respect, polite, democracy, emotionally intelligent, and pluralist.

Furthermore, these 18 (eighteen) attitudes will be distributed into five stages of scientific approach. These affective will be disseminated in detail as the orientation of measuring based on scientific approach that is consist of five learning steps: observing, questioning or asking, experimenting, associating, and communicating. In detail, the distribution of attitudes in the scientific approach stage can be seen as follows:

<table>
<thead>
<tr>
<th>Stages of Scientific Approach</th>
<th>Affective Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing</td>
<td>Religious, Respect to Others, Curiosity, Hard Work, Logical Thinking</td>
</tr>
<tr>
<td>Questioning</td>
<td>Curiosity, Love Science, Logical Thinking, Critical Thinking, Emotional Intelligence, Responsible</td>
</tr>
<tr>
<td>Experimenting</td>
<td>Polite, Honesty, Hard Work, Creative Thinking, Innovative Thinking, Independent, Self-Confidence</td>
</tr>
<tr>
<td>Associating</td>
<td>Honesty, Hard Work, Creative Thinking, Innovative Thinking, Logical Thinking, Critical Thinking, Self-Confidence, Discipline, Responsible</td>
</tr>
</tbody>
</table>
Based on table 2, at the observing stage, it is expected to form religious, respect to others, curiosity, hard work, and logical thinking. At the stage of questioning, it is expected to form curiosity, love science, logical thinking, critical thinking, emotional intelligence, and responsible. At the stage of experimenting, it is to be expected to form polite, honesty, hard work, creative thinking, innovative thinking, independent, and self-confidence. At the stage of associating, it is expected to form honesty, hard work, creative thinking, innovative thinking, logical thinking, critical thinking, self-confidence, discipline, and responsible. Finally, the communication phase is expected to form honesty, democracy, logical thinking, critical thinking, polite, self-confidence, respect to others, responsible, and pluralist.

The affective competence that will be developed at the observing stage is the sincerity and thoroughness in seeking information. In the observing activities, the teachers can present video, pictures, miniatures, impressions, or original objects to be observed by learners in the classroom during the learning process. Furthermore, affective competences that are developed at the stage of questioning are creativity, curiosity, critical thinking, and the ability to formulate questions for long life learning. Asking is one of the entrances to gain knowledge. Questions are the basis for searching more detailed and diverse information from the learning resources used. Moreover, with experiments, learners find evidence of the truth of a theory being studied. Therefore, in the experimental method, learners are given the opportunity to experience themselves or to conduct themselves, to follow a process, to observe an object, to analyze, to prove, and to draw their own conclusions about a particular state object or process. This method can also help learners to strengthen their knowledge of the subject matter they are studying.

In the association stage, the affective competencies developed are honest, discipline, hard work, the ability to apply procedures, and the ability to think inductively and deductively. At this stage, the students try to find the answer or knowledge from many sources. Therefore, in the activities of this association, learners are expected to analyze the work done and compare it with the work of others.

Finally, the affective competencies developed at the communicating stage are honest, tolerant, systematic thinking skills, expressing opinions briefly and clearly, and developing good and correct language skills. At this stage, learners are also expected to form a networking. That is, learners should also be able to cooperate with other students. In forming a networking, learners are expected to submit the results of observations, conclusions based on the results of analysis orally, written, or other media.

4. Conclusion
Based on the analysis of the English teachers' answers through open-ended questions related to the previously mentioned aspects, it can be concluded that the average understanding of English teachers is sufficient. This can be seen from the answers given by the English teacher which the average for each item of the question, more than 50% of respondents gave the right answer. That is, English teachers already understand the essence of affective judgment and scientific approach that must be implemented in the learning process.

Moreover, there are eighteen types of affective to be oriented in English classroom, that is religious, honesty, responsible, discipline, hard work, self-confident, logical thinking, critical thinking, creative thinking, innovative thinking, independent, curiosity, love science, respect, polite, democracy, emotionally intelligent, and pluralist. These all are distributed differently for each phases of learning in scientific approach.

So, based on the result of the research, it can be concluded that the English teachers at Junior High School must focus to the eighteen types of affective in measuring the students' affective during the teaching and learning process. Furthermore, the English teacher also can use the observation sheet to measure the affective of each learner. Finally, it is hoped that the affective measurement can be done comprehensively.
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DEVELOPMENT OF VIDEO TUTORIALS BY USING CAMTASIA APPLICATIONS AND MICROSOFT VISUAL BASIC 6.0 FOR KKPI SUBJECT AT SMK N 3 OKU

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Abstract
The purpose of this study was to develop video tutorials by using Camtasia 7 applications and Microsoft Visual Basic 6.0 on KKPI subject to the eleventh grade of SMK N 3 OKU. This type of research is a research & development (research and development), which is the research methods are used to produce a particular product, and measure the effectiveness of the product. The Population were the Media Expert, Expert Design, Matter Expert, and the eleventh grade student of SMK N 3 OKU. The method used in this research was the procedural model with data collection questionnaire by means of a questionnaire and data analysis techniques by using percentages. Overall, it can be concluded that the product is eligible to be made as a media resource for teaching because it is able to present interesting and fun materials. Researcher hopes, SMK N 3 OKU is able to apply computer-based learning media in the form of this tutorial video which has been developed as a medium of learning activities.

Keywords: Video tutorials, Camtasia application, Microsoft visual basic

1. INTRODUCTION

1.1 Background

The development of science increasingly encourages renewal efforts in the utilization of technological results in the learning process. Teachers are required to be able to use the tools that can be provided by the school, and it is not possible that the tools are in accordance with the development and the epoch of the times. Therefore, technologies such as computers can be utilized as learning media.

Various Medias learning have been developed and adapted to the development of science and technology (Science and Technology). In accordance with the development of science and technology nowadays, computer-based learning media is needed because the computer has characteristics that are easily to be understood and used in learning. As explained Musfiqon (2012: 193), technological developments today greatly affect the learning process. High technology based on computer and television gives students a sense to adopt the knowledge of media that can support classroom learning.

Based on observations made by researchers at SMK N 3 OKU on KKPI subjects, teachers still use conventional learning system with teacher-centered, that is using lecture method in delivery of subject matter to students. In addition to lecturing methods, the types of instructional media applied by KKPI subject used by teachers are very less varied, namely print-based media. The print media used by teachers is a textbook. There is no other media that helps teaching and learning process in KKPI subjects. This situation creates a tedious learning environment for students because teachers do not provide other learning media other than printed media.

Actually, in SMK N 3 OKU already has a quite complete facility, for example available Computer lab. Therefore, this facility should be used by teachers to make learning media tutorials by taking advantage of some programs that have grown rapidly at this time, for example Microsoft Visual Basic.

In this case, the author wants to take advantage of existing facilities as a tutorial learning media. The type of media used by the author is multimedia learning. As explained by Munir (2012: 2) that multimedia is the unification of two or more communication media such as text, graphics, animation, audio, and video with the characteristics of computer interactivity to produce an interesting presentation. Therefore, the author wants to develop multimedia learning on KKPI subject to the eleventh grade students of SMK N 3 OKU by utilizing computer program that is called Microsoft Visual Basic 6.0. So it is expected to be an independent learning media that
can be used by educators to develop skills and creativity so that it will appear a new model of interactive learning media.

1.2 Problem of Research
Based on the background above, then the problem of research is how to develop video tutorial by using Camtasia Application and Microsoft Visual Basic 6.0 On KKPI Subject to the eleventh grade students of SMK N 3 OKU?

1.3 Theoretical base
1) Learning Media
Something can be said as a medium of education or learning media, if the media is used to channel / convey the message with the expected learning objectives, as proposed by Kustandi and Sutjipto (2011: 9) that learning media is a tool that can help teaching and learning process to clarify the meaning of the message conveyed, so as to create the goal of learning is better and perfect.

2) Multimedia Learning Format
According Warsita (2008: 154) multimedia learning can be defined as a combination of various media that is packaged (programmed) in integrated and interactive to convey a particular learning message.
The format of multimedia learning presentation in Rusman (2011: 135) is as follows:
a) Drill. This format is intended to train the users to have mastery of concept skills in one skill or strengthen.
b) Tutorial. The format of this dish is a multimedia learning in the delivery of material done in tutorial, as like a tutorial conducted by teachers or instructors.
c) Simulation. Multimedia learning with this format tries to match the dynamic processes that occur in the real world.
d) Game. The format of this game presented in the learning refers to the activities of students learning while playing.

3) Visual Basic
Visual Basic is an object oriented programming (OOP), where a program is divided into small parts called objects. The object can be processed separately. Each object has a set of properties and methods that perform certain functions in accordance with what has been programmed to them.

4) Camtasia
Camtasia Studio is software from an existing program in computer developed by TechSMITH Corporation specialized in multimedia field. Camtasia Studio by Arpin (2009: 02) is an application program packaged for recording, editing, and publishing in creating video presentations on a computer screen. In addition, Camtasia Studio can help someone, especially a teacher in conveying and interacting with the audience. Camtasia Studio has the ability to record anything on the screen, including desktop, PowerPoint presentation, narration voice, and webcam video. Using Camtasia Studio one can create training, percentage, demo sales or product promotion, whether in the form of web, CD-ROOM, or other portable equipment.

2. Methodology
2.1 Types of research
The type of research used by researchers is research and development (Research and Development). According to Putra, Nusa (2011: 67) Research and Development is defined as a purposive, systematic, aimed / directed method of researching, formulating, improving, developing, producing, testing the effectiveness of products, models, . Certain procedures that are superior, new, effective, efficient, productive, and meaningful.

2.2 Development style
Researchers used a procedural model because this development is related to instructional system development steps, as suggested by Warsita (2008: 213) the development of an instructional system is a systematic and continuous process that will assist educators in developing the most effective learning experiences and Efficient for learners.
2.3 Data Analysis Technique
The data analysis is used to measure the feasibility of the products produced at large scale field trials. The ways to analyze the data are:

1) Questionnaire that has been filled the students or respondents, checked the completeness of the answer, then prepared in accordance with the sequence of student or respondent's absence.
2) Quantitative answer each question by giving the score according to the weight that has been predetermined
3) Create tabulation data with percentage calculation for the four scale
4) Calculating the percentage of each instrument with the following formula (Sudijono, 2012: 43):

\[ P = \frac{f}{N} \times 100\% \]

Information:

\( P \) = the percentage figure
\( F \) = Frequency being sought presentation
\( N \) = Number of cases (sum frequency / number of people)

3. RESEARCH RESULT AND DISCUSSION
3.1 Research result
The final product in this research is multimedia learning in the form of video tutorial by using Visual Basic 6.0 which is used as learning media. The application consists of interconnected pages using the buttons.

Figure 1. Main Display

The main page contains some buttons that serve to access the desired page. The buttons on the main page include the Hint, Competency, Material, Evaluation, and Exit buttons.

Figure 2. Display of Material Menu
This material page is a sub menu of the main menu page. On this page there are buttons to connect to materials based on basic competencies. As in the material pages in each basic competence there is a menu to connect to the material, whether the material in the form of pdf format or in the form of video tutorials as seen in the following figure:

Figure 3. Display Video Tutorial

The evaluation page contains multiple choice questions. On the first page before entering the question of evaluation, the user will see instructions on how to work and fill in the name and identity columns.

Figure 4. Display of Evaluation Instructions

After students fill in the identity column, then the program will raise the question of evaluation of no 1. Obtaining scores on the work of evaluation questions will be seen after the last question is completed answered.

Figure 5. Evaluation Display
3.2 Discussion

Learning Media means to improve the quality of education. One example of learning media in education is the development of computer-based learning media in the form of video tutorial developed by using Camtasia 7.0 and Microsoft Visual basic 6.0. Video Development Program Tutorial can improve students’ motivation and learning activities. This tutorial video development program is made in accordance with the curriculum and syllabus of KKPI Subjetc of elevents grade students at SMK N 3 OKU.

Before this media is applied, the first step is measured the product by conduct product test. The result of this product test that will later show product feasibly to be applied in school.

1) Experimental results of media experts, the average overall percentage of questionnaire testing is 85% with Good predicate.
2) The results of the design expert test, the average overall percentage of questionnaire testing is 85.2% with Good predicate.
3) An experimental material test result, the average overall percentage of questionnaire testing is 86.6% with predicate Good Once.
4) An individual scale test result, the average overall percentage of questionnaire testing is 84.8% with Good predicate.
5) The result of small-scale trials, the average overall percentage of questionnaire testing is 85% with Good predicate.
6) The result of large-scale trials, the average overall percentage of questionnaire testing is 82% with Good predicate.

In general, this video tutorial has several advantages, namely:

1) Interesting and fun because it is presented by adjusting the characteristics of the students. Starting from the use of color display, images, animated effects simple, so it is not boring users in using the program.
2) This program can be run with commands and buttons that are simple, it’s so easy to operate by users and users can actively select the desired menu.
3) The materials and videos contained in this program are based on the Competency Standards, Basic Competencies and Indicators in the syllabus so this program can really help in understanding the material that are supposed to learn.

But in addition to having several advantages, this program also has weaknesses. They are:

1) The development of this program is still used simple animation effects, especially on text animation
2) The program does not store data in the input or evaluation results are done by the user.
4. CONCLUSIONS AND RECOMMENDATION

4.1 Conclusion
From the explanation and discussion of the results can be concluded, as follows:
1) Video tutorials have been developed by using Camtasia Studio 7 and Microsoft Visual Basic 6.0 applications on KKPI subjects to the eleventh grade students of SMK N 3 OKU. The product result is a video tutorial that contains the materials and video tutorials. The program was developed by using Camtasia 7.0 and Microsoft Visual Basic 6.0 which comes with multimedia effects such as text, images, graphics, sound, and animation. KKPI lesson material delivered in accordance with the syllabus in SMK N 3 OKU.
2) Video Tutorial developed feasible to be used as support for learning activities KKPI subjects to the eleventh grade students of SMK N 3 OKU.

4.2 Recommendation
To get maximum benefits, the authors propose a suggestion as a consideration that is in order to develop and improve the preparation of this tutorial video learning program with a more complex problem form in order to produce a better program. Adding animations to make the learning media look more interesting. Adding databases to store workmanship data or evaluation results done by students.

REFERENCES
Creating Job-Related Materials to Gain More Success and Motivation In English Class for Management Students

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Abstract
Motivation is an essential part of learning. The more highly motivated the students are the more successful they can be. Based on my observation, students of management do not have sufficient motivation in participating in English class. The cause can be manifold. One of them is that the materials are not interesting enough to them. Mainly, English lecturers present materials that are basically related to language knowledge. This has significantly affected students’ motivation. Besides, many students perceive that such materials are not beneficial to their future career. In other words, the English language that they learn cannot contribute to their success at work. In fact, an important component of ESP course is lessons that contain job-related materials. Theoretically, teaching materials that are related to the students’ needs are able to promote students’ success in learning. This paper is aimed to discuss about how to develop job-related materials in English for management students. It is expected that this discussion will give valuable contribution to ESP lecturers in developing the teaching materials.

Key Words: Management Students, ESP Course, Motivation and Success, Materials Development

1. BACKGROUND
The English Course are considered very important to students of management because this course will support their career in the future. Not only business people but also government officials, careers of which management students are expected to be, are required to be able to use English for communication in business context.

However, management students, according to my observation, don’t seem to be happy with their English class. Attending English class for many of them seem to be just a ritual. The main cause of this problem lies on the materials. Generally, English materials for management students are not related to their discipline. Hence, they perceive that the English will do nothing with their career in the future. In fact, course materials that are related to job will enhance the motivation of the students in the learning process. This paper discusses about how to develop job-related materials for English class for management students. It is expected that English teachers in college can take benefit in developing materials for their students.

2. THEORETICAL FOUNDATION
2.1 Management and Management Students
Management students are those who study management. After they finish their study, they dream to be managers such as marketing managers, financing managers, etc. Usually, management students concentrate on three fields of study: 1) marketing management, 2) financial management, and 3) human resources management. At Batanghari University, majority of the students concentrate on finance.

Management is the process of coordinating work activities in an effective and efficient way. Accordingly, managers are those who get work done effectively and efficiently through other people. In general, management have four main functions: planning, organizing, leading, and controlling. Based on these functions, managers have more specific activities. For examples, deciding on target and strategies to achieve the target in planning activities, motivating, giving instruction in leading activities, and evaluating program and giving correction in controlling activities, and so on.
2.2 English for Specific Purpose (ESP) Course

English for Specific Purpose (ESP) falls into two categories, they are, English for Academic Purpose (EAP) and English for Occupational Purpose (EOP). EAP is especially designed for participants who want to continue their study abroad, while EOP is especially designed for those who want to go to work. EAP materials are usually characterized by academic topics such as medical, engineering, biology etc. On the contrary, EOP materials are characterized by language functions that are needed at work place. For examples, EOP materials for those who want to work as tour guides are mainly about language that they need to communicate with tourists, while materials for those who want to work for travel agency are about language functions that deal with how to explain about ticket price, etc. For managers going-to-be, the ESP materials should be related to language functions that support managerial skills such as negotiating skills, leading skills, skills of chairing meetings, etc.

Over the past decades, English for business has been demanded significantly. There are several reasons for this. First, many undergrad students want to pursue career in business in which, very often, English is used for communication. Second, undergraduate students also want to pursue career in companies that need English for communication. Lastly, nowadays nations are almost borderless. That means, people from one country will be enabled to pursue career in other countries. That means also that they need to learn English in advance since English is not their own language.

2.3 Motivation and Success in Learning

Motivation has been defined as a drive for someone to do something. In the learning context, then, it is defined as a drive for a learner to learn. Motivation correlates very significantly with success. The more highly motivated a learner to learn the more likely for him or her to be successful.

Experts say that people are motivated in different ways. According to Maslow, people are motivated because they want to fulfill their needs which are hierarchically categorized into five: physiological need, safety need, social need, self esteem need, and self realization need. Another theory says that people are motivated because of their expectancy. People are willing to assume responsibility because they expect something. For example, a person works because he expect that he would get a salary.

2.4 Materials Development

Materials are anything that facilitate learning of language. Materials can be text or non-text. ESP materials should 1) be designed to meet specified needs of the learners, 2) be related to content (i.e. in themes and topics) to particular disciplines, occupations, or activities, 3) be appropriate to these activities in syntax, lexis, discourse, and semantics, 4) be in contrast to ‘General English’, 5) be restricted to the language skills, and 6) not be taught according to preordained methodology. When we develop ESP materials that are related to workplace, these two questions should be addressed: 1) who will be the learners in future workplace? 2) what activities will the learners perform in future workplace?

3. DISCUSSION

Need analysis in ESP program is a must because the target students have special need for English. That means not all of the English language knowledge is important to the students. Richards (2001) notes that there are four aspects that need to be considered when developing the content of ESP course. The first aspect is restriction. In this case, only those “basic skills” such as understanding speech, speaking, reading, and writing are included which are required by the learners’ purpose. The second aspect is selection. In this aspect, only those items of vocabulary, patterns of grammar, functions of language are included which required by the
learners’ purpose. The third aspect is themes and topics. In this aspect, only those themes, topics, situations are included which are required by the learners’ purpose. The last is communicative need. In the aspect only those communicative needs are included which are required by the learners’ purpose.

Management students are expected to be managers in the future. Hence, they need to have good knowledge of managerial skills. In developing materials for management students, I use these following five principles:

1) The materials should cover the language functions that learners are likely to use in their future professional environment.

ESP materials such as English for managers are expected to help students to learn the English language functions they will encounter in the context of managerial activities. Below is the table of Language functions that are likely to be encountered in the context of managerial activities:

<table>
<thead>
<tr>
<th>Interpersonal Exchange</th>
<th>Professional Exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting and saying goodbye, Introducing oneself and others,</td>
<td>Asking for and giving information, suggestion, and direction,</td>
</tr>
<tr>
<td>Beginning and ending conversation, Asking for repetition,</td>
<td>Describing people, place, and things, Making inferences or</td>
</tr>
<tr>
<td>Checking comprehension, Changing the subject, Interrupting</td>
<td>conclusion, Interpreting graphs, Giving instruction, Writing</td>
</tr>
<tr>
<td>appropriately</td>
<td>memo, interviewing candidates of posts.</td>
</tr>
</tbody>
</table>

2) The materials should cover the topics/situations that learners are likely to use in their future professional environment.

Below is a suggestion of topics or situations likely encountered by students in their future professional environment: This list is not exhausted by itself. More topics can be added.

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dine out with clients, Welcoming Ceremony, Giving a speech, Chairing</td>
</tr>
<tr>
<td>Meetings, Negotiation, interview, Business meeting, Board meeting, etc.</td>
</tr>
</tbody>
</table>

3) The materials should emphasize the linguistic skills most needed in managerial profession.

Linguistic skills are very significant for an effective communication. Linguistic skills in this case mainly deals with vocabulary mastery and syntax. Vocabulary materials should only cover vocabulary that is relevant to the managerial environment and syntax materials must be compatible with the language functions. For example, if the lesson is about how to describe people, the vocabulary should be related to, for instance, the personality traits of the person in addition to words that are related to the person’s competence. For syntax relevance, the materials structure should only be structure that support the cohesion and coherence of the description. In terms of describing people, simple present could be the best idea to be presented and practiced.

4) The materials should adequately reflect local and target language culture.

In developing materials for ESP course, local culture should be taken into account. Learners can feel alienated if foreign culture is dominantly encountered. On the contrary, if the local language are wisely included in the materials, students’ motivation will be boosted. So, putting local names, for example, instead of foreign names, in the sample sentences is a good idea.
5) The materials should take into account local teaching/learning styles.

Although discovery learning, problem-based learning, in which students are more active than the teacher, this is not always working well with students from a particular culture. For example, Indonesian learners, traditionally, are accustomed to listening than to talking in class. So, perhaps, learning that rely on memory might be better than teaching techniques that require students to use cognitive ability. In other words, teacher or lecturers must wisely use combination of techniques that employ problem solving and rote learning.

4. SUMMARY

4.1 Conclusion

ESP materials especially English for Management Students will be beneficial to the learners if this course is designed in accordance with the learners’ needs. The benefit of learners’ needs-based ESP materials is that, first, it boost learners’ motivation and, second, it support learners’ career in the future. Hence, prior to the launch of the materials, needs analysis is a must. In the needs analysis, these five principles must be taken into account: 1) language functions in the materials should be relevant with the learners’ communicative needs in performing management functions in their future career, 2) topics or situations in the materials should be related to the management functions, 3) the linguistic skills in the materials should be supporting to the communicative competence needed in the management functions, 4) the materials should reflect the learners’ local culture and foreign culture as well, 5) learning styles of the learners should be taken into account in the materials. Appendix 1 and 2 of this paper can an idea of developing materials for management students.

4.2 Suggestion

Based on the discussion above, I suggest that instructors of ESP for management have a good command of content knowledge of management or hold a degree in management.

REFERENCES

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Appendix 1

Sample Lesson

Objective: Students are able to write an interview assessment.

Topic/situation: Interview Assessment

Language Skill: Writing

Language Function: Writing an Interview Assessment

Grammar Item: Third singular verbs in simple present

Vocabulary: Words related to the topic/situation

Step 1
- Hand out the text (without the title) (appendix 2) to the students, then ask them to complete
Appendix 2

INTERVIEW ASSESSMENT

Articulated and well-presented, Ahmad Febriyanto is an excellent candidate for post of Director of Software Development. He wants to leave his present employer, a small computer company, because he feels that he (not use) his knowledge of software engineering to the full. He looks for a more challenging position where his field of specialization can be exploited in a more stimulating environment. He realizes that our company is growing rapidly, and that he would be expected to contribute to that growth. He is familiar with our existing range of software and regularly reads our publications. Although at present he lives in Palembang, he says that he is willing to wherever we decide to send him. He occasionally travels to various provinces for trade fairs and exhibitions and enjoys meeting people of different background. At the moment, he attends a training course at the Goethe Institute in order to perfect his German.

J. Haryanto
Personnel Manager
27th April 2017

(Modified from New Insights into Business (Students’ book) by Graham Tullis and Tonya Trappe)
An Analysis of Grammatical Errors in EFL College Students’ Proposal Thesis Writing

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Abstract: The study is aimed at describing the dominant grammatical errors made by English Education students at STKIP YDB in writing their thesis proposal. The objectives of the study were formulated as (1) to find out the most common grammatical errors made by the students in writing their thesis proposal and (2) to find out the source of the grammatical errors made by the students in writing thesis proposal. The method of the study was qualitative descriptive. Documentation was used as instrument of the study from which data was collected through 15 thesis proposals of fourth semester English education students in the academic year from August 2016 to February 2017 year. Technique of data analysis that was used as proposed by Ellis (1996) is through collecting samples, identification of errors, classification of errors, explanation of error and evaluation of the errors. The classification of the grammatical errors are based on Linguistic and Surface Taxonomy category, while source of the errors are based on theories of interlingual and intralingual transfer errors. The research findings reveal that the most common errors made by the students in linguistic taxonomy fall into the error use of passive voice, subject-verb agreement, tense verb, part of speech which are comprised 79.38 % of total grammatical error, while in the surface taxonomy falls into the omission and misordering errors which are comprised 71.73 % of total errors. Dealing with the source of the errors, it was found that intralingual transfer such as overgeneralization and incomplete application of rules which comprise 65.64 % of total of errors, are the major source of grammatical errors that the students made in writing their thesis proposal. The research findings come to a conclusion to the need of discussing its impacts on pedagogical implication in teaching and learning grammar in the classroom.

Key words: grammatical error, linguistic taxonomy, surface taxonomy, intralingual transfer errors, interlingual transfer errors

1. INTRODUCTION

Handing out a research proposal is an early step that a college student must carry on in thesis writing subject as the final compulsory course of curriculum they need to complete in order to finish their study at higher level of education and to get college degree. However, writing thesis proposal is indeed the most difficult subject course to conduct for many college students since it is the ultimate and real implementation all knowledge of the subject courses and materials they have learnt and gained during years of studying in the university. For a college student, it requires not only to fulfill scientific and academic standard in writing research but the most importantly also to have good writing ability and skills. So, that’s why writing thesis for most college students are physically and mentally stressful. It needs extra efforts and motivation to accomplish it. However, if they succeed it, it will certainly become the highest academic achievement in which they deserve to be proud of.

Furthermore, one among other important aspects that college students must be aware of and demanded in writing thesis is that it must be free grammar mistakes and errors. Different from spoken language, written language in general and writing thesis in particular demand a highly standardized language form. However, as a part of development process in the acquisition of English language that EFL learners are learning, grammar errors in writing are still problematic issues for most of them. Thus, it is not surprising to find L2 learners’ thesis proposal full of grammatical errors. Frankly speaking, by putting aside whether this fact indicates that L2 learners’ failure in learning target language according to the curriculum employ or further course material studied, it indeed also serves as abundant resource of information on research issue of L2 learners’ second or foreign language learning and acquisition.

According to Brown (1994), errors are are noticeable deviations from adult grammar reflecting the interlanguage competence of the learners. Additionally, Dulay and Burt (1974) stated that error making is expected and that it would appear necessary and essential to language learning. In fact, it is a clear sign to show language learner actually develop and internalize the rules of the language.
Similarly, Coder (1991) states that learner errors occur not only because of interference in native language but also they reflect specific strategies that are employed by L2 learners in the process of development of second language acquisition. Language learning is a process of discovering the underlying rules, categories and systems of choice in the language. Thus, in order for this discovery to take place, L2 learners have to go through several stages and processes in making errors.

Many language experts like Richard (1971), Corder (1991), Dulay & Burt (1974) point out the advantages of finding and analyzing L2 learners’ errors in the language they are learning. For a researcher, for example; they provide evidence of how language is learnt and acquired, what strategies or procedures the learners employ in their discovery of the language. In fact, errors are essential to the L2 learners themselves and it is a method the L2 learners use to test his hypotheses about the nature of the language they are learning. For language teacher, in fact, they can gain much benefit from error analysis as well as description because the error analysis provide them with feedback on the effectiveness of their teaching materials and their teaching techniques. In addition, errors enable teachers to decide whether they can move on to the next item they have been teaching and they provide the information for designing an improved syllabus or a plan of improved teaching. More importantly, errors made by L2 learners are major elements in the feedback system of the process of language teaching and learning. It is on the basis of the information the teacher gets from errors that he modifies his teaching procedures or materials, the rapidity of the progress, and the amount of practice that he plans at any point of time.

Given to the facts mentioned above, this study is an attempt to describe and explain what dominant grammatical errors of fifth year students of English Education Department made in writing their thesis proposal. Thus, concerning with pedagogy aspects this research is leaded to seek to answer the following questions: (1) What are the dominant types of grammatical errors made by the fifth year of English education students in writing thesis proposal?, and (2) What might be pedagogical impacts of the error findings?

Error analysis, a branch of applied linguistics emerged in the sixties to reveal that learner errors are not only because of interference in native language but also they reflect specific strategies that are employed by L2 learners in the process of development of second language acquisition. There are two mains error taxonomies namely: surface strategy taxonomy and linguistic taxonomies

1.1. Linguistic Taxonomy Errors
Dulay et al. (1974) explain linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error effects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

1.2. Surface Strategy Taxonomy
Dulay, Burt, and Krashen (1974) state surface strategy taxonomy highlights the way surface structures are altered. Among the common errors are: (1) **Omission Errors**: Dulay, Burt and Krashen (1974) argue that omission errors are characerized by the absence of an item that must appear in a well-formed utterance. Language learenrs omit grammatical morpheme much more frequent than content words. For example “he comes my house”, the correct one is “He comes to my house”. Ommision is some necessary part of words, morphemes, or auxiliaries that may be left out by L2 learners because of his ignorance how to produce correct words in speaking or writing. According to Dulay, Burt, and Krashen (1974) in Faisal & et all (2015), omission errors are found more often in leaving out the grammatical morphemes such as verbs, article, nouns, preposition, inflections than the content of morpheme which carries meaning. (2) **Addition Errors**: Addition errors based on Dulay, Burt, and Krashen (1974) are characterized by the presence of an item which must not appear in a well-formed utterance. There are two categories of addition according to Dulay et all (1974). Those are **Double marking** and **Regulation Double marking happens when the learners failed to delete some unnecessary item that identified as error. For example, as in “She does not reads the book.” In the example, there are two tenses marker: **does** and **reads**. The used of auxiliary and verb
1.3. Source of the Errors
The first source of error is **Intralingual Transfer errors**. Intralingual transfer errors occur when learners have insufficient knowledge of target language’s rule and principle they are learning. As Richard (1971) confirms, this happens when learners attempt to build up their own hypothesis which lead to the wrong judgment about the target language because of their limited knowledge in applying the rules of the target language. According to Brown (2002), an intralingual error is a type of errors that usually occur within the language that is being learnt. These errors are not influenced by the mother tongue but reflect the general characteristics of rule learning such as overgeneralization, incomplete application of rules and failure to learn conditions which rules are applied. In short, knowing the stage of language acquisition of L2 learners can be explained through the study of grammar analysis. The second source of error is **Interlingual transfer errors**. Richard (1971:205) defines interlingual transfer errors as errors that are caused by interference of EFL learner’s native language. These errors are result from the learner’s rule application of the native language to elements of the target language they are learning in its written or spoken forms. When learning a new language, a learner tends to consciously or unconsciously connect between what they already know in their native language and what they do not know in the new language. In other words, the learner carries over the existing knowledge of their native language to the performance of the language they are learning (Ellis, 1997:28). Furthermore Ellis (2008: 350) states that the interference of learner’s native language occurs at various areas of language elements such as in phonology, morphology, grammar, syntax, lexis, and semantic. The influences reflect the degree to which both native language and target language being learnt differ or similar to each other. According to Odlin ( 1987:7), the interferences are stronger when the two languages are very much differ each other. Krashen (1981:65) adds that when the principle of learners’ native language is very different from target language they are learning, they will find it very difficult to comprehend and automatically they begin to apply the rules and structures of their native language into the process of target language learning.

2. METHODOLOGY
The study is descriptive qualitative which was aimed to analyze and to explain what dominant type of grammatical errors that English education Department’s students at STKIP YDB make in writing their thesis proposal and to find out what the source of the errors are. In conducting the study, the researcher worked in identifying, describing, categorizing and evaluating the grammar errors that the students made in writing their thesis proposal as the ways and steps to analyze errors, the way in which they are proposed by Ellis &Barkhuizen (1987) in Hendriwanto & Sugeng Bambang ( 2013:57). For this purpose, instrument used was documentation which the data were collected from fifteen thesis proposals of fifth year students at English Department in the academic year from August 1916 to February 2017. The fifteen proposals were derived from 3 different thesis academic advisors who supervised 5 students each. The focus of the analysis was the way they wrote the background of the problems in their research proposals based on the fact that it’s their genuine writing that reflects their true ability in writing. Then, the researcher worked in identifying, categorizing, explaining and evaluating types of grammar errors they made in writing their thesis proposal based on Linguistic and Surface Taxonomy and source of the errors from preceptive theories of L2’s intra and interlingual transfer errors. The technique of the data analysis was firstly through calculating the frequency of the errors in each category and obtain quantitative data of the errors into each of the category. Then percentage of the dominant errors were calculated by using the following formula.
Next, the errors were explained in detail discussion based on the category of errors (i.e. linguistic and surface taxonomy) and source of the grammatical errors (i.e. intra and interlingual transfer: ignorance of rule restrictions, overgeneralization, incomplete application of rules, false concept hypothesis).

4. The Findings
Regarding the grammatical errors made by students of English Department Education at STKIP YDB Lubuk Alung, the errors occurred and defined in great number of variety of grammatical errors, starting from the incorrect use of the main parts of speech (i.e. noun, verb, adjective and adverb ) to form an appropriate sentence, the use of conjunction, article, determiner, preposition, verb tense, passive voice, clause, and phrase. The percentage of errors are found through using formula \( P = \frac{F}{N} \times 100\% \). Each category of the errors in linguistic taxonomy and surface taxonomy is analyzed, explained and evaluated using grammatical terminology to find and discuss the type and the dominant errors as well as the source of the errors. they can be seen in the following tables and discussion.

4.1. Linguistic Taxonomy

<table>
<thead>
<tr>
<th>No</th>
<th>Linguistic Category</th>
<th>Frequency of errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subject-verb Agreement</td>
<td>120</td>
<td>15 %</td>
</tr>
<tr>
<td>2</td>
<td>Passive Voice</td>
<td>175</td>
<td>22 %</td>
</tr>
<tr>
<td>3</td>
<td>Verb tense</td>
<td>137</td>
<td>17 %</td>
</tr>
<tr>
<td>4</td>
<td>adjective</td>
<td>86</td>
<td>10,7 %</td>
</tr>
<tr>
<td>5</td>
<td>Noun</td>
<td>76</td>
<td>9,5 %</td>
</tr>
<tr>
<td>6</td>
<td>adverb</td>
<td>73</td>
<td>9,13 %</td>
</tr>
<tr>
<td>7</td>
<td>adjective</td>
<td>54</td>
<td>6,75 %</td>
</tr>
<tr>
<td>8</td>
<td>article</td>
<td>21</td>
<td>2,6 %</td>
</tr>
<tr>
<td>9</td>
<td>pronoun</td>
<td>28</td>
<td>3,5 %</td>
</tr>
<tr>
<td>10</td>
<td>quantifier</td>
<td>29</td>
<td>3,6 %</td>
</tr>
<tr>
<td></td>
<td>Total errors</td>
<td>799</td>
<td>100 %</td>
</tr>
</tbody>
</table>

The table 1 shows the number of linguistic taxonomy errors (i.e. breaking down the language components syntactically, morphology, phonology into its linguistic grammatical terminology) made by fifth years English Education Department at STKIP YDB Lubuk Alung in writing their thesis proposal. The numbers indicates that there are 3 types of dominant errors made by the students. They are in the incorrect use of subject-verb agreement, passive voice, and verb tense which comprise 54 %of total errors. The table also shows that the students have problems with parts of speech in writing in which the errors comprise 25,38 % from the total errors in the linguistic components. It was found that their grammar errors are quite complex and severe since in many cases one sentence that they wrote in the proposal contains more than one category and source of grammatical errors. Some of the students’ errors are shown in the following examples:

4.2. Surface Strategy Taxonomy

<table>
<thead>
<tr>
<th>No</th>
<th>Surface Strategy Taxonomy</th>
<th>Frequency of errors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ommision</td>
<td>176</td>
<td>34,78 %</td>
</tr>
<tr>
<td>2</td>
<td>addition</td>
<td>76</td>
<td>15 %</td>
</tr>
<tr>
<td>3</td>
<td>misinformation</td>
<td>187</td>
<td>36,95%</td>
</tr>
<tr>
<td>4</td>
<td>Misordering rules</td>
<td>67</td>
<td>13,24%</td>
</tr>
</tbody>
</table>
The table 2 shows the frequency of error occurrences and percentage the students made in Surface Taxonomy errors which consist of omission errors, addition errors, misinformation errors, and misordering rules. The misinformation rules and the omission are the two highest errors that the students made in writing their thesis proposal which comprise 71.7% of the total errors. The addition and misordering rules comprise 28.24% from total errors. It indicates that the most dominant type of errors that the students made in the aspect surface strategy are omission errors and misinformation rules.

4.3. Source of the Errors

Table 3. Recapitulation the Source of Errors

<table>
<thead>
<tr>
<th>No</th>
<th>Source of Errors</th>
<th>Sub-errors</th>
<th>frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intralingual</td>
<td>Overgeneralization</td>
<td>142</td>
<td>33.41%</td>
</tr>
<tr>
<td></td>
<td>transfer</td>
<td>Incomplete Application of rules</td>
<td>137</td>
<td>32.23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>False-analogy</td>
<td>67</td>
<td>15.76%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>misanalysis</td>
<td>32</td>
<td>7.52%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exploiting redundancy</td>
<td>18</td>
<td>4.23%</td>
</tr>
<tr>
<td>2</td>
<td>Interlingual</td>
<td>Exploiting redundancy</td>
<td>29</td>
<td>6.82%</td>
</tr>
<tr>
<td></td>
<td>transfer</td>
<td></td>
<td>425</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3 shows the frequency the source of errors of fifteen thesis proposal of the fifth year students of English education department at STKIP YDB Lubuk Alung. It was found that the dominant source of the errors occurred in intralingual transfer particularly in overgeneralization and incomplete application of grammar rules that comprise 65.64% of total errors in both intralingual and interlingual transfer.

5. Discussion

In writing thesis proposal, fifth year students of English Education Department at STKIP YDB. It was found that their grammar errors are quite complex and severe since in many cases one sentence that they wrote in the proposal contains more than one category of surface and linguistic taxonomy as well as the source of grammatical errors. As some of the students’ sample of errors are taken and explained as follow as:

Incorrect : When the teacher give instruction,.....  
Correct  : When the teacher gives instruction,.....

Incorrect : This errors are clearer when the learner make a written text  
Correct  : These errors are clearer when the learner makes or These errors are clearer when the learners make a written text.

The first sentence indicates the students’ error in the use of the verb “give” that should be added by the inflection ‘-s’ ending since the subject noun is singular. So, in order the sentence to be correct simple present verb, the verb must be changed into ‘gives’. In linguistic taxonomy, what the student violated is the term of incorrect use of subject-verb agreement. In term of surface taxonomy, is categorized as an omission error. Dealing with source of the errors, it can be said it is incomplete application of rule that the student violated.

In the second sentence, The demonstrative adjective “this” is not correct since the noun it followed is in plural form, so it must be changed to be “these”. The use of the verb “make” is also is not correct because it has singular subject and it needs inflection “-s” to be attached to the verb, therefore, in order the sentence to be correct simple present verb, it must be changed into “makes”. It can also be explained that category of the error in surface taxonomy is addition errors while false-analogy is the category in intralingual transfer as the source of the errors.
Incorrect: Based on the problems above, it suggest to the teacher to choose the suitable method and strategy ....
Correct: Based on the problems mentioned above, it is suggested that teacher choose the suitable method and strategy.

Incorrect: Based on the indication of the problem above, the research limited the problem....
Correct: Based on the indentification of the problems above, the research is limited to discuss about......

Incorrect: English is one of the international language which is use many people in the world.
Correct: As an International language, English is used by many people in the world or English is one of the international language which is used by many people in the world.

Some incorrect forms of passive voice made by the students above show their weaknesses in applying the correct form of passive voice “be+ past participle”. Some sentences miss the ‘be” to form passive voice some others miss the use of past participle to form the correct use of passive voice. In surface strategy taxonomy, it can be seen obviously that this error is ommision error while overgeneralization and incomplete rules application of intralingual transfer are source of the error.

Incorrect: Speaking as an important communication skills to convey ideas and information sharing.
Correct: Speaking as an important communicative skill that is used to convey ideas and share information.

Incorrect: In the teaching speaking, teacher find of the students’ problems when speak English, that are they not confidence when speak English.
Correct: In teaching speaking, the teacher finds out the students’ problems to speak in English that they are not confident with.

Incorrect: In their mind, English so difficult because are lack vocabulary, law intonation, unmotivated correct: In their mind, English is so difficult because they are lack of vocabulary, incorrect, intonation, and motivation.

Incorrect: they are not serious, because their shy with other people
Correct: they are not serious in studying and they are shy to speak with other people.

Incorrect: it is text which gives the information that completed with the evidence, the facts and statistic to support the idea of the text.
Correct: it is the text which gives the information that must be completed with evidence, facts, and statistic to support the idea.

Incorrect: At senior high school, the teacher using strategies that are.........
Correct: At senior high school, the teacher uses strategies that are.........

The sentences above shows some errors in Surface Strategy Taxonomy ( ie. ommision, addition, misinformation and misordering errors ) that the students made in writing their thesis proposal. Some of the ommision error that students made in their writing show that they sometimes missed the use the verb “be” in writing sentence, missed attaching ‘-s’ to the base verbs in simple present tense, omitted the use of suffix “-ent” to form adjective from noun, omitted the use certain word to give appropriate meaning in the sentence, omitted the use of suffix “-ed” to form passive voice, omitted the use of inflection “-s” to the base verb to form singular simple present verbs , omitted the use of to infinitive as complement after adjective, misinformation of using preposition, verb-ing, misordering in the use of “when” with phrase “to infinitive “ as a complement. In term of source of the errors, it can be seen that
overgeneralization and incomple rule-application of intralingual transfer are major source of the errors.

Incorrect: ...it makes the students should work hard to provide the concrete data and more knowledge to convince the reader that the idea is important.

Correct: ...It makes the students work hard to provide the concrete data and more knowledge to convince the reader that the idea is important.

The sample sentence above clearly shows that the use of modal auxiliary “should” is not correct because the causative verb “make” must be followed by verb infinitive. Apparently, there is an attempt of Indonesian word loan in sense of meaning to be inserted into English word. If this sentence is translated into Bahasa Indonesia, it will be “Hal ini akan membuat siswa tersebut harus bekerja keras untuk...” The insertion of the word “harus” or should” in English might be correct according to the sense of meaning in Indonesian language. While the given word “should” in English is not appropriate and redundant since the meaning of the word “make” in this sentence is “a must to do” so adding the auxiliary “should” will be incorrect in meaning as well as in grammar. It is clearly seen there is an interferences of the individual student’s first language to express idea in a sentence.

Incorrect: English has four language skills of each skills to be mastered

Correct: English has four language skills that each of the them must be mastered

There is a false use of passive voices and singular object pronoun “each” indicated by the use of the sentence above. Object pronoun “each” must be used with singular countable noun, while “base form be” in order to make passive with past participe “mastered” must be used with modal auxiliary. It is clear that this individual student has grammar problems concerning with the rule and principle of correct usage with quantifier in count-noun and noncount-noun as well as passive that made him/her ignore them in writing this sentenced. In the aspect of surface taxonomy, this error refers to misinformation error and in the source of the error is categorized as false-analogy.

Incorrect: In the teaching speaking, teacher find of the students’ problems when speak English, that are they not confidence when speak English

Correct: In teaching speaking, the teacher finds out the students’ problems to speak in English that they are not confident with.

The sentence above shows that there is a false use of definite article “the”, and the incorrect use of preposition “of “ after the verb “found”, and the inappropriate use of apostrophe ‘s, and incorrect use of the verb “speak” right after the introductory word “when”. Definite article “the” is used to indicate or refer to a particular/definite thing that is mentioned earlier or at least understood both by speaker and listener or by writer and reader. The use of preposition “of” in this sentence is inappropriate because the verb “find” (V1) takes preposition “out” (find out) to intend the meaning of figure out or discovering something. On the other hand, the use introductory word “when” is not correct because it must take “subject pronoun” after it or it can be followed with “to infinitive” in reduced form. All of these falseness indicate this individual student have limited knowledge of grammatical elements mentioned above that cause him/her failed to apply the correct of English grammar rules and overgeneralized them all.

Incorrect: the students’ do not follow seriously

Correct: the students do not follow seriously.

The sentence above is inappropriate because there is fault use of apostrophe ‘s. It is a false to use apostrophe ‘s that is used to show possesession of something before auxiliary do. Grammatically and meaningfully the sentence above is not correct. The explanation is that the student has limited grammar ability and knowledge that make him/her ignore the English grammar rules especially in the use apostrophe ‘s.

Incorrect: Without mastering vocabulary, leaners will have less opportunities to use their language learning around them and....
The sentence above indicates that there is a incorrect use of comparative adjective “less” that is actually used for noncount noun. In this case, “fewer” grammatically is the correct comparative adjective for the count-noun “opportunities”. Because of their limited knowledge in the use of this grammar items, they tend to ignore the rule applied. So, in order the sentence to be correct. In surface taxonomy, this error refers to misinformation error, while in the analysis of source error, it’s categorized as false-analogy.

Incorrect : ....after the teacher finished explains the material, the students hopefully be able to identify.................. Correct : ...after the teacher finished explaining the materials, the students are hoped to be able to identify,.....or after explaining the materials, the students are hopefully able to identify..

The sentence above indicates the fault use of the verb “explains” and as well as the fault use of the adverb “hopefully”. In this case, the verb “explain” must be changed into “explaining “ with no additional inflection –s because the verb “ finish” must be followed by gerund. The adverb “hopefully ” become inappropriate because the sense of meaning is demanded a passive voice or verb tobe “are” . So, with limited of grammar knowledge in using gerund, passive voice, adverb make them not aware of these. In the aspect of surface taxonomy, this error refers to misinformation error, while it is categorized as false analogy for source of the error.

Incorrect : Most of the students could not understand and confuse with the content of the text what would they write Correct : Most of the students could not understand it, and they are confused with the content text that they are learning.

The sentence above obviously shows that the students are weak in the grammar knowledge about “independent clause and dependent clause” as well as the correct use of adjective and type of adjective. According to its form, parallel conjunction “and” that is used in the sentence requires one independent clause in order the sentence to be correct. After conjunction verb, subject and predicate are added in order the sentence to have independent clause. Participal adjective is formed by adding suffix-ing or -ed to verb. In order to be correct partial adjective, adding suffix-ed at the end of word “confuse” to become “confused”. In the surface taxonomy, this errors are categorized as omission errors and in the analysis of source errors are defined as incomplete –rule application and false-hyphotesis.

5. Conclusion and Recomendation
The findings indicate that the fifth year students of English Education Department at STKIP YDB Lubuk Alung still have significant problematic issues in grammar mastery in writing thesis proposal, eventhough they have undergone four years of English language learning during college study. It was revealed that the most dominant grammatical errors made the students in writing thesis proposal in aspect of source of the errors falls into intralingual transfer which compromised 65,64 % of total source of the errors they made. In the aspect of Surface taxonomy falls into omission and misordering errors which comprised 71,73 % of total errors. In linguistic taxonomy, it was found that subject-verb agreement, verb tenses, part of speech (noun, verb, adjective, adverb) are the common errors they made in writing their thesis proposal which comprise 79,38 %. It was also revealed that the errors made by the students in writing their thesis proposal are contributed mostly by the false and the weaknesses of the students to implement the restricted rules of grammar components they have learnt not because of interlingual errors or interference of their first language. This unique findings indicate that method, strategy and technique of classroom grammar teaching and learning in the classroom are not effective and unsuccessfull. The pedagogical impact concerning with the research findings might be in reviewing towards the better design curriculum and syllabus, and material of classroom grammar teaching and learning in the classroom as well as effective grammar feedback given that lead students to understand or aware the application rule of English grammar in writing. Most importantly, overview and and
review better recruitment system to new academic year students to make sure that the candidate’s English proficiency and competence are qualified academically to enrol in English study.

REFERENCES


ROUND ROBIN BRAINSTORMING IN SPEAKING ACHIEVEMENT

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Abstract
The objective of this research was “was there any significant difference in speaking achievement between the students who were taught by using Round Robin Brainstorming and those who were not of eighth grader of SMP Negeri 8 Pagar Alam?” The population of this research was the eighth graders of SMP Negeri 8 Pagar Alam. Purposive sampling was used in taking the sample. The samples of this research were VIII.B and VIII.A. Quasi Experimental design was applied in this research. In collecting the data oral test was used. The calculation of the independent sample t-test show that t obt was 3.908. The level of significant of 0.05 in two tailed testing df 58. The critical value of t-table was 2.001. Based on the result, the alternative hypothesis would be accepted and the null hypothesis would be rejected. It meant that t obt higher than t tab. It meant that the application of Round Robin Brainstorming could increase students' speaking achievement of eighth grader of SMP Negeri 8 Pagar Alam.

Keywords: Round robin brainstorming, speaking skill

1. Introduction
Having good ability in speaking English as foreign will give a lot of advantages for EFL learner, because the measurement of success in learning foreign language is students speaking ability. As Nunan (1991) stated that success in learning a second or foreign language is measured in term of the ability to carry out a conversation in the target language. It means that EFL students must have good ability in speaking in order to communicate actively in the target language. But in reality, most of English teacher find difficulties in teaching speaking skill, some common problem that faced by English teacher is low motivation and anxiety to speak English as target language. Widiati and Bambang (2006) mention some problems related to the teaching of speaking in Indonesian context, they explain that students keep silent in target language because lack of confidence, lack prior knowledge about topic and poor of teacher-learner relationship. In addition, Wandika (2014) explain that psychological is one of factors that caused of students’ reluctance to speak in English classroom.

Based on that explanation English teachers have to provide appropriate strategy in order reduce their anxious in speaking class so that, their ability in speaking can be improved. One of technique or strategy that can be used is Round Robin Brainstorming. Round Robin is the oral counterpart of Rountable (Muhammed, 2011). Meanwhile, according to Marge and Joshi (2013) Round Robin Brainstroming is strategies when the class is divided into small group with one person appointed as the recorder. In this technique, speaker of each group talk about the same topic several times, so that it makes them easy to remember the words, and pronounce the words (Syafryadin, Rahmatawati & Widiastuti, 2013). By teaching the students with appropriate technique or strategy and making activities in classroom become active, it would make students interest to learn.

2. Method
Research methodology used in this research is quasi experimental design. Quasi-experimental designs do not include the use of random assignment. Researchers who employ these designs rely instead on other techniques to control (or at least reduce) threats to internal validity Fraenkel and Wallen (2009, p.271). The population of this research was eighth grader of SMP 8 Pagar Alam. There were 4 classes and the total number of population was 120 students. The sample was divided into two groups, experimental and control group. Technique used in taking the sample is purposive sampling.

The data in this research was collected by using test. The test used to measure students’ speaking ability. There were two tests in this research. The pre-test and the post-test, the pre-test was given before treatment and the post-test was given after the treatment. The t-test was used to compare the result of pre-test and post-test between the two groups. The result showed whether there is any significant difference in students’ speaking skill who were taught by using Round Robin Brainstorming and those who were not.
The Result of Statistical Analysis
The data of this study were analyzed by using Paired Sample t-test and Independent t-test. Paired Sample t-test was used to find out whether or not there was significant progress on speaking achievement of the students in experimental and control groups before and after the treatment. Means, the test was used to find out pre-test and post-test in experimental and control groups. Meanwhile, Independent t-test was used to find out whether or not significant difference in students speaking achievement between experimental and control groups.

The Analysis on Speaking in Experimental Class (Paired Sample t-test)
To find out whether there was significant progress in Students’ Speaking Achievement between before and after treatment, the result of speaking pre-test and post-test was compared by the writer. Paired Sample t-test was used.

Table 1 The Result of Paired sample t-test speaking of experimental class (Total aspects)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean Pre-test</th>
<th>Mean Post-test</th>
<th>Mean difference</th>
<th>t-obtained</th>
<th>Sig. (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>5.26</td>
<td>7.50</td>
<td>2.23</td>
<td>13.07</td>
<td>.000</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>4.93</td>
<td>7.10</td>
<td>2.16</td>
<td>12.49</td>
<td>.000</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5.83</td>
<td>7.83</td>
<td>2.00</td>
<td>12.04</td>
<td>.000</td>
</tr>
<tr>
<td>Fluency</td>
<td>5.56</td>
<td>7.83</td>
<td>2.26</td>
<td>11.48</td>
<td>.000</td>
</tr>
<tr>
<td>Comprehension</td>
<td>5.33</td>
<td>7.53</td>
<td>2.20</td>
<td>10.69</td>
<td>.000</td>
</tr>
<tr>
<td>Total</td>
<td>53.866</td>
<td>75.60</td>
<td>21.73</td>
<td>23.41</td>
<td>.000</td>
</tr>
</tbody>
</table>

In table 1, it was showed that the result of pre-test and post-test in experimental class was compared by the writer. In terms of speaking aspects. Based on the table above, the mean of pre-test of speaking was 53.866, the mean of post test of speaking was 75.60 with mean difference 21.73. Meanwhile, the value of t-obtained was 23.41 at the significant level at 0.00. Furthermore, in term of speaking aspects, the value of grammar was at significance level at 0.000 with mean of pre-test 5.26 and mean of post-test 7.50. The value of Mean difference was 2.23 and value of t-obtained 13.07. The value of pronunciation was at significance level at 0.00 with mean of pre-test 4.93 and mean of post test 7.10 and the value of mean difference 2.16 and the value of t-obtained was 12.49. The value of Vocabulary was at significance level at 0.00 with mean of pre-test 5.83 and mean of post-test 7.83. The value of mean difference was 2.00 and the value of t-obtained was 12.04. The value of Fluency was at significant level at 0.00 with mean of pre-test 5.56 and mean of post-test 7.83. The value of mean difference was 2.26 and the value of t-obtained was 11.48. The value of Comprehension was at significance level at 0.00 with mean of pre-test 5.33 and mean of post-test 7.53. The value of mean difference was 2.20 and the value of t-obtained was 10.69. It can be concluded that all of the aspects of speaking in experimental class were significant. It could be stated that there was a significant progress in speaking achievement after students taught by using Round Robin Brainstorming.

The analysis on Speaking of Control Class (Paired Sample t-test)
To find out whether there was a significant progress in speaking achievement in control class, the result of speaking in pre-test and post-test was compared by the writer. Paired Sample t-test was used

Table 2 The Result of Paired sample t-test speaking of control class (Total aspects)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean Pre-test</th>
<th>Mean Post-test</th>
<th>Mean difference</th>
<th>t-obtained</th>
<th>Sig. (2 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>5.23</td>
<td>7.00</td>
<td>1.76</td>
<td>8.10</td>
<td>.000</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>4.76</td>
<td>6.83</td>
<td>2.06</td>
<td>16.37</td>
<td>.000</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5.80</td>
<td>7.23</td>
<td>1.43</td>
<td>9.14</td>
<td>.000</td>
</tr>
<tr>
<td>Fluency</td>
<td>5.60</td>
<td>7.26</td>
<td>1.66</td>
<td>7.35</td>
<td>.000</td>
</tr>
<tr>
<td>Comprehension</td>
<td>5.16</td>
<td>7.23</td>
<td>2.06</td>
<td>9.90</td>
<td>.000</td>
</tr>
<tr>
<td>Total</td>
<td>53.13</td>
<td>73.13</td>
<td>18.00</td>
<td>21.39</td>
<td>.000</td>
</tr>
</tbody>
</table>

In term of speaking aspects, the mean of pre-test of speaking was 53.13 and the mean of post-test was 71.13 with the mean difference 18.00, and the value of t-obtain was 21.39 at the
significant level at 0.00. Furthermore, in terms of speaking aspects, the value of grammar was at significance level at 0.00 with the mean of pre-test 5.23 and mean of post-test 7.00 with value of mean difference 1.76 and t-obtain 8.10. The value of pronunciation was at significance level at 0.00 with mean of pre-test 4.76 and mean of post-test 6.83 with the value of mean difference 2.06 and the value of t-obtain was 16.37. The value of vocabulary was at significance level at 0.00 with mean of pre-test 5.80 and mean of post-test 7.23 with mean difference 1.43 and the value of t-obtained was 9.14. The value of fluency was at significance level at 0.00 with mean of pre-test 5.60 and mean of post-test 7.26 with mean difference 1.66 and the value of t-obtained was 7.35. The value of comprehension was at significance level at 0.00 with mean of pre-test 5.16 and mean of post-test 7.23 with mean difference 2.06 and the value of t-obtained was 9.90. It could be concluded if there was significant progress in students speaking achievement.

The Difference Analysis on the Experimental and Control Group (Independent Sample t-test)
To find out whether significant difference in students' speaking achievement between Experimental class and Control Class. The Result of post-test was compared by the writer. Independent t-test was used.

Table 3
The Calculation of Independent Sample t-test

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Value</th>
<th>Equal variances assumed</th>
<th>Equal variances not assumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Test for Equality of Variances</td>
<td>F</td>
<td>.034</td>
<td></td>
</tr>
<tr>
<td>t-test for Equality of Means</td>
<td>Sig.</td>
<td>.855</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>3.908</td>
<td>3.908</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>58</td>
<td>57.979</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Mean Difference</td>
<td>4.467</td>
<td>4.467</td>
<td></td>
</tr>
<tr>
<td>Std. Error Difference</td>
<td>1.143</td>
<td>1.143</td>
<td></td>
</tr>
<tr>
<td>95% Confidence Interval of the Difference</td>
<td>Lower</td>
<td>2.179</td>
<td>2.179</td>
</tr>
<tr>
<td></td>
<td>Upper</td>
<td>6.755</td>
<td>6.755</td>
</tr>
</tbody>
</table>

Based on the calculation in table 3 the value of t-obtained was 3.908 at the significance value of 0.05 in two tailed testing with df= 58, the critical value of t-table was 2.001. Since the value of t-obtained was higher than the critical value of t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis was accepted. From the calculation in table 4 by using SPSS 22, it was found out that there was significant difference between the students in experimental group who were taught by using Round Robin Brainstorming and those in control group who were not. It meant that using Round Robin Brainstorming that used by the researcher could improve students speaking achievement.

4.3 Interpretation
Based on the findings above, the students who were taught by using Round Robin Brainstorming got better achievement than those who were not taught by using Round Robin Brainstorming. This findings fix with faizah's findings in eleventh grade students of SMA 1 Mejobo Kudus in Academic year 2011/2012 , that showed there was significant difference of students speaking ability after being taught by using Round Robin Brainstorming. Based on the calculation of paired sample t-test in experimental group, it showed that there was a significant progress in the students before and after treatment by using Round Robin Brainstorming. After the treatment most of the students were in Good Category. The improvement can be seen by the mean value of pre-test and post-test. It was also strengthened by the result of paired sample t-test in total aspects of speaking. It showed there was significance progress in the aspects of speaking between before and after treatment in experimental class. It showed that all of aspects such as; Grammar, Pronunciations, Vocabulary, Fluency and Comprehension had improvement since Round Robin Brainstorming was used. Furthermore, the result of paired sample t-test in control class showed that there was significance progress in speaking between pre-test and
post-test. But students improvement in control class are lower than experiment class. Moreover, the result of independent t-test showed that there was significance difference between the students in experimental group who were taught by using Round Robin Brainstorming and those in control group who were not. The significance difference can be seen by the mean value of post-test. It meant that using Round Robin Brainstorming that used by the researcher could increase students speaking achievement.

The writer assumed that the students in Control Group have a good prior knowledge in speaking. Some students in control group probably had mastered speaking aspects. However, although the students in control class got achievement in speaking but the students in experimental class got better achievement than control class.

5. Conclusion
Based on the data analysis that was described in the previous chapter, it could be concluded that Round Robin Brainstorming could increase the eighth grade students’ speaking achievement at SMP Negeri 8 Pagaralam. The students who were taught by using Round Robin Brainstorming got better score than those who were not. It could be seen from the data that obtained in this study that there was significant difference between the students speaking achievement before and after treatment. Besides, the test result of the experimental group was higher than control group. The improvement could be seen by the mean value of post-test both of groups. It could be stated that teaching speaking by using Round Robin Brainstorming was more interesting in the class. The students’ motivation in the experimental group increased as well as their participation during the teaching and learning process. In addition, the students had more opportunity to practice English and they wouldn’t reluctant to speak anymore.

References
Teacher’s Perception About Elementary School Students Characteristics

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Abstract
This research is intended to see how the experience of an EFL teacher in being aware of the characteristics of elementary school students both in lower and upper grades in learning English. Data for this study were collected through a demographic questionnaire and in-depth interviews with an EFL teacher. Since there was only a single participant the data in this research were analyzed using within-case only. There were six major themes got from the interviews. Teacher’s experience as an EFL teacher for elementary school, Reason behind being a teacher for elementary school, EFL teacher’s experience in being aware of young learners’ characteristics, The way she approach her students, Characteristics of students in elementary school, Different characteristics of students both in lower and upper grade. The implication of this research is as a source of information for other elementary school teachers in becoming aware of students’ characteristics.

Keywords: awareness, elementary school students' characteristics

1. Introduction
The process of teaching and learning a language should be supported by teacher’s awareness about learners that are going to be taught and characteristics of them. It is important to be done so that the teacher can conduct an effective teaching and learning. Tarone and Allwright (2005 as cited in Karea 2016) argued that EFL teacher should have a clear understanding of EFL learners about who they are, why they learn, what they need to learn or what motivates them to learn. Cameron (2001) stated that teacher will find important difference arising from linguistics, psychological, social development of the learner, and that, as a result the teacher needs to adjust the way s/he thinks about the language s/he teaches and the classroom activities s/he uses.

Drawing on the explanation above, students in elementary school need much attention from the teacher. The teacher needs to have a way to get their attention and their concentration when studying is still limited (Barnes 2006). Barners also stated that elementary school students do not give their full attention for very long, unless teacher’s teaching can involve them or is closely connected with the activity they know they are about to do. It greatly helps if the teacher keeps them on tract by continually verifying understanding and refocusing their attention. Also, in this stage of age the teacher needs to help the students to use their potential in learning. From the theory above, they show that teachers should have special way related to their characteristics in teaching; basically they have different way in learning a language.

A previous research related to elementary school students development was conducted by Karea (2016). In his research he restated a statement from McKay (2006). Based on that statement actually the characteristics of primary school elementary school students can be discussed using five general categories: cognitive, social emotional, physical, interest and literacy.

2. Methodology
In identifying and understand how the EFL teacher “see” elementary school students characteristics, this research used phenomenological approach. Johnson and Christensen (2008 p. 48) stated that phenomenological research study is a study that aims to “understand how one or more individuals experience a phenomenon”. Additionally “phenomenologists explore how individuals construct their meanings of the experience and how these individual meanings shape group or cultural meanings” (Vanderstoep and Johnson 2009 p.206).

The interviews took place in an informal classroom with the informant. Employing a semi-structured interview, whereby 25 questions had been prepared before the interview and some additional questions were asked on the spot. The informant was interviewed several times for about 50 minutes to investigate her awareness in elementary school students’ characteristics when teaching English.
3. Finding

3.1 Teacher's experience as an EFL teacher for elementary school

This research only has one EFL teacher as participant. The participant was a woman. She was the first alumnee from Jambi university. She was D2 holder. At that time there was only D2 program (A.Ma.Pd) in English education, after taking her diploma she didn't continue her study because of certain reasons as she reported below:

"I'm not a bachelor holder because at that time there was no S1 program so i only took D2 program in English education. After finishing my collage i married then had a child. I found it hard to continue my study while i need to take care of my family as well".

Before coming to work this EFL teacher never had any experience in teaching English to young learners. She was the only one EFL teacher in this elementary school. She stated that she had been teaching English since 2005 until now 2017. For some years English had ever been stopped by the government policy in 2013 and this policy also gave impact to this EFL teacher. She also got stopped to teach English at that time. But in 2016 she taught English again because the elementary school still used KTSP curriculum and still had English as a subject to be taught. So the total year of her English teaching experience was 9 years.

"I had been teaching here since 2005 until now, may be it is arround 12 years. But in 2013 i didnt teach english, i teach BDJ (Jambi culture) because english was stopped at that time. and by the policy of our headmaster, she prefered to have english subject in this elementary school so i taught english again since last year. So from 2005 until now i had been teaching english for 9 years".

During her teaching experience she had ever joined KKG around 2011/2012. KKG is a forum or a place for teachers who teach the same subject in school to discuss and share experience, problem, idea and etc in order to increase their professionality in teaching (Botung, 2008). In that KKG she and other English teachers from other schools learned to design a syllabus.

"I had ever joined KKG in 2011/2012. At that time i and the other EFL teacher were supervised by Moktar. In that KKG we learned to make a syllabus that suitable for students in elementary school. There were only two meetings of that KKG i had ever joined. It because not all elementary school had english subject."

From that KKG she got experiences in designing a syllabus and designing a task for students when she wanted to evaluate her students understanding (examination). She assumed that KKG was very needed for teacher as a guidance in teaching especially in making syllabus. Unfortunatelly there was only two meetings of KKG that she had ever joined. Since in 2013 English for elementary school was stopped so this program was stopped as well. Eventhough in 2016 she started to teach english again but since not all elementary schools in Jambi province had english as a compulsary subject to be taught so still there was no KKG program that she could join in.

3.2 EFL teacher's experience in being aware of young learners' characteristics

Before teaching a teacher needs to know and understand who the students are, what the characteristics that they have, and so forth. Different teacher may have different ways in being aware of his/ her students' characteristics. After conducting this research, the researcher also found a way in knowing the students' characteristics. The way used by the EFL teacher in this research was:

Pay attention

"I pay attention to the students. i see whether they are "with me" or not. if they are busy with their own so i need to control them first. After the students are managable i can start learning and teaching process and vice versa. If some of them don't understand i will pay attention more to those students".

This third theme was the answer of the main question in this research which attempted to see how the action of this EFL teacher in discovering her students' characteristics.

3.3 The way she approach elementary school students

Approaching students is essential so that there will be no gap between students and teacher. As a teacher this EFL teacher also had her own way in aproaching her students. Based on the data she mentioned that she motivated her students a lot during her teaching and learning process. Data from interview reported:

"When i explain the lesson but they (her students) are not paying attention to me, i prefer to motivate them. I say to them that english is a hard subject so you need to learn
it well and you will keep learning English until you are in junior high school so better to start it from now. Besides, I also like to compare them to other elementary school students who don’t have English subject in their school. I would like to tell my students that they are lucky enough to have English at school so they may not burden their parents by taking English course outside and spend much money on it. They can take a nap when other are studying in English course. I usually motivate them this way and they will be silent after I motivate them. Then when they are under control I approach those who have problem in following my lesson”.

“When it comes to elementary school students I think teacher need different way in approaching them, and I think as a teacher we need to motivate them a lot”.

“I prefer to motivate them then I tell them something good from learning English to rise up their motivation in learning English”.

From the interview this EFL teacher gave example of how she motivated her students. She stated:

“I need you (her students) to listen to me whenever I teach so I don’t need to repeat what I have been said twice. My dear, I know English is hard for you but if you keep trying to learn it I’m sure you can speak English well. If people out there can use English properly I’m sure you can do it too”.

After analyzing transcriptions for several times, the researcher found an interesting point from this EFL teacher. The data stated:

“As long as my concern, may be you can ask Rahma (the researcher’s niece) I think they love me (the elementary school students). I don’t know whenever I come to class they are always excited. They also like to say “Hooray you come!”. I don’t know what exactly I did so they like to study with me. I don’t know whether they like me or they like to learn English or may be I never get angry with them but they are always happy whenever I come to their class”.

As what had been mentioned above the researcher thought that it was actually the feedback from her motivations. The way she gave motivation to her students as a way to approach them in fact gave her a positive feedback. This EFL teacher felt loved by her students.

3.4 Characteristics of students in elementary school

As this EFL teacher had already been teaching English in this elementary school since 2005 so she knew exactly her students’ characteristics. During the interviews she mentioned some aspects that she knew from her students;

Cognitive

The first aspect that she recognized from her students was their cognitive aspect. From the interview she mentioned that students in elementary school have their own characteristics that differ them to other students (junior and senior high school). As data shown she stated:

“Students in elementary school don’t know English at all (zero). They have no basic knowledge at all not even a simple vocabulary. So what I need to do is teaching them vocabulary”.

“The first thing I teach to my students is vocabulary”.

“That is what I have been concerning, I think it is better to teach them vocabulary, isn’t it? Then they can learn to make sentence in junior high school because it is too late if they still learn vocabulary in junior high school”.

“A sentence isn’t it? I’m sure they won’t be able to make it if I ask them to. They will ask me “mam what is this in Bahasa?” I’m sure they don’t know. That’s what will happen if I directly ask them to make sentence, that’s why I prefer to teach them vocabulary. Vocabulary mastery first then a sentence. They just know English that’s why I emphasize on vocabulary mastery, I give them the meaning of the new words first, I choose the easy vocabulary (familiar) so that they can use it. I’m sure it will be useful for them when they are in junior high school”.

Based on this EFL teacher’s experience relates to characteristics of students in elementary school, the main characteristics that is really visible is their cognitive. This EFL teacher stated that students in elementary school know nothing about English. They don’t have any background knowledge of English at all before they come to elementary school. So the teacher needed to teach them only the basic of English subject (vocabulary mastery).

Differences between lower grade and upper grade

This EFL teacher also “sees” that students in elementary school are divided into two grade; lower and upper grade and have different characteristics as well (Karea, 2016 and
Eccles 1990). After approaching her elementary school students she found that even though her students are elementary school students but she couldn’t approach them with the same way.

Cognitive

It has already been clear that students in elementary school has their own characteristics. Thus, students in elementary school are divided into lower and upper grade in fact their characteristics were different from one to another. Data from interview showed as explained below:

Upper

“I can ask the upper grade students to read”
“Students in upper grade can understand the lesson faster than the lower grade students”.

Lower

“I didn’t negotiate my lower students about the consequences if the don’t study at home. They won’t understand it but most of them are still easy to be managed. They still following my instructions”.
“If it is for lower grade, i really emphasize on their vocabulary mastery. Mostly i only teach them vocabulary”.
“i teach them vocabulary such as vegetables, fruit animal and etc”

Data above shows the different cognitive characteristics that lower and upper grade students had. That data also explain how the EFL teacher from this elementary school treated her students differently.

Motivation

In the previous point there had been an explanation about motivation. In this point the researcher showed the different way from this EFL teacher in giving motivation to her lower and upper students. The case is when her students are still unmanageable and this was what she probably motivated the upper students:
“Now listen to me, will you get good score from me if you study like this? Not paying attention, not taking a note, not listening to me, will you? Is it possible for you to get 100?”

This is data from interview related to her statement in motivating her lower students:
“I won’t do negotiation about score with lower grade students as what i do to upper grade students, they can’t get it. mostly students in lower grade are still managable”.

From data shown above that this EFL teacher gave different motivation to her students. She tried to get upper grade students’ attention by triggering them to think about score that they would get if they keep ignoring her in classroom, and this is the thing that she thought she should not do in lower grade students because according to her students in lower grade won’t understand her purpose of talking about score (motivate them). This finding were also supported by previous research which stated elementary school students in upper grade understand the use of cause and effect (Puckett & Black, 2000 as cited in Karea 2016). Additionally, the researcher can conclude that in fact this EFL teacher understood her students’ characteristics both from the lower and upper grade. It is clearly shown from the way she motivated them differently.

4. DISCUSSION

The purpose of this research was to dig the experience of an EFL teacher in understanding characteristics that elementary school students have. A teacher should know the characteristics of the students so that the teacher can help the students to engage with activity conducted in the classroom. After finishing every step in collecting research data, the researcher found six major themes related to topic of the research. Most of the themes got was in line with the previous research presented in literature review.

The first theme was teacher’s experience as an EFL teacher for elementary school. This EFL teacher was a D2 holder only but she had experience in teaching english to young learners for 9 years. During her teaching experience she ever join a forum of EFL teachers who taught in elementary schools (KKG). In that forum she and the other EFL teachers from different elementary schools in Jambi province were guided by a tutor and they learnt how to make a good syllabus for elementary school students. She found that KKG was very important for her and other EFL teachers. In 2013 english for elementary school was stopped by the government and this policy gave impact to EFL teachers in Jambi province at that time, there was no more KKG since that policy arise and unfortunately there was only 2 meetings of that KKG that she had ever joined.
The second theme was EFL teacher’s experience in being aware of young learners’ characteristics. This theme was the major theme that actually came from the research question. Data from the interview stated that in being aware of her students’ characteristics this EFL teacher paid attention to her students. Thus, she also paid attention to some aspects from the students; readiness and ability in joining activities in classroom. When she thought her students were not ready yet to study, she preferred to control them first instead of starting the teaching and learning process with unmanageable classroom. Beside, when she found some of her students got problem in following the lesson she gave, she helped them discovering the problem they had.

The third theme was the way she approach elementary school students. knowing the EFL teacher knew her students’ characteristics was not enough, the researcher thought that she needed the information of what happen after this EFL teacher knew the characteristics. In fact, after this EFL teacher knew the characteristics of her students, she approached them by motivating them a lot. She found that motivation could made her be close to her students. it was shown by the reaction from the students whenever she came to their classroom. Her elementary school students were always happy to have her in their classroom. Thus, giving motivation also could help this EFL teacher in managing classroom situation. When the classroom was too “crowded” she always motivated her students and in fact it always worked. She found that motivation could also be good solution for that teaching problem.

The fourth theme was characteristics of students in elementary school. The most visible characteristics that was shown from the interview was elementary school students’ cognitive. Based on this EFL teacher’s experience, her students knew nothing about English. Learning English she badly need to help her students from the very basic level (i.e. teaching vocabulary). This finding was actually in line with the previous research conducted by Yuko and Jiyoung (2010) that stated elementary school students in lower grade need more help (scaffold) from their surrounding, especially from adult meanwhile students in upper grade start to become independent.

The last theme got from the interview transcription was differences between lower grade and upper grade. As what mentioned in the introduction section that characteristics of students in elementary school differ by their grade, lower and upper grade had their own characteristics (Karea, 2016 and Eccles 1990). Previous research also had mentioned some of differences between lower and upper grade students’ characteristics. As McKay 2006 as cited in Karea 2016 stated that students in lower grade sometimes do task from teacher only to please his or her or to avoid a punishment. Thus, Piaget, 1983 as cited in karea 2016 stated that students in lower grade can read well; they may begin to read novels and are interested in true stories. These both previous research are in line with the finding of this research that students in lower grade were still obeying the EFL teacher thus students in upper grade can be given reading activity.

5. Conclusion
The data finding indicated that the EFL teacher in elementary school was an experienced EFL teacher. She knew her students characteristics well, she knew what should be done to her student, what could help them to study well, how to approach them and how to motivate them well. This EFL teacher also knew that her elementary school students had different characteristics from other students (junior and senior high school students), not only that she also understand that there was a significant differences between the lower and the upper grade students so that she could not teach them in the same way.

6. Recommendations
After analysing the whole data, the researcher found some topics that may be good to be recomendations for the future research:
1. Since the characteristics of elementary school is not only one so future research may dig the experience of EFL teacher related to the other characteristics.
2. This topic also can be conducted for othe students (junior or senior high school) in order to provide information about their characteristics.
3. The future researcher can also conducted research in this field and investigate how the EFL teacher intergates the characteristics that s/he knows into his/her teaching experience.
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Author's Biography

The author of this research is a female. She is a students in magister program in english langage education in Jambi university. She was born in Muaro bungo, Jambi, Indonesia. She is very interested in the field of teaching english to young learners (TEYL). She assumes that beside teachers’ quality, education for young learners is essential and it is the core of everykind of education.
EFL Undergraduate Student’s Motivation for Choosing Elective Courses of English Education Program at Jambi University

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Abstract
This study aimed to investigate EFL (English Foreign Language) undergraduate student’s motivation for choosing elective courses at English Education Program. The participants were undergraduate students in the sixth semester who were taking and who have taken some elective courses in English education program of Jambi university, with total number nine participants. This study used a qualitative research method. The major instrument used in this research was personal interview. The result of this study described intrinsic and extrinsic student’s motivations for choosing elective courses. Intrinsic motivation that students have in choosing elective courses is preference for challenge, curiosity/interest, independent mastery, and internal criteria for success. Not only intrinsic motivation, but the result of this research also showed extrinsic motivation that students have in choosing the elective courses. The extrinsic motivation is external criteria for success. Thus, it can be said that elective courses can stimulate students’ interest in a certain field of knowledge which has relationship with their major study. Here we would like to suggest the next researcher to conduct the research on motivation in deeper study. This is because of motivation is dynamic psychological aspect for everyone in any kinds of periods.

Keywords: Elective courses, Intrinsic Motivation, Extrinsic Motivation.

1. Introduction
There are two types of courses in the curriculum used at English Education Program of Jambi university such as compulsory course and elective course. Compulsory course is a collection of courses that must be taken by undergraduate students which consist of three level: 1) university compulsory courses, 2) faculty compulsory courses, and 3) Study program compulsory courses. So the elective courses in curriculum of English Study Program are provided as optional courses that can be elected or chosen by undergraduate students to provide the minimum number of credits on the courses. The optional courses also function to specialize their knowledge in the certain study program.

In the first year of study, EFL undergraduate students were not given any choice about the courses that they had to take. However, in the second year they are free to specialize their learning. There are still significant number of compulsory courses that they must take, but starting from the second year they are given opportunity or chance to choose a few of elective courses. The elective courses are as written in the following points. The first subject matter is called “Teaching English for Young Learner (TEYL)”. The second subject matter is called “Course Management System (CMS) in ELT”. The third subject matter is named “Literary Criticism”. The fourth course is named “Translation Practice”. The fifth field of study is Critical Literacy. The sixth optional subject is “Thesis Writing”. The seventh subject is “Technology Enhanced Language Learning (TELL)”. The last optional subject matter is called “Creative Writing and Journalism. In summary, the students should not take all of the optional subjects, but they take some of them.

However, to choose some of elective courses offered, EFL undergraduate students should have clear consideration and high motivation for the optional subjects. Johnstone (1999) states that motivation functions as a stimulant for achieving a specific target. Meanwhile, some previous studies which have been done by (Gardner, 1985; Lightbown & Spada, 1993; Wright, 1987; Spolsky, 1989 as cited in Veronica, 2008) found that the motivations were classified into two categories (1) Intrinsic Motivation, and (2) Extrinsic Motivation. Intrinsic motivation refers to the desire and interest to do and take part in some certain activities. The logical reason for this is that individuals feel that they are interested in and pleasant with the courses, preference for challenge, independent mastery the other courses, etc. Extrinsic motivation can be defined as taking part in activities because of the reasons which do not link to the activity itself such as Preference for easy work, pleasing a teacher/getting grades, for providing the minimum number of credit courses (Vansteenkiste, Lens, & Deci, (2006) as cited in Jafari & Mahadi, 2012).

The Aim of the Study is that the researchers want to explore the EFL undergraduate students’ motivations (either intrinsic or extrinsic motivations) for choosing elective courses at English Education Program of Jambi University. The aim of the study is followed by the
research questions like in the following statements. (1) What intrinsic motivations do influence EFL graduate students to take elective or optional subjects? (2) What extrinsic motivations do influence EFL undergraduate students to choose elective or optional subjects?

In this research, the researcher will only focus on EFL undergraduate students’ motivations to choose elective courses such as (TEYL, CMS in ELT, Literary Criticism, Translation Practice, Critical Literacy, Thesis Writing, TELL, Journalism, and Creative Writing) at English Education Program of Jambi University. Another limitation is that this research will use intrinsic and extrinsic motivation theory as the lens of the study. A qualitative method with basic interpretive study approach will be used. The last, the findings of this research will be limited to the explanation of data obtained from only the interview.

2. Literature Review

The researchers start from the question which states “what is a motivation”? To answer this, Harmer (1991) explains the meaning of motivation as the “internal drive” that pushes somebody to do something. If we think that our goal is worth to be done and attractive for us, then we try to reach that goal; this is called “the action driven by motivation”. Lightbown and Spada (1999, p. 56) note that motivation in language learning is quite complicate to study which can be explained in terms of two factors: learner's communicative needs and their attitudes towards the language community. In addition, Parsons, Hinson and Brown (2001) defines motivation as “an important component or factor in the learning process”. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process. Gardner (1982) notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study. Aree Punmanee (1991) views motivation as the process aroused by stimulus to achieve desired purposes, behaviors or conditions. Motivation is the continuous process based on a person's desire.

2.1 Types of motivation

According to (Ryan and Deci, 2000) there are two types of motivation. The first motivation is called ‘intrinsic motivation’. The second type of motivation is called extrinsic motivation. Then Arnold, 2000) states that the intrinsic motivation refers to learning itself having its own reward. It means that the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. Furthermore, the Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity such as homework, grade, or doing something to please teachers.

2.2 Elective courses

Elective courses are those optional courses taken by a student which are not specifically designated in a student's program, but which form a part of the total number of units required to complete the program. At English Education Program of Jambi University, there are nine elective courses offered for the sixth semester students, as follows: (1). Teaching English for young Learners (TEYL) (2) Course Management System (CMS) in ELT (3) Literary Criticism (4) Translation Practice (5) Critical Literacy (6) Thesis Writing (7) Technology Enhancing Language Learning (TELL) (8) Journalism (9) Creative Writing (Prospektus Universitas Jambi, 2015/2016).

3. Research Method

This research is classified as a qualitative research which used qualitative data. The data were collected through interview. Following explanation focuses on subject or participants, instrument of the study, procedure of data collection, and data analysis.

3.1 Participants

The participants for this research were English foreign language undergraduate students in sixth semester. The researcher chose the sixth semester students of English Department because in curriculum used in this study program, they had some elective courses. Therefore, they were appropriate to be research participants in this present study.
3.2 Instrument

There was one major instrument that was used in this research. The instrument was personal interview. According to Cross & Stewart as cited in Johnson & Christensen (2008), “The qualitative interviewing process that they used in their research study followed by the open-ended question that they used to elicit information about the students’ experience”. In this study, the researcher developed an interview protocol based on studies that have been done before, quantitatively or qualitatively. The interview protocol was used to guide the interview and limit the researcher when taking the data from the participants.

3.3 Data Collection

Data in this study were collected through personal interview and demographic background. The questionnaire is used to select the participants and also to get some general information from participants. While, the major data from this research was collected through interview. Interview is one of main instrument in qualitative research. It means, interview is one of ways to get data from our participants. In this case, there was an interview which included personal interview and focusing on students individual. Personal interview means that the researcher invites one by one participant to be interviewed and focus on their individual not a group. Personal interview from the participants was conducted to gain data from the participants. In this interview, the participants who were interviewed gave the reasons why they choose elective courses in english education program, Jambi University.

3.4 Data Analysis

Analyzing data in this research started since the data was collected. After researcher got full of data that were appropriate with this research, the data was analyzed. In basic qualitative study, the researcher analyzes the data while data collection in progress with reading the interview transcribe carefully for some times to get good data and deeper understanding about students motivation in choosing elective courses.

Demographic background questionnaire and interview protocol were used. In interview, what participants said related to the research that was asked to them was recorded. After that, researcher listened the recording carefully more than two times to get deeper understanding and put transcript in this research. Then, the researcher read all of interview transcripts and explained the motivation of the students choosing elective courses in english education program, Jambi University.

4. Findings and Discussions

In this part, several findings from interview data which were categorized under four major topics; (1) general findings: student’s feelings when decided to choose some elective courses offered. (2) student’s feeling and experience in learning those elective courses in English education program, Jambi University. (3) summary of findings that include student’s intrinsic motivation: preference for challenge, Curiosity / Interest, Independent Mastery, Independent Judgement, Internal criteria for success. (4) summary of findings that include student’s extrinsic motivation: Preference for easy work, Pleasing a teacher/getting grades, Dependence on teacher in figuring out problems, Reliance on teacher’s judgment about what to do, and External criteria for success.

4.1 Student’s feeling when decided to choose some elective courses offered

Actually, the result of interview stated that in choosing some elective courses offered, students have so many feelings. They felt curious before take an elective course. Not only curiosity that brings them to choose certain elective course, but also most of the participants felt confused when they wanted to choose elective courses. It shows that, from the first time they take an elective courses they already have a motivation to know what the elective courses will be. According to Schneider (2012), the highest percentage of students (both boys and girls) answered with a response that would indicate intrinsic motivation in choosing elective courses. The response “I love to sing, and I want to learn more about singing” was used in several questions. The present study result is in line with the previous study done by Schneider (2012).

However, teachers should pay attention on student’s feeling and thought when they were asked to choose some elective courses offered. Teachers should be willing to look at and understand how their students are motivated and what motivates students to participate in a elective course class. Understanding what students want and what they think about when
signing up for an elective class can lead to better motivation in the classroom which can cause better teaching and better learning.

4.2 Student’s feeling and experience in learning their elective courses

Based on the interview, all of the participants have different experience while learning elective courses. Some of them felt nice and easy to follow, but some others said this quiet hard to follow. They also felt that elective course they have taken is interesting, the way lecturer teach is also different while taught in compulsory course. It shows that, more than half of the participants enjoy the elective courses they took. It is in line with the previous study have done by Schneider (2012) who stated after one year study in elective class, he found the survey showed that 62 students or 59% of the group answered they were interested in learning the courses and they could not wait to continue learning this spesific subject.

4.3 Summary of findings that include student's intrinsic motivation

This research set out to find out: 1) What are the intrinsic motivations of EFL undergraduate students for choosing elective courses at English Education program, Jambi University? And, 2) What are the extrinsic motivations of EFL undergraduate students for choosing elective courses at English Education program, Jambi University? The findings indicate clearly the common themes that emerge from the interview data are that student’s learning in the university is related with the motivation. Further, undergraduate student’s motivation in choosing elective courses was also influence their learning.

Based on the findings, it could be seen that student’s intrinsic motivation in choosing elective courses have a strong influence on preference for challenge that consists of three sub-themes (Challenging in learning those courses, becoming critical thinking, and mastering the knowledge more), curiosity / interest that consist of three sub-themes (interesting in learning the courses, feeling curious, interested in applying for the future career), independent mastery (comprehending the courses well, fit to their ability, offering opportunity for academic development), and the last intrinsic motivation that affect students in choosing elective courses is internal criteria for success (related with their future career, helping them to find jobs and making a knowledgable and skillful person). The challenges that students felt influence their learning in that courses that will be their motivation to learn more and more. They face different challenge when following the elective courses, but still enjoy the courses taken. It is in line with the previous study done by Widiawati (2013), the students chose elective course because of like, curiosity, interest, felt challenged, self determination, feeling capable, and seeing Translation as the most enjoyable subject, learning and having competence in Translation subject. This intrinsic motivations bring them to choose and follow the elective course well.

4.4 Summary of findings that include student’s extrinsic motivation

According to the study, extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Students who have extrinsic motivation in learning English means that, they only want to get something which does not realate with the internal factor of the learning itself.

Based on the findings, it could be identified that student’s extrinsic motivation in choosing elective courses have strong influence on external criteria of success that also consists of three sub-themes (offering better job, getting achievement, and important for travelling abroad). Almost all of the participants said that they choose this elective course hopefully to make them easier to get better job in the future, also to help them if someday they have a chance to go travelling or studying abroad. This extrinsic motivation leads them to take some elective courses. It is in line with the previous study done by widiyawati (2013) who stated, students choose elective course because want to get good achievement in the course taken.

5. Conclusion and Suggestion

This research began with the need to investigate the undergraduate student’s intrinsic and extrinsic motivation for choosing elective courses in English education Program, Jambi University. This chapter presents conclusion and suggestion dealing with student’s motivation in choosing elective courses at university level as a student in the sixth semester who have taken and who are taking elective courses.
5.1 Conclusion
Motivation is something we need to achieve goals. Motivation is the most important thing that we have when we want to do something, it is not only obtain for students but also for everyone. Students in university level or undergraduate students of course have so any motivation in finishing their study, especially in advanced semester start from the fifth until eight semester. Before the fifth semester is started, they face two different type of courses offered, compulsory course and elective course. In choosing elective course, students should have various motivation of why they should choose or take that course.

Sometimes, motivation does not always come from inside of ourselves, but also there are so many factors outside of that which can be our motivation, for instance from lecturer or environment. That motivation can help them much in achieving their goals. The findings of the research explain that, before students were asked to chose elective course at the beginning of fifth semester, they felt different feelings of each other. They felt curious, also interesting with the courses. Not only that, during the learning of elective course, some of them felt the course is easy to learn, and others say the course is difficult to learn. Besides that, so far they are enjoying learning elective courses.

Interestingly, this findings prove that intrinsic motivation of undergraduate students in choosing elective courses is based on the challenge of the courses itself. The more challenge student’s have, the more motivation student’s get to pass the course. Most of them said that choosing the elective courses because they want to be challenged and want to master the knowledge more besides compulsory courses.

However, extrinsic motivation of undergraduate students in choosing elective course is external criteria of success. Almost all the participants said that, they choose this elective course to get better job than their dreams and to help them for travelling abroad.

Finally, the finding of this research gave the conclusion that almost all participants admitted that as a student who was asked to choose some elective courses they have various motivation, whether it intrinsic motivation and extrinsic motivation. They should have both of them to pass the courses and complete the requirement of S1 degree well.

5.2 Suggestion
This study has only presented as an exploratory and directional example of the various topic that could be included in research on students’ motivation. A good way to do this would be to use more than one type of method, for instance, to start with a questionnaire or some type of documentation and then complement it with an interview. Further investigation were also needed for English student to think more critically concerning English department students’ motivation in choosing elective courses as an advanced grade undergraduate students.

This qualitative research has limitation. The researcher only explored EFL undergraduate student’s motivation for choosing elective courses in English education program. The researcher conducted this because she wanted the participants to share the same experienced while was choosing elective courses so their motivation can identify EFL undergraduate student’s motivation for choosing elective courses.

In fact, students need certain motivation whether it is from inside or outside of themselves when choosing some elective courses offered. The motivations are intrinsic and extrinsic motivation. They need to be challenged and master the knowledge more, also need elective course to make them get a better job in the future. Not only that, but also they hope elective courses they have been taken will be a big help for them to travel abroad.

Actually, that is very limited research on EFL undergraduate student’s motivation for choosing elective courses in English education program. Therefore, for the future research, the researcher suggests to use this qualitative research as the preliminary study to investigate student’s motivation for choosing elective courses in English study program. The further research might be explored the aspect that have not been discussed in this research.

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EFL Teachers experiences in Integrating Language Skills through Kurikulum 2013 Implementation

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Abstract
Curriculum is an inseparable element of education. In Indonesian, at least, three curricula were introduced less in a decade: KBK (2004), KTSP (2006), and Kurikulum 2013 (2013). The latest curriculum (Kurikulum 2013 or K13) has already undergone several significant changes. Among other changes, especially in English subject, the integration of all language skills (listening, speaking, reading and writing) in teaching and learning process becomes the interesting issue to be discussed since the previous curriculum seems trapping into teaching students only receptive skills. The present paper is aimed at exploring how EFL teachers integrate English language skills in teaching and learning process. The research method used is a phenomenological research. Through in depth interview, the researcher collected the data from two experienced English teachers in two pioneer schools that implement K13 in Jambi city, Indonesia. The analysis shows that the teachers followed the sequence of scientific approach (standard of learning process in K13) to ensure that all the skills are integrated in teaching and learning process. The study concludes that classroom activities play important role to integrate all English language skills in teaching and learning process.

Keywords: Curriculum, Kurikulum 2013, implementing Kurikulum 2013, EFL teachers, language skills integration.

1. Introduction
The curriculum is a direction to guide the world of education. Related to educational reform, at least, three new curricula were introduced less in a decade: KBK (2004), KTSP (2006), and Kurikulum 2013 (2013). Anwar (2014) states the newest curriculum in Indonesia namely K13 was a competency as well as character-based curriculum. It is designed to create to get better education quality to attain the future competence expected such as the ability to communicate, to think clearly and critically, to consider the moral aspect of a problem, and so forth (Sariono, 2013). In line with Idris (2014) who states that students are expected to be productive, creative, innovative and affective to compete in global world.

The concept of the curriculum changing is different depend on the current trend on the global education policy. To this date, the government has succeeded in producing K13 concept by several revisions during the four years of its implementation. This concept is underlined by important theories and philosophy. Kurikulum 2013 possesses the philosophy that the nature of knowledge is constructed meaningfully by learners (Jadallah cited in Sulfasyah, 2013). Shafa (2014) argues that the concept Kurikulum 2013, of course in line with the principal of constructivism theory. Kurikulum 2013 allows learners to be independent in which they have to be active to build new knowledge through the teaching and learning process that is helped by teacher (Hariana, 2015). Tantra (2014) clearly argues that the learning paradigm has shifted from ‘peserta didik diberi tahu’(students are taught by a teacher) to ‘peserta didik mencari tahu’ (students have curiosity to get knowledge by themselves). In other word, they have to be active to look for information around them. This information is gained through experiencing themselves. It is what Good & Brophy (2004) acknowledge that knowledge is not gained passively but they have to be active and engage in the process of constructing knowledge. Kaufman (2004) further explains “learning as an active process in which students continually construct meaning through reading, listening, speaking, writing, exploration, and experience”. This theory seems to be applied in the standard of learning process of Kurikulum 2013 namely 5M. 5M also known as scientific approach in which the learning is done through scientific processes, namely: (1) observing, (2) questioning, (3) exploring and experimenting, (4) associating and analyzing, and (5) communicating (Ahmad, 2014). According to Sukarno (2013), Kurikulum 2013, therefore “emphasizes students to learn through observing objects, questioning others, reasoning, and conducting experiments across subject matters for personal and collective experiences that enhancing creativity”. Through this step, learners are hoped to be active (Sarosa, 2014) that allows them to work by themselves, in pairs or group work, to explore problems and take initiatives that allow them to construct their own meaning of the knowledge received (Soderman et al., 2005).
Specifically to English language teaching in K13, the communicative competence theory (Celce-Murcia, 2007) is going to be utilized as a basic theoretical framework to teach English in all level of education in Indonesia (Putra, 2014; Sarosa, 2014; Nur & Madkur, 2014). This theory highlights main goal of teaching English in Indonesia context on the development of learners’ communicative competence. It means that learners have to be able to use English both in oral and written form. Su, (2007) conveys “language (oral and written) has function to serve authentic purposes by facilitating meaningful communication”. Mezrigui (2016) continued by saying “If we want our language learning classes to come as close as possible to real-life communicative situations, then we have to organize activities that let students use all the language skills.” It can be concluded that to achieve the main purpose of English language teaching as its function is for communication, it cannot be taught on only one language skill, but it can be achieved through the integration of the four language skills of listening, speaking, reading, and writing. It is in line with Hinkel (n.d.) who states that one of the characteristics of communicative competence is attempted four language skills into a set.

Integrating language skills is one of the key standard in learning process in which allow teachers to provide activity by integrating the skills to enhance students’ proficiency in English. Putra (2014) states that ELT in Kurikulum 2013 allowing the demand of competences that enable teachers to cover four integrated skills in TEFL classroom. Furthermore, he conveys that that the focus of Kurikulum 2013 is primarily on enabling students to produce both oral and written discourse. It is in line with the philosophy of integrated-skills approach. Su (2007) conveys “the philosophy of integrated-skills instruction is based on the concept that in natural, day-to-day experience that oral and written language are not kept separate and isolated from one another”. Instead, they often occur together, integrated in specific communication events (Peregoy & Boyle in Akar, 2000). In real life communication situation whether in classroom or other situation of language learning process, students rarely use only one skill. For example, in lecturing, when we listen/read an article we often write the summary of the topic that we listen/read. To respond and asking a question, we speak and convey our ideas. Harmer in Ogaloa (2015) states “students use integrated-skills when they learn a language”. Referring to the experts’ statements on the language skills integration, the language learning process in fact involved listening, speaking, reading, and writing as they are integrated and inseparable elements of language. They suggest that reading and writing as well as speaking and listening should be integral parts of all language classroom activities because all these processes interact with one another. Thus, teachers should provide opportunities and resources for students to engage in meaningful activities to cover the four English skills. The new curriculum suggests that teachers should look for classroom practices by incorporating the four language skills to help students learn English in interesting, authentic, and communicative ways.

Ogaloa (2005) argues language skills integration or Integrated Skills Approach (ISA) refers to a series of activities or tasks which use any combination of the four skills—Listening, Speaking, Reading, and Writing in a continuous and related sequence. Baturay and Akar (2000) conveys “using an integrated skills approach enables the students to develop their ability in the use of two or more of the four skills within real contexts and in a communicative framework”. To ensure this, classroom teaching tasks and activities have to be focus of teacher who provides an appropriate setting that strongly supports the teaching of the language situation. Thus, it is not a mistake to say that the creativity of teacher is needed to make students engage through integrated-skills instruction.

As mentioned before, this paper, therefore, will try to explore how the EFL teachers’ experiences in integrating language skills since the previous curriculum do not apply it in integrated way.

2. METHOD
This research used a qualitative research design with phenomenological approach to explore the EFL teachers’ experiences in integrating language skills in the process of teaching and learning through K13. The informants were 2 English teachers coming from two pioneer schools that implement K13 in Jambi city, Indonesia. The selection to the participants as the informants in a phenomenological study includes those individuals who have experienced the phenomenon (Creswell, 2007). Due to this consideration, the researcher chose those experienced English teachers in the two of best schools in Jambi city to be involved in this study. They were selected
based on the particular criteria. To gather the data, Manen (1990) states that phenomenological study involves in depth interview. Thus, depth interview is conducted to gain as much as information about the teachers’ experiences in implementing Kurikulum 2013 specifically to explore how their experiences in integrating English skills in teaching and learning process

3. FINDINGS AND DISCUSSION
The interviews revealed that, in general, the participants seemed to follow the stages of scientific approach to integrate languages skills in teaching and learning process. Scientific approach or in Bahasa usually called as 5M, is the basic procedure in teaching learning process through K13. It consists of sequential steps namely (1) observing (Mengamati), (2) questioning (Menanyakan), (3) exploring (Mengumpulkan Informasi), (4) associating (Menalar), and (5) communicating (Mengkomunikasikan). From the whole data analysis, teachers tend to follow the steps in scientific approach to ensure the integration of all the English skills (listening, speaking, reading and writing) in teaching and learning process. When the interview was conducted, the researcher asked the teacher how she integrated four language skills in teaching and learning process, the answer was directly to follow five of steps in scientific approach. This case can be seen from one part of interview below.

R: K13 implements language skills integration approach. how is you experience regarding to this?
T2: “I remained the used of scientific approach. 5 M So I used it. the first M the students are asked, so students, observe, observe. we look for something that students can observe. ya (long pause). like what I do, even so, it still needed the explanation from teacher. not not not, I mean without the explanation from teacher they can’t, it is impossible. So we remain it. for example (pause) what is text report, the generic structure, it is observed. so students undertand. and then we give (uhuk) after observing, questioning. right, in this step, they ask questions, so they want to know. mam what is this this this this, ythen they are divided into groups, they discuss, collect the data, and then ee they present. same with what I said before. That’s why I explain, and then I give the example, they ask, and then uhuk they look for I look for material, they do it. The next day they, then, present.”

The participants above talked about the sequence of scientific approach. In the first step of observation, she explained the materials e.g. report text. When teaching report text, she explained the definition of report text, its generic structure and the language feature of report text. Here, students can do the observation when teacher is explaining what report text is and what the generic structure of report text. After explaining the materials, there must be question from students. It is she called as questioning phase. For associating, she divided students into several groups to collect any information related to the task given. And the last stage is presenting. Here, the students are asked to present the task given by the teacher.
In fact, learning a language involves all language skills in a set. Learn a language means take place all four skills at the same time between a teacher and the learners. For example when we listen to the explanation from the teacher or when we read an article, we often write the summary of the topic that we listen/read. To respond and asking a question, we speak and convey our ideas. This is what each of phase in scientific approach seems to apply. In a classroom or other situation of language learning process, students rarely use only one skill.
One of the participants realized this concept. She stated:
“They cannot separate, but absolutely integrate. It cannot only one skill involved in language and teaching” (T2).

From a piece of statement, the teacher understands that in the process of language learning, all language skills cannot be separated each other. In other word, they are all integrated. She further explained her experience in integrating language skills through scientific approach. She also mentioned explicitly the skills involve in each stage of scientific approach.
“like song. so to make class alive, we show or play the song...it is integrate, right. read the lyrics and listed to the song. so we stop per verse, we ask them to repeat, whether they can produce or not. after that we give question to students, what is the song meaning? there is question and answer. question and answer session involves speaking skill in it. so teacher can ask and students answer it. listening and speaking skills in observing stage. questioning stage involves speaking skill. after that, they explore with their
speaking skill, their ability to produce the song. associating involves collecting the data, they discuss with their friend. We ask them to analyze what it noun and verb in that song. then, every group will come in front of the class to report the result. So, it includes reading and speaking in communicating stage. So, they speak in front and report in English”.

From the interview above, the teacher clearly explain what she did in each step of scientific approach. She explained that the used songs in the step of observing facilitate the development of their students’ listening and reading skill. Questioning and exploring step aim to encourage learners to speak English by asking them to respond on the meaning of the song as well as imitate the song. Next step is associating. In this stage, learners are grouped to analyze the song. Finally, they are asked to speak in front of the class to report their work. Same with the first participant, another participant encoded as T2 explain her experience in implementing scientific approach to integrate language skills in teaching and learning process.

“like, there is, ok what kind of information that you got from this product?...they answer it, mam colour, price, expired date mam, halal label mam...so we are going to bla..bla..bla.. it is apperception by observing object. do you know what kind of that I hold this one?, drink. what we call for this one?... beverage, yes beverage. so drink can be called as beverage. what about this one? food, ya, snack, they speak there. then medecine, what kind, drug. why drug mam, not medicine, why not this, they start questioning in this stage... then they are asked to search for example a product, content, what is the content… they look for the content, and then ingredient, the ingredient of this product are this one, this one, this one so they present individually.

All the teachers’ experiences convey that the teachers follow the step in scientific approach to ensure the integration of English skills. In the first step, namely observation, it involves reading and listening skills. Tantra (2014) clearly explains that when observing, language learners are encouraged to observe by reading, watching, listening to exemplars or models from different learning sources. They have to focus on the social function, text structure, linguistic attribute of each text observed. Questioning step involves speaking and listening. Students speak when they want to ask questions to teacher and of course they listen to the explanation of the question asked. Questions may pivot around social function, text structure, linguistic attribute of the text itself (Tantra, 2014). Exploring is the next stage of learning. Here, learners will read, listen to, or they can watch videos from different sources. For associating stage, students will engage to work collaboratively in a small group. Grouping is one of the main techniques in integrated skills approach. Hinkel (n.d) groups or pairs of learners typically combine listening and speaking, reading and speaking, or reading, writing and speaking. The next step is associating. Here they will analyze the task given by the teachers. Many skills involve including listening to their friends opinion (listening skill), read the task given (reading skill), convey their ideas to contribute to task completion (speaking skill), and summarize or make a report about their discussion (writing). The last stage is presenting. Through presenting, students speak and present their work in front of the classroom.

Actually, especially in teaching language, there is no supporting successful research which focuses on teaching English by using scientific approach (Sarosa, 2014). In line with Richard in Nur and Madkur (2014) who conveys that there has not been yet a method called scientific approach in language learning. Moreover, Sarosa (2014) explains that the reason of government to apply processes of scientific approach (observing, questioning, exploring, associating and communicating) actually to promote students to have critical, analytic, investigational, procedural and communicative competences. Even so, this scientific approach is a kind of logical sequences of natural cycling processes which students should be given an opportunity to express their ideas and opinions (Sarosa, 2014). Besides, each step in scientific approach seems following the philosophy of integrated-skills approach. Integrated-skills approach hold the principle that the language learning process in fact involved listening, speaking, reading, and writing as they are integrated and inseparable elements of language learning. To cover the four skills, there must be classroom practices to help students learn English in interesting, authentic, and communicative ways. Su (2007) conveys that language skills integration is carried out from a series of activities that require the use the four skills. To ensure this, list of classroom activities have become the focus of teacher as the provider of situation to engage learners to learn language actively and effectively in the classroom. The activities have to be able to provide opportunities for students to experience spoken, reading,
listening, and written language through meaningful class assignments that involve learners in practical and functional use of second language (Zúñiga, 2016)

The first sight on the teachers' responds toward their ways in integrating language skills by following scientific approach seems do not complete without activities that teachers design to engage learners in language learning. In other word teaching activities hold the essential key, and scientific approach is the general ways to engage learners into the activities to cover the four English skills in teaching and learning process.

Oxford (2001) suggests that activities can be done through “the use of small group tasks, such as generating a list of questions for research, responding to first drafts of writing, discussing the meaning of stories, deciding how to prepare a group report and acting in a readers’ theater”. These series of activities can help students learn language from each other. Furthermore he elaborates that such integrated classroom activities, include, for example, listening to language tapes, playing games, or working on information gap and problem-solving exercises. These types of practice require learners to engage in interaction and integrated language usage because group- or pair-work can be carried out only if the participants share and discuss, or read and pool their information. Importantly, the selected task should be in line with interests and intellectual abilities of students (Ahanghari & Farshchi, 2011)

It must be the concern of teachers to understand the concept and the implementation of integrated-skills approach. As a facilitator who guides and design opportunities among learners to practice the four English skills, they have to responsible to provide the conditions for learners to engage in meaningful situations. Students, on the other hand have to be the active learners that experience and construct the knowledge through the activities provided by the teacher. Thus, both of teachers’ and students’ role are important to ensure the main goal of language learning in Indonesia, that is, to allow learners to use English as the communicative purpose. This can be done by teaching not only one skill but all of English skills must be in integrated way. It aims to prepare learners for real-life communication situation.

4. CONCLUSION

This paper concluded that there must be a clear instruction from the policy maker or government about the concept of integrating English skills in English subject during teaching and learning process through K13. The instruction used to avoid misunderstanding in the implementation. So far, there is no supporting successful research which focuses on teaching English by using scientific approach (Sarosa, 2014). In line with Richard in Nur and Madkur (2014) who conveys that there has not been yet a method called scientific approach in language learning. Scientific approach seems incomplete without activities that teachers design to engage learners in meaningful situation of language learning. In other word teaching activities hold the essential key, and scientific approach is the general ways to engage learners into the activities to cover the four English skills in teaching and learning process.

To ensure the four language skills integration, Su (2007) suggested carrying out classroom teaching and learning process by a series of activities that require the use the four skills. It means that there must be classroom practices to help students learn English in interesting, authentic, and communicative ways. And it is the teachers’ role to guide and create opportunities through series of activities among learners to practice the four English skills in the process of teaching and learning.

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The Use of Comics to Improve Vocabulary Learning in Reading Comprehension

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Abstract
Vocabulary is a significant component of reading comprehension. It has been considered an important predictor of reading achievement because it represents a person’s verbal knowledge. This article reviews related literature and theories about the use of comic to improve vocabulary learning in reading comprehension. As we know that reading text takes time and it’s not easy to remain motivated when the texts are boring. Comic will lighten up the mood and encourage student to learn vocabulary in context. The analysis of the studies showed that learning by using comic are motivating, support struggling readers, and enrich the skills of students. This review is going to be used as the conceptual framework for conducting classroom action research.

Keywords: reading comprehension, vocabulary learning, comic

1. INTRODUCTION
This article reviews the use of comic to improve vocabulary learning in reading comprehension. Four themes were generated as the frame work of the study. The first part will explain about learning vocabulary through reading. Students were able to learn a significant number of vocabulary words from reading. Reading helps to develop vocabulary that is crucial for communication. Next part will explain learning reading through comic. Comic can improve their writing and reading skills. Then, the part of this article will describe comic in teaching English. Teaching by using comic can support teaching and learning by generating discussion, stimulating investigation and promoting learner involvement and motivation. The last part will explain about the characteristic of adolescent learner.

2. LEARNING VOCABULARY THROUGH READING
Vocabulary can be defined as “the words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p.385) in William P. Bintz (2011). John Dewey (1910) in William P. Bintz (2011) stated that vocabulary is critically important because a word is an instrument for thinking about the meanings which expresses.

Vocabulary is a measure of the knowledge a person brings to reading which helps learner use the context to comprehend. Thus, vocabulary has been considered an important predictor of reading achievement because it represents a person’s verbal knowledge (Fry & Lagomarsino, 1982; Smith & Dechant, 1961; Spache & Spache, 1973) in Judy A. Barnes, Stephen F., Dean W. Ginther and Samuel W. Cochran (1989).

Learning vocabulary is a lifelong process. Vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts. Learning vocabulary is fundamentally about learning definition of words. Individuals learn new words at an amazing rate; vocabulary growth occurs more from seeing words in context rather than defining words in list; individuals learn new words incidentally.

According to Flanigan & Greenwood (2007), there are four strategies to teach vocabulary;
1. The students they are teaching.
   Richard M. Felder (2005) point out three categories of diversity such as differences in students’ learning style, approaches to learning and intellectual development levels. Related to those categories, we know that before we teach them we have to know who are our students?
2. The nature of the words they decide to teach. The words should related to the title and the subject.
3. Their instructional purposes in teaching each of those words. We must suitable instructional in delivering the lesson.
4. The strategies they employ to teach the words. We must use appropriate media in applying the lesson.

Students were able to learn a significant number of vocabulary words from reading. Reading helps to develop vocabulary that is crucial for communication. Students develop
extensive vocabularies not by completing worksheets, memorizing word lists, or using a dictionary or glossary to define unknown words but the act of reading. Allen (1999) and Robbins and Ehri (1994) in William P. Bintz (2011) contended that vocabulary growth is the result of the extensive amount of reading that occurs in a balanced reading program that includes read-aloud and think-aloud; share, guided, and independent reading experience; and fictional and informational book reading that focus children’s attention on meaning of unfamiliar words in context. Getting students to read more will certainly help them learn new words and new concepts, but they also need to develop strategy awareness and acquire specific strategic word learning abilities (Harmon, 2002) in William P. Bintz (2011).

3. LEARNING READING THROUGH COMIC

Reading at schools is regular activity at the special attention is paid to reading during language class. According to Emma Halstead Swain (1978), there 20 suggestions for reading and language arts activities using comic books or comic strips.

- Consonant blend. Students copy from a comic book five words that contain a consonant blend.
- Picture interpretation. Using one frame from a comic book or comic strip, students circles each word that refers to something in the picture and draw a line from the word to the item it refers to.
- Special print. Using an advertisement in a comic book, students find examples of words in a larger or different style of type.
- Possessive. Using an advertisement in a comic book, students choose one item each for three friends and write their names in possessive form over the item.
- Compound words. Students find and circle as many compound words as possible in comic book story, then select five of the words and use them in sentences.
- Antonym. List ten words and students find picture in comic strips than mean the opposite of each word. They should cut out the picture and write the antonym on it.
- Following direction. Use comic book that contains an advertisement with an order blank. Students fill out the order, pretending they have five dollars to spend.
- Reading for details. Students read comic book story, then close the book and list as many details of the story as possible.
- Summarization. Students write one sentence summary of a comic strip.
- Detecting mood. Using comic strip or comic book, students find pictures that represent the mood.
- Predicting outcome. Provide students with all he frame of a comic strips except the last one and ask them to draw the last frame.
- Major and minor character. Using comic book or comic strip, students circle the major and minor character.
- Character quotes. Using comic book or comic strip, student identify the character type.
- Characterization. Students select the central character of comic book or comic strip and choose one adjective that would describe that character.
- Alphabetical order. Student cut apart a page of comic strips, then ask them to rearrange them according to alphabetical order of titles.
- Classification. Using different kinds of comic books, students divide the books into categories.
- Main idea. Use any comic book that does not have a caption on the front page.
- Critical reading-fantasy. Students list all the clues in a comic book story that tell them the story is not realistic and could not possibly happen.
- Critical reading-persuasion. students find three or four advertisement in a comic book and cross out any emotional or persuasive words.
- Figurative language. Students find as many slang words as possible in a comic book or group of comic strips and define the words using context clues.

Before we teach them by using comic, we have to choose the appropriate comic. Because not all comic will work best in our classroom. Comic for Junior High School is Different from Senior high school.

Learning reading by using comic can open the readers’ mind and increase their imagination. Because comics are perfect vehicle. They divide up text into manageable chunks, which are supported by images. These image help readers increase their vocabulary through
the connection between words and images. By offering a style of reading with which the students are familiar, they will be more willing to make the effort to read. The bottom line is getting them to read. But as a teacher we have to be careful that the students attention on words not the pictures (Emma Halstead Swain, 1978). It means that some of student if they read comic they just focus on the image not to the words.

There are three major model of reading, that is bottom-up reading, top-down reading and interactive. Bottom-up reading processing includes the understanding of a text by analysing the words and sentences in the text itself. Top-down reading process of reconstructing meaning rather than decoding. The last is interactive reading. This model has combined the two models; hence, it stresses the inter-play of all the meaning gathering activities which take places during the reading. In learning reading by using comic, we can use one of them. They can analysing the words or sentences by using images.

4. **COMIC IN TEACHING ENGLISH**

Learning and teaching English needs a lot of creativity and competence. The success of the teaching and learning English is determined by a number of factors both linguistic and non-linguistic such as the students, the teacher, the methods, material and media. Teaching English is very important to help students acquire new concepts of, the skills and language competence. Media can be a component of active learning strategies such as group discussions or case studies. There are many kinds of media which can be used by the teacher in teaching learning process. One of media that the teacher used is by using comic. As Berkowitz & Packer (2001) point out comic books as motivational an educational tool can be used in a variety of teaching and training settings.

Teaching by using comic can support teaching and learning by generating discussion, stimulating investigation and promoting learner involvement and motivation. Many research shows that teaching by using comic has positive effect not only in motivation and reading but also writing and possible uses to develop vocabulary and grammar. Emma Halstead Swain (1978) stated by reading comic books, the students can learn new words, how to read and spell better, draw, and create their imagination. Carry (2004) in Ivana Cimermanova (2014) suggests that comics can be used to help students develop their writing skills, especially of story writing. Yang Gene (2003) also mentions the strengths of comic in education such as:

a) **Motivation**
Comics can capture and maintain the learner’s interest because comic use picture and text to tell the story. Most of student likes reading text y using picture.

b) **Visual**
Pictures and text mutually tell a story. That makes the story more interested to read.

c) **Permanent**
The text medium is permanent but not ‘pictorial. So, ‘visual permanence’ is unique to comics, while time within a comic book progresses at the pace of reader.

d) **Intermediary**
Comic can scaffold to difficult disciplines and concepts, can give reluctant readers the non-threatening practice and to experienced ones inspirations and confidence for more challenging texts.

e) **Popular**
Through comic books about social aspects students may examine ‘contemporary lifestyles, myths and values.

f) **Development of thinking skills**
Analytical and thinking skills can be developed through comic.

Teacher needs to collect comic book or comic strips, so they can choose one of collection when they want to teach by using comic. But one thing we should remember, in teaching by using comic we have to focus on words not on picture.

5. **THE CHARACTERISTIC OF ADOLESCENT LEARNER**

In general, female brains process language activities more easily, earlier and faster than males, while males more readily excel at spatial-mechanical and gross motor skill task (Clements, Rimrod, Abel, Blanker, Mostofsky, Pekar, Denckia & Cutting, 2006; Kansaku & Kitazawa, 2001; Mack, McGivern, Hyde & denenburg, 1996) in Angela Josette Magon (2009). Gurian & Stevens (2004) in Angela josette Magon (2009) state that these differences explain why girls outperform boys in reading and writing, and why boys tend to gravitate toward physical activities and video games. Some cognitive researchers hypothesize that greater brain
activation symmetry explains why girls are (arguably) considered better multi-taskers, can link more concept together, and can transition faster between lesson compared to boys of the same age (Havers, 1995) in Angela Josette Magon (2009). As children age in adolescence, their brains undergo many fundamental changes that affect boys and girls in different ways (Hanlon, Thatcher & Cline, 2000) in Angela Josette Magon (2009).

During adolescence, girls prefrontal cortices are generally more active than boys’ and develop at earlier age (Gurian & Stevens, 2004, p.22) in Angela Jostte Magon (2009) This allows them to handle boredom better, have greater attention spans, and display greater emotional intelligence (Davidson, Cave & Sellner, 2000; Jausovec & Jausovec; Killgore, Oki & Yurgelun-todd, 2001; Sax, 2006) in Angela Josette Magon (2009). Conversely, adolescent boys’ amygdale volume is much greater than girls’ and continues to grow larger during puberty (Jausovec & Jausovec; Wilson & Horch, 2002) in Angela Josette Magon (2009).

Junior high school students are categorized into adolescents’ learner. In this period, teenegers like spend their time for hanging around, peers, friends, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them. The characteristics of adolescent learner are:

1. They seem to be less lively and humorous than adults.
2. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention to the teacher.
3. They would be much happier if such problems do not exist.
4. They may be disruptive in class.
5. They have great potential creativity and a passionate commitment a thing that interest them.

In this period they want to find out their identity. Parents should give more attention. Because this is a sensitive period for them. According to Carl E. Pickhardt Ph.D., there are two emotional states in adolescence, the first is embrassment and the second is boredom. Adolesce are very easy to embrass because this is the age of in between when one is no longer a child but nt yet an adult, and can be criticized on both fronts for either presuming to act to old or for not acting old enough. They also easy to feel bored. That's why sometime they try a new one.

Developmental Characteristic the Learner

The teaching of children has been profoundly affected by the work of Jean Piaget, who identified four stages of cognitive and affective development in childhood and adolescence. The child develops cognitive through active involvement with the environment, and each new step in development builds on and becomes integrated with previous steps. Because two of the four shifts in developmental stage normally occur during the elementary school years, it is important for language teachers working with children to keep the characteristics of each cognitive stage in mind (Piaget, 1963). They are as follows:

1. The stage of sensory-motor intelligence (age 0 to 2 years). During this stage, behavior is primarily motor. The child does not yet internally represent events and ‘thinks’ conceptually, although “cognitive” development is seem as schemata are constructed.
2. The stage of preoperational thought (age 2 to 7 years). This stage is characterized by the development of language and other forms of representation and rapid conceptual development. Reasoning during this stage is pre-logical or semi-logical, and children tend to be very egocentric. Children often focus on a single focus n a single feature of a situation at a time.
3. The stage of concrete operations (age 7 to 11 years). During these years, the child develops the ability to apply logical thought to concrete problems. Hand- on, concrete experiences help children understand new concepts and ideas. Using language to exchange information becomes much more important than in earlier stages, as children become more social and less egocentric.
4. The stage of formal operations (age 11 to 15 years). During this stage, the child’s cognitive structures reach their highest level of development. The child becomes able to apply logical reasoning to all classes of problems, including abstract problems either not coming from the child’s direct experience or having no concrete referents.

Piaget points out that children are not simply miniature adults who have less experience and thus less knowledge to work with as they approach problems and new situations. They do not think like adults because their minds are not like adult minds.

The work of the Canadian educator Kieran Egan (1979, 1986, 1992) provides insight about educational development that are especially applicable to the elementary and middle
school language program. Egan describes development in terms of the characteristics that determine how the learner makes sense of the world. He thinks of educational development as a process of accumulating and exercising layers of ability to engage with the world. Egan describes the characteristics become four layer, that is:

1. The mythic layer: ages 4 to 5 through 9 to 10 years. Learners in mythic layer often believe that the world thinks and feel as they do. These learners interpret the world in terms of absolutes, in the same way that a fairy tale world operates. The wicked witch is all bad; the daring prince is all good.

2. The romantic layer: ages 8 to 7 through 14 to 15 years. Romantic layer learners tend to see this outside world as both fascinating and frightening. As they seek out the limits of this world, they are drawn to extremes. They are also attracted to realistic detail— the more different from their own experience, the better.

3. The philosophic layer: ages 14 to 15 through 19 to 20 years. These learners have integrated their inner world with the outer world. They now understand the world to be unit, of which they are a part. They try to organize the facts and details they collected in the romantic layer, creating their own systems for making sense of the world.

4. The ironic layer: ages 19 to 20 through adulthood. The learners recognize that no one system is adequate to organize all knowledge, but that systems are necessary to make sense of information. If one system does not work well, it can be discarded in favor of another one. This is the mature, adult learner.

The characteristic of children at different stages of development will help prepare the teacher to create curriculum and activities that bring languages and children together effectively.

6. CONCLUSION
In summary, learning is a process to acquire a knowledge. It needs hard work and sometimes will make students frustrated and get bored. To anticipated it, the use of media in teaching learning process is needed to attract students’ attention and to make teaching-learning process more interesting and attractive. Comic is one of media that we can use in teaching learning process. Reading comic can help students to love reading, help them to think differently, and perhaps the story is good for their brain. Comic can open their mind. Because the have to connection between words and the images.

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EXPLORING EDMODO THROUGH COLLABORATIVE WRITING METHOD IN TEACHING WRITING SKILL

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ABSTRACT
Writing is a process of constructing ideas or thoughts which consists of some aspects such as content, language and organization of the text. Teaching writing considered as the most difficult duty for the teacher because they have to arrange and build the ability of the students in production skill. The purpose of this research is to explore the implementation of collaborative writing method combined by edmodo as the solution as the teaching technique in writing skill. The 21st century learning nowadays has already been applied in the classroom. The researcher conducted a descriptive qualitative study in this research. The subject of this research was students of seventh grade at a school in Ngawi. The researcher used the purposive sampling, by selecting the schools which has computer facilities and internet connection. In collecting the data, the researcher used documentation, interview, open-ended questionnaire and observation checklist. The result of this study shows that the use of Collaborative Writing Method combined by edmodo has positive perspective both from the students and the teacher. Meanwhile, there are some problems related to the internet connection in this study. To sum up, the combination of technology, teaching technique and the competency of the teacher can produce the success of teaching and learning activities in the class.

Key words: collaborative writing; edmodo; teaching; writing skill

1. Introduction
Language as means of communication is very essential to be acquired through listening as the basis, speaking, reading and later to advance level, writing. Writing needs well-equipped skill and is the highest level of language skill. Writing only can be occurred if one already has idea and words. Lawwill [1999] states as cited in Demir [2013] writing contains creative thinking and connecting new information with the prior knowledge and this makes new information sense. Writing aids language development at all levels: grammar, vocabulary, phonology and discourse. It requires learners to manipulate the language in interesting and demanding ways in attempting to express uniquely personal meanings [Tok & Kandemir, 2015].

Writing is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to write. Moreover, the higher the level of students, the more it becomes. It is an obvious different level of skill students have in range of preliminary up to college. The difference occurs because of the number of words acquired by learners. This leads to level of difficulty of writing sequence and content of each level. Nonetheless, teacher finds it difficult to stimulate students to write in higher level i.e. junior high school and senior school, so it teacher is urged to use a creative and communicative teaching method. Teaching method can be vary based on needs and occasion of goal. Teachers are free to choose in case the students and state is not in accordance. Regarding this situation, there is one alternative method which is beneficial for both teacher and students to be included in and cooperate with, collaborative learning.

In writing, many methods can be applied based on needs and occasion. Some teachers prefer to use conventional way such as giving certain topic or theme as first step then ask students to write based on instruction. This is considered as insufficient way because students only work on themselves and if it is possible, they get a feedback only from teacher. This is an obstacle to improve students’ ability to deliberate their idea into written form. From many available methods, one of the advantageous methods is collaborative writing. Kung [2002] states collaborative writing is a method to deal with the low linguistic level of exchanges as planning, negotiating meaning and reviewing which makes the task goal-directed and the students more reflective. Moreover, collaborative writing fosters the development of second language writing through increasing engagement, confidence, and responsibility on the parts of the learners [Strasma & Foster, cited in Li, 2000]. Collaborative writing can be beneficial in different language domains. For instance, Kowal and Swain [1994] and Swain [1996] proposed the use of collaborative writing tasks to direct students' attention to grammatical accuracy [in Kung, 2002].

Collaborative writing has great potential as a pedagogical approach, as research has shown that it encourages reflective thinking and a pooling of knowledge about language [Elola,
From a sociocultural perspective, collaboration affords learners to engage in scaffolding, where they are able to guide each other through the complex process of linguistic problem solving, even though as individual novices, but collectively as experts [Donato, 1994]. In language use, learners use language in an attempt to make meaning and to deliberate about the best way to articulate that meaning [Swain, 2000]. At this rate, collaborative learning as sufficient way is urged to be technically supported to fulfill the requirement in achieving ultimate goal.

One of the recent technologies applied in language classrooms is Edmodo, a blended learning platform designed by O’Hara and Borg in 2008 and is now available at www.edmodo.com [Kongchan, 2012] and designed almost similar to Facebook but intended for educational purposes [Kongchan, 2013]. Edmodo is used by many educational institutions all over the world for its attracting features [Delacruz, 2013; www.support.edmodo.com, 2013, 2014]: user-friendliness [Kongchan, 2012; Thongmak, 2013]; free and secure online environment [Kongchan, 2013]; the top teaching and learning websites developing innovation, and creativity [Kongchan, 2012]; literacy learning and communicating facility [Delacruz, 2013; Paulsen, 2003; Jenkins, 2006; Stroud, 2010]. Therefore, there is no doubt about how Edmodo facilitates students’ learning experience to take place.

Edmodo is believed to be applicable in teaching writing. Some studies have proved how Edmodo works in writing classes [Adas&Bakir, 2013; Gardner, 2013; Pop, 2013; Abadi, Ahmadi&Mehrdad, 2015]. The results of the research mostly reveal that Edmodo is able to be integrated into writing.

To entail the goal of writing skill, teachers should be creative to develop the sphere into interactive and communicative. Thus, this research aims to unravel the possibility of edmodo as new perspective, later be combined with collaborative learning, of class development in writing skill and relates to the available facilities of school particularly internet connection.

2. Methodology

To meet with the seized result, this research conducted qualitative research by purposive sampling. Neuman [2000] states purposive sampling is type of sampling in specific purpose. Purposive sampling is conducted in; (1) the cases to select is unique and informative; (2) the members are difficult to reach; (3) the research is in-depth investigation. The subject of this research was students of seventh grade at a school in Ngawi. This research considered schools with computer facilities and internet connection. This is required to see the difference between the school either has facilities or has no facilities. The data was collected through documentation, interview, open-ended questionnaire and observation checklist.

3. Discussion

Writing is very important as language skill to produce written idea and is the advance skill which requires well-equipped students to conduct so. The use of edmodo through collaborative learning is sufficient to be developed in writing class. The research conducted shows that the edmodo was very interactive in writing skill. Moreover it was supported by collaborative writing in which students are actively involved to assess others’ works. The role of collaborative writing and edmodo connected each other to enhance students’ writing ability and developed the communication through students or scaffolding within they assessed other peers’ writing.

Collaborative learning stimulates students to be able to give feedback to other peers. This subtracted students’ expectation to have assessment in one direction with teacher only. Students tried to give a simple comment whether it was in sequence sentence or other way around. The ability of writing was obviously stimulated from this method from the perspective of successfulness and thought they were, in fact, still lack of vocabularies, grammar and other requirements needed to conduct writing their motivation to assessed peers’ works had increased than conventional method – the one direction communication with teacher.

Edmodo as the media provided writing had evidently attracted students to learn and to write more. Edomodo appearance more likely to Facebook which is the worldwide well-known as social media and applicable as writing but not in academic state had drawn students’ attention to write their story or in other writing form. The idea of writing was an actual expression of their feeling and other story they experienced in real life. The motivation to give a feedback unconsciously happened among peers and it was very interesting to see them communicating in such way. The idea of giving feedback had played important role as the bridge to connect peers during writing activity.

Teacher as third party observed students’ communication pattern as aligned with the material so that students could be focused on what the already seized as learning objective.
Teacher involved indirectly by assessing students’ writing ability in writing or giving feedback. Teacher could possible give feedback directly in comment or in class after assessing students’ writing in general. This gave students more reason to be actively involved in teaching-learning process. Nonetheless, either teacher or parents could control students work. Teacher was invited to make a topic based on the learning plan and possibly connected with other school or teacher to provide various topic or share major problem among teacher.

The obstacle faced during application of edmodo was internet connection. It would be very beneficial if the school had strong internet connection during this session. The researchers took place in Ngawi had good internet connection so it was very helpful for teacher to conduct writing session. The major problem would be face by other school which has poor or no connection or moreover not well computerized. Party in charge should be actively involved in providing and maintaining the facilities. The facilities has greater role to conduct this method and not to mention the teachers themselves. Between teacher and facilities should be connected in ability. Before being taught to students, teacher should understand the use and how-to operate the application. Teacher as the third party to connect students and edmodo first should know the use of edmodo in technically operated. Teacher in Ngawi mostly were easy to be taught how to use edmodo. Even the facilities are available it would be pointless if teachers do not know how to operate and give assignment for students to have writing session in edmodo.

Students, teacher and facilities in this case are computer and internet connection are important to be linked as well as the party in charge in providing and maintaining the facility. The successfulness will be achieved through collaboration of all parties. Moreover, this will be beneficial to improve students’ ability in many aspects.

4. Conclusion and Recommendation

Writing the highest level of four language skills is very essential to be neglected in many aspects. Writing is a skill that should be well-equipped in many ways such as media for writing. In writing teacher is invited to be creative and moreover in such age where everything is digitalized and it applies on education or teaching learning process. The collaborative writing as the idea of connecting peers will stimulate them to be more active in writing activity. Conventional way such as one direction feedback between students and teacher is less helpful and it is urged to develop students’ ability by using an interactive media. Edmodo which has sociable and interactive appearance will stimulate students to write and give feedback to other peers’ woks. Teacher, students and facility are linked up to be connected as well. Teacher should know how to operate first before applying this application in writing session. Internet connection in school should be set in such a way to later be useful for teaching learning session.

References


THE PERSPECTIVES OF SENIOR HIGH SCHOOL STUDENTS AND ENGLISH TEACHERS ON EFFECTIVE ENGLISH TEACHER’S CHARACTERISTICS

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Abstract
This qualitative study aims to describe and to get rich information about Senior High School students’ and English teachers’ perspectives on effective English teacher’s characteristics at one senior high school in Jambi city. Data for this study were collected through a demographic questionnaire, and in-depth interview with the participants. Based on teacher’s perspectives, there were eleven characteristics of effective English teacher include: 1) Being able to plan lesson well to teach English as practical lesson to the students, 2) Providing the students with various activities, 3) Appreciating and delivering feedbacks toward students’ English performance, 4) Caring about students’ language progress and understanding, 5) Being flexible in using English in teaching, 6) Mastering in English proficiency and have knowledge about English culture, 7) Improving his/her capability, 8) Being aware toward students’ different English proficiency, 9) Caring and helping students’ problem, 10) Motivating the students in learning English, and 11) Having good relationship with students and being friendly toward students. While based on students’ perspectives there were also eleven characteristics of effective English teacher include: 1) Explaining well and paying attention in practical lesson, 2) Providing students with various activities, 3) Delivering individual feedback to the students, 4) Informing about students’ progress, 5) Caring about students’ problems, 6) Using mix language in teaching, 7) Sharing knowledge relates English language, 8) Motivating the students in learning English, 9) Knowing about condition and showing enthusiasm in teaching English, 10) Treating the students well, and 11) Being friendly toward students. The implications of this study are as a source of information for teachers and prospective teachers about effective English teacher in order to maximize students’ ability in mastering English and as consideration for policy makers in English study program to provide teacher candidates with competences needed in the real teaching.

Key Words: Students’ Perspectives, Teachers’ perspectives, Effective English Teachers’ Characteristics.

1. Introduction
Teaching English is a bit different from other subjects, means that an English teacher is also a bit different from other teachers. As a person who has main part in teaching, English teacher should have certain characteristics. According to Borg (2006), language teacher inducts learners into way of thinking and being of target language. Language teacher should develop the communication skills of the students in target language. As well the consistency of English itself as foreign language for Indonesian learners, it is a challenge for the English teacher to make the learners in mastering English.

Teaching is not only about how to transfer the knowledge from teachers to students. It is also meaningful if teaching and learning activity starts from the available condition where students feel comfortable with teacher in teaching them. It affects the students to be interested or not to learn. Hooks (1994) explained that it is essential if the teacher provides necessary conditions where learning can most deeply and intimately begin. According to Richards (2002), it is the teacher’s duty to create a desirable classroom climate, to plan a variety of learning activities, and to use materials of instruction effectively. Teaching a wide range of students needs good preparation based on their interest and ability. In other words, creating, maintaining and stimulating learning environments can be achieved through effective classroom organization.

It is beneficial to view the process through students’ perspectives as persons who experience learning process and also teachers’ in teaching process. Specifically, according to Kalebic (2005) the English teachers should have a power to build a different atmosphere in the classroom and make a good performance in teaching practice. A good performance means an action or a way how to make students become enjoy and relax in learning. So, the teachers should have responsibility to control the classroom management in teaching their students.

Moreover, Goe, Bell, and Little (as cited in Christina, 2013) stated that as the direct consumer of teacher’s service, students’ opinion about teacher is important to be considered. How students perceive their teacher will be reflected in their learning performance. When they think their teacher is agood and effective teacher, it will influence students to be more motivated...
to learn. Then, defining an effective English teacher characteristics from students' and teachers' perspective would be useful to improve the quality both of teacher and teaching process.

Regarding to statements above, the researcher is interested in conducting this research. However, this case study research does not have any intention to compare the perspectives of students and teachers. This research aims to provide ideal descriptions of effective English teacher's characteristics from the both sides.

2. Literature Review

2.1 English Language Teaching and Learning

In learning English, teachers can observe how students respond to English subject and the teachers should pay attention about students' progress in learning English whether English subject is useful for them. English language is meant of spoken and written communication. Harmer (2004) who states that in communicative approach, the effective English teacher activities focus on using language in real communication for various context and purpose.

In Curriculum 2013, English lesson in senior high school is taught in English for General Purpose (EGP). It proposes to provide students with the ability of using English for communication both in spoken and written form. In general, the purposes of English learning in Senior High School are: 1) To develop communicative competence both in written and spoken form to reach informational literacy level, 2) To give an understanding how important English is in order to improve human resources, 3) To develop the understanding how language and culture related to each other.

2.2 Characteristics of Effective English Language Teacher

According to Oxford Dictionary, effective means producing the result that is wanted or intended. According to McBer (2000) effective teacher refers to teacher who has professional characteristics, teaching skill, and ability to create conducive classroom. In some literature the term characteristics, qualities or competences are quite same. The characteristics of effective language teachers have been considered in perspectives in some literatures here, the researcher only chooses two literatures. The first is by Brosh (1996) identified five desirable characteristics of effective English teacher. The characteristics are having knowledge of the target language; being able to organize, explain, clarify; arousing and sustaining interest and motivating among students; being fair to students by showing neither favouritism nor prejudice and being available and helpful for students.

In addition, the distinction and effectiveness of foreign language teachers proposed by Borg (2006) in his study which involved over 200 practicing and prospective English language teachers from various contexts and included teachers in mathematics, history, science and chemistry to define the distinction between language teacher and those of other fields. The findings of his study showed key themes which make language teacher different which include 1) the methods, activities and material available to language teachers, 2) the scope and complexity of the content of language teaching, 3) the nature of language, 4) the especially close relationship between teachers and learners, 5) issues relating to the status of native and non-native language teachers and 6) Language teacher's traits.

Related previous study was done by Park and Lee, 2006, investigating the characteristics of effective English teachers as perceived by 169 teachers and 339 students in high school in Korea with a self-report questionnaire consisting of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. Overall, the teachers perceived different characteristics than the students in all three categories. Teachers ranked the English proficiency as highest in contrast to the students who ranked pedagogical knowledge the highest. The student subgroups also held different perceptions of effective teaching. High achieving students reported different characteristics than low achieving students in pedagogical knowledge and socio-affective skills, whereas the male students demonstrated different characteristics from the female students in socio-affective skills. There were universal teacher characteristics which were considered important by all the groups, such as reading and speaking proficiency, arousing students' interest in learning English, and building students' self-confidence and motivation.

Other current study was done by Christina (2013) who figure out about students and teachers on effective English language teacher in Vocational High School. The data findings indicated that participants shared the same perspectives that effective English teacher should have several characteristics which include: 1) having awareness towards students' need, 2) having awareness toward students' different English proficiency, 3) being flexible towards
English teaching, 4) showing enthusiasm in teaching, 5) appreciating and supporting students’ English performance, and 6) being like a friend with the students.

3. Methodology

This research used qualitative method with case study approach. Johnson and Christensen (2008, p.36) stated that, “in qualitative research, the researcher try to look at multiple dimensions and layers of behavior, such as the types of people in a group, how they interact, what kinds or agreements or norms are present, and how these dimensions come together holistically to describe the group”.

The researcher chose the design and method because case study allowed her to explore bounded systems (cases) over time with a comprehensive result, in-depth data collection involving multiple sources of information (e.g. Interview, demographic survey), and report a case description and case based systems. Johnson & Christensen (2008, p.49) stated that, “case study research is more varied than phenomenology, which focuses on individuals’ experience on some phenomenon and it focuses on each case as a whole unit as it exists in its real-life context”.

The research site for this case study was one Senior High School located in Jambi city. The participants selected of this research are English teachers and students in grade eleven. There were two English teachers and nine students in this research. Purposive sampling is considered as suitable sampling procedure in this case study research. The researcher found two English teachers who teach in grade eleven and the researcher invited them to have interview section, fortunately both of them want to be participants. They are one male and one female. While for selecting the grade eleven students as the participants, the researcher employed criterion sampling strategy as one of purposive sampling types.

The criteria of student who is considered as rich participant is shown in table below:

<table>
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<tr>
<th>Criteria</th>
<th>Description</th>
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<tr>
<td>1) the student has clear purpose in choosing Senior high school</td>
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<tr>
<td>2) the student wants to use English to get next level of education</td>
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<tr>
<td>3) the student who are able to describe clearly the type of a good or bad</td>
<td>English teacher characteristics (based on his or her experience), and</td>
</tr>
<tr>
<td>4) the student who are able to deliver his or her opinion about how</td>
<td>English teacher should teach by writing more than two points.</td>
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<td>teacher should teach</td>
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For collecting data, the researcher used demographic questionnaire and interview. The demographic questionnaire was used to get students’ profile and also to select the students as participant. The demographic questionnaire for students was written in Bahasa Indonesia to minimize misinterpretation. It consisted of students’ personal data, students’ personal data, students’ motivation in choosing senior high school, students’ opinion about significance of learning English, students’ experience in learning English and their opinion about English teacher.

Then, the interview as the main instrument was taken place in an informal classroom with participants. The questions of the interview were derived by synthesizing. According to Maryland (2009) synthesizing was the researcher combined his opinion, relevant facts, expert opinions and other sources to formulate a qualified questions. For students, there are some questions those will not be asked as to the teachers.

Analyzing data in this case study research was begun since the data had been collected. The data obtained from questionnaire are analyzed descriptively, while the recorded data interview which would be quoted were transcribed and translated into English before being analyzed descriptively. The next step is researcher divided the data to be related to codes, theme, or category. Then, the researcher analyzes and reanalyses the individual interviews data by using within-case and cross-case displays and analyses. After that, the researcher found several common themes shared by the participants. After that, the common themes were discussed descriptively. The researcher also discussed the data finding in the relation to previous research and theory. The discrepancy perspectives between students and teachers were presented to provide insight to the readers about what aspects that students expect from their English teachers.
4. Findings and Discussion

Based on teacher’s perspectives, there were eleven characteristics of effective English teacher which include: 1) Being able to plan lesson well to teach English as practical lesson to the students, 2) Providing the students with various activities, 3) Appreciating and delivering feedbacks toward students’ English performance, 4) Caring about students’ language progress and understanding, 5) Being flexible in using English in teaching, 6) Mastering in English proficiency and have knowledge about English culture, 7) Improving his / her capability, 8) Being aware toward students’ different English proficiency, 9) Caring and helping students’ problem, 10) Motivating the students in learning English, 11) Having good relationship with students and being friendly toward students. While based on students’ perspectives there were also eleven characteristics of effective teacher include : 1) Explaining well and paying attention in practical lesson, 2) Providing students with various activities, 3) Delivering individual feedback to the students, 4) Informing about students’ progress, 5) Caring about students’ problems, 6) Using mix language in teaching, 7) Sharing knowledge relates English language, 8) Motivating the students in learning English, 9) Knowing about condition and showing enthusiasm in teaching English, 10) Treating the students well, and 11) Being friendly toward students.

To fulfil the purposes of English subject in senior high school, English teacher should do some activities. The students who are as participants in this research also had clear purpose in choosing senior high school as their educational school. They have to get to the next level of education in university. English should be taught as practical lesson, means that the teacher and students will be better to have more conversation, so the students will get the point by having practical directly. The English teacher should also prepare all things relate to senior high school students’ need, prepare lesson, choosing the suitable teaching strategy, and explain the material in detail explanation. Therefore, all participants shared same idea that effective English teacher should be aware toward students’ need. This characteristic is in line with Christina (2013) who found in her research that English teacher should aware toward vocational high school students’ need. In teaching English to the students, English teacher is expected to provide them with various activity. It aims to make them feel enjoy and interest in learning English. It is a way for the teacher to explain the material toward students. It is line with Brosh (1996 ), Borg (2006) and Park & Lee (2006) who stated that in teaching English, the teacher have to be smart in delivering and explaining the material by using some activities.

Next characteristic that English teacher should have is care about students’ problem. It is in line with Brosh (1996) who stated that English teacher should being helpful toward students in learning include about their problem. English is as foreign language for Indonesian students, surely in learning process they will find some problems in comprehending the lesson. Here, the play of English teacher is to help students’ problem and try to solve it. Regarding to this condition, all participants believed that English teacher should care about students’ problems in learning English.

An English teacher should also motivate the students in learning English, moreover English is as foreign language for Indonesian students. All participants agreed that an English teacher should always motivate the students in order they have willingness to learn English. The students also shared opinion about the importance of motivation from their English teacher. They believed that, by getting some motivation directly from their teachers, it can build their interest to learn English. This characteristic is line with Brosh (1996) and Borg (2006) who stated that motivated students should be a characteristic for English teacher. It is also line with Park and Lee (2006) finding in their research.

An English teacher also should be smart in delivering feedback toward students’ English performance. Teachers believed that English teacher may not blame and judge the students. One teacher also suggested to give them appreciation then correct the students mistakes. Teachers believed that step by step the students will be better. In delivering feedback, the teacher should consider the personality of the students. Students reported that an English teacher should support them in correcting their performance by giving more explanation about the material. In giving feedback also the teacher should not give the students punishment. Students shared that the teacher should deliver feedback in different ways. The important thing that the teacher should deliver feedback in the suitable and good way. It is line with Christina (2013) finding in her research.

Based on the result, students need to know about their progress in learning English from their English teacher. It aims to know about their language level. This characteristic is not stated in any previous studies and theoretical framework of this research, means that it is only emerged in this research.
There are some students who have high capability in English and low capability in English. In responding to this condition, the teachers believed that effective English teacher should find the suitable teaching model. The English teacher should get closer to them and patiently give more explanation for the students who are low in English. Having awareness toward students’ different English proficiency is line with Christina (2013).

All participants believed that good relationship inside and outside the classroom is important for English teacher and students in order they can build comfortable condition in learning. They believed that if the relationship among teacher and students is good, the students would not be afraid with the teacher. So, the students would be happy in learning with the teacher. The participants also shared same idea that it is better the teacher is like a firend for the students. It is in line characteristic with Borg (2006) and Christina (2013). Borg suggested that English teacher should build closer, relax and generally as positive interaction with the learners and Christina found that English teacher should be like a friend for the students.

An English teacher should be professional in four competences of teacher especially in subject matter knowledge. This topic was only asked to the teachers because the students did not have any idea about it. The teachers believed that English teacher should master four skills of English and also they have to improve their capability in English because English is a long term practical. It is in line with Brosh (1966) who suggested English teacher should have knowledge of the target language and Borg (2006) who stated that English teachers should improve their knowledge because language is constantly developing.

The teacher also needs to share the knowledge relates to English include the culture of English language although it is not cited in syllabus or curriculum. But the participants felt it is needed as knowledge during English language use. It is in line with Borg (2006) who stated that English teacher has to have scope and complexity of content of language teaching include about culture behind the language.

Based on the finding English teacher should about care the condition and abshowing enthusiasm in teaching English. Teachers suggested for prospective English teachers to know about condition to teach the students. They had opinion that to get students’ interest started from the teacher itself to make the condition of learning activity become interesting. This characteristic is in line with Borg (2006) as one of language teacher traits and Christina (2013) in her research finding that English teacher should show enthusiasm in teaching.

Then, English teacher should treat the students well. Although this opinion was suggested by teachers and students, but the students more emphasized on this character to English teacher. They preferred English teacher to treat them well include being fair and patient. English teacher should be fair in treat them, not only pay attention to the smart students in teaching. It is line with Brosh (1996) that English teacher should be fair by showing neither favouritism nor prejudice toward the students.

And the last characteristic about using effective language used in teaching English, the teachers reported that an English teacher should be flexible in using language during teaching English for the students. Actually, English teacher should teach the students by using English language, but they have to aware toward students ability that not all students can understand the lesson if English teacher use English all the time of teaching. While the the students most preferred to be taught by using mix language. They awared that they had limited vocabulary, so they need English teacher to use mix language English Indonesian during teaching them. This characteristic refers to Borg (2006) who stated that teacher should concerned on non native issue. If the teacher use foreign language, it may create distance between teacher and the students. So, English teacher should effectively use language in teaching English for the students.

Finally, some results of the study were similar with the previous studies by by Park and Lee (2006) and Christina (2013). It could happen because the characteristics of effective English teacher were related with some theories and previous study. But some of results were also different with previous study, it could happen because the researcher did the research in different place, different time, and different object.

Comparing with Park and Lee study, there are some similarities such as English teacher should provide the students with various activity as a way in arousing students’ interest in learning English and the characteristic to build students’ motivation.

The similar characteristics of effective English teacher that found in this research with Christina (2013) are having awareness toward students’ need in learning English, delivering feedback toward students’ English performance, having awareness toward students’ different
English proficiency, having good relationship and being like a friend with the students and show enthusiasm in teaching. This similarities can be occured because the research method used is same and related with some theories.

Although this research has same method in qualitative with Christina (2013), there are also several differences. some of results were also different with previous study, it could happen because the researcher did the research in different place, different time, and different object. This research was done in Senior high school while Christina did her research in vocational school. The characteristics of effective English teacher that found in this research but did not found in Christina research are providing the students with the various activity, caring and helping about students’ problem, motivating the students in learning English, caring about students’ language progress, being professional in English and improve his/ her capability, sharing knowledge relates English language culture, treating the students well and using effective language in teaching English.

Those characteristics that occured in this research but did not occur in Christina research were related with the theories used in this research. There is also one characteristic that occurred in this research but it does not relate with any theories or previous study. The characteristic is caring about students’ language progress. The students are different capability in getting the material of English from English teacher. Based on the result, students need to know about their progress in learning English from their English teacher. It aims to know about their language level. The teacher may give the the value to measure students’ language progress.

5. Conclusion and Suggestions

Based on teachers’ perspectives, there were there were eleven characteristics of effective English teacher which include: 1) Being able to plan lesson well to teach English as practical lesson to the students, 2) Providing the students with various activities, 3) Appreciating and delivering feedbacks toward students’ English performance, 4) Caring about students’ language progress and understanding, 5) Being flexible in using English in teaching, 6) Mastering in English proficiency and have knowledge about English culture, 7) Improving his / her capability, 8) Being aware toward students’ different English proficiency, 9) Caring and helping students’ problem, 10) Motivating the students in learning English, and 11) Having good relationship with students and being friendly toward students.

There were also eleven characteristics of effective English teacher emerged from the students’ perspectives which include: 1) Explaining well and paying attention in practical lesson, 2) Providing students with various activities, 3) Delivering individual feedback to the students, 4) Informing about students’ progress, 5) Caring about students’ problems, 6) Using mix language in teaching, 7) Sharing knowledge relates English language, 8) Motivating the students in learning English, 9) Knowing about condition and showing enthusiasm in teaching English, 10) Treating the students well, and 11) Being friendly toward students.

Based on the findings, the researcher recommended for English teachers in senior high school to implement these findings into their teaching. In fact, to be an effective English teacher, before teaching, the teacher should prepare the lesson well, adapt with the syllabus and curriculum in order the students’ need can be fulfilled. It is also important for English teacher to show enthusiasm in teaching in order the students are influenced to learn English in good mood and provide the students with various activity in order the students are not bored to follow the learning activity. Then, effective teacher should also improve his / her capability in English proficiency. The teacher does not only have to teach well but also have good relationship with the students. It is needed to have comfortable and close relationship in order the students also feel comfortable in learning English and they will not be afraid to share their difficulties in learning English to the English teacher.

The researcher also suggested to the English department to consider these findings in equipping teacher candidates skills needed in real teaching. The test of practical teaching and English proficiency are also need to have in order the prospective English teachers are reliable in four teacher competences and have good proficiency in English. This research is only limited of English in senior high shool. Therefore, the further researcher, researcher suggested to explore the aspect deeper than this research in order the better and more complete research. It can be done also in senior high school moreover where English learning takes place elsewhere.
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Author Biography

Ria Rahmiyanti, S.Pd, was born in Jambi November 20th 1992. She is the last child of three children. This graduated student of English study program in Universitas Jambi has been teaching the children in the educational center since 2010. She really wants to be an English lecturer in her future. She has been active in several organizations since in the college.
Reading Comprehension through Metacognitive approach on EFL Students

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Abstract
This article aims at presenting and overview the essential of metacognitive approach for reading comprehension on EFL students based on the process of Planning, Monitoring and Evaluation. In addition, the essential factors of what students have for reading comprehension are also described in reading skills and reading strategies based on some results of related research. Metacognitive strategies are indeed considered to be the best way for helping EFL students in reading comprehension. In the application of metacognitive, teacher is considered to be the role model of students, as it is the essential point from metacognitive strategies (metacognitive instruction). Accordingly, types of metacognitive will be described to create clear distinction between metacognitive and cognition; metacognitive knowledge and metacognitive regulation. Both of metacognitive knowledge and regulations have their own role to let students be aware toward strategies that their employ for reading comprehension.

Keywords: metacognitive, reading comprehension, rural area

1. Introduction
This article will discuss about some related theories about Reading Comprehension through Metacognitive approach of EFL students. Moreover, it will explain also the difference of metacognitive and cognitive on reading comprehension of rural area students. The concept metacognitive will be explained on theory proposed by Flavel (1976); metacognitive knowledge and metacognitive experience (Planning, Monitoring and Evaluation).

2. Reading comprehension: Reading skills or reading strategies
Comprehending a text for EFL students who are not custom with English text is indeed a problem, especially for those who are living in rural area where the access for English sources is limited (English books/materials, native speakers, teachers with good English proficiency), since reading comprehension is indeed not only the process of relating word by word on the text (what is written) but also figuring out the author meaning/intention of the text (Othman, 2009). He then described that students’ reading process is not only for the purpose of understanding text literally but also to come up with inferences.

Many educators believe that reading comprehension is related to students’ answers toward questions provided in the text given, or summarizing a text that has been read. Others also believe that reading comprehension is accomplished in the service of learning, understanding, remembering, responding, and making inferences. These assumptions become the fundamental ideas lie on the meaning of reading comprehension.

So, what makes students comprehend a text? To begin with, it is better to know the description of reading comprehension from some researchers. Durkin in 1993 described that Comprehension is the essence of reading and the active process of constructing meaning from text. Then it continues described by van den Broek & Espin (2012) that reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text. In addition, for this research, reading comprehension relies on prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation (Amy, 2015). Thus, it can be concluded that there are two points that have role in reading comprehension; reading skill and reading strategies.
2.1 Reading skill

Many researchers believe that reading skill is automatic and unconscious skills that will work when students read a text, and every student has their own reading skills capabilities. Some researches that give essential insights to the current practice of reading skill development are National Center for Education Statistic (NCES, 2012) revealed that 24% of eighth graders and 33% of fourth graders tested below basic in reading skills in 2011. Further, on the International Assessment of Adult Competencies Literacy Scale (USDE, 2012), adults in the United States achieved an average literacy proficiency score of 270 on a scale of 0 to 500—3 points below the international average score of 273. The results concluded that reading comprehension is a complex processes and require multiple reading skills (cognitive and stored memory).

Accordingly, reading skills have huge role to help students facing problems in reading comprehension. The ways to solve the problems are well described by Amy (2015); Students should be able to identify weaknesses in specific cognitive skills, then they should have procedures for enhancing those specific skills rather than general interventions that target a limited number of skills without regard for identified strengths or weaknesses and then they should recognize that several components of comprehension such as prior experience and vocabulary are acquired over time. However, it is indeed true that students often face problem when reading, the harder the text, the harder it will be for them to understand the text (Othman, 2002). Amy (2015) further described there are some role of reading skill in reading comprehension; Fluency, vocabulary and semantic processing, visualization, working memory, reasoning and inference.

Fluency, it is an essential skill to comprehension. It relates to automatic recognition of words that creating cognitive capacity required for comprehending the meaning of words (Pressley, 2002). Within the case between decoding and comprehension (Pikulski & Chard, 2005), reading fluency took center stage after the results from the National Reading Panel (2000) were published. Although early studies recognized decoding as the skill that predicted differences in comprehension skills between children (Stanovich, 1986), a landmark study of struggling readers revealed that only those who practiced reading the words until they automatically recognized them were able to accurately answer comprehension questions about the text (Tan & Nicholson, 1997).

Vocabulary and semantic processing, it cannot be argued that a strong sense of semantic sense is required to extract meaning from text. That is, students have to understand what words mean before they can construct understanding of text passages. In one longitudinal study of children from kindergarten through second grade, Roth, Speece, and Cooper (2002) discovered that vocabulary skills, such as oral definitions and word retrieval, were the best predictors of reading comprehension development. A similar study of at-risk second graders revealed that verbal IQ was a statistically significant predictor of reading comprehension in both the beginning and end of school year assessments (Berninger, Abbott, Vermeulen, & Fulton, 2006).

Visualization, another key component of reading comprehension is the active construction of a mental image of the text. These mental images are fluid and change as the reader continually assimilates new text (Woolley, 2010). Visualization is an application of the dual-coding theory of reading (Sadoski & Paivio, 2001), the concept that readers process both visual representations of verbal information and of objects to create meaning. Also referred to as mental imagery, research suggests that this skill contributes to comprehension (Pressley, 2002; National Reading Panel, 2000) and enhances memory of the text (Romeo, 2002).

Working Memory, it has also been identified as an integral part of reading comprehension. Working memory is defined as an executive function responsible for keeping and updating information in the mind (Rothlisberger, Neuenschwander, Cimeli, & Roebers, 2013). Further, working memory is responsible for managing the process of
extracting information from text and integrating it with prior knowledge to create meaning (Garcia-Madruga et al., 2013). Sequences of text-based information are held in working memory and integrated with new incoming text and with prior knowledge held in long-term memory. Research has established a correlation between working memory and comprehension (Cain, Oakhill, & Bryant, 2004).

Reasoning and Inference. Inferential reasoning is the ability to use information in the text to determine additional information that is only implied by the text. In a review of studies on inference skills for reading, researchers at the National Foundation for Educational Research (2008) discovered that the ability to draw inferences is directly related to reading comprehension ability. In unrelated studies, Cain and Oakhill (1999, 2007) reported that students’ inferencing skills contribute to future comprehension skills; Bowyer-Crane and Snowling (2005) discovered that students with poor comprehension also lack inferencing ability.

2.2 Reading Strategies

Reading strategies are closely related to the reading instructions. Many researchers claim to enhance students’ reading comprehension, clear and guided instructions of teachers or a text are required (see Biancarosa & Snow, 2006; Collins, 1991; Deshler, Ellis, & Lenz, 1996; National Reading Panel, 2000). National Reading panel (2000) explained that “The idea behind explicit instruction of text comprehension is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to comprehension when reading” (p. 4-39).

Furthermore, evidence shows that reading instruction in specific domains, such as science (Barton, Heidema, & Jordan, 2002; Greenleaf, Brown, & Litman, 2004; Norris & Phillips, 1994) and social studies (Mosborg, 2002; Perfetti, Britt, & Georgi, 1995) can improve student understanding and learning. In spite of this evidence, teachers are often reluctant to provide explicit reading comprehension instruction in their secondary classrooms. Teachers point to the lack of instructional time and the pressure to cover content as barriers to literacy instruction (Bulgren, Deshler, & Schumaker, 1997; Bulgren, Deshler, Schumaker, Lenz, 2000; Deshler, Schumaker, Lenz, Bulgren, Hock, Knight, et al., 2001).

However, reading instructions are also as complex as reading comprehension. In many cases, especially for teachers in rural areas in Indonesia, as the writer relates to her experience, many teachers in rural area have lack of professional knowledge or training for handling reading instructions, so it indeed becomes a barrier for reading comprehension. There are several reasons why teachers in rural areas have problem in providing reading instructions (Molly, 2009); 1) their belief that reading comprehension instruction would detract from content coverage and preparation for state testing, 2) their self-identification as content specialists, and 3) their lack of training and confidence regarding reading instruction.

Researchers also believe that using strategies well can foster and lead to students’ autonomous learning, especially for students who performed less well on academic fields. Caverly, Nicholson, and Radcliffe (2004) indicate that developmental students showed significant improvement in a teacher-made reading comprehension test and a standardized reading test, as well as a significant growth was found using cognitive, metacognitive, and affective strategies in their study. Moreover, Caverly et al.’s study (2004) revealed that developmental readers who received strategic reading instruction over four years outperformed the control group on a standardized test, suggesting that these developmental readers can transfer strategic reading skills to a future curriculum course. Consistent with Caverly et al.’s (2004) study, Radcliffe et al.’s study revealed that students who received strategic reading instruction outperformed the control group on the abilities of textbook reading. Furthermore, several research
done in Asian context indicated that the training in reading strategies could enhance reading proficiency (Song, 2003; Shang, 2007).

3. **Metacognition; The perspective of metacognitive and cognitive**

   Metacognitive indeed has different role with cognitive, especially for reading comprehension. Therefore, the theory that is well described on metacognitive is from Flavell (1976, p. 232) coined the term ‘metacognition’, according to Flavell metacognition refers to one’s knowledge concerning one’s own cognitive processes and products or anything related to them, the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects on which they bear, usually in the service of some concrete goals or objectives.

   The definition above indicates that the learners using metacognition have knowledge of their own and others’ cognitive processes. They can manage, direct, regulate, and guide their learning. They are aware of what they know and do not know, or in other words they can monitor their own learning, thus shifting part of the responsibility from teacher to student. Paris (1996) also claims that the students utilizing metacognition develop positive self-perceptions and become motivated.

   It will be useful to reveal the difference between cognition and metacognition while explaining the concept of metacognition. The concepts of cognition and metacognition are different although they are related to each other. While metacognition is necessary to understand how a task will be performed, cognition is required to fulfill a task (Schraw, 2001). While cognition means being aware of and understanding something, metacognition is being aware of and knowing how one learns in addition to learning and understanding something. According to Gourgey (1998), on the other hand, cognition is necessary to form the learning process and information while metacognition is required for individuals to observe, develop, and evaluate their own processes and apply their knowledge to new situations. Therefore, metacognition is a basic requirement for cognitive effectiveness.

   In the relationship between metacognition and cognition, both of them have different function for reading comprehension; Metacognitive activities occur before cognitive activities (planning), during activities (monitoring) or after activities (evaluating). We can give as an example a student who uses self-observation strategy during reading to exemplify the relationship between metacognition and cognition. The student knows that they can not comprehend (metacognition) what they are reading. At the same time, she or he knows that s/he can understand the text better when she or he prepares a conceptual map or makes a summary (cognition).

4. **Types of Metacognitive**

4.1 **Metacognitive knowledge**

   Metacognitive knowledge refers to one’s accumulated knowledge about their own cognition, tasks, goals, actions, and experiences (Flavell, 1979). “Metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact in what ways to affect the course and outcome of cognitive enterprises” (Flavell, 1979, p.907). Wenden (1998) simply defines it as knowledge about learning. According to Schraw (1998), it refers to “what individuals know about their own cognition or about cognition in general” (p.114). Hadwin (2008, p.176) describes metacognitive knowledge as “what learners know and believe themselves, the task, and the strategies for completing the task.” In other words, Metacognitive knowledge refers to students understanding on the way she learning, for example they know better that they can read with full concentration on a library or reading outside is convenient them.
4.2 Metacognitive regulation/strategies

The regulation of cognition is the other dimension of metacognition. As mentioned before, many researchers have identified it in different ways: metacognitive experiences or regulation (Flavell, 1979), self-management of thinking (Jacob & Paris, 1987), regulation of cognition (Schraw & Dennison, 1994), and self-direction (Vandergrift et al, 2006).

Metacognitive regulation refers to how someone employs metacognitive knowledge to regulate or control cognition (Schraw & Moshman, 1995). According to Paris & Winograd (1990) it refers to “metacognitions in action” (p.18). Even though there are a number of metacognitive activities to regulate cognition, three of them are more emphasized by researchers: planning, monitoring, and evaluation (Schraw&Moshman, 1995). Of the activities that regulate cognition, planning has an important role to play in learning tasks. Planning consists of determining the goal and the nature of the task and deciding which information and strategies are required and how much time and resources are needed (Schraw, 1998). In this case, when the learners plan reading tasks, they can prepare themselves by recalling what they know about the topic, analyzing the text genre, predicting what they will read, clearing their minds of distractions, and focusing their attention.

After planning, learners monitor their cognitive activities to see whether their learning goal is met or not (Anderson, 2002). According to Schraw & Moshman (1995, p.355), monitoring refers to one's on-line awareness of comprehension and task performance. While monitoring a reading task, learners regularly evaluate what they understand, check for consistency between the knowledge put forth in text and their own knowledge, and also decide whether their approach fits for the reading purpose at hand. After performing a task, learners evaluate their cognitive processes and decide whether they were successful in reaching their goal or not. In the evaluation process, learners ask themselves whether or not they have achieved their goals, whether or not their strategies have worked, what else they could have done to improve upon the outcome, and how things should be done differently next time (Anderson, 2002; Schraw, 1998). According to Vandergrift & Goh (2012), these processes, namely planning, monitoring, and evaluating do not necessarily work in a linear manner. In other words, when the learners realize that there is a problem with the strategies or resources employed, they can turn back to planning and modify them, and then continue to perform the learning task.

5. Metacognitive in reading comprehension

The actual use of metacognition can only be achieved by supporting the use of metacognitive strategies (Magaldi, 2010). Hence, many researchers assert that metacognitive strategies play a crucial role in reading comprehension (Armbruster, & Baker, 1983). They create students that need to receive instruction in metacognitive strategies in order to improve their reading comprehension. Klinger, Morrison & Eppolito (2011) state that the students who have trouble with reading usually lack of metacognitive strategies. The use of metacognitive strategies helps students to think about their thinking before, during, and after they read. O’Malley, Chamot, Stewner-Manzanares, Kupper & Russo (1985) also emphasize that learners who do not use metacognitive strategies do not have a direction and an ability to assess their progress, achievements, and future learning directions. The studies further show that metacognitive strategies have a significant impact on reading comprehension.

Many researchers have attempted to define metacognitive strategies (O’Malley and Chamot, 1990; Oxford, 1990; Chamot, 1995; Wenden, 1998). According to O’Malley and Chamot (1990, p.8) “metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed”. Oxford (1990) describes metacognitive strategies as essential factors
which go beyond cognitive devices and enable learners to coordinate their own learning process. Chamot (1995, p.15) defines them as executive processes associated with the regulation and management of learning, and include strategies used to plan a task, to monitor a task in progress, and evaluate the success of a task after its completion. In the case of reading, metacognitive strategies can be defined as strategies through which readers manage, direct, regulate, and guide their comprehension (Wenden, 1998). These strategies include “having a purpose or plan in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures” (Sheorey & Mokhtari, 2001, p.6).

6. Metacognitive and EFL Students

Learners who can effectively use metacognitive strategies are in charge of their own behaviors. They are aware of their own thinking as they perform a specific task and can use this awareness to control what they are doing. According to Anderson (2002), understanding and controlling cognitive processes is one of the most essential skills that classroom teachers can help learners develop. In an EFL classroom, thus, rather than focusing students’ attention solely on learning the language, teachers should teach metacognitive strategies to help students plan, control, and evaluate their learning. The basic metacognitive strategies that can lead to more effective learning and improved performance, especially among the less proficient students include the following:

6.1 Preparing and planning for learning

It is difficult for students to become self-directed when learning is planned and monitored by someone else. Therefore, students must assume increasing responsibility for planning and regulating their own learning. Teachers can teach students to set up their learning goals and make plans for learning tasks. By engaging in preparation and planning in relation to a learning goal, students can think about what they need or want to accomplish and how they intend to go about performing it. However, it is important that teachers should have students be explicit about the particular learning goals. The clearer the goal is, the easier it will be for students to measure their own progress. For example, in an EFL reading class, students might set a goal for themselves before reading so that they can employ their prior knowledge to comprehend the text.

6.2 Monitoring Strategy Use

Once students have begun using the selected strategies, they need to ask themselves whether or not they are really using the strategies. For example, in a writing lesson, students learn several strategies to create a good essay; among other things to consider are the “reader” and “purpose” in reading. Students should be taught to monitor their use of these strategies by pausing occasionally while writing and asking themselves questions about what they are doing. In this case, students may ask whether or not they have provided the right amount of background information for reader and whether the details being used are effective in achieving their purpose.

6.3 Evaluating One’s Own Learning

By encouraging students to evaluate whether or not what they are doing is really effective, teachers can help students be actively engaged in metacognition. To evaluate the outcome of their learning, Anderson (2002, p. 3) suggested that teachers have students respond thoughtfully to the following questions: “(1) What am I trying to accomplish? (2) What strategies am I using? (3) How well am I using them? (4) What is the outcome? (5) What else could I do?” In answering these questions, students can reflect on the processes of their learning. That is, preparing and planning relates to identifying what is to be accomplished, while selecting and using specific strategies relates to the question of which strategies are being used. The third question
corresponds to monitoring strategy use, while the fourth and fifth relate to the evaluation of one’s own learning.

7. CONCLUSION

In summary, reading comprehension is a complex process, especially for students who learn English as a foreign language and they have limited access for exposure and learning English. Reading comprehension requires reading skills and reading strategies. Reading skills is autonomous arise when students read a text, it much depend on students’ capabilities meanwhile reading strategies are the way when students having trouble in reading comprehension. Metacognitive strategies are indeed considered to be the best way for EFL studentst. In the application of metacognitive, teacher is considered to be the role model of students, the essential point from metacognitive regulation is metacognitive instruction.

References


Teaching lexical Collocation in Language Learning on Students' Speaking Ability at Sixth semester of Baturaja University

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ABSTRACT
This present research entitled Teaching lexical Collocation in Language Learning on Students’ Speaking Ability at Sixth semester of Baturaja University. The problem of the study a) investigating the effectiveness of teaching collocations on the speaking ability at sixth Semester of Baturaja University, and b) was there any significant differences between students’ speaking ability who are taught by lexical collocation and those who are not. In this study, the writer took all of population the sample by using purposive sampling to represent the population, so that they were all well represented. The sample divided into two groups: experimental and control class. The instruments that was collocation test. In analyzing data, the Paired Sample t-test and Independent Sample t-test were used. In this study, the writer administered the pre-test to the sample students (experiment group and control group), then the writer taught the students in experiment group. Finally, the writer administered the post-test to the students, both of groups. The result of paired sample t-test showed that the students’ speaking ability in the experimental group significantly improved in posttest. This study has theoretical and pedagogical implications in the field of foreign/second language teaching and learning. It can be considered as a solution for language teachers, constantly searching for the better ways to train speaking ability.

Key words: collocation, Language Learning, speaking ability

1. Introduction
The difficult thing when study second language is when combining the words. To solve this situation is the students must have knowledge to combine the words go together and how to use it. Having such knowledge is one of competencies of native speakers. According to Attar and Allami (as cited in Ellis, 1996, p. 1070) stated that the combination words are referred to collocation. The proper use of collocations is crucial to sound like a native speaker, yet this is not so easy for non-native speakers of a target language (Vasiljevic, 2008). According to oxford dictionary collocation is “a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning.” And collocation is “The combination of words formed when two or more words are often used together in a way that sounds correct”. Collocation has it place in spoken daily English, that the used of some phrases as utterly stupid (adverb + adjective), maiden voyage (adjective + noun), and a round of applause (noun + noun) showed that how collocation affect meaning in English.

Using collocations accurately is necessary in order to produce language with native-like accuracy or near-native competency. However, even advanced ESL/EFL learners have trouble with collocations. Learners in EFL settings typically have problem of lacking exposure to the target language and consequently, they are often not aware of the differences in collocation restrictions between the L1 and the L2. The gap between L1 and L2 interferes with learners’ acquisition of collocations in the target language and might “even lead to lexical fossilization” (Vasiljevic, 2008, p. 3). The other difficulty in learning collocations is that learners’ knowledge of collocations does not expand in parallel with their knowledge of general vocabulary. Because of their relative transparency in meaning, collocations offer L2 learners little difficulty in terms of comprehension. However, collocations are more problematic when they are used in productive skills, such as speaking and writing, than in receptive skills, such as listening and reading. Even if learners can manage to guess the meanings of collocations in receptive processes, they might not be able to use them properly in reproducing the language. Thus, producing collocations requires pedagogical treatment.

Similarly, Chan and Liou (2005) explain that teaching of collocations in English foreign language classes have not got enough attention; as a result, students learning English as a foreign language are weak in collocation use. Rather than teaching vocabulary as single lexical
items which causes a lexical incompetence on the part of learners, students must be made aware of the necessity of acquiring collocations.

Nakamura (2003) discussed that in spite of the difficulties to acquire collocations there was considerable pedagogical value in raising young EFL learners’ awareness of collocations and word order: (1) Learners develop the habit of paying attention to chunks, rather than just individual words, when listening and reading; (2) If they recognize combinatory possibilities, and are able to make informed guesses about what word comes next, they become more fluent listeners and readers which leads to better comprehension; (3) Without conscious study of the language system, students seldom reach intermediate or advanced levels of proficiency in an EFL environment, which provides them with very limited language acquisition opportunities outside the classroom; and (4) Through being instructed in collocation, students acquire vocabulary building skills such as the ability to list and categorize words.

2. Literature Review
2.1 The concept of Collocation
A collocation can be considered as a group of words that often go together in order to produce natural sounding language (Bahardoust and Moeini : 2012). Next, according to Moehkardi (as cited in Nattinger&Decaricco, 1992) stated that collocation is a string of words that seem to have certain ‘mutual expectancy’ that greater than change-likelihood that they will co-occur together in any text. In addition to that, the following explanation by Benson,Benson and Ilson in 1986 in Bahns, 1993 as cited in Moekardi: 2002: point out that:

In English as in other language there are many fixed, identifiable, non-idiomatic phrases and constructions such as groups of words are called collocations. Collocations fall into two major groups that are grammatical collocation and lexical collocation.(p. 57)

2.2 Kinds of collocation
a. Grammatical Collocation
According to Benson.Benson and Ilson (as cited in Moekardi : 2002) their introduction to their The BBI Combinatory Dictionary of English grammatical collocations fall into the following combinations: noun+preposition, noun+to-infinitive, noun+that-clause, preposition + noun, adjective+ preposition, predicate adjective+ to-infinitive, adjective+ that-clause, and the English 19 verb patterns.

1. noun + preposition combinations
Not all noun + preposition combinations can be considered as collocations due the highly predictable meaning of some prepositions, such as of and by. So, noun + of / by combinations are considered free combinations. The following phrases are examples of noun + preposition collocations: blockade against, apathy towards.

2. Noun + to + infinitive
There are five syntactic patterns in which noun + to + infinitive construction is mostfrequently encountered:
   a. It was a pleasure (a problem, a struggle) to do it
   b. They had the foresight (instructions, an obligation, a permission) to do it
   c. They felt a compulsion (an impulse, aneed) to do it
   d. They made an attempt (an effort, an obligation, a vow) to do it.
   e. He was a fool (a genius, an idiot) to do it.

3. Noun + that-clause
The noun + that-clause combinations that are considered collocation are those using subject pronouns. For example:
   We reached an agreement that she would represent us in court
   He took an oath that he would do his duty

However, when the ‘that-clause’ can be replaced by ‘which-clause’ as that in relative clauses, such a noun + that-clauseconstruction is not considered as collocation. For example: We reached into an agreement that/ which would go into effect in a month.
4. **Preposition + noun combinations**

Any combinations of preposition and noun can fall into this category; however the choice of preposition with certain noun is not at random. For example: *by accident, in advance, in agony,* etc.

5. **adjective + preposition combinations**

Some adjectives are followed by a prepositional phrase. The adjective + preposition combination that is considered collocation is the one that occurs in the predicate (verb less clause). However past participial adjective followed by preposition by is not considered collocation because this construction is regular and predictable. For example:

- *They are angry at the children,
  They are hungry for news,
  *The ship was abandoned (by its crew) is not considered collocation.

6. **Predicate adjective + to + infinitive**

These adjectives occur in two basic constructions with infinitives

a. Adjectives with dummy subject “It” such as It was necessary to work; also possible It was necessary *for him* to work (the insertion of prepositional phrase). Adjectives with real and animate subject, such as *She is ready to go;* or with inanimate subject, such as: It (the bomb) *is designed to explode at certain temperatures;* or with either animate or inanimate subject: *She was bound to find out or It (the accident) was bound to happen.*

b. Adjectives with real and animate subject, such as *She is ready to go;* or with inanimate subject, such as: It (the bomb) *is designed to explode at certain temperatures;* or with either animate or inanimate subject: *She was bound to find out or It (the accident) was bound to happen.*

c.

7. **Adjective + that clause**

Some adjectives can be followed by that-clause. For example:

- *She was afraid that she would fail her examination*

Several adjectives followed by present subjunctive in formal English are collocation, such as: It was imperative that *we be there.*

B. **Lexical Collocation**

1. **verb (usually transitive) + noun/ pronoun (or prepositional phrase)**

This collocation called CA collocations because they consist of a verb denoting creation or activation and a noun/ a pronoun. For example:

- (denoting creation) *come to an agreement, compose a music,* etc
- (denoting activation) *set an alarm, launch a missile,* etc

2. **verb (meaning eradication and or nullification) + a noun**

This lexical combination is called EN (eradication and nullification) collocations. For example: *reject an appeal, revoke a license, annul a marriage, withdraw an offer.*

Some verbs denoting similar meaning and that can be used with large number nouns are considered as free combination. For example the verb *destroy* can combine with almost any nouns denoting physical objects: *village, school, document,* etc.

3. **adjective + noun**

In some instances, more than one adjective (or more than one form of the same adjective) can collocate with the same noun. For example: *strong / weak tea; kind / kindest / best regards*

4. **noun + verb**

The verb names an action characteristic of the person/things designated by the noun. For example: *alarms go off; bees buzz; bomb explode*
Predictable combinations, such as boxers box, dancers dance are considered free combinations.

5. **noun + noun**
   This type of collocations indicates the unit that is associated with a noun
   a. larger unit to which a single member belongs. For example: a herd of buffalo, a bouquet of flowers, etc. This type of collocations indicates the unit that is associated with a noun larger unit to which a single member belongs. For example: a herd of buffalo, a bouquet of flowers, etc.
   b. the specific, concrete, small unit of something larger, more general. For example: a bit of advice, an article of clothing, etc.

6. **adverb + adjective**
   The meaning of most adverbs in this combination is “very”. For example: deeply absorbed, closely acquainted, hopelessly addicted, etc.

7. **verb + adverb**
   For example: appreciate sincerely, argue heatedly, etc.

### 3. Methodology

Cohen, et al. (2005) clarifies experimental method into three: pre-experimental design, quasi experimental design, true-experimental design. Quasi experimental design is a form of experimental research used extensively which involves one experimental group and one control group. The method of this research is quasi experimental design. In this research, firstly the writer administered the pre-test to the sample students (experiment group and control group), then the writer taught the students in experiment group. Finally, the writer administered the post-test to the students, both of groups.

**Participants**

The participants were all of sixth semester students of Baturaja University. Sixth semester students here have 2 classes. The participants were 40 students. The participants are divided into two parts. First is experimental group and the second is control group.

The participant of this research can be seen in Table 1:

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Group</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A.6.1</td>
<td>Experiment</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>B.6.1</td>
<td>Control</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

**Instrument**

In this study, the participants were given a collocations test. Collocation test which was used as the pretest and posttest involved ten questions to produce the collocations. They had to talk about some topics and complete some sentences to use the collocations. Each question had one score and the total score was out of twenty. Reliability of collocation test was calculated and it was 0.80.

Pre-test and post-test was given to experimental and control group which the treatment were given to the experimental group. Pre-test were given at beginning and post-test were given at the end of the instruction. The result of post-tests are compared with the result of the pre-test in order to know the differences between the students who are taught by using collocation (the experimental group) and those who are not (the control group) on students speaking ability.

**Research Questions:**

a) Was there any significant effectiveness of teaching collocations on the speaking ability at sixth Semester of Baturaja University?

b) was there any significant differences between students’ speaking ability who are taught by lexical collocation and those who are not?
4. Discussions

4.1 The Result of Pre-Test in Control and Experimental Group

a. The Result of Pre-Test in Control Class

The total number of students in control group were 14 students. The highest score were 69 that reached by two students and the lowest was 43 reached by four students. The result of Pre-test in control group can be seen in Table 2:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;80</td>
<td>Very Good</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>66-79</td>
<td>Good</td>
<td>2</td>
<td>5.1%</td>
</tr>
<tr>
<td>56-65</td>
<td>Average</td>
<td>20</td>
<td>51.3%</td>
</tr>
<tr>
<td>46-55</td>
<td>Poor</td>
<td>13</td>
<td>33.3%</td>
</tr>
<tr>
<td>&lt;45</td>
<td>Fail</td>
<td>4</td>
<td>10.3%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>

Minimum Score: 43
Maximum Score: 69
Mean: 53.3

b. The Result of Pre-test in Experimental Group

Before taught collocation or given treatments, the students were given pre-test using research instruments in which the reliability had been tested previously through try out test to the non-sampling students. In experimental group. The total number of students experimental class were 25 students. The highest score were 78 that reached by one student and the lowest was 43 reached by six students. The total score was 2252 and mean 59.20. The result of pre-test scores’ distribution of the experimental class is presented in Table 3:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;80</td>
<td>Very Good</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>66-79</td>
<td>Good</td>
<td>9</td>
<td>25.0%</td>
</tr>
<tr>
<td>56-65</td>
<td>Average</td>
<td>21</td>
<td>42.5%</td>
</tr>
<tr>
<td>46-55</td>
<td>Poor</td>
<td>2</td>
<td>7.5%</td>
</tr>
<tr>
<td>&lt;45</td>
<td>Fail</td>
<td>6</td>
<td>15.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Minimum Score: 43
Maximum Score: 78
Mean: 59.20

4.2 The Result of Post-test in Control and Experimental Group

a. The Result of Post-test in Control Class

The highest score were 73 that reached by three students and the lowest was 56 reached by eight students. The total score was 2500, and mean 62.95. The post-test scores’ distribution is presented in Table 4:

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;80</td>
<td>Very Good</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>66-79</td>
<td>Good</td>
<td>10</td>
<td>25.6%</td>
</tr>
<tr>
<td>56-65</td>
<td>Average</td>
<td>29</td>
<td>51.3%</td>
</tr>
<tr>
<td>46-55</td>
<td>Poor</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>&lt;45</td>
<td>Fail</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>39</td>
<td>100%</td>
</tr>
</tbody>
</table>

Minimum Score: 56
Maximum Score: 73
Mean: 62.95
b. The Result of Post-test in Experimental Group

After the writer was given the pre-test at beginning and treatment to the experimental group, the writer have given post-test in experimental group. The highest score were 91 reached by one student and the lowest was 60 reached by one student. The total score was 2827, and mean 74.45. It can be drawn in Table 5:

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&gt;80</td>
<td>Very Good</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>2</td>
<td>66-79</td>
<td>Good</td>
<td>26</td>
<td>70.9%</td>
</tr>
<tr>
<td>3</td>
<td>56-65</td>
<td>Average</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>4</td>
<td>46-55</td>
<td>Poor</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>5</td>
<td>&lt;45</td>
<td>Fail</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>38</td>
<td>100%</td>
</tr>
</tbody>
</table>

Minimum Score 60
Maximum Score 91
Mean 74.45

4.3 The Statistical Analysis

a. Paired Sample T-test of Experimental Group

To find out the significance differences improvement on students’ speaking ability before and after teaching collocation. The writer calculated the result of pre-test and post-test by using Paired Sample T-Test in SPSS. It was counted by entering students’ score of pre-test and post-test and then processed by using Paired Sample T-Test formula. The result is presented in Table 6:

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>T</th>
<th>f</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sesudah</td>
<td>15,132</td>
<td>5,488</td>
<td>.890</td>
<td>16,93</td>
</tr>
<tr>
<td>P(dah treatment - sebelum treatment)</td>
<td>132</td>
<td>328</td>
<td>5</td>
<td>6.091</td>
</tr>
</tbody>
</table>

b. Paired Sample T-test of Control Group

To find out the significance differences improvement on students’ speaking ability before and after in control group, the writer calculated the result of pre-test and post-test by using Paired Sample T-Test in SPSS. It was counted by entering students’ score of pre-test and post-test in control group then processed by using Paired Sample T-Test formula. The result could be seen in Table 7:

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>T</th>
<th>f</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>sesudah</td>
<td>9.564</td>
<td>4.712</td>
<td>.754</td>
<td>11,091</td>
</tr>
<tr>
<td>P(control class) - sebelum (control class)</td>
<td>37</td>
<td>37</td>
<td>11</td>
<td>2.677</td>
</tr>
</tbody>
</table>

c. Independent T-test
The independent t-test was a tool to determine whether or not there was a significant difference between the means of two independent samples. Data from the post-test also used to determine how teaching collocation increased speaking ability by comparing the achievement (post-test result) of the experimental group and control group. The result could be seen in Table 8:

4. Conclusion

Based on the finding of the research, the writer concluded that teaching collocation in language learning on speaking ability at sixth semester of Baturaja University enable students to get better skill and score. In this case the writer proved that collocation was enabling students to improve students’ speaking ability. It could be seen from the result post-test was better than pre-test in experimental class. It was proved by the mean score was 59,20 then improved to be 74,45. Teaching collocation could increase students’ speaking ability in language learning.

5. Recommendation

1. For the Teachers
   The result of this study hopefully would be useful for teacher that could use collocation in the classroom so, the students can improve their speaking ability in Language learning. The study could give to the teacher as variation in teaching English.

2. For TEFL
   This study hopefully would be give contribution to the teaching of English as Foreign Language, particularly in the classroom teaching activities.

References


The Use of Freeze Framing Technique in Teaching Young Learners at a Preschool in Jambi: A Literature Review

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Abstract
Teaching young learners is quite challenging. In order to be able to grab their attention, and increase their motivation teachers should use an interesting media. One of the media that teachers can use is video. Using video as media in teaching has been proven effective to grab the students' attention. One of the technique that can be used by the teachers in implementing video is freeze framing. This article reviews related literature and theories about teaching young learners by using freeze framing technique. The focus of the review is on technique in improving young learners’ engagement in the classroom discussion. The theories and techniques are constructed and compared in order to look for their appropriateness for teaching English to young learners. This review is going to be used as the conceptual framework for conducting an action research project in teaching English, especially to young learners in the context of Indonesia.

Key Term: Young Learners, Freeze Framing Technique

1. INTRODUCTION
This article is part of a larger study investigating how the use of freeze framing technique can improve the students’ engagement in classroom discussion. This article will review and elaborate the related literature and theories about young learners, teaching English to young learners, freeze framing technique and Town for Kids Preschool Jambi. The aim of this article is to use the available literature and theories to support the data finding of the current research later on. In this article the researcher reviewed several articles, books and journals related to the topic ranged from 2001 - 2017. From these four themes were generated as the framework for the study. The themes were Young Learners and Their Characteristics, Teaching English to Young Learners, Freeze Framing Technique and Town for Kids Preschool.

2. YOUNG LEARNERS AND THEIR CHARACTERISTICS
Young learners refer to any student who has not yet reached their majority. It includes the whole range of ages and developmental stages of children from infants, young children and older children. It also explains the enormous physical, emotional, psychological, social and cognitive differences. According to McKay (2006) young learners are children age five to twelve years old.

Moreover, McKay (2006) states that young language learners are children who learn a language before or during their six years of formal schooling. In relation to the educational systems young learners refer to preschool, kindergarten, primary school, and middle school students. Students with different age will have different need, interest, competence and cognitive skills (Lightbown and Spada in Cameron (2001)). Furthermore, Harmer (2007) describes that the students’ age is a major factor for the teacher to decide what to teach and how to teach them.

In addition, McKay (2006) explains the characteristics of young learner age 5 to 6 years old are first cognitively, the young learner attention span is short. They can only have full attention for about 10 to 15 minutes. They are easily distracted by others. They are gaining understanding from direct experience, through objects and visual aids. Second, socially and emotionally young learners are gradually developing from main interest into self interest. They are growing understanding of the self relation to others. They are gaining confidence and reducing dependency. Their need for love, security, recognition and belonging are increased significantly. Next in literacy, unlike adult, young learners learn literacy skills and understanding at the same time as they are learning the target language. Then in vulnerability they have a heightened sensitivity to praise, criticism, and approval. Their self-esteem is strongly influenced by experiences at school.

Additionally, Brumfit et al (2003) also mentions some characteristics of children age 5-6 years old. They believe that children age 5-6 years old have limited span of attention. Unlike McKay, Brumfit et al (2003) states that children age 5-6 years old can pay attention for about
20-30 minutes. Further they mention that those children love to imitate, they love repetition and they are physically active.

Meanwhile, Scoot and Ytreberg divide the young learners into two groups, those are, the five to seven years old and the eight to ten years old. They mention the characteristics of five and seven years old are, they can talk about what they are doing, they can tell you about what they have done or heard, they can plan activities, they can argue for something and tell you why they think and what they think, they can use logical reasoning, they can use their vivid imaginations, they can used a wide range of intonation patterns in their mother tongue, they can understand direct human interaction, they know that world is governed by rules, they understand the situations more quickly than language, they use language skills long before they aware of it, the physical world is more dominant, they are very logical, they have a very short attention and concentration span, they love to play, they learn more when they enjoy themselves, and they are enthusiastic and positive about learning.

Similarly, Harmer (2007) mentions the characteristics of young learners are, they respond to meaning even if they do not understand individual words, they often learn indirectly than directly, their understanding comes not only from explanation but also from what they see, hear, touch and interact with, they find abstract concepts such as grammar rules difficult to grasp, they generally display an enthusiasm for learning and curiosity about the world around them, they have a need for individual attention and approval from the teacher, they likes to talk about themselves, they have limited attention span, and they get bored and losing interest easily. However, if the activities are interesting for them they may have longer attention and concentration span.

As language learners Cameron (2001) describe young learners have some characteristics such as they are more enthusiastic and lively as learners than adult learners, they want to please the teachers and they love to be involved in an activity even though they do not know what and how to do it. Further she states that young learners are less embarrassed to talk in foreign language. It helps them to acquire the language faster than adult learners do. However, Cameron states that young learners are usually easy to get bored and lose interest. It will be hard for the teacher to motivate them in learning and to do task that they think too difficult for them.

3. TEACHING ENGLISH TO YOUNG LEARNERS

Teaching English to young learners has been increasingly established at the primary even preschool levels. Sukarno (2008) states that teaching and learning of English in preschool provides the students English language competencies in the golden age. Further he explains golden age is the age that children can learn anything easily. Age has often been considered as a major, determining success in learning a second or foreign language. Similarly, Harmer (2007) describes young learners learn faster and more effectively than any other age group. Like Sukarno and Harmer, Cameron (2001) also explains about the golden age of children, but Cameron named it the critical period hypothesis. It is the idea that young children can learn second or foreign language more effectively than adults. It means that young learners can acquire the language easier. They are generally considered to be capable of acquiring a new language easily and with little effort.

Teachers have to consider their students’ characteristics and need in teaching the language (Cameron, 2001). The mood of young children tends to change every other minute, and they find it extremely difficult to sit still. Because they are easy to get bored Brumfit et al (2003) suggest the teachers to let the students move from one activity to another activity during the lesson every 10-15 minutes. In order to be effective in teaching English, the teacher has to be smart in selecting interesting materials, activities, media and must provide a great variety of them. According to Brumfit et al (2003) since young learner love repetition and are very active, teaching them by using some expressive and purposeful media and activities can catch their attention and increase their motivation. Young learners are both curious and willing to learn new things, and learn faster than adult learners. Since fun is the key aspect to attract young learners’ attention, in teaching English the teacher should be supported by songs, videos, realia, games, cartoons, ICT etc.

Using these kinds of media in language teaching can be very helpful for very young learners. Therefore, teachers should be patient while teaching English to young learners. Also, when new items are thought to very young learners, enjoyable and practical methods, media and activities should be used. Sukarno (2008) describes that in teaching English to young
learners the teachers have to consider children have short attention spans. It means the teachers need to make lessons become interesting, lively, and fun. Moreover Sukarno (2008) states the media and activities should be designed to capture children’s interest and curiosity. In similar way Cameron (2001) also explains that the activities, media and materials that the teachers provide for teaching young learners have to meet the students’ need rather than the teachers’ interest. If the teachers consider these factors in teaching especially English to young learners, it will help the students to acquire the language. As well as helping the teachers to get the students attention and motivate the learners.

In teaching young learners Scoot and Ytreberg states that the teachers need to consider several things. First, the teachers need to use media in teaching like pictures, flashcard or video. They cannot teach young learners by explaining the material only. Teachers cannot just ask the students to sit and listen; they need to involve the movement for the students as well. Second, the teachers have to play with the language. It means the teachers have to let the students used their language, make up rhymes, sing a song, and tell stories. It will help the students to learn the language naturally. Third, because young learners have short attention and concentration span so variety in the classroom is a must. The last is, do not forget to take a note of your students progress. So, you will know their improvement during the teaching and learning process.

According to Scoot and Ytreberg as a teacher of young learners, the teachers should have a sense of humor, should be open minded, should be adaptable and patience. Further, they state that in teaching young learners, having multi abilities is important. The teachers of young learners have to be able to draw, sing, act and mime. The teachers also need to use media in teaching instead of just explaining the lesson orally. It can make the students more interested and enthusiastic during the teaching and learning process. Teachers need also to respect their students. They have to treat their students equally and do not judge the students. The teachers’ attitude in teaching young learners also plays an important role. The students will be more confidence and brave to talk and share with the teacher if they know the teacher love them. Moreover, when the students feel love and secure in the classroom, they will be encouraged to learn more and become independent as well (Scoot and Ytreberg). They also believe that cooperation and communication are the part of learning a language. The sooner students learn simple and meaningful expression in English the easier it will be for them.

In addition, Harmer (2007) says that the teacher have to consider the classroom atmosphere as well in teaching young learners. First, the classroom needs to be bright and colorful. Second, the students need to move a lot and work in group during the teaching and learning process. Their activities have to be changed every ten until fifteen minutes. Next, the teacher should mixed between play and learning in a cheerful atmosphere. Finally, using a media like flash card and video will help the teachers in teaching the lesson.

4. FREEZE FRAMING TECHNIQUE

The use of video in teaching English has been proven to be useful. There are a lot of advantages in using video for teaching and learning process. According to Harmer (2007) there are many good reasons in using video as teaching media in the classroom. First, the students can see language in use. It means, videos give the students opportunity to know the native speakers way in using English. It is not just about the pronunciation of the words but also the gesture, attitude and culture of English which they cannot find in others media. Second, videos make the students relax during learning. It can catch the students’ attention easily.

Unlike textbook, videos help the students who have had little or no contact with English speaking countries to know the real way of native speakers’ communication. Cakir (2006) believe that it may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening. They can know how the native speakers of the target language use the language. Most students show an increased level of interest when they have a chance to see language in use as well as they hear it.

Furthermore Cakir (2006) states that teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. Video can present visual information that is difficult to convey in other ways. It provides a sense of being there for students. Students can travel around the world without leaving the classroom. Not only do videos allow students to travel to different places, it also allows them to travel through time as well. The teacher can bring and teach the students what happened in the past to the classroom.
Reyes (2005) states that video can do what teachers cannot. It can bring the real world into the classroom.

In addition, videos can provide messages about issues critical to the lives of learners, or to the topic under consideration. It can be designed to have strong emotional appeal, thus they can tap into emotional and values involvement with specific issues. It can also be used to model positive behavior and to motivate students. Using it in learning can make the students more interested and motivated in learning. According to Cakir (2006) a great advantage of video is that it provides authentic language input. Using video as the media of teaching and learning allows the teacher to provide an authentic learning input for the students. It can enhance students’ interest in classroom activities and increase their motivation to listen, understand, and learn.

Several researchers have investigated the use of video in teaching English. Astika (2016) conducted a research entitled Teaching Writing Narrative Text Through Video: An Action Research at SMK Budi Luhur Tebo. In her research she found that video could improve students’ ability in writing. It made the students enjoy and interested to learn. It also successfully helped the teacher to grab the students’ attention. Moreover, the indicator of writing improvement in this study was also achieved. Similarly, the effectiveness of using video in teaching English also have been proved by Shahani and Tahriri (2015), Potosi, Loaiza and Garcia, also Helza and Isyam.

In teaching by using video there are some techniques that the teacher could use in implementing this technique. Harmer (2007) and Jenkins & Johnson (2010) mention 12 techniques that can be used by the teachers in the classroom when they use video as their media in teaching. Harmer (2007) believes that those techniques can make the students engaged more in the discussion. It can also trigger the students to talk more in the classroom as well as to make the students interested more in learning. One of the techniques that can be used by the teacher is Freeze Framing Technique.

Freeze Framing Technique is one of the techniques that the teacher can use in teaching by using videos. Freeze framing means stopping the picture on the screen by pressing the still or pause button (Cakir (2006), Harmer (2007), Jenkins & Johnson (2010)). Harmer (2007) explains that freeze framing technique is extremely useful for asking the students opinion about what will the characters say or do in the video. In other words, it gives the students opportunity to speak up in the classroom.

Moreover, Jenkins and Johnson (2010) describe that by using freeze framing technique the teacher can use video like a picture dictionary. Further they explain that the teacher can pause and ask questions about what students see, ask students to make vocabulary lists, ask questions about how people might be feeling in the video based on what they see in the frame. This technique will help the teachers to engage their students in teaching and learning process. It can also help the teachers to increase the students’ motivation and interest. When the teachers pause the video the students will be curious to find out what will happen next.

Further, Jenkins & Johnson (2010) also states that by using freeze framing technique the teachers can ask the students to describe the people or scene, introduce new vocabulary, make inferences about the characters’ habits, livelihood, or economic status from their clothing or physical shape, and so on. Further, they explain that the teacher can use freeze framing technique at the point when a character is about to respond to a question, at a crucial moment when the characters must make a statement or reaction, when they has an interesting expression on their face. So the teachers can ask the students to guess what they will say or do. Then release the pause button on the video, and let the students compare their answers with what actually happens in the video. This technique will trigger the students to talk more in the classroom. And further, it will help them to be involved during the classroom discussion.

Implementing this technique in Kindergarten 1 of Town for Kids preschool Jambi may give some benefits for the teachers. Since the young learners age 4-5 years old are very active. They love to run around the class, and they like to play and talk. They cannot focus to the teachers’ explanation for more than 5 minutes. Using this technique, the teacher could make them pay attention fully to the teachers. It may help the teachers to make them stop moving and talking during the explanation because they will be curious about what will happen next in the video. Further it may also help the teachers trigger the students to talk. When the teachers pause the video and ask them questions related to the video it might be interesting for them.
5. TOWN FOR KIDS PRESCHOOL

Town for Kids preschool headquarter is located in Singapore. In Indonesia there are seven branches of town for kids preschool, which are; Town for Kids Pluit, Town for Kids Bekasi, Town for Kids Bandung, Town for Kids Surabaya, Town for Kids Palembang, Town for Kids Jambi, and Town for Kids Pontianak. The Headquarter for Town for Kids Indonesia is in Town for Kids Pluit (Town for Kids Indonesia, 2017, Locations).

Further, according to Town for Kids Indonesia website (2017) all of Town for Kids preschool use Singapore curriculum as their guide in Teaching. There are 4 term in one academic year of Town for Kids preschool. Each term will have different curriculum with different topic to be learned. Based on my experience from the curriculum the teachers are asked to make lesson plan and action plan. Lesson Plan will be used as the guideline during the teaching and learning process every day. Meanwhile, action plan is used as guidance for teaching in a week. It can be concluded that the action plan is more general than lesson plan.

Also, in the curriculum, the worksheet that the students have to do in one term already attached. So, the teachers just need to make the scrapbook for LEA, Math and English subject. According to Wardani (Personal interview, January 2017) those scrapbooks must be made based on the curriculum itself. Moreover, based on the curriculum in each term teachers have to prepare 4 arts and crafts activities that the students have to do. The art and craft divides into 2 big projects and 2 small projects. The students can bring home the small projects they made while the big projects usually will be kept at school by the teachers.

Moreover, Wardani (personal interview, 2017) there are 5 levels of classes in Town for Kids preschool, those are; Playgroup (PG) aged 1-2 years old, Nursery 1 (N1) aged 2-3 years old, Nursery 2 (N2) aged 3-4 years old, Kindergarten 1 (K1) aged 4-5 years old and Kindergarten 2 (K2) aged 5-6 years old. In one class the maximum numbers of the students are 15 students. She also explains that there are 2 teachers in each classroom, main teacher and assistant teacher. The main teacher jobs are to make lesson, action plan, scrapbook, and craft. The main teacher is the one that teach materials to the students. Making portfolio, assessment and report book also one of the main teacher obligation. Meanwhile assistant teacher job is to help the main teachers to prepare and clean the classroom. They also need to assist the students when the main teachers explaining the lesson. So, main teachers’ responsibility is much bigger than assistant teachers.

Each level have different time table for the subjects. Based on my personal interview in 2017 with Surya, he explains that the subjects are LEA, Math, Phonics, Reading, Multimedia, Mandarin and Bahasa. LEA subject stand for Language Experience Approach. In this subject the students learn about transportation, global warming, house, town, buildings, insects, occupations, animals, etc. Those topics are divided into 3 terms for one level. In term 4 the students learn about stories like Madeline, Good Night Gorilla, The Dots, Swimmy, Goldilocks and The Three Bears, Ginger Bread Man, The red hen, We’re going on a Bear Hunt, etc. For math subject the students are taught about numbers, less concept, more concept, finger pattern, tens, ones, number after, number before, biggest number, smallest number, subtraction, additional, and division.

Moreover, in Phonics subject, the students learn about alphabets, sound of alphabets, and blends word. In Reading subject the teachers have 2-3 books for each term that they are going to teach. Especially for this subject Town for Kids Preschool provided a program called Midisaurus Readers for the teachers so they can teach Reading easily. Then, for Mandarin and Bahasa subjects they will learn about those languages from different teachers not their main or assistant teachers. Finally, for Multimedia subjects the school provided a book for the students as well as program for the teachers called Preschool Teachers.

Felicia (personal interview, 2017) explains that Town for Kids Preschool Jambi was built on 2010. This school located at Jl. Ir. Sutami no 61/63 Simpang Mangga Jambi. The owners of this school are Mr. Agus Surya and Mrs. Suri Wardani. He also owned one of private national plus Primary School named Suria Harapan School (SHS) which is located in Jelutung. In Town for Kids Preschool Jambi there are 15 teachers. They are principal of the school, 8 main teachers, 4 assistant teachers, and 2 mandarin teachers. Furthermore, it has 8 classrooms, 1 principal’s office, 1 teachers’ office, 1 multimedia room, 2 bathrooms, 1 hall and 1 playground. Wardani (personal interview, 2017) explains that like others Town for Kids preschool, in Town for Kids preschool Jambi the teachers also use Singaporean curriculum as their guide in teaching. They used English as their language of instruction. The teachers must use English to explain the lesson to the students. In addition, the students also have to speak English at school. They are
not allowed to use Bahasa when they are at school. As others Town for Kids preschool, this school has 5 levels of classes as well. Those are 1 Playgroup, 1 Nursery 1, 1 Nursery 2, 3 Kindergarten 1, and 2 Kindergarten 2 class.

6. CONCLUSION

Young learners' age 4-5 years old are very active, easy to distracted, easy to get bored, and have short attention and concentration span, etc. The teachers need to know their characteristics, needs and interests in teaching young learners. In order to grab their attention and make them interested in learning the teacher should use a media like video. However, they should not just let the students to watch the video from the beginning until it finish because it may make the students become passive in the classroom. Freeze framing technique is one of the techniques that the teacher could use in teaching English to young learners. Freeze framing is a video viewing technique which the teachers can freeze or pause the video by pressing the pause button when the teachers think it is necessary to do. The advantages of using this technique in teaching young learners is it will trigger them to speak more during the teaching and learning process. In other words, this technique may help the teachers to make the students engage in the classroom discussion.

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EFL TEACHERS’ EXPERIENCE IN TEACHING MIXED ABILITY YOUNG LEARNERS AT A PRESCHOOL JAMBI: A LITERATURE REVIEW

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Abstract
This article reviews related research and theories about EFL teachers’ experience in teaching mixed ability young learners at a preschool in Jambi. The focus of review is how teachers’ experiences related to teaching mixed ability young learners. Moreover, it discusses about mixed ability young learners in many aspects and some challenges that teachers face while teaching and learning process. Besides, this review describes about strategies that used by teacher in teaching mixed ability young learners. All of these aspects will be discussed by using mixed ability young learners theories and some related research finding in this area. The theories are debated and compare to other theories in order to be used in discussing mixed ability young learners. Based on review of related literature, mixed ability young learners are a group of students that have different ability in term of their learning styles, learning speed, variations and motivation. And teachers of mixed ability young learners should consider many aspects before they teach students in a mixed ability classroom.

Keywords: Teachers’ experience, Teaching mixed ability young learners

1. INTRODUCTION
This paper is a part of a larger study investigating EFL teachers’ experiences in teaching mixed ability young learners at a preschool in Jambi. It discusses about some related theories of teaching mixed ability young learners. It elaborates the information related to challenges in teaching mixed ability young learners and EFL teachers’ strategy to overcome these challenges.

The aims of this study was to use some related theories to update information regarding EFL teachers’ challenges and strategy in teaching mixed ability young learners. This literature review study reviewed a numbers of article ranged from 2000 to 2016. From these, three themes were generated as the framework of the study. The themes were teaching English to young learning, challenges in teaching mixed ability young learners and EFL teachers’ approach and strategy in teaching mixed ability young learners.

2. Teachers’ Approach in Teaching
Approach encompasses both theories of language and language learning. All language teaching methods operate explicitly from a theory of language and beliefs or theories about how language is learned (Richards and Rodgers, 1982). In other words, they stated that approach was theories that include theories of language itself and language learning as well which is influenced to the language learners.

Approach of language teaching refers to theories of teaching and learning a language. It covers many different theories about language acquisitions and also how languages are taught and learned. The approaches may come from different expert which will raise different theories as well.

According to Patel and Jain (2008) there are two types of approaches. They are structural approach and communicative approach. He stated that behaviorism theory as the basic principle of structural approach. He explains that we have to understand the structure and pattern of a language in teaching a language although all of the languages have their own structure. This approach will be appropriate for teaching speaking, reading and writing which is focus on structure of sentences. The principle of this approach is students’ activity is more important than teachers’ activity but in order to make it success both of teachers and students should active in the learning process. This approach will help students to learn faster because it presents in form of structure which can be understood by the students easily. But it cannot be applied for all level of students, it only can applied for higher level of students such as like senior high school or college students (Patel and Jain 2008). And communicative approach
purposes to gain communicative competence. It does not only focus on grammatical competence but also speech, technical and social competence of the learners. It aims to make students able to use appropriate language for certain situation in order to communicate effectively in students’ daily life (Patel and Jain 2008). The important parts of this approach are fluency, accuracy and appropriateness. Even it focuses on communication; it must produce grammatical structure in a good form as well. Furthermore, in this approach the teachers as the facilitators which prepare all the facility that will be needed in the teaching and learning process to develop communicative ability of the students or learners. Communicative ability or also known as communicative competence is a set of some competences such as like grammar competences, speech competences, technical competences and also sociolinguistic competences. Communicative competence should more focus in grammatical competence to be a good speaker of each target language. Students have to know the way to use a language to reach their purpose. According to Dell Hymes (cited by Patel and Jain, 2008), there are eight aspects of communicative competence which is divided in to two parts. They are linguistic aspect (phonology and grammatical description, grammar, vocabulary and discourse) and pragmatic aspect (functions, variations, interaction skill and cultural framework)

3. Teaching English To Young Learning
Teaching English to young learner is definitely different to teach adult or adolescent (Cameron, 2005). She stated that children are often more enthusiastic and lively as learners compare with adult. And as language learner, young learners open up the opportunities for doing thing and for organizing information through the use of words as a symbol (Vygotsky, cited by Cameron, 2005). Cameron (2001) stated that young learners need to learn more than a simple language. But she stated some of teachers argue that they worry about “slow learners” who struggling in the learning process without consider about “fast learners” who already know most of vocabulary in the text book and discuss about international issue. Children need to learn based on their interest to explore their vocabulary and language and Cameron stated it is “Learner-center approach”. Regarding to Harmer (2007), young learner who learn language earlier will have good pronunciation ability but older children as language learners (especially in formal education setting) may have something to do with their increased cognitive ability, which allow them to benefit from more abstract approaches to language learning. Harmer (2007) discusses about students’ learning development. He stated that young learner tend to give respond even they do not understand about what they listen. Besides, they often learn indirectly rather than directly (they take information from all side and everything around them rather than what they have been taught in the classroom). Furthermore, students’ understanding is not only come from explanation by teachers but also from what they see and hear, crucially, have a chance to touch and interact with such as experiment. Moreover, they can find abstract concept such as grammar rules difficult to grasp. Furthermore, Scott and Ytreberg (1990) explained that there are so many things that teachers may don’t know when it comes to learning development of foreign language. Even thought there are some similarity between learning their mother tongue and foreign language based on their ages. Moreover, Harmer (2007) stated that children who learn a new language early have facility with the pronunciation which is sometimes denied older learners. It means that young learners who learn a language earlier will have better pronunciation ability such as like accuracy.

4. Teaching Mixed Ability Young Learners
Mixed ability young learners are usually placed in the same classes which are known as mixed-ability classes. It is a condition which has students who are clearly different. They may have differ in starting levels of English or they may learn in different speeds - for any number of reasons. But mostly it occurs because of different learning styles, different learning speeds, variations, motivation and, very frequently, as a result of logistic decisions (Bowen, 2013). Similarly, Tomlinson (2001) explains that mixed ability classes usually come from differing cultures and have different learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects and in various
facets of a single subject. And to complicate things even further, readiness and interest can vary for a given student over time and depending on the subject matter. Moreover, Bremner (2008) mentions that mixed-ability classes do not just contain students with different abilities, but also students with a range of learning styles and preferences. Similarly, Shammaki and Humaidi (2015) stated that students differ in many aspects. They tend to be different in terms of their competence, motivation for learning English, needs, interest, styles of learning and experiences. Furthermore, Goncharova (2003) pointed out mixed ability of young learners in some aspect, they are; Age and maturity range, Current level of English, Potential learning ability, Motivation, Learner independence and autonomy Personality, Learning styles, Confidence, Discipline and Interests.

As teachers, teaching provides many challenges every day. They need to face plenty numbers of students who are all at different levels of ability, have varying motivation for working with English and have their own special interests and experiences. And teachers face this challenges every single day which is known as Mixed Ability Young Learners (MAYL) (Christin Svård 2006).

According to Huang (2014), many teachers claim that they encounter numerous difficulties in catering for different needs because of the large number of differences between students. Xanthou and Pavlou (2010) state that most of mixed ability teachers find difficulties even they are professional teachers or beginners. They state teachers need to deal with problem in the classroom while teaching and learning process. Similarly, Ajmal et. al (2013) state mixed ability teacher vied so many difficulties while teaching and learning process. They stated learners’ diverse background as the main problem in teaching mixed ability classes.

Age and Maturity
Mixed ability teachers may face difficulties in teaching young learner from different age of entry. Students who began in younger age tend to memorize what they learn instead of capture the lesson. It also affect their social emotional and their maturity to solve any problem (NICHD Early Child Care Research Network,2007)

Personality and Learners’ Independence
It is important for teachers to consider students’ personality to make them able to learn and study by themselves independently. Teachers may find difficulties while the learning process regarding to their personality. Teachers need to face different personality of students and their independence. For intense, some of students tend to ask question regarding their worksheet even though the teachers already give a clear instruction (Lamb, 2004; Moon,2005; Christin Svård, 2012; Nikoopour and Hajian, 2016).

Learning Style
Students have different learning style. Teachers need to gather and provide activities that can be used for mixed ability classes. It takes some time because teachers need to observe their students learning style and find the appropriate activity that can be used. Teachers have to think deeply before come to the class room (Ling-Ying, 2014)

Confidence
One of major problem in teaching mixed ability classes is students' confidence. It is generated from this situation is that some learners are advanced and always participate in the classroom taking many turns, while others show indifference and may not speak for the entire lesson. Besides, lack of learners’ confidence and poverty are other problems, the poor are less confidence (Xanthou and Pavlou (2010); ajmal et.al 2013)

Discipline
There are some problem that teachers usually meet related to students’ discipline and it influence on students’ academic goals. They are; learners are habitual late comers; this is contrary to the school rules and regulations. They leave school premises without permission; do not bring their books to school; refuse to do their homework; reject any kind of authority and resist any disciplinary measures taken against them. Teachers on the other hand, are always absent from school; present ill-prepared lessons; fail to exercise discipline in the classroom and lack a professional work ethic (O.Stanley, 2014).

Interest
Learners’ interest is the common problem that teachers may face. It can be difficult to keep learners’ attention to the lesson. Learners’ may lose their interest while the learning process and feel bored of the lesson. The crucial problem is students lose their interest of topic that curriculum designed. This problem can be found at all level of education (Xanthou and Pavlou,2010; Christin Svård, 2012).
Level of English Proficiency
Students’ level of English proficiency can be challenged for teachers (Xanthou and Pavlou, 2010; Ling-Ying, 2014) explains that most of students are greatly different on level of English proficiency. She mentions it is caused of some of students may have extra English class at home meanwhile others don’t have it. And it becomes big homework for the teachers.

Learning Speed
This is another problem for teachers in teaching mixed ability classes and it will affect to both of advanced and slow learners. Advanced learners can never enjoy and lose their interest of the lesson if the material based on needs and levels of slow learner. Besides, slow learners will their confidence in the classroom while doing the exercise (Xanthou and Pavlou, 2010; Ajmal, 2013).

5. EFL Teachers’ Strategy In Teaching Mixed Ability Young Learners
Teaching a mixed ability class will work if all the students are allowed to experience success and to learn as individuals (Bremmer, 2008). It purposed to give knowledge to students and bring out the knowledge after they learn it by process.

Ajmal et. al (2013) argues that mixed ability young learners should be taught differently since they are different in many aspect. They argues that teachers use different method to support young learner based own students’ characteristic.

Age and Maturity
Based on Rodriguez’s research (2016), young learners should not be placed in school until later. It is because of they struggle to keep up and study over the on their age. Their age of entry will influence their academic development and social emotional on their next level of education. He also mentions the best way to solve this problem is delay students school entry.

Learners’ Independence and Personality
Mixed-ability teachers need to give a clear instruction to make their students learn independently and let them develop their own skill. It is important for teachers to give encouragement and positive feedback for the students (Goldstein,1998; cited by Christin Svärd, 2012)

Learning Style
To overcome problem in teaching a classroom which is consist of students from different way to learn, teachers need to provide some activities that will work for all of the students. Besides, teachers need to aware of students background and experience as well while deciding the activities (Ling-Ying, 2014)

Confidence
Ajmal et., al (2013) explain, teaching unconfident learners is difficult especially in English. Mixed ability teachers need to gather passive and active students in discussion to increase their confidence. Moreover, teachers need to encourage the learners to speak and motivate them with different and interesting task. Besides teachers need to ask easy and simple questions to get them speak. They also need to appreciate them before others to make them confident to speak up.

Discipline
Discipline is important in teaching mixed ability learners especial for quicker and weaker learners. The weaker learners cannot finish the task as quickly as the strong ones and they may lose their confidence. In order to overcome this problem, teachers need to note a lot of activities which is guided by a structured school time table. This further portrait the fact that student have to adhered to the allocated time, knowing full well that there will be no time compensation for time lose thereby make the students’ to be more serious and time conscious in their studies (Xanthou and Pavlou, 2010; O.Stenley, 2014; Samuel Aser, 2015; America Educator, 2016)

Interest
According to ajmatl et. al (2013), it is important for teachers to prepare varying instruction in teaching mixed-ability classes because give students a varied set of activities is the only way to fit the different interest of students to give them motivation. it is quite obvious that teachers must vary instruction. It has often been seen pupils get bored and distracted as a consequence of the same routine. Topics should be selected from the students’ own experiences and interests to keep them motivated.

Level of English Proficiency
All of the students have different level of English proficiency. And teachers need to provide some strategy that can be applied in the learning process. There is a way can be used
by teachers to increase students’ English proficiency, Robert (2007) suggests to put students from different level of English proficiency into a group. It purposes to help students to assist each others in the group. Moreover, Learning Speed

Teaching students’ from different learning speed need an extra work from teachers. Teachers need to create easier and more challenging versions of the material meanwhile it does not too easy for advance student. otherwise, teachers can make vary the level of task for intense reduce the number of choices or delete the more difficult choices in multiple-level exercise (Gurgenidze, 2012).

6. Conclusion and Recommendation

In summary, teaching English to young learners is a crucial problem for teachers who teach English as a foreign language and second language. They have to give instruction in English while English is not their native language. They need to consider many aspects related to teaching and learning process such as students’ different ability. Students who come from different ability also become big challenge for teachers in teaching English. They may face some problems from different ability and characters of students. Students are different in eight aspects. They are; age and maturity range, Current level of English, Potential learning ability, Motivation, Learner independence and autonomy Personality, Learning styles, Confidence, Discipline and Interests.

In recommendation, teaching English need to consider many aspects. Teachers need to set the goal based on students need. Moreover, teacher should consider students’ ability while deciding teaching strategy and activity that can be use in the learner process. Furthermore, teachers need to provide more than one strategy and activity for teaching process. It purposes to be an alternative strategy and activity in case the first one does not work.

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The Effectiveness of TTW (Think-Talk-Write) in Improving Students’ Narrative Writing to the Tenth Graders of SMA Negeri 2 Pagaralam

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Abstract
This research aimed at investigating the effectiveness of TTW (Think-Talk-Write) strategy upon narrative writing competency. The method of this study was quasi-experimental design. Based on the results of the data analysis by using independent sample t-test, the value of t-obtain was 3.978 at the significant value of \( p < 0.05 \) in two tailed testing with \( df = 56 \), the critical value of the \( t \)-table was 2.000, the value of t-obtained was higher than the critical value of the \( t \)-table (3.978 > 2.000), the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. In other words, there was a significant difference between the students of the experimental group who were taught by using TTW (Think-Talk-Write) strategy and those of the students in control group who were taught by using traditional instruction. It is highly proved that TTW (Think-Talk-Write) strategy was effective to improve students’ writing on narrative text.

Keyword: TTW, effectiveness, narrative writing, quasi-experimental, pretest, posttest, experimental group, control group.

1. Introduction

English as one of the languages mostly used on Earth is also very useful to develop culture, science and other aspects of our life such as education, politics, economics and science. Concerning its great roles, the government (the Ministry of Education and Culture) stated that English is the first foreign language to be learned from lower secondary to university levels. Therefore, the government has put English in curriculum as a must—be—taught subject.

In English there are four important skills to be mastered; listening, reading, speaking and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. “Language skills are divided into receptive and productive ones” (Aljawi, 2010, p. 2). “Writing is a way for students in all contents areas to make meaning for themselves as well as to learn how to think and to communicate in their particular domains” (Herington as cited in Hammann, 2005, p. 2). It means that writing is one of the tools to communicate with other people. Furthermore, people can also think to produce a writing passage as a form of communication.

However, writing is considered as difficult skill for learners to produce a good writing. Learners have to follow the rules of the target language and able to write a good piece of writing. “The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental element” (Heaton, 1990, p. 13). In line with another definition, Tangperpoon (2008, p. 1-9) defined that writing requires a great deal of lexical and syntatic knowledge as well as principles of organisation in L2 to produce a good writing. Based on the preliminary observation, it was found that the students of SMA Negeri 2 Pagaralam have difficulties in writing composition, they are lack of vocabulary, grammar, and also punctuation. They think that writing is the most difficult skill to comprehend, so as methods change, an appropriate strategy must be found to improve the students’ writing skill. This means that in teaching writing, teachers should know which strategy is appropriate for their students.

There are many kinds of learning strategies that teachers can learn from either from book or internet, among others are learning design, contextual teaching and learning, cooperative learning, etc. The function of these models in teaching is to support the teaching learning process.

Based on the problem above, this research suggested a cooperative learning as a model to be applied in class namely think-talk-write (TTW). “TTW (Think-Talk-Write) strategy is a strategy that facilitating the exercise of language both oral and written fluently” (Musharofah & Aulia, 2013, p. 51). So, by using this strategy it was expected that students could both write and speak well. Moreover, Huinker and Laughin (as cited in Kuswari, 2008) say that this technique
was built from thinking, speaking, and writing. It means that teachers use TTW Strategy as facilitator in teaching learning process. The teachers who use TTW strategy are not only as facilitators but also a motivator for the learners to think, to speak, and to write.

Considering the phenomena above, a research by using TTW (Think-Talk-Write) strategy was conducted to know the effectiveness of the strategy toward the students’ ability in writing and whether this strategy helped improve students’ writing skill in narrative writing or not.

2. Methodology

This research was an experiment research. Specifically chose quasi-experimental design. “Quasi-experimental designs are partly—but not fully—true experimental design; they control some but not all of the sources of internal in validity” (Tuckman, 1978, p. 136). Furthermore, “Quasi-experimental designs do not include the use of random assignment. Researchers who employ these designs rely instead on the other technique to control (or at least reduce) threats to internal validity” (Fraenklен & Wallen, 2006, 6th Ed, p. 242).

The population of this research was the tenth grader of SMA Negeri 2 Pagar Alam. This research used purposive sampling method. Fraenkel and Wallen (2006, 6th, p. 75) state that purposive sampling method is a method of sampling that uses researcher judgment to select the sample for a specific purpose”. This sampling method was done as a way in taking the subject which was not based on strata, random or area but based on particular purposes. The sample in this study was students who were at the same grade and major, taught by the same teacher, and also have the similar competence in English based on their report scores, the sample taken was X 3 and X 4.

To support this research, the data were taken from the tests administered. They were pretest and posttest. For the pre-test, students were asked to write a narrative text of minimum 100 words composition. While for the post-test, the students were asked to write a narrative text of different topic from the pre-test of minimum 100 words composition.

The calculation of the data aimed to find the following results:

1) The results of the test,
2) Statistical analysis of the data.
3) Comparison of pre-test and post-test of the experimental group and
4) Comparison between post-test and in both experimental group and control group.

3. Discussion

The data of this study were obtained by improving students’ narrative writing by using TTW (Think-Talk-Write) strategy. In this investigation, 58 students were taken as the samples. They were devided into experimental and control group. Here, experiment group was given treatment by using TTW, while the control group was treated in conventional way. Pretest and posttest were administered to collect the data for the calculation.

The following table showed the comparison of the scores of the pre-test and the post-test from both experimental and control groups.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Post Test Ex</td>
<td>29</td>
<td>62.68</td>
<td>7.21</td>
<td>1.34</td>
</tr>
<tr>
<td>Post Test Control</td>
<td>29</td>
<td>55.51</td>
<td>6.49</td>
<td>1.20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Pretest_Ex</td>
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<td>39.00</td>
<td>7.17</td>
<td>1.33</td>
</tr>
<tr>
<td>Pretest_Co</td>
<td>27</td>
<td>49.77</td>
<td>4.55</td>
<td>.87</td>
</tr>
</tbody>
</table>

From the table above the experimental group obtained 39.00 for the mean score of the pre-test and 62.68 for the post-test, whereas the control group obtained 49.77 for the mean score of the pre-test and 55.51 of the post-test.

The table below described the distribution of the pretest and posttest scores of experiment and control group.
Table 2: Score Distribution of Pretest and Posttest of Experimental and Control Groups

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>Pretest Experiment</th>
<th>Posttest Experiment</th>
<th>Class Interval</th>
<th>Pretest Control</th>
<th>Posttest Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>86-100</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>71-70</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>86.21%</td>
</tr>
<tr>
<td>56-55</td>
<td>6</td>
<td>20.59%</td>
<td>4</td>
<td>13.79%</td>
<td>23</td>
</tr>
<tr>
<td>&lt;40</td>
<td>23</td>
<td></td>
<td>&lt;40</td>
<td>3.44%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100.00%</td>
<td>29</td>
<td>100.00%</td>
<td>Total</td>
</tr>
</tbody>
</table>

In the experimental group, the highest score of the pre-test was 44 obtained by one student, and the lowest score was 23 obtained by one student. While, in the post-test, the highest score was 68 obtained by two students and the lowest score was 44 obtained by one student. Based on the scores distribution of the pre-test and post-test, the writer found out that in the pre-test there were six students (20.69%) at the poor level and twenty three students (79.31%) at the fail level. While, in the post-test there were four students (13.79%) at the poor level and twenty five student (86.21%) at average level.

In the control group, the highest score of the pre-test was 58 obtained by three students and the lowest score was 38 obtained by one student, while in the post-test, the highest score was 60 obtained by two students and the lowest score was 44 obtained by three students. Based on the score distribution of the pre-test and post-test, the researcher found out that in the pre-test there was one student (3.44%) at the fail level, twenty students (79.32%) at the poor level, and five students (17.24%) at the average level, while in the post-test there were nineteen students (65.51%) at the poor level and ten students were (34.49%) at the average level. Figure 1 below showed the result of the pretest and posttest of the experiment and control groups in percentage.

![Figure 1. Percentage of Students' Writing on Narrative Text](image)

To know the significant effect in students’ narrative writing between the students who were taught by using TTW strategy and those who were not, t-test was used to calculate the
significant difference between the pretest and posttest of the experimental group and the control group. After being calculated the results showed the difference in scores from experimental group to control group, as described in the following table.

Table 4: The result of Paired sample t-test Narrative Writing of Experimental Group

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean Pre-test</th>
<th>Mean Post-test</th>
<th>Mean Difference</th>
<th>t-obtained</th>
<th>Sig.(2 Tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Total</td>
<td>39,00</td>
<td>62,68</td>
<td>23,68</td>
<td>15,40</td>
<td>0.00</td>
</tr>
<tr>
<td>Format</td>
<td>5,58</td>
<td>6,79</td>
<td>1,21</td>
<td>5,259</td>
<td>0.00</td>
</tr>
<tr>
<td>Mechanics</td>
<td>6,55</td>
<td>4,93</td>
<td>-1,62</td>
<td>5,202</td>
<td>0.00</td>
</tr>
<tr>
<td>Content</td>
<td>6,17</td>
<td>5,10</td>
<td>-1,07</td>
<td>5,087</td>
<td>0.00</td>
</tr>
<tr>
<td>Organization</td>
<td>5,75</td>
<td>4,48</td>
<td>-1,27</td>
<td>5,259</td>
<td>0.00</td>
</tr>
<tr>
<td>Grammar</td>
<td>6,06</td>
<td>5,27</td>
<td>-0,79</td>
<td>3,540</td>
<td>0.01</td>
</tr>
</tbody>
</table>

From the result there was information about the improvement of writing on narrative text in experimental group. All the values of the t-obtained in writing on narrative text were higher than the critical value of t-table (2,045 ) and all the aspects were at significance level of 0,00 < 0,05, it can be stated that there was significant difference in the students’ writing on narrative text by using TTW (Think – Talk – Write ) strategy.

Table 5: The result of Paired sample t-test Narrative Writing of Control Group

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean Pre-test</th>
<th>Mean Post-test</th>
<th>Mean Difference</th>
<th>t-obtained</th>
<th>Sig.(2 Tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Total</td>
<td>53,72</td>
<td>55,51</td>
<td>1,79</td>
<td>2,956</td>
<td>0.06</td>
</tr>
<tr>
<td>Format</td>
<td>5,86</td>
<td>5,72</td>
<td>-0,14</td>
<td>-1,279</td>
<td>0.212</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5,55</td>
<td>5,72</td>
<td>0,17</td>
<td>1,722</td>
<td>0.096</td>
</tr>
<tr>
<td>Content</td>
<td>5,51</td>
<td>6,79</td>
<td>1,28</td>
<td>6,448</td>
<td>0.000</td>
</tr>
<tr>
<td>Organization</td>
<td>4,65</td>
<td>4,72</td>
<td>0,07</td>
<td>0,626</td>
<td>0,537</td>
</tr>
<tr>
<td>Grammar</td>
<td>5,27</td>
<td>4,79</td>
<td>-0,48</td>
<td>-3,780</td>
<td>0.001</td>
</tr>
</tbody>
</table>

From the result there was information about the improvement of the writing ability on narrative text in the control group, but the significance was not higher than the experimental group. Not all the values of the t-obtained in writing on narrative text were higher than critical value of t-table (2,045 ) and only two aspects were at significance level of 0,00 < 0,05, it can be stated that there was no significant difference in the students’ writing narrative text compared to those by using TTW (Think – Talk – Write ) strategy.

To find out the significant difference in students’ narrative writing achievement between experimental and control group, the researcher compared the result of the post-test of both groups by using independent sample t-test.
Table 6: The Calculation of Independent Sample t-test

<table>
<thead>
<tr>
<th>Score Equal</th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>variances assumed</td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.000</td>
<td>.998</td>
<td>12.535</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pre-test</th>
<th>Post Test</th>
<th>Mean Difference Pre and Post Exp</th>
<th>Mean Difference Pre and Post ctrl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Writing Achievement</td>
<td>39.00</td>
<td>53.72</td>
<td>23.689</td>
<td>1.793</td>
</tr>
<tr>
<td></td>
<td>62.68</td>
<td>55.51</td>
<td>(0.00)</td>
<td>(0.283)</td>
</tr>
</tbody>
</table>

Based on the result above, it was found that the value of \( t \)-obtained 12.535, at the significant level 0.000. The significant value \( (0.000) \) was lower than 0.05 and the value of \( t \)-obtained was higher than critical values of the \( t \)-table, in which 12.535 > 2.045, it confirmed that the experimental group made better achievement in narrative writing compared to those of the students in control group. It was also strengthened by the difference in mean scores. The mean score of the posttest of the experimental group was 12.353 while the mean scores of the posttest of control group was 1.085. The post test score of the experimental group was better than those of the control group. Therefore, from the results and analysis of the effectiveness of TTW strategy in improving students’ narrative writing in term of paired and independent sample \( t \) –test scores, it can be concluded that Null Hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. This also meant that the use of TTW strategy affected students’ narrative writing significantly.

4. Conclusion and Recommendation

4.1 Conclusion

Based on the results of the study, it can be claimed that TTW (Think – Talk – Write) strategy was effective to improve students’ narrative writing. It can be seen from the students’ pre-test and post-test scores of the experimental and control groups by using paired sample \( t \)-test and analyzing the students’ post-test scores of the experimental group and control group by using independent sample \( t \)-test. In paired sample \( t \)-test the value of \( t \)-obtained was 15.405. At the significance value \( p < 0.05 \) in two tailed testing with df 28, the critical value of the \( t \)-table was 2.045 while in independent sample \( t \)-test, the value of \( t \)-obtained was 3.978 at the significant value \( p < 0.05 \) in two tailed testing with df = 56, the critical value of the \( t \)-table was 2.000. The \( t \)-obtained both in paired sample \( t \)-test and independent sample \( t \)-test were higher than \( t \)-table \((- t \)-obtained< \( - t \)-table,or \( t \)-obtained > \( t \)-table). It can be stated that there was a significant difference in students’ narrative writing who were taught by using TTW (Think – Talk – Write) strategy and those who were not. From the result of the analysis of the research, it was proven that the students’ scores in narrative writing by using TTW (Think – Talk – Write) strategy were better than the conventional way. Second, the use of TTW (Think – Talk – Write) strategy made the student more active and enjoyed in the teaching and learning process. The last was the problem that the students faced in writing skill were mostly lack of confidence and lack of knowledge about writing and TTW (Think – Talk – Write) strategy could solve their problem.
4.2 Recommendation

The success of teaching and learning process would depend on situation and condition in the classroom. In other words, teachers should use suitable strategy to support the teaching learning process. Some suggestions can be offered for the English teacher, students and other researchers. Firstly, for English teachers, they should choose a good and appropriate strategy which suits the subject of the classroom. Using TTW (Think – Talk – Write) strategy, can also make students feel more interested in writing because of its easy implemented strategy. Secondly, for the students, they should follow the strategy in order to get the point of it. They should also take the advantage of the teaching and learning process from the strategy so they can be more effective and confident with their writing. The last, for other researcher, they should use TTW (Think – Talk – Write) to improve other skills in English especially in other types of texts.

Reference

Aljawi, D. F. (2010). *Teaching the receptive skill*. Umm Al Qura University


Author Biography

This research was done by Tri Rohani and Era Listiani at SMA Negeri 2 Pagaralam. Tri Rohani was born in 19 Februari 1982 in Pagaralam and graduated from STBA-LIA Yogyakarta in 2004. She was a teacher for more than 10 years in Batam and Pekanbaru and now she is a lecturer at Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Pagaralam, while Era Listiani is a teacher at SMK Negeri 2 Pagaralam who was born in 16 February 191 in Pagaralam. She graduated from STKIP Muhammadiyah Pagaralam in 2015.
The Implementation of Project-Based Learning (PBL): Self-Videos in Teaching Speaking at Junior High School in Jambi

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Abstract
This paper aims to describe the process of teaching and learning speaking of procedural text through the implementation of Project-Based Learning (PBL): Self-Videos and to describe the response of the students toward the implementation of PBL. This is a classroom action research and takes place at SMPN 43 Merangin, Jambi, Indonesia. The participants are class 7B that consisted of 25 students; 12 boys and 13 girls. The research is conducted in three cycles and each cycle consisted of three meetings. Observation, recording, and interview are used to collect data. Finding of this research shows that teaching and learning process through PBL: Self-Videos is fun, more interesting, and challenging for the students. It also makes them participate actively in the classroom activities. In addition, there are enhancements on students speaking ability after they were taught by PBL. It can be seen from the achievement of the indicators of successfullness in speaking toward the use of self-videos. In summary, it can be concluded that Project-Based Learning (PBL): Self-Videos is beneficial in teaching procedural text especially for speaking skills.

Keyword: Project-Based Learning, Self-Videos, and Speaking

1. Introduction
Speaking is one of the four language skills that is important to be learned by foreign language students. As mentioned by Cameron (2001), speaking is the active use of language to express meaning so that other people can make sense of them. In the other words, speaking skill is a very important part of language learning. To be able to speak in English is the main goal of many early adult learners in this case junior high school students. But personalities of junior high school students play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers and unafraid of making mistakes will generally be more talkative. While, shy students may take a long time to speak confidently.

In line with those statements, there are some problems that are faced by teacher and students of SMPN 43 Merangin, Jambi, Indonesia such as: 1) the students are passive: they seldom speak English in the classroom. The students said that they have no confidence in speaking English, 2) They are also lack of vocabulary and do not know how to pronounce the words correctly, 3) Some said that they are afraid of making mistakes while speaking; when the students make mistakes, the other students will laugh at them. It makes them ashamed to express their ideas in English. 4) The teacher uses fewer media in teaching English: the teacher only use textbook for teaching all English skills such as listening, speaking, reading, and writing. The teacher said it is not easy to look for the appropriate teaching aid which can help the students to improve speaking performances. It makes the students easily got bored. It is difficult for the students to keep silent and pay attention to the teacher. In addition, when the teacher asks a question to the students, they just keep silent.

It is believed that this current research is important to be implemented in order to overcome the problems faced by teacher and students in the class especially on speaking. As states by Lawtie (2004) that speaking is fundamental to human communication. It means that if the goal of language course is truly to enable the students to communicate in English, then speaking skills should be taught and practiced in the language classroom. moreover, Swain (1985) in Lawtie (2004) claims that the students learn to speak by speaking. In other words, the more the students practice the more they will improve their speaking skills. In line with these statements, Project-Based Learning (PBL) in this case self-video has the characteristics of learning by doing. In this line, Bayer (2017) states that Projects engage the students in doing high-quality, meaningful work, and in many cases to rediscover the joy of learning in real-life context.

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The Classroom Speaking Activities

The use of PBL: self-videos in the classroom is an idea for teaching speaking to foreign language learners. There are some experts who discuss classroom language activities related to learning speaking. For example Harmer (1991), proposes six classroom speaking activities, such as acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play. There are two classroom activities that have been proposed by Harmer related to the concept of PBL. In this case PBL: Self-videos combine the activities such as discussion and prepared talks. The researcher chooses discussion and prepared talks in order to maximize the students’ self-confidence in speaking. Discussion means that the students should discuss or prepare everything that they need in conducting the projects. Prepared talk means the students should convey their ideas orally based on the discussion that they have already done.

Related to speaking activities as discussed by Harmer above, Brown (2003) discusses six categories of speaking performances relevant to PBL: self-video; (1) Imitative: The first type of speaking is also called as parrot back (imitate) a word or phrase or possibly a sentence. This is a purely phonetic level of oral production; a number of prosodic, lexical, and grammatical properties of language; (2) Intensive: Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialog completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level; (3) Responsive: Interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments; (4) Transactional (dialogue): Transactional language is an extended form of responsive language; (5) Interpersonal (dialogue): The forms of interpersonal speaking performance are interview, role play, discussions, conversation, and games; (6) Extensive (monologue): Extensive oral production tasks include speeches, oral presentations, and story-telling.

Based on those categories, this current research limits the speaking activity into extensive (monologue). Furthermore, Richards (2008) proposes three function of speaking: talk as transaction, talk as performance, and talk as interaction. Talk as performance tends to be in the form of monologue. Extensive (monologue) is relevant to the characteristics of PBL that would be used in this research. The students are asked to do extensive speaking about certain topics through self-video. The students should prepare a project in a group and demonstrate the way or steps of the project. And the students should record the steps of the project through video. The students should prepare short speech (monologue) within the demonstration of the project and record the activity by using video recorder to express their ideas or experiences.

Based on the activities that are proposed by Harmer, Brown, and Richard above, Klippel (1985) notes that for learners who are studying English in a non-English-speaking setting it is very important to experience real communicative situations in which they learn to express their own views and attitudes, and in which they are taken seriously as people. It means that meaningful activities on a personal level can be a step to improve performance and generate interest. Moreover, the teacher should consider speaking activities that requires talk as performance would require different assessment criteria, and it is proposes by Richards (2008) such as: (1) clarity of presentation: i.e. the extent to which the speaker organizes information in an easily comprehensible order, and, (2) use of discourse markers, repetition, and stress to emphasize important point. In other words, to assess students’ oral performance during a classroom activity will depend of the kind of talk and also the kind of classroom activity the teacher use.

The Characteristics of Junior High School Students and PBL

Effective learning centers on students’ motivation, interest and characteristics. PBL: self-videos are relevant to characteristics of junior high school students. To be able to speak English is the main goal of many junior high school students or early adult learners. To make it easier for them to speak, teacher must understand characteristics of the students and chosen method of teaching that is appropriate to the characteristics of the students so that they are motivated and interested to speak. According to Sacramento (1989) there are some characteristics of junior high school students or early adult learners such as intensely curious; Prefer active over passive learning experiences; favor interaction with peers during learning activities; Exhibit a strong willingness to learn things they consider to be useful; enjoy using skills to solve real life
problems; personal social concerns dominate thoughts and activities. Therefore the researcher used PBL; self-videos that hopefully can fulfill the characteristics of the students.

Moreover, the characteristics of junior high school students from Sacramento was confirmed by Penington (2009) that proposes general characteristics of early adult learners such as: curious and willing to learn things they consider useful; focused on themselves and how they are perceived by their peers; resists adult authority and asserts independence; beginning to think critically; Need to feel part of a peer group consisting of boys and girls; prefer active over passive learning activities that involve working with their peers; need frequent physical activity; and movement need adult support, guidance, and calm direction.

These characteristics are appropriate with some key characteristics of PBL. According to Thomas, 2000; Hutchinson, 2001; Stoller, 2002; Stoller, 2006; Intraprawat, 2010; Poonpon, 2011; Simpson, 2011; Fujioka, 2012 in Newprasit (2014) the project-based learning has the characteristics that contribute to the positive outcomes proposed by many educators and researchers are consistent. Some of these key characteristics include: (1) Student-center learning: PBL emphasizes each student's needs, abilities, interests, and learning styles while assigning the teacher as a facilitator of the learning process, (2) Authenticity: Students have the opportunities to use language for real communication purposes through project work, (3) Integration of skills: teachers should integrate the four language skills in their foreign language classrooms in order to provide a more purposeful and meaningful learning environment for students, (4) Content-driven: Students engage in activities organized around contents or themes that provide them with language learning opportunities, (5) Collaboration: PBL encourage students collaboration, either through pair work or small group work, in order to create mutual understanding, find solutions, construct meanings, or produce products.

From the characteristics of PBL that are mentioned above, it can be concluded that project-based learning is compatible with the characteristics of junior high school students. It is helpful in giving the opportunities to the students to explore their own ideas and thought to produce something and also to collaborate with the other students. Moreover, the integration of content and learning skills is an essential component of project-based learning and should be identified in the project outcomes (Klein, Taveras, & King, 2009). It means that the students need to learn, practice, apply, and extend these skills as part of the project design. In other words, the students who apply project-based learning in their learning process will learn freely and enthusiastically.

Furthermore, Harun (2006) states that PBL is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, teacher-centered lessons. It means that PBL activities are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices. According to Chard in Harun (2006) PBL is an in-depth investigation of a real-world topic worthy of children’s attention and effort. Hence, field trips, experiments, model building, posters, and the creation of multimedia presentations are sample activities within PBL where students with differing learning styles demonstrate their knowledge.

To obtain the teaching and learning process by using PBL that are fit to the characteristics of early adult learners, Nunan (2015) states that the teacher should commit to create a classroom in which the students learn through doing. Therefore, the teacher needs to ensure that the students are aware that they will be expected to learn in collaborative learning through small group work. For students who are relatively passive recipients of information through whole-class and individual exercises, PBL can be challenging since it provides the opportunity to the students to participate actively in learning process.

What is Self-Video?

Self-video is derived from PBL. It is the student’s recording of their speaking performances. It is also known as video recorded by the students. Video recorded has always been an important aspect of teaching. Brophy (2004) in Guo (2010) states that video recorded is much more than other technologies that has the capacity to capture the complexity and immediacy of teaching in the classroom, to document best practice, and to study teaching and learning process. Guo (2010) adds that video provides important audio and visual information to help the students to reflect on and to improve their communication skills.

With its increasing accessibility in digital formats, video is being integrated into teaching and learning activities with greater frequency (Smaldino, Lowther, & Russell, 2012). It means that video has been used in teaching and learning process for many times. In other words, classroom experiences should provide many opportunities for the students for gaining new
knowledge and skills that are encompassed a critical set of literacy. According to Smaldino et al. (2012), student video production promotes learning by engaging critical thinking about cultural, political, scientific, financial, and environmental issues. It means that video production is not only the way to teach speaking but also to promote other aspects such as cultural, political, scientific, financial, and also environment issues. At the same time, creating videos help the students to develop technology literacy skills.

Besides those important aspects of using video, there are some other advantages offered by using a video recording of student speaking in language learning. Katchen (1991) states that the video forces the students to come face to face with their speaking abilities; they together with the teacher can identify specific problems and work to overcome them one by one. Additionally, the video gives students a way to really see their improvement (Katchen, 1991). It means that the video recording allow students to compare their most recent performance with earlier renditions.

By recording the students’ own speaking activities, the students will have opportunities to view, to play, and replay the recording many times so that the students can learn from the mistakes. The students will learn from their self-evaluation and also from their friends’ comments and teacher’s feedback. Therefore, the students will be able to be self-critical as the students can learn the mistakes and solve their problem assisted by the teacher. In other words, the students can watch themselves doing speaking and so can their friends in the classroom.

**Indicators of Successfulness**

To find out the success of this research, the researcher determines the indicators of successfulness of the students’ speaking skills through the implementation of PBL: Self-videos based on some theories from the experts and also the problems in the classroom as follows: (a) the students are confidence in speaking (Hoang, 2015): they speak confidently, they enjoy the class and not afraid, they are better in oral performance, ; (b) the students are active in teaching and learning process (Manuela, 2007) and (Katchen, 2004) : they participate and engage in the activity, they do not make noise, they are concentrate and eager to finish the worksheets, they are interested in watching the video ; (c) the students can understand the way to convey the materials (Hoang, 2015) : they are able to comprehend the materials and can explain it in other words ; (d) the students speak enthusiastically (Manuela, 2007): they are happy (it can be seen from their facial expression, and gestures, if the teacher gives questions and tasks they will answer it and do the tasks enthusiastically ; (e) the students are motivated (Katchen, 2004) : students get ideas from seeing what previous students who have been where they are now, students get ideas from seeing what previous students have done, and they are motivated to do even better.

In this research, these indicators will be taken to check the progress of the students in their speaking performances. If the students are able to fulfill these indicators, it means that the students have reached the targets of this research that are to make the students success in speaking performances and to enhance the process of teaching and learning.

2. **Methodology**

**Research Participants**

The participants of the study are the students of grade VII B of SMPN 43 Merangin in the academic year 2016/2017 which consist of 25 students. There are 13 females and 12 males. They are in the same age of 13 years old. Mostly they are from elementary schools near this school and they have English subject from the fifth grade. Few of them are from the schools that have no English subject. Furthermore, Most of them do not go to English course since there are fewer choices of English courses available in this town. Moreover, their social background is at middle and lower level.

**Research Procedures**

This research is a classroom action research (CAR) due to the appropriateness in term of the setting of the research and the research questions. In addition, it is also related to the background of the research; the students still have low confidence to speak in English and they tend to be passive. So in this case the researchers wanted to solve the problems through CAR. This research is conducted with a collaborator.

Furthermore, Kemmis in Burns (2010) states that action research is a form of reflective investigation toward the students in order to improve their understanding of the learning
process. Moreover, Burns (2010) notes that action research is a systematic research to observe the participants which aims to identify and solve the problems in the classroom. This research was conducted through cycles. Every cycle consisted of three meetings and every meeting consisted of four phases. They were planning, action, observation and reflection. Kemmis and McTaggart (1988) in Burns (2010) states that action research involves four phases in one cycle. The stages could be seen in the following figure:

![Spiral Model](image)

**Figure 1. Spiral Model adapted from Kemmis and McTaggart (1988) in Burns (2010)**

**Research Instruments**

In obtaining the data for this research, there are four instruments such as observation checklist, field note, video recording, and interview. The observation checklist and field note will be filled by the collaborator, and the video recorded will be placed on tripod to capture stable movement of the video. The interview will be carried out in order to get the responses from the students about the implementation of PBL’ self-videos.

3. **Discussion**

The research was conducted in three cycles. Each cycle had three meetings and consisted of four stages such as planning, action, observation, and reflection. There was nine meetings were needed in this research. The meeting carried out twice a week and took 2 x 40 minutes in a meeting. It was begun on Monday, March 6th, 2017 and ended on Monday, April 3rd, 2017.

It is found that the implementation of PBL: self-videos could bring better enhancement on the students’ speaking skills at 7B SMPN 43 Merangin, Jambi, Indonesia. Regarding to all cycles that had been done, the first cycle was the difficult one, because it was the stage where the researchers should introduce PBL: self-videos to the students. It was difficult for the students to build their understanding of PBL. It was new for the students, so they have to adapt with the new method of learning English.

a. **PBL: self-videos could enhance students’ speaking skills and creativity**

After conducting the research, it was found that there were improvements of students’ speaking skills as well as the creativity in creating the projects. Besides, this method also improved the students’ confidence in speaking English. The improvement of students’ speaking skills could be recognized from the achievement of indicator of successfullness. It also could be seen from the data collected through observation, checklist, field note, recording, and interview.

First, the data from checklist and also field note showed that the students were not shy anymore and enthusiastic in speaking English and collaborate with their peers in creating the projects. The students were more confidence in giving their ideas to their groups in completing the projects. They were excited working together with their peers. The teaching and learning process by using PBL: self-videos was more interesting. As a result, the students participate enthusiastically in the classroom.

Second, the data from recording showed that most of the students were excited in answering teacher’s questions. They enjoyed the classroom activities such as watching their own video recording through projector and also commenting on their friends’ performances on the videos. The students could focus more on the material that was being taught especially when the
teacher displayed their self-videos. They were able to see their own strength and weaknesses on the videos.

The last, the data got from interview reflected that almost all positive response toward PBL: self-videos. The students said that they like to study by using PBL: self-videos because they could practice directly and learn something new. They learn to speak English through independent learning and it gave them opportunity to participate and work with their peers. They also said that they can understand the material easier. They were confidence in speaking in front of their classmates, and excited in making the projects especially in creating the videos. They added that in PBL, they could experience more practice so they were not bored in learning.

b. PBL: self-videos could change the classroom atmosphere

After the researchers carried out the research, there was some change in the classroom condition during teaching and learning process. The students looked excited and motivated to do the projects although at the first time they were still confuse and awkward to the projects that had been given by the teacher. The students were more focus on the material and the projects that they had been created. They looked active and enthusiast to participate in the classroom activities. They also interested in answering teacher’s questions together with their peers.

These results were in line with previous studies. First, the study carried out by Newprasit (2014) focused on the effect of project-based learning on English language skills. The results revealed that the overall English language skills of the participants improved significantly after participating in the PBL lessons. It also had positive effects on other learning and working skills. Furthermore, the majority of students as well as the teacher expressed positive opinions on the procedures used in the PBL lessons. The second study was done by Marwan (2015) about PBL: role-play. The results of this research revealed that students could experience a more interesting and meaningful learning in a PBL English class. They were also becoming highly motivated to use English more intensively while exposed to this teaching approach.

Moreover, The third study done by Wang (2014) is about video to improve Chinese EFL adult learners’ oral language competence. The result revealed that for EFL language teachers, video was a helpful tool that could support second language teaching. Video, therefore, could bridge the gap between Chinese EFL students’ needs and Chinese EFL teachers’ teaching methods. The fourth study was done by Tawatchai (2014) that focused on the use of videos in the form of video conferencing (Skype) for EFL secondary school students. The outcomes of this research indicated that this study successfully motivated students, develop intercultural awareness, and improved oral communication ability.

In addition, the study from Sihem (2013) entitled Using Video Techniques to Develop Students’ Speaking Skill. The research was mainly concerned with making use of video technique to maximize learners’ oral production. The result showed that the learners consider videotapes as an important technique in enhancing the skill of speaking; hence it helped to increase the students’ speaking performance.

In conclusion, by correlating those previous studies with this current research, it could be stated that the combination between Project-Based Learning (PBL) and Self-Videos could improve the condition of teaching and learning process.

4. Conclusion and Recommendation

Because project-based learning is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they are studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work. In the process of completing their projects, students also hone their organizational and research skills, develop better communication with their peers, and often work within their peers while seeing the positive effect of their work.

Project-Based Learning is a learning model that provides an opportunity for students to actively participate in making a project within the group or individual work to improve English language skills, especially in speaking skills. Through this learning model, some studies reveal that students feel comfortable and happy to express their opinions and their ideas to be delivered orally. By holding the project, students are going to inquire the basis learning and define the feature of project. In result, this method also builds students motivation to speak
English without any boredom. Moreover, PBL offers independent learning and interaction with peers during learning activities. PBL can make students curious to learn new things. Besides, the students can demonstrate their ability to create something. Through PBL the students can explore their ideas and they will learn to speak English with fun. In addition, the personalities of the students play a large role in determining how quickly and how correctly they will accomplish this goal.

Based on the explanation above, it can be concluded that teaching and learning process by using PBL: Self-Videos was more interesting and challenging for the students. It also made the students participate actively in classroom speaking activities. The students also achieve the indicators of successfulness in speaking toward the use of self-videos itself.

In accordance with the conclusion above, the researcher intended to provide recommendation as follow:
1. English teachers who have the same problem are suggested to apply Project-Based Learning: Self-Videos in their own classes.
2. Other researchers who are interested in carrying out a research in speaking skills are suggested to use the PBL: self-videos to get better result and to motivate the students in classroom participation.
3. Other researchers can conduct another research not only in speaking skill, but also in another language skills or integration of four language skills by using PBL: self-videos. They can also use the other types of text such as descriptive, recount, or report text to be the projects.

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Using Vlog in the Youtube Channel as a mean to improve students’ motivation and confidence to speak English in Intermediate 1 Level of LB-LIA Jambi

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Abstract
Students find it hard to speak English despite the fact that they have the basic knowledge of the language due to the lack of motivation and confidence. As the technology advances, teachers must be willing to take advantage of the potential channels provided by it. This study aims to improve students’ motivation and confidence to speak English through the use of Vlog in the Youtube Channel as well as to find out the element that affect the most to the improvement of the motivation and confidence. The data were obtained through classroom observations, questionnaires and interviews. In terms of findings, this study revealed that the use of Vlog in the Youtube Channel improved students’ motivation and confidence. The data also suggested that students were most motivated and confident to speak English because they were given enough time to think of what they wanted to talk about and it was done in the place they found familiar. Therefore, teachers are suggested to bring technology into the classrooms more often and adjust it to the situation where students find it convenient to speak up.

Key words: Vlog, Youtube Channel, Motivation, Confidence, English

1. Background
Communication is one of the essential hallmarks of the global society of 21st century. Business, politics, and the media all demand and expect seamless international exchange of information and ideas, and English is often the language of international interaction (Su, 2006). When two people interact who are not native speakers of the same language, they are likely to find common ground in English. The result is that English is now a global priority for economic development, science, culture and interactions among governments. But in spite of the emphasis of the immediate demand of English as an important key aspect in international communication, students who learn English in order to be able to keep up with the 21st century’s qualification, find it hard to speak English despite the fact that they have the basic knowledge of the language. Several reasons are found why this happens. In Indonesia, where English is considered as a foreign language, the lack of motivation and confidence among the students are the two common reasons (Juhana, 2012).

Today, however, technology provides a global infrastructure with many potential channels for students to use English that may enhance their motivation and confidence to speak, namely search engines such as Googles and Yahoo, social medias such as Facebook, Twitter and Instagram, or video-sharing website such as Youtube. Teachers, most importantly, must be willing to take advantage of such potential as a learning tool.

Vlog
A vlog is a video blog post. The term can also refer to a blog made up entirely of video blog posts (Gunelius, 2016). Vlog posts are created by creating a video of yourself or an event, uploading it to the Internet and publishing it within a post on your blog. In the early days of blogging, vlogs were called podcasts, a term that was used to refer to both audio and video blog posts. Today the two have adopted their own distinct nomenclature.

The vlogosphere is a very democratic arena. Unlike mainstream media, such as television or commercial Web sites, vlogs are not, for the most part, created to make money. As a result, vloggers are free to make their content about whatever they desire, no matter how controversial the topic. Vlogging gives average citizens an audience and a chance to make their voices heard.

YouTube Channel
A channel on YouTube is the home page for a personal account, and a channel is required to upload videos, add comments or make playlists (Karch, 2017). A personal YouTube channel is available to everyone who joins YouTube as a member. The channel serves as the
Motivation and Confidence

Motivation and confidence are interrelated and interact with each other (Philips & Lindsay, 2006). One might say that mastering a new language is a hard thing to do and it takes up much time for the students to acquire it. That is why in learning English, especially in improving the speaking skill, students need to have motivation in order to reach progress.

Gage and Berliner (1984: 372) said that, "Motivation is the term to describe what energizes a person and what directs his or her activity." That statement implies that motivation can be seen from the activities done by the learners. For example, when a student realizes that most of his or her friends speak English well, he/she is not only interested but also motivated to learn it. Furthermore, Dornyei (2003: 1) states, "Motivation is a multifaceted construct and the exact nature of the constituent components activated in a particular situation depends on greatly contextual factors." This means that motivations is actually already exists in every person and motivates the person automatically once there is a stimulus given.

Motivation is a mental power that causes something to happen. Sardiman in Arianingsih (2005:20) mentions some of the characteristics of a highly motivated person:

- Being strong-willed and persistent in achieving a goal no matter what the obstacle is.
- Able to work on a long period of time.
- Show high interest towards problems.
- Prefer to work alone rather than in groups but that does not mean that a highly motivated person avoids working in groups.

Motivation can increase rapidly, given a positive stimulus while confidence is the reflection of motivation because it grows as the motivation increases. Thus, the use of appropriate technique or teaching media is crucial in improving students’ motivation and confidence to speak English. When the learning experience is positive and pleasant, it leads students to interact more frequently in English both outside and inside the classroom. Because the experience is enjoyable, the increased confidence, affected their motivation in a positive way.

2. Methodology

2.1. Research setting and participants

This study was undertaken in LB-LIA Jambi of Intermediate 1 level of students. The classroom consists of 20 students. They are considered to have sufficient knowledge and ability in English as reflected from their daily performance score especially in reading and writing activities yet they have problem in speaking. Based on the classroom observation result and interview with the classroom teacher which were done before this study, students seemed reluctant when given speaking activities. They showed little interest in the activities and mostly produced simple and unelaborative sentences. Students also showed less initiative to volunteer to speak up or ask questions.

2.2. Techniques of Collecting Data

This study employed three techniques of collecting data namely classroom observation, questionnaires and interview with the classroom teacher. The observation was carried out to find out students’ participations and responses in speaking activities. It was done three times, each after two vlog tasks. Open-ended questionnaires were addressed to the respondents to get their responses in the form of written data. The interview with the classroom teacher was conducted to gain further information on students’ motivation and confidence to speak English. The questions revolved around her observation and evaluation as the classroom teacher and how she perceived students’ performance during speaking activities. As for the task for vlog in YouTube Channel was given after each unit in the material book was completed. Students were required to make one vlog for one unit/topic of discussion.
Table 1. Questionnaire Items

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<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tr>
<td>1. After doing the tasks on making vlog in YouTube channel, do you think you are more motivated to speak English? Explain your answer.</td>
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<tr>
<td>2. After doing the tasks on making vlog in YouTube channel, do you think you are more confident to speak English? Explain your answer.</td>
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<tr>
<td>3. In what way do you think that making vlog in YouTube Channel could make you become more motivated and confident to speak English?</td>
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<tr>
<td>4. Which one do you prefer to do: the usual speaking activities in the classroom or doing vlog in YouTube Channel? Explain your answer.</td>
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<tr>
<td>5. Would you like to have more speaking activities that involve the latest technology as a part of the activities? Explain your answer.</td>
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3. Discussion

a. Students became more motivated and confident to speak English in class
   Through classroom observation, it is noticed that students’ motivation and confidence gradually improved. It was not yet seen until the second classroom observation that students showed more participation in speaking activities as well as higher responses. They stayed excited throughout the whole speaking activities and spend longer time speaking until the given time by the teacher was up.

   By the time the last observation was conducted, it was clear that students now were more motivated and confident to speak in the class using English. This applied not only for the speaking activities given by the teacher but also for the classroom language. Regardless the complexity of the activities, the students remained highly participated.

b. Questionnaires showed positive response
   From the open-ended questionnaires distributed to the students at the end of the cycle, most of the students’ gave positive response towards the use of vlog in YouTube Channel in improving their motivation and confidence. They agreed that the use of vlog helped growing their motivation and confidence to speak English higher. Mostly it was because the tasks were done in the place where they found most comfortable such as in their houses or bedrooms and that they were given enough time to think on what they wanted to say. The questionnaires also revealed that when given the choice, students’ enjoyed doing vlog as much as the common speaking activities in the class with their peers. Vlog enabled them to speak freely and comfortably without feeling anxious but doing activities in class with the peers also gave them enjoyable learning moment and interactions.

   Since all of the students recorded the vlogs using their phones and that they were fairly technology savvy, all of them were enthusiastic on the ideas of bringing more technology into classroom activities. For one thing, technology was something that they were familiar with. It was also flexible and a lot more interactive compared to the traditional teaching media.

c. Interviews with the classroom teacher
   The interviews were carried after each classroom observation. The teacher was pessimistic at the beginning of the cycle for she knew how poorly students’ performance on the speaking task was, but as we went through with the vlog tasks, she shared the same point of view that vlog helped improving students’ motivation and confidence to speak English in class. She expressed her great feelings as the students got more involved in speaking activities and showed more initiative and positive responses. Students’ progress was also reflected in their daily performance scores which steadily increased.
4. Conclusion

One goal of any academic program should be to provide a foundation from which students can further develop their own ability to adapt and continue learning on their own (Wu, Yen & Marek: 2011). In a nutshell, incorporating vlog in YouTube Channel in teaching helped to improve students’ motivation and confidence of Intermediate 1 level of LB-LIA Jambi. Most of the factors that indicated higher motivation and confidence were reflected from the students’ response and participation in the classroom. Additionally, the teacher agreed on seeing the improvement of her students’ during her teaching session. Bringing technology into teaching and learning process is now proven to be one of the most effective way to improve students’ general performance in quite significant result. For future improvement, the habit of combining technology into one of the teaching techniques used in class should not just stop here. Most importantly, teachers need to be more technology savvy and keep up with the advancement of the technology in order to be able to help students to improve their English.

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About Pramita Sari, S.Pd.
Pramita Sari has been teaching English for 8 years in LB-LIA Jambi and is currently the Academic Supervisor in this institution. Previously, she was an English teacher in a nursery school and high schools for 3 years. She has always been fond of teaching English especially teaching speaking for teenagers and adults. Highly motivated, critical and creative are among her best qualities.
Teachers’ Perceptions on the English Textbook for Junior High School

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Abstract
This research was aimed to analyze: (a) teachers’ perceptions toward the effectiveness of the textbook (b) teachers’ perceptions toward the appropriateness of textbook with the curriculum, the students and the teachers. The research was conducted in 9 schools in Muara Bulian. The participants of the research were 9 teachers. In this study, the quantitative and qualitative data were collected. The questionnaire was used for collecting the quantitative data and interviews were used to collect the qualitative data. Findings of this research revealed that: firstly, the data showed that in general the teachers perceived that the textbook was good enough in the effectiveness to be used in teaching the students, although the illustration of the book seemed unattractive to the students since the book is not colorful in printing. Secondly, the data revealed that the textbook was appropriate to the curriculum (KTSP), the students and the teachers. So, it can be said that the teachers could use this book in teaching the students at the seventh grade of junior high school, but to make students more understanding about the materials, the teachers can use others books to support the book in adding the explanation.

Key words: Teacher’s Perceptions, English Textbook

1. Introduction

English is a compulsory subject in Indonesia. It is taught in Junior High Schools. In some areas, English is also taught in Elementary levels, even in kindergarten, but it is just as local course or additional subject. For every educational level, it needs textbooks for achieving the goals of the program. Textbook is one of the main sources of learning. It should fit to the curriculum, that can be handled by teachers and appropriate for students. Moreover, the teacher should be able to decide whether the contents of the textbook are suitable with the students and with the curriculum or not. The textbook are important for the students in getting the knowledge beside the explanation from the teacher.

There are many publishers who publish the textbooks for every educational level. One of the textbook was published by Perbukuan Departemen Pendidikan Nasional entitled English in Focus for Grade VII Junior High School (SMP/MTs). This textbook is used in Muara Bulian, one of the ten districts in Batang Hari regency. As a national textbook, it is relevant to the curriculum and teachers but the textbook is quite hard for the students to understand the vocabulary and the structures.

The researcher found some contents that are not relevant for local area; it is a strange passage for the beginner. This finding has been confirmed to several English teachers in Muara Bulian, they confessed that the material especially reading passages are not appropriate for Jambi students, because it was not relevant to the students’ daily activities and the phenomena that happen around them. The facts mostly happen in Java Island where the textbook produced. In fact not all the materials fit to the students. For the very beginner students, they feel difficult to understand the contents.

The reasons above have motivated the researcher to analyze the English textbook studied at the seventh grade Junior High School in Muara Bulian. The researcher wants to analyze the textbook entitled “English in Focus for Grade VII Junior High School (SMP/MTs)” which is focused on the teachers’ perceptions about the textbook.

In general, this study was aimed to analyze the English textbook for Junior High School in Muara Bulian. Specifically, this study was aimed to investigate the teachers’ perception toward the effectiveness of the textbook (the subject matter, the vocabulary and structures, the exercises, the illustration and the physical make-up) and also the researcher wanted to find out the teachers’ perception toward the appropriateness of the textbook with the students, teachers and curriculum.

2. Methodology

This research was descriptive quantitative method. According to Gay (2009:9), quantitative approach is the belief or assumptions that we inhabit a relatively stable, uniform, and coherent world that can be measured, understood and generalized about. Quantitative
research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses (Ary, 2010:22). In addition, Arikunto (2006:250) stated that descriptive research is a study intended to describe the ways, the fact, the situation and the variable but doesn’t test the variable. So, it can be concluded that the descriptive quantitative research is a research that is aimed to describe the fact or the situation by using numerical data.

The research was aimed to analyze the effectiveness of an English textbook published by Pusat Perbukuan Departemen Pendidikan Nasional from the perspectives of teachers. The textbook is for the 7th grade students and used by teachers during 2006-2016 academic year. The textbook entitled "English in Focus for Grade VII Junior High School (SMP/MTs)" in term of the teachers' perceptions.

In this study, the quantitative and qualitative data were collected. Quantitative data were gathered by using questionnaire consisting of 39 items in two sections. Then qualitative data were collected to support the data by doing the interview. The questionnaire was begun with the questions about socio demographic of the teachers they were arranged by the researcher himself, it contains 7 items. First section was arranged by the researcher by adopted from the questionnaire made by Daoud, A.-M., and Celce-Murcia, it contained 25 item, the questions about textbook evaluation. The second section was arranged by the researcher by following the questionnaire from Patricia Byrd and Marianne Celce-Murcia, it contained 14 items, the statements about the fit between textbook and curriculum, students and teachers. The questionnaire used for collecting data from English teachers, they were asked to answer questions related to their profile, the characteristics of textbook they used in teaching process and how teachers apply the textbook in their classroom. Furthermore, to support and to enrich the data, the researcher also collected the qualitative data. It was collected through interviews with the English teachers to collect information regarding their opinions about the textbook they used.

2.1 Location of the Study

The research was conducted in 15 junior high schools in Muara Bulian district. There are 7 islamic junior high school and 8 junior high school. These schools were chosen as the locations of the study refer to the textbook that would be reviewed. It is for 7th grade of junior high school. All schools are in Muara Bulian, where the socio economic, culture and background of the students are similar. In conclusion, the result of this study described the effectiveness of the English textbook for Junior High School in Muara Bulian.

2.2 Population and Sample

The population of this research was English teachers of Junior High School in Muara Bulian. There were fifteen Junior High Schools in Muara Bulian and the total numbers of English Teachers in those schools were forty teachers. In taking the sample, the researcher used total sampling; the researcher took them all as the sample, because the population is less than 100 teachers. As Arikunto (2006, p.134) stated that if the population is less than one hundred, it is better to take all, so that its research represent research of population, but if the number of population is too big or more than 100 to be investigated, it can take 10-15% or 20-25% or more.

2.3 Instrumentation

For gathering the data from English teachers in Muara Bulian, the researcher used two instruments namely questionnaire sheet and interview guidelines. This study employed one questionnaire and one interview to collect data on the points of views of teachers about the mentioned textbook. The questionnaires were used to obtain quantitative data and the interviews were used to support and enrich the data in term of qualitative one.

2.3 Questionnaire

Gall (2003, p.222) states that questionnaire is the documents that ask the same questions to all individuals in the sample. The questionnaire would be used for gathering information from the respondents. Questionnaire was used to know about the teachers’ assessment about the effectiveness of the textbook used. The information was analyzed whether the textbook is suitable or not. There are three sets of questionnaire items, they are; a) Textbook evaluation, consists of 25 questions, b) The fit between textbook to curriculum, students and teachers, consist of 14 statements.

2.4 Validity of the Questionnaire

Validity refers to whether a measure is truthful or genuine (Jackson, 2006). In other words, the questionnaires those are valid are some that measure what they claim to measure.
The researcher used four questionnaires in this research and three of them adopted from Celce Murcia (2006), they are: Textbook evaluation, the fit between textbook to curriculum, students and teachers, analysis of teaching activities by using the textbook. In this research, the researcher used expert validity in validating the questionnaire; the researcher used the questionnaire from the expert one. Then, the researcher has adapted the questionnaire and made the simple one of the language used. Then, the questionnaire used has content validity because the content or the items used in the questionnaire are suitable or fit with the analysis of the textbook and has been checked by the expert. The last this questionnaire also has face validity the questionnaire has been revised to be simpler by the English teacher in TANJABTIM area.

2.5 Reliability of the Questionnaire

For testing the reliability of the questionnaire the researcher delivered same questionnaire to all population twice, the distance between first and second test were about two weeks. Test-retest reliability approach was used to estimate the test score reliability in which the occasion of test administration is examined. To determine test-retest reliability, the researcher calculated a correlation coefficient, called the coefficient of stability, between individuals' scores on the same measure on two different testing occasions (Djiwandono, 2008). For the first test, the researcher distributed the questionnaires on May 02nd, 2016 until May 07th, 2016, while for the second test (re-test) the questionnaires were distributed on May 16th, 2016 until May 22nd, 2016. After that, the researcher calculated the validity and reliability of the questionnaire by using SPSS. In addition, after the researcher calculated the validity and reliability of the questionnaires, the researcher found that all of items in the questionnaires were valid and reliable; the questionnaire could be used to collect the data in this research.

2.6 The Interview

The researcher also conducted the interview in order to support and to add the data. Related to evaluating the textbook, the researcher interviewed the English teachers on some problematic issues. The researcher conducted a structured interview with forty 7th grade teachers in Muara Bulian and asked them sixteen questions related to the subject of the study i.e. the problematic areas in the textbook of English in Focus for Grade VII Junior High School (SMP/MTs). The main purpose of the interview was to find out their views about the textbook. The interview consists of 16 questions. The interview was done after the teacher filled the questionnaire.

2.7 Data Collection Procedures

The data obtained through questionnaires and interviews for the evaluation of the textbook. The data collection took place at the middle of 2015/2016 academic year because the textbook will be used in schools for a long time. The questionnaires were administered to 9 teachers from nine schools. The questionnaires were distributed to the teachers on May, 30th, 2016 until June, 04th, 2016. After the researcher distributed the questionnaire to the teachers, the researcher did the interviews Teachers had been interviewed by the researcher using the interview transcript. A recorder was used in the interviews in order to have precise information.

2.8 Data Analyses Procedures

The quantitative data were gotten from questionnaire. The questionnaire was used to measure the teachers' assessment about the textbook used. For the questionnaire, the researcher provided 25 questions related to the textbook evaluation, 14 statements about the fit between textbook to curriculum, students and teachers and 8 statements about the teaching activities by using the textbook. The researcher calculated all of the teachers' answer for each item. Then, the criteria used for the textbook evaluation are E = Excellent, G = Great, A = Adequate, W = Weak with range of score E=4, G=3, A=2 and W=1. In addition, for the fit of the textbook used with the curriculum, students and the teacher, the answer criteria that are provided in the questionnaire like yes (a good fit), perhaps (an adequate fit), probably not (a poor fit), absolutely not (wrong for curriculum, students, and or teachers). The range of the scores for those criteria are yes= 4, perhaps =3, probably not= 2 and absolutely not =1. In analyzing the questionnaire, in giving the score for each criteria, the researcher used Likert scale. The researcher got the data, and then the researcher I categorized those data into several categories based on the provided criteria.
Moreover, for qualitative data that were gotten for the interview, the researcher did some activities. There were five steps in analyzing qualitative data that are done by the researcher adapted from Gay and Arisian (2000, p. 239-241). The steps are as follows: (1) Data managing; in data managing, the researcher checked all of the data that had been collected from the interview. (2) Reading/Memoing; the next step is the researcher listened the recording from the recorder to know the teachers’ answer related to the questions given. (3) Describing; the researcher described about the teachers’ responses toward the questions given. (4) Classifying; in this step, the researcher classified the data from the interview. Then researcher organized the teachers’ answer based on the questions given in chronological order; start from the first question until the last question. (5) Interpreting; the last step is the researcher interpreted all of the data. The researcher drew the conclusion about the data gotten.

3. Finding and Discussion

The subjects of this research were the English teachers of all junior high schools around Muara Bulian. Actually, there were 15 junior high schools in Muara Bulian. But, only 9 schools that permitted the researcher to collect the data. And from those schools, there were 9 teachers who gave the data to the researcher. They were from SMPN 11 Batanghari, SMPN 14 Batanghari, SMPN 19 Batanghari, SMPS Zulhijjah, MTsN Terusan, MTsS Darusy Syafiyyah, MTsS Darul Qur’an Al-Islamiyah, MTsS Al-Falah, MTsS Darul Aula. And the others schools did not give the researcher permission in collecting the data because they have other activities; the important ones, so because of the reason they could not give the data to the researcher.

3.1 Finding

The researcher conducted the research on May until June 2016. The researcher got the data from the questionnaire and the interviews. The questionnaires were distributed to the teachers on May, 30th, 2016 until June, 04th 2016. After the researcher distributed the questionnaire to the teachers, the researcher did the interviews. The textbook that had been analyzed was English in Focus for Grade VII Junior High School (SMP/MTs).

3.2 Discussion

Regarding to the result of the questionnaire given to the teachers and the interview with the teachers, it were found that the text book used in nine junior high schools in Muara Bulian, namely English in focus was good enough in some criteria regarding to the quality of a good English text book. The researcher got the data about teachers’ assessment are as follows:

3.2.1 Teachers’ perceptions toward the effectiveness of the textbook

In general, the data revealed that the subject matter of the book was great enough to the students. Although the material was not up to date to the present day now, but the teachers could used the others books to support the materials. And this was suitable with the theory proposed by Deuri (2012, p.3) about the characteristics of a good English text book in term of subject matter where the textbook should provide the subject matter that relates to the psychological and interest of the students. In other words, the subject matter of the book is adequate in term of students’ need and students’ environment.

Then, related to the vocabulary and structures provided in the text book, based on the data revealed above, the vocabulary and structures provided in the book used were great enough to be used by the teachers in teaching the students; the books provided the understandable words for the students although some of them were still strange for them. But, in general, regarding to the vocabulary and the structures criteria of the book used, the teachers actually could use this book in delivering the materials.

3.2.2 Teachers’ perceptions toward the textbook whether it appropriate with the students, the curriculum and the teachers

The researcher found that in assessing the fitness between the textbook and curriculum, most of the teachers said that the text book fit with the curriculum, namely KTSP. So, based on the data it could be concluded that the text book used by the teachers namely English in Focus for Grade VII Junior High School (SMP/MTs) fit with the curriculum, because most of the data that showed the fit of text book and curriculum was higher than the data that showed the textbook was adequate fit to the curriculum, and others categories provided.

Regarding to the data gotten as the findings of this research, the researcher found the weaknesses of this research that the researcher only got the data from nine teachers; all of the teachers should be fifteen teachers. But, this research also has the strengths that the data
gotten had fulfilled what the researcher's need to know about the effectiveness of the book. By getting the data, the researcher could concluded that the English textbook namely English in Focus for Grade VII Junior High School (SMP/MTs) was good enough to be used by the teachers but the teachers were also recommended to use another book that could be used to support the material of the book (English in Focus for Grade VII Junior High School (SMP/MTs).

Then, after analyzing the textbook by him, the researcher concluded that the textbook has good enough quality in terms of subject matter; because the materials have been arranged in logical order; from the easiest to the difficult one. Then, in term of vocabulary and structures given, the text book also provided the vocabularies and the structures that could be understood by the students easily.

In addition, corresponding to the exercises provided in the book with the exercises criterion that should be had by a good text book; the text book used was good enough in providing the exercises for the students, but the teacher should add more explanation about the instructions given to the students because some instructions given in the practices or exercise in the textbook were not clear enough to be understood by the students; the instructions were incomplete. Then, the teachers should revise some exercises or practices by their own ability in order to make it more appropriate with the skills taught because some of the practices or the exercises were inappropriate with the skill.

Finally, related to illustration provided in the text book, the researcher thought that the text book was not good in giving illustration, because the textbook has a blur colour and it seemed unattractive to the students, but for physical make up; the textbook has good quality because it has contained the requirement for a good textbook.

Then, the researcher thought that the text book used by the teachers namely English in Focus for Grade VII Junior High School (SMP/MTs) fit with the curriculum, then the text book was suitable for the seventh grade students of junior high schools. Additionally, the text book was also suitable with the syllabus or in other words, it could be said that the textbook fit to the students. The textbook was fit to the teachers, because the textbook has provided the guidance for the teacher to use the book.

4. Conclusion and Recommendations

4.1 Conclusion

Regarding to the findings of this research, there are some conclusions that can be drawn as follows: firstly, the teachers' assessment toward the effectiveness of the textbook in term of (a) the subject matter of the book was great enough to the students. Although the material was not up to date to the present day now, but the teachers could used the others books to support the materials. (b) the vocabulary and structures provided in the book used were great enough to be used by the teachers in teaching the students; the books provided the understandable words for the students although some of them were still strange for them. (c) the text book used was good enough in providing the exercises for the students. Although the exercises cover all the materials that had been taught, the teachers of that school sometimes made a new exercise to the students. (d) the illustration of the book used was good enough in its relationship with the materials given, but it seemed unattractive to the students because the book is not colorful in printing. The teachers thought that the students are not interested in using the book because some illustration is blur and small. (e) The physical make-up; the teachers stated that the textbook is not heavy to bring; the size is appropriate to the students.

Secondly, teachers' assessment toward the textbook whether it fit with the curriculum, the students and the teachers. (a) Most of the teachers said that the text book fit with the curriculum, namely KTSP. (b) Most of the teachers said that the text book was appropriate and understandable for the students. (c) The text book was adequate fit to the teachers. in general, all of the materials provided in the text book were teachable; the teachers could explain it to the students.

4.2 Recommendations

Based on the findings of this research, there will be recommendation for the following people: (1) the teachers; the teachers could use this book in teaching the students at the seventh grade of junior high school, but to make students more understanding about the materials, the teachers can use another books to support the book in adding the explanation. (2) authors; the authors as the publisher of the textbook used, although this book appropriate with the curriculum, the students and the teachers, it is better to the authors and the publisher of
the book to make the materials up to date to the current issues and to make the illustration more attractive in order to make the students more enthusiastic in using the book.

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About Daris
Daris is a lecturer who works in STAI Muara Bulian. He has taught English in since 2009. His will is learning English as much as possible to be taught to his students as good as possible.
In Search of Professional Teachers: English Teachers’ Problems and Solutions in Implementing Communicative Approach in Teaching Speaking Skill at Junior High School And Madrasah Tsanawiyah in Kecamatan Danau Teluk Kota Jambi in Jambi Province Indonesia

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Abstract
This research is conducted to answer the question: What are the teachers’ problems and solutions in applying the communicative approach in teaching speaking?. The objective of this research is to see some problems and how they solve the arising problems that faced by the teachers of English at SMPN3, SMPN 13 and Madrasah Tsanawiyah in Kecamatan Danau Teluk Seberang Kota Jambi in applying the communicative approach in teaching speaking. The design which utilized in this research is a survey research with quantitative data. The population of the research is the group of English teachers and the number of population are 6 teachers. The sample of this research are all the English teachers of the schools mentioned above (total sampling technique). To find the data of this study the researcher used questionare. The data were analyzed by using descriptive statistic (percentage). The research findings indicated that there were 4 prominent problems that where faced by the English teachers in implementing the communicative approach in teaching speaking like the following points. The first problem is a big class. The second problem is an inappropriate materials of lesson for the students ability. The third problem is lack of students motivation in learning. The fourth problem is lack of students’ linguistics knowledge ability (i.e vocabulary, grammar, pronunciation, spelling.) Thus, it can be concluded that the English teachers often have several challenges in implementing communicative approach professionally.

Key words: Teachers’ problem and solutions, Communicative approach.

1. INTRODUCTION
The communicative approach actually have been known by the English teachers in Indonesia since the launching of the 1994 curriculum. It rose after the experts of language teaching suppose that the previous approaches were not able to create the English teaching atmosphere effectively and efficiently.

Speaking skill, however is an important language skill beside the other three skills (reading, writing, and listening) because one of the main purposes of language learning is enable the students to communicate orally in target language. It is realizing of the important roles of English right now. The problems of course could appear. the teacher may have some difficulties to apply it. Big classes, limited times, lack of students’ motivation in learning, can be prominent problems of the teachers. From this point of view, this research was conducted in order to see the what problems are faced by the English teachers in applying the communicative approach in teaching speaking out and to find out an alternative solutions to overcome the problems.

Limitation of the Problems
The communicative approach is not only applied in teaching speaking, but also other three skills such as reading, listening and writing. Basically, there are many things can be studied through those three skills.

The writer only focuses the discussion on the teachers’ problems in applying the communicative approach in teaching speaking. This study is conducted in Junior High School and Madrasah Tsanawiyah in Kecamatan Danau Teluk Kota Jambi.

Formulation of the Problems
The problems of this research are formulated into the following questions.
1. What problems do the English teachers at Junior High School and Madrasah Tsanawiyah in Kecamatan danau Teluk Kota Jambi face in applying the communicative approach in teaching speaking?
2. How do the teachers solve the arising problems?
Purposes of the Research
The purposes of the research are as stated below:
1. To know the English teachers’ problems in applying the communicative approach in teaching speaking.
2. To see how the teachers solve the available problems.

Significance of the Research
The research is expected to give information about some problems that the English teachers have in applying the communicative approach in teaching speaking. The solution given is hoped can give a contribution to the English teachers to minimize the problems. This solution can be contributed to the development of teaching English especially for the English teachers in Kecamatan Danau Teluk Kota Jambi.

2. REVIEW OF RELATED THEORIES
Approach, Method, and Technique.
The term of approach, method and technique have been bewildering variety term. Fortunately, many linguists have attempted to sort out and make sense of this confusion. Anthony (1963:63-7) an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of subject matter to be taught.

Richard and Rodger (1986:15) support Anthony’s definition of an approach as a theory of the nature of language and of language learning. Meanwhile the term method is substituted as design, which delineate as the specification of content as well as specification of the roles of teachers, learners, and materials. Finally, Richard and Rodger boarded Anthony’s notion of technique into what they called procedure, which includes all of tactics, practice, exercise and activities in an instructional system.

The Communicative Approach
The concept of communicative approach starts from a theory of language as a tool of communication. The goal of language teaching is to develop communicative competence. Richard (1985:22) emphasizes on the process of communicative rather than the mastery of the language forms (structural aspect of language). Furthermore Brumfit and Johnson K (1978:67) states clearly about the feature characteristic of the communicative approach as follows: (1). Focusses on language as a medium of communication. (2). The syllabus based on this communicative approach offered some communicative ability from early stage. (3) The classroom maximize opportunities for the learners to use target language in communicative way for full activities. (4). Use of target language as normal medium for classroom management and instruction. (5). Communicative approach is much more student orientated, because dictated by students’ needs and interests. (6). Classroom should provide opportunities for rehearsal of real-life situations and provide opportunity for real communication. (7). Primacy of oral work. Emphasis on oral and listening skills in the classroom. (8). Errors are a natural part of learning language. Learners trying their best to use the language creatively and spontaneously are bound to make errors. (9). Grammar can still be taught, but less systematically. (10). Use of idiomatic/everyday language (even slang language). (11). Makes use of topical items with pupils are already familiar in their own language. (12). Avoid age-old texts. (13). Communicative approach seeks to use authentic resources.

Types of Learning and Teaching Activities
Littlewood (1981:17) distinguishes between “functional communication activities” and “social interaction activities” as major activities types in communicative language teaching.

Learner Roles
Breen and Candlin describe the learner’s role within communicative approach in the following terms:
The role of learner as negotiator-between the self, the learning process, and the learning process, and the object of learning-emerges from and interacts with the classroom procedures and activities which in group undertakes. The implication for the learner is that he/she should contribute as much as he/she gains, and thereby learn in an interdependent way. (Breen and Candlin, 1980:110)

Teacher Roles
Breen and Candlin point out that beside as a facilitator the teachers are also as needs analyst, counselor and class manager. (1) Needs analysis, the teacher assume a responsibility for determining and responding to learner language needs.(2). Counselor, The teacher is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.(3). Class manager, in communicative approach often require teachers to acquire less teacher-centered classroom as a setting for communication and communicative activities.

Procedure
Finnochiaro and Brumfit (1983:107) claims that a lesson outline for teaching speaking that suggests the communicative language teaching procedures as follow.(1). presentation of brief dialogue or several mini dialogues, preceded by a motivation, and a discussion of the function and situation of people, roles, setting, topic and the informally or formally of the language which the function and situation demand.(2). Oral practice of each utterance of dialogue segment to be presented that day generally preceded by young model.(3). Question and answer based on the dialogue topics and situation itself.(4) Question and answer related to the student's personal experiences but centered round the dialogues theme.(5) Oral production activities preceding from guided to free communicative activities.(6) Copying of the dialogues or mini dialogues or modules if they are not in the class tet.(7) Sampling of written homework assignment, if given.(8) Evaluation of learning.

3. METHOD OF THE RESEARCH
Design of the Research
The design of this research is descriptive approach research. It involved collecting of the data in order to answer the questions concerning on the current status subject of the study. Gay (2002:111).

Population
Ary et al (2002:163) population is the total subject that would be research. The population is the English teachers at Junior High School and Madrasah Tsanawiyah in Kecamatan Danau Teluk Kota Jambi.

Sample
Ary et al (2002:163) define that sample is a portion of population. Since they are only 6 teachers, the researcher decides to choose total sampling technique.

Procedure of Data Collection
The instruments used to collect the data in this research are questionnaire for the teachers and classroom observation.

The Teacher's Questionnaire
The types of the questionnaire is close question form which are included in questionnaire. The entire question consists of 11 questions.

Procedure of Data Analysis
Questionnaire
The data is taken from close question. The researcher use percentage formula to analyzed the data.

4. DATA ANALYSIS AND DISCUSSION
4.1 Finding
The Questionnaire
Codes (X) and (-) are used to differentiate the respondents' answers. The teachers who gave the agreement as stated in the answers' column were given (X) as its code, and the teachers who did not agree the answer were given (-) as its code.

Based on the teachers' experience 50% of the teachers have been teaching English for more than 10 years, 33.33% of the teachers have been teaching English between 5-10 years, and only a very small percentage (16.67%) of the teachers who have been teaching English for less than 5 years. The teacher's problem and their ways to solve the problems that related to the class size can be seen from the score. The teacher (66.67%) teachers face 30-50 students per
classes and 33.33% teachers face more than 50 students per class) and the teachers expectation of the ideal class size (66.67% teachers expect 10-30 students per class and 33.33% teachers expect less than 10 students per class).

Teachers found many problems in the class, especially the problems in students’ management. The problems that face by the teachers related to the class size are: teachers difficult to get the students attention, difficult to contact with the students at the back rows, the students difficult to ask for and receive individual attention, many students make a noise in the classroom and many other. Solving problem is the teacher speak louder and give punishment.

The teacher’s problems and their ways to solve the problem related to the time of allocation can be seen from the teacher does not have the time allocation. If the materials quite difficult they continue for the net meeting.

The teachers’ problems and their ways to solve the problems related to the instructional materials. The teacher or 83.33% of the teachers said that the materials provided in the compulsory textbooks are not appropriate used for their students. The topics is not suitable to the level of the students’ ability. Solving problem is 4 of the teachers or 66.67% by using the other materials. But 1 teacher or 16.67% do nothing to overcome the problems.

The teacher’s problems and their ways to solve the problems related to the student’s motivation in learning. Majority of the teachers (83.33%) have the students with low motivation in learning English. Teacher who have students with high motivation just only 16.67% in learning English.

Teacher’s problems and their ways to solve the problems that related to the student’s linguistic ability such as: ability in vocabularies, grammar, pronunciation. the teachers who have the problem with linguistics ability is 100%. The teachers tried to solve these problem by using many ways, for example. The combine between Indonesian and English.

Discussion

The major problem face by the teachers in speaking are: big class, the instructional material, students’ motivation and students’ linguistic ability.

The Class Size

The teachers are be able to minimize the problems faced in large class in order to get the instructional goal optimally. There are many things that the teachers do for examples. Teachers must be able to get the students’ attention at the beginning of classroom so the students focus on the teachers. Using realia can make the students curious about the material. The teachers ask the students to do pairs work, group presentation, and work play. So, they can decrease their nervous and can make them to share idea easily.

The Materials

The teacher use other materials beside the materials they usually used. The teachers have to find the materials form social media or internet. There are three strategies to get materials in teaching language Brown (1995:130). the first one is adopted. the teacher may adopt material form other sources and relevant and understandable to their students. The second is develop, the teachers may develop the exist materials in the textbook. The third is adopting materials, includes all steps necessary in adopting them.

The Student’s motivation

As the result of data collection, 83.33% of the English teachers have the students with low motivation in learning English. Actually, many various kinds of things that can cause the students tend to be unmotivated in learning. For example, the students’ are bored. So, the teacher should force their idea how important English is in this era. Teachers give reward and stimulus for the students. To make them relax and comportable the teachers may guide and give full attention to them.

5. CONCLUSION

After analyzed the data, the researcher draws several conclusions as follows:

1. The result of the observation, data analysis indicated that the mean score of the teachers’ presentation on the communicative approach in the classroom tend to the stage is not good (48.33%).

2. The result of the observation also found that teachers of English are not able to interpret some the communicative approach into their teaching and learning process. Because they have insufficient knowledge of communicative approach it self.
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Increasing Speaking Achievement by Using Pow-Tega Teachnique

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Abstract
The aim of this study was to find out whether or not Pow-Tega Technique could increase the students’ speaking achievement. The population of the study covered all of the tenth graders of SMA Negeri 1 Pagaralam in academic year 2015/2016. The sample was selected purposively from the population, they were sixty students. Quasi – Experimental design was used in this study. To find whether the Pow-Tega Technique could improve students’ speaking achievement, the instruction tests were used to collect the data. The data were analyzed by using paired sample t-test and independent sample t-test. The result of paired sample t-test showed that t-obtained was 3.971, t-value was 2.045 (p < 0.05). Moreover, based on the result of independent sample t-test, t-obtained was 3.082, t-value was 2.002 (p < 0.05). The result showed that the students who were taught by using Pow-Tega Technique had a better improvement in their speaking achievement. In other words, Pow-Tega technique is a good way to be used by the teachers as a teaching technique especially in increasing students' speaking achievement.

Key words : Pow-Tega Technique, Speaking Achievement

1. Background
As a social creature, we will interact or communicate with another person as long as we live. Communication is an essential need for human being. According to Wood (2004, p.3), “communication is a systematic process in which individuals interact with and through symbols to create and interpret meanings.” In communicating with others we need a language as a tool or media for communication. Hornby (1986) states that language is human and non instinctive method of communicating ideas, feelings, and desires by means of a system of sounds and sound symbols. That is why, language, communication and life can not be separated.

One of the ways in communicating is through speaking. “Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts” (Chaney,1998, p.13). As we have known that speaking is one of the basic skills that should be had by the students in the learning process. But, to master in speaking we need a learning process and make a lot of drills or practice and forming a good habit in speaking. As we know that today’s world requires that the goal of teaching speaking should improve students’ communicative skills not just as a repetition of drills or memorization of dialogues as we have done for many years. And it will be the responsibility for the teachers to help the students in mastering speaking.

Speaking is very important skill. By having a good active English, it will give us a lot of advantages especially in this modern era. There are some reasons why we should teach speaking to our students. First, as motivation. Many students equate being able to speak a language as learning process result. As Nunan (1991) stated that success in learning a second or foreign language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, if the students do not learn or do not get an opportunity to speak in the classroom, they may get de-motivated and lose interest in learning. If the activities are taught in the right way, speaking in the classroom may be a fun activity and give more motivation to the students.

Second, speaking is fundamental to human communication. As Venditti and McLean (2012) said that communication is a key to our success. It can be defined as the process of understanding and sharing meaning. We share meaning in what we say and how we say it both in oral (through speaking) and written forms. If the goal of our language learning is truly to enable our students to communicate in English, then speaking skill should be taught and practised in the language classroom.

However, it is difficult to master speaking. Based on the research that had been done by Wandika (2014), there were some problems that caused students feel reluctant to speak. The first factor was psychological factor. Psychological factor that caused of students’ reluctance to speak in English classroom interaction came from students themselves such as they prefer to be silent and felt speechless in classroom interaction. They felt anxiety and shy. They did not prepare the material. Thus, they did not know what they want to say. It made them unconfidence to speak. The second factor is Linguistic factor, the students did not know how to
pronounce a certain word well. They have incorrect of pronunciation and get worried about their pronunciation when they speak in the class. Besides that, they also felt difficult to express their ideas through speaking because they don’t have enough vocabulary, felt nervous and got difficult to construct any sentences. The last factor was socio-cultural factor. Most of students who reluctant to speak in English class felt that the classroom environment did not support them to participate in classroom interaction. They felt that speaking class is an embarrassing situation and made them afraid of making mistakes because sometimes the teachers gave them an over correction during speaking time.

Those problems were also found in SMA Negeri 1 Pagaralam based on the interview from one of the English teacher there. Most of the students still felt reluctant to speak, they felt anxiety and difficult to express their ideas in a conversation. They thought about the pronunciation, felt doubt and afraid of making mistakes. Therefore, it reminds the researcher about our responsibility to be a good facilitator to help the students to solve their problem.

Some speaking problems can be overcome by using the suitable technique based on the students’ condition. Using the suitable technique which is fun will be very useful for the students. That is why we have to create a fun and interesting situation so that the students can speak freely in the classroom. As stated by Dunlosky, Marsh, Nathan & Willingham (2013), one of part of situation to help students to get a better regulation in their learning is through the use of effective learning techniques. It is hoped that the effective technique will be able to help the students to achieve their learning goals. One of technique that can be applied in the speaking class is Pow-Tega Technique. It is a technique that combines Power Teaching Technique and Games Technique. By using this technique, it creates a good atmosphere for speaking class. Power teaching is a technique which is used to engage students to speak actively and become more creative in the classroom activity. In the other hand, the Game technique makes students feel fun and easier to follow the teacher’s instruction. So that, they can speak freely as their daily life. Pow-Tega technique is a technique which had been used by Bunyamin (2011) in following an inovative scientific paper competition in Central Java. He got the first champion and showed that the Pow-tega technique is effective to engage students’ speaking achievement. Because by using this technique the teacher creates a classroom environment that supports all the students to participate in classroom interaction enjoyably.

The use of Pow-Tega Technique

As stated by Bunyamin (2011), Pow-Tega technique is the combination of Power Teaching technique and Games techniques. Power teaching technique is Whole brain teaching method that is used by many countries to teach speaking. According to Biffle (2013, p. 2), “Whole Brain Teaching, produces classrooms that are full of orderly fun. Students follow the rules because it makes the rules fun to follow.” While Game Technique is a game designed to teach human about a specific subject and to teach them a skill. As educators, governments, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream. Games are interactive play that teaches us goals, rules, adaptation, problem solving, interaction, all represented as a story. They give us the fundamental needs of learning by providing - enjoyment, passionate involvement, structure, motivation, ego gratification, adrenaline, creativity, social interaction and emotion. “Play has a deep biological, evolutionarily important, function, which has to do specifically with learning.” (Prensky, 2001, p. 6).

Power Teaching Technique

Power Teaching technique is also called as a Whole Brain Teaching. According to Buzan (1976) as cited in Palasigue (2009, p. 5), “Whole Brain Teaching is an instructional approach derived from neurolinguistic descriptions of the functions of the brain’s left and right hemispheres.” Whole Brain Teaching is an interesting method that can be adopted by any teachers to create a good atmosphere in the speaking class. By using this method, it means that we learn in the way the brain is designed. In addition, Biffle (2013) said that the longer we talk, the more students we lose. But by using the principles of Whole Brain Teaching, we will give more opportunity to the students to enhance their ability in speaking. As cited in Biffle (2013), the principles are:

1. Class-Yes principle is used by the teacher to get students’ full attention before or during teaching process. In this principle the teacher opens the class by saying “class” and the students should reply it by saying “yes” with the same intonation and gestures with the
teacher. The teacher can use “Class-Yes” principle to keep students focus on the teaching and learning process. Therefore, if the teacher says, “classy, class, class, class!” the class must respond it with “yessy, yes, yes, yes!”

2. Five Classroom Rules. There are five rules in Whole Brain Teaching. It is used to ensure that the students understand the rules, but it will also help the teacher if the students do not follow the rules. The rules and gestures are as follow:
   - Follow directions quickly!
   - Raise your hand for permission to speak!
   - Raise your hand to leave your seat!
   - Make a smart choices!
   - Keep your dear teacher happy!

3. Teach-Okay- It is the most powerful of Whole Brain Teaching’s learning activities. After the teacher gives the explanation for about one minute. The students will work in pair to share their knowledge. Then when the teacher says “teach”, the students will respond it with “okay”, and find their partner directly to teach each other and it can be done for many times in order to get a good result in the end of learning process.

4. The Scoreboard. Scoreboard is used to motivate the students after doing “teach-ok”. In this principle, the teacher will give a good emoticon if they do a good working. In the other hand, if they do a bad working they will also get a bad emoticon.

5. Hands and Eyes. It focuses all mental activity on seeing and hearing the teacher's lesson.

6. Mirror. In this principle, the teacher will incorporate their own gestures, songs or chants in this portion of the lesson and the students are expected to “mirror” the teacher after the teacher says “teach” and he class responds “Okay”

7. Switch. All the students have to involve themselves in teaching learning process. In this part, they will not teach with the same student in a time. Therefore, in order to get every student involved in the lesson, the teacher will direct the students to “Switch!” the students will answer “switch!” and the teacher of the group will rotate.

Game Technique
We considered games as the best motivation to help students speak in an appropriate atmosphere. The games also provided them with opportunities for free expression. According to Mora & Lopera (2001) as cited in William Urritia Leon and Esperanza Vega Celly (2009, p. 16) states “games and fun activities have always been one of everybody's favorite things to do in a class, both for teachers and students". In addition, a game can be defined as an enjoyable activity with a set of rules or terms against each other (Webster’s New Dictionary, 1994). In this research, the researcher will use three kinds of game, namely scrabble, talking chips and make a match.

Teaching Speaking by Using Pow-Tega Technique
In applying Pow-Tega Technique as stated by Bunyamin (2011) in the speaking class, there are some important activities. It integrates Power Teaching Technique and Game where the game can be modified by the teacher based on the condition and necessity of speaking activity in the classroom. The first activity is Scrabble Game for BKOF (Building Knowledge of the Field). It is an activity where the teacher asks the students to build the vocabularies which will be need for modelling activity. In this activity, the teacher will prepare some jumbled letters. Then, the students are asked to guest or answer the jumbled letters become the right word to fill the jumbled sentence. The students who know the answer should raise their hand and mention the right word aloud. Then the teacher gives appreciation to the students that has answered correctly and facilitate the students to pronounce the words correctly.

The second activity starts when the teacher applies 6 steps in Power Teaching Technique to give a model of speaking of describing picture based on the theme which has been decided. The first step is Class-Yes. In this activity the teacher gain the students’ attention by saying “Clas” with different intonation. Then, the students answer by saying “Yes” with the same intonation with the teacher. The second step is “Micro-Lecture”. In this step, the teacher gives the material for about 1 minute. The students should keep attention to the teacher. After that, the third step is “Teach-Okay”. After the teacher did the micro-lecture, the teacher says “Teach”, if it is possible the teacher can use a hand-clapping or other interesting gesture, while the students answer “Okay” while imitate the teacher’s gesture and voice. After saying “Okay”, the students repeat the teacher’s explanation in pair. It can be done for many times to get a
good result. Then, the fourth step is “Score-Board”. In this step, the teacher gives an evaluation to the students by making two labels/columns in the board. The first column uses the “smile/happy” icon, and the second column uses the “sad” icon. The “smile/happy” icon will be given to the students if their work is good but the “sad” icon will be given if their work is not good enough. After the teacher gives the evaluation, the students will respond their score. If they get “sad” icon, they will pretend crying. But if they get “smile/happy” icon, they will say “oh yeah or bingo!” The next step is “Hands and Eyes”. This step is a technique to keep the students' attention to the teacher's explanation. They sit quietly and their hands are on the table. It is the step before doing comprehension check. And the last step is “Comprehension Check”. The students are asked to repeat the explanation orally. While the student repeats the explanation, the teacher goes around the classroom to do checking for the students’ activity.

The third activity of speaking by using Pow-Tega Technique is Talking Chips Game. In this activity, the students are divided into some groups. The students practice to express or tell the topic by using their own words. After the teacher divide the students into some groups, she starts to apply Talking Chips Game Technique. The students will get some cards. It is going to be their ticket to speak or start describing the picture which is given by the teacher. And it will not end until all the students use all the cards of theirs.

Then, the last activity is Make a Match Game. This activity is designed to make the students really comprehend the topic during the learning process. Beside that, in this activity the students are also asked to read aloud with the right intonation and pronunciation. This activity starts when the teacher gives some Make a Match cards. The students get an opportunity to find their partner. And the students that had found their partner can explain the cards. Then, the teacher will give an appreciation to the students who find their partner earlier.

2. Method of the Research

In this study, the researcher used the quasi-experimental research design. According to Fraenkel and Wallen (2009), Quasi-experimental do not include the use of random assignment. One of the most commonly used quasi-experimental designs in educational research. In doing this study, the researcher taught at SMA Negeri 1 Pagaralam. Before doing the experiment the researcher gave a pre-test to the sample students. The sample students were divided into two groups, as the experimental group and control group. Both of experimental and control group had different teaching procedure. Where in the experimental group, they got a treatment of the implementation of Pow-Tega technique in their speaking activity, while for the control group the treatment of Pow-Tega technique was not given.

Technique for Collecting the Data

In this study, the researcher used Test for collecting the data. According to Brown (2000, p. 384), “a test is a method of measuring a persons’ ability or knowledge in given domain.” The kind of test which was used in this research was an oral test. According to Richards and Smith (2002), oral is a term used to stress that a spoken form of a language is used as opposed to a written form, as in an oral test or oral examination.

There were two types of test that was used, they were Pre-Test (before treatment) and Post-Test (after treatment). In the oral test, the students should present the material about describing pictures in the descriptive text based on the theme which had been decided by the researcher for about three minutes. In the pre-test the researcher gave the test to the students in form of instruction in describing pictures based on the topic given by the researcher. Meanwhile, in post-test, the students were asked to present the same presentation as the pre-test but with different object, the post-test was used to measure the effect of certain treatments, in this case improving students’ speaking achievement by using Pow-Tega technique. In the Pre-Test and Post-Test, the researcher used Public Figure as the topic. The students’ speaking achievement in the pre-test and post-test would be analyzed by using Brown’s scoring system for speaking test.

Data Analyses

The data in this study were analyzed by using Paired Sample t-test and Independent Sample t-test. Paired sample t-test was used to find out whether or not there was significant difference in speaking achievement of descriptive text of the students in the experimental and control groups before and after treatment. In the other side, Independent sample t-test was used to know whether or not there was significant difference in speaking achievement of
descriptive text between students’ post-test in the experimental and control group. The data of this study were analyzed by using SPSS 23.

3. Result of Descriptive Statistics

The result of the students’ speaking achievement showed that there was significant difference in students’ speaking achievement in the experimental group and control group. In the experimental group, there were 19 students (64%) who were in the poor level with the mean 48.53, there were 7 students (23%) who were in the enough level with the mean 59.00, and also there were 4 students (13%) in the good level with the mean 71.50. Based on the result above, it showed that the students’ speaking achievement were better after got the treatment. The percentage of level of achievement in the experimental group was higher than the control group.

On the other hand, for the control group, the result of the speaking achievement showed that there were 26 students (87%) who were in the poor level with the mean 43.54, there were 3 students (10%) who were in the enough level with the mean 59.33, and there was 1 student (3%) who was in the good level with the mean 70.00. Based on the level presented in the table 6, it showed that most of students were in the poor level.

It can be concluded that the score of experimental group and control group in the speaking achievement were different. The experimental group who were taught by using Pow-Tega Technique had a better improvement than the control group who were not taught by using Pow-Tega Technique.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Level Of achievement</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Freq</td>
</tr>
<tr>
<td>Speaking Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Good</td>
<td>71.50</td>
<td>1.732</td>
<td>4 (13%)</td>
</tr>
<tr>
<td>Enough</td>
<td>59.00</td>
<td>1.915</td>
<td>7 (23%)</td>
</tr>
<tr>
<td>Poor</td>
<td>48.53</td>
<td>4.563</td>
<td>19 (64%)</td>
</tr>
<tr>
<td>Failed</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>179.03</td>
<td>8.21</td>
<td>30 (100%)</td>
</tr>
</tbody>
</table>

From the table above, it showed that there was significant difference in students’ speaking achievement in the experimental group and control group. In the experimental group, there were 19 students (64%) who were in the poor level with the mean 48.53, there were 7 students (23%) who were in the enough level with the mean 59.00, and also there were 4 students (13%) in the good level with the mean 71.50. Based on the result above, it showed that the students’ speaking achievement were better after got the treatment. The percentage of level of achievement in the experimental group was higher than the control group.

On the other hand, for the control group, the result of the speaking achievement showed that there were 26 students (87%) who were in the poor level with the mean 43.54, there were 3 students (10%) who were in the enough level with the mean 59.33, and there was 1 student (3%) who was in the good level with the mean 70.00. Based on the level presented in the table 6, it showed that most of students were in the poor level.

It can be concluded that the score of experimental group and control group in the speaking achievement were different. The experimental group who were taught by using Pow-Tega Technique had a better improvement than the control group who were not taught by using Pow-Tega Technique.
The Result of the Independent Sample t-test of Speaking Achievement

In order to find out whether there was significant difference in the students’ speaking achievement between two groups, the result of the speaking post-test in both groups were compared by the researcher by using Independent sample t-test. It was found that the value of t-obtained was 3.802 at the significant level of 0.000. The significant level 0.000 was less than 0.005 with degree of freedom (df) 58, and the value of t-obtained was higher than critical values of t-table, in which 3.802 > 2.002, it confirms that the students in experimental group made a better achievement in speaking if compared with students in the control group. It was also strengthened by the difference of the mean scores. The mean scores of the post-test of the experimental group was 54.20 while the mean scores of the control group was 46.23. The post-test score of experimental group was better than the control group.

Interpretations

The result of this study showed that there were significant difference for students’ speaking achievement after got a treatment from Pow-Tega Technique. It means that this technique gave the students more motivation to be involved in the classroom interaction. It can be showed from their achievement in the speaking performance. After got a treatment from Pow-Tega Technique the students in the experimental group made a better improvement for their speaking achievement. It can be showed from the mean score, the mean score of pre-test was 51.33 while for the post-test the mean score was 54.20. In addition, based on the level of achievement, there were 19 students (64%) who were in the poor level with the mean 48.53, there were 7 students (23%) who were in the enough level with the mean 59.00 and there were 4 students (13%) in the good level with the mean 71.50. Before did the treatment there was no student who were in the good level. It was also supported by Bunyamin (2011), his action research showed that Pow-Tega technique was effective enough to improve students’ speaking achievement. Because by using this technique, the teacher will give more opportunity to the students to perform their speaking performance.

Furthermore, the treatment which was given by the teacher could increase the students’ achievement. It can be concluded that new technique enhance students’ interest to be more active in their learning activity. In the other hand, the students also need more time to practice before they were ready for the test. And it is also supported by Biffle (2013), he said that the longer we talk as a teacher, the more students we lose. From that statement, it can be concluded that as a teacher we should give our students enough time to practice their speaking performance in order to help them feel enjoy in the speaking activity.

Moreover, the students’ speaking achievement also improved from all aspects of speaking in which fluency (39%), vocabulary (25%), grammar (16%), and pronunciation (20%). It means that all aspects of speaking were significantly difference after got the treatment of Pow-Tega technique. The improvement of fluency (39%) may indicate that students more focus to their speaking than their pronunciation, grammar, and vocabulary. It can be caused by their
pretension to enhance their confidence during speaking time in front of the classroom with the expression or gesture so they did not think too much of their error in grammatical. As stated by Gawi (2015), the process of speaking involved not only verbal communication but also paralinguistic elements such as gestures, body language, facial expressions, etc to convey a message directly without any accompanying speech. In the other words, the students focused to their spontaneity in speaking to speak fluently in order to be understood by others.

4. Conclusions

Based on the findings and interpretation, it was found that the students in the experimental group who got the treatment of Pow-Tega Technique could improve their speaking achievement. Beside that they also got a better achievement than the control group from all aspects of speaking. In the other words, Pow-Tega Technique could significantly improve students’ speaking achievement.

In addition, from the result of this study, it was found that there was possible reason that influenced the students’ speaking achievement. It could be concluded that by using Pow-Tega Technique, students felt more interested in classroom interaction. They could follow the learning process of speaking easily so their speaking achievement could improve.

References


Internationalization of higher education: The Indonesia’s experience

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ABSTRACT
In a world where people, goods, and ideas move freely across countries as today knowledge of other nations, cultures, or customs is a requirement. This generates more pressures for higher education to place emphasis on international world society. One way to answer this challenge is by internationalizing the higher education. Developed countries such as Canada, Australia, and European countries are among the pioneers in the movement towards internationalization of higher education. Following them are Asian countries including Indonesia. In this study, the author focuses on internationalization of higher education from the experience of Indonesia. Specifically, the study aims to know how Indonesia defines internationalization and what strategies are taken to internationalize the higher education in Indonesia. Deploying Knight's four approaches to internationalization to study the process of internationalization of Indonesian higher education the author found that Indonesia defines internationalization from the economic and academic approaches with the emphasis on: 1) developing more international cooperation between Indonesian higher education institutions and foreign institutions, 2) benchmarking the quality of education against international standard, and 3) promoting more international publications.

1. Introduction
Margaret Ford (1983) emphasizes that a university which neglects to place emphasis on the international world society is remiss in its aims. This is true in time of rapid expansion of globalization as today. In a world where people, goods, and ideas move freely across countries, knowledge of other nations, cultures, or customs is a requirement (Harari, 1992). With this in mind, there is more pressures for universities to equip their graduates with both expertise, strategic skills and negotiating or interpersonal skills (Eggins, 2003) as well as cognitive, emotional, social, and ethical multiculturalism (Maringe, 2010) to be able to compete in the global workforce market. Therefore, the calls for internationalization of higher education increases.

Recently, the development of an international university has become the goal of many academic presidents, rectors or vice-chancellors. Van der Wende (inLuijtjen-Lub, 2007) even mentions that internationalization is changing from a marginal add-on aspects of higher education to a central strategic issue at the institutional level and an important dimension in a national higher education policy. In Canada, for example, internationalization has become part of the mainstream of universities' organization and overall strategies (Association of Universities and Colleges of Canada, 2007). International Association of Universities (IAU) (2003) found that most universities believe internationalization is very much a priority at their institutions.

Canada, Australia, and European countries are among the pioneers in internationalization of higher education. Following them are countries in Asia such as Indonesia. In this study, the researcher wants to discuss internationalization of higher education from the experience of Indonesia. In general, the purpose of the study is to provide an overview of how Indonesia carries out internationalization of higher education. In specific, the objectives are: 1) to know how Indonesia defines the meaning of internationalization, and 2) what strategies are taken by the country in attempt to internationalize its higher education. Accordingly, the study tries to answer the questions of: 1) what is the definition of internationalization of higher education based on the Indonesia’s perspectives? And 2) what are the strategies of internationalization as applied by the country?

2. Theories of higher education internationalization
In the late 1980s, internationalization of higher education is mostly defined at the institutional level in terms of educational activities which are global in nature. Some researches on higher education internationalization found that many institutions define internationalization in terms of international activities. For example, Dewey and Duff (2009) investigated faculty perception towards internationalization at one institution in Oregon. Their study reveals that faculty understands internationalization in terms of activities such as school-wide involvement in myriad networks, research, creative work, exchanges, professional development, curricular
development, study abroad programs, and institutional partnerships. In line with that, Oyewole (2009) also explains internationalization processes undergoing in South African higher education in terms of activities. He mentions that internationalization is mostly about:

- improving standards of educational delivery to international levels,
- delivery of educational services to other countries through emerging modes of educational delivery, to include advanced communication and technological services and other distance techniques, inclusion of international, intercultural or global dimensions into curriculum and teaching and learning process, promoting of international linkages through research, academic mobility for student and staff, collaboration in teaching projects, and globalization of education through increased emphasis on trade in higher education (HE) (p.320).

A new perspective in defining university internationalization as a process or organizational approach is introduced in 1990s (Knight, 2008). Rather than perceiving internationalization as a collection of international academic activities conducted by higher education institution, this new perspective interprets internationalization as an agent that influences and changes the life of higher education. Van der Wende (in Qiang, 2003) mentions that internationalization is a university respond to external environment. She defines internationalization as “any systematic, sustained efforts aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy, and labor markets”. Even though Van der Wende’s definition gives a broader insight, Knight does not agree with it. She argues that internationalization cannot be referred solely as an external forces to higher education. In her perspective, that internationalization is both external and internal factor. She describes internationalization is “the process of integrating an international, intercultural or global dimension into the purpose, function or delivery of higher education at the institutional and national levels”. Knight’s definition of internationalization is probably the most widely used when attempting to discuss about internationalization. According to Odgers (2006), it is commonly accepted as she addresses the confusion by providing a more generic definition. In line with knight, Luitjen-Lub (2007) also argues that internationalization is, in fact, both external and internal processes to higher education. Internationalization is external processes that put forward challenges to higher education. On the other hand, it is internal processes as the higher education takes actions on the challenges and designs steps to readjust its system. Knight’s definition is echoed by Ellingboe. As cited in Bartell (2003), Ellingboe (1998) defines internationalization as “an on-going, future oriented, multidimensional, interdisciplinary, leadership-driven vision that involves stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, everchanging external environment” (p. 46).

Apart from the two perspectives in defining higher education internationalization as mentioned above, some authors try to contextualize it in different point of views. Welch (2002), as cited in Schapper & Maysen (2005), defines internationalization in relation to financial resource. He mentions internationalization as a strategic activity to help universities providing an important source of non-government funding in order to help expanding the activities across national border (p. 183). From the academic point of view, Mauch and Spaulding (1992) define internationalization as encouraging international participation, constant efforts to reduce curricular parochialism and to open institutions to new ideas and international views (p. 111). Trondal (2010) argues internationalization represents novel patterns of transformation which in the process is mediated and modified by the existing university institutions, policies, and practices. Brandenburg and Federkeil (July 2007) propose a working definition of internationalization. In order to have a clear picture of what internationalization is, they differentiated internationalization from internationality. They define internationalization as a process in which an institution moves, in a more or less steered process, from an actual status of internationality towards a modified actual status of extended internationality. Whilst internationality refers to the current state of international activities. Yang (2002) mentions that for a university, internationalization means the awareness and operation of interactions within and between cultures through its teaching, research and service functions, with the main objective of achieving mutual understanding accross cultural borders.

Knight (1995) identifies four major rationales for internationalization: political, economic, academic, and cultural/social. The political rationale concerns about the country’s position and
role as a nation in the world (Qiang, 2003). It considers international cooperation in education sector as a form of diplomatic investment in future political relations and also as a means to fulfill national demand on university. The economic rationale perceives internationalization of university as a catalyst for the skilled and professional human resources whom will have positive effect on national competitiveness, economic growth and sustainable development (Knight, 1995; Qiang, 2003). The academic rationale relates internationalization to quality of a university system. From the academic point of view, internationalization of university means achieving international academic standard for teaching and research (Qiang, 2003; Jiang, 2008). The cultural/social rationale concentrates on the role of internationalization to foster understanding of one own’s culture and language in order to understand foreign cultures and languages.

According to Elkin, Devjee and Farnsworth (2005), internationalization is not something that either achieved or not; rather a process of engagement with a range of international dimensions in the academic (teaching and research), management and organization, and social service of a university. International dimension means perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of a higher education institution (Knight & CBIE, 1994.). It includes the strategy of internationalization. Knight (2008) explains that strategy of internationalization is importance in the process of internationalization. In her words, “it is a key factor … and has become a formidable force for change, perhaps the central feature of the higher education sector”.

There are two categories of internationalization strategies, according to Knight (2008), namely: academic and organizational factor. On the academic factor, the elements of internationalization are academic programs; research and scholarly collaboration; external relations: domestic and crossborder; and extra-curricular. Meanwhile, on the organizational factor, the elements are: governance; operations; services; and human resources. Graham Elkin, Faiyaz Devjee, and John Farnsworth (2005), in their study Visualising the “Internationalization” of Universities, on the other hand, identify 11 factors make up the bulk of internationalization in an institution. The factors include: (1) international programs or study, (2) international institutional link, (3) internationally recognised research activity, (4) international research collaboration, (5) student exchange program, (6) staff interaction in international context, (7) support for international students, (8) attendance to international conference, (9) postgraduate international students, (10) undergraduate international students, and (11) staff exchange programs. The Association of International Education Administrators (AIEA) (in Overton, 1992) list out five components to be considered in an attempt to internationalize university, they are: (1) administration, (2) faculty and curriculum, (3) study abroad and international exchange, (4) foreign students and scholars, and (5) technical assistance and international development.

3. Internationalization of Indonesia’s higher education

Internationalization of the higher education is an inevitable process and considered as a strategic step (Na’im in Humas UGM, 2009; Marsigit, 2009) that the Indonesian government should take in the globalizing world. It is inevitable because, first, Indonesia is a part of international community; therefore, Indonesia is bounded to international agreements. For example, as a member and a founder of ASEAN, Indonesia must consistently implement the ASEAN mechanism such as encouraging further cooperation of the ASEAN University Network (AUN), increasing students’ mobility and exchanges, creating a network among universities in ASEAN countries as well as enhancing people-to-people contact (Abbas, 2011).

Secondly, acknowledging the significant contribution of knowledge creation for economic growth, Indonesian government realizes the need to invest in education and to realign the educational strategy, especially in higher education, with international standard to produce human resources who are able to compete in global market (Tadjudin, 2005). Australian Aid (2013) mentions that developing economies that fail to keep up with rapid pace of knowledge production and application will likely to find themselves pushed back further by the knowledge gap. Currently, the most part of Indonesia’s labor force is primary school graduates (52 million people or 46.93%). The rest of them are secondary school graduates (17.84 million or 16.1%) and only 7.57 million (6.82%) and 2.92 million (2.63%) are university and diploma graduates (Central Bureau of Statistics in Wibisono, 14 May 2014 from http://politik.kompasiana.com). Even though the global competitiveness index (GCI) of Indonesia shows an improvement from 54th place in 2010 (in www.kompas.com) to 38th in
2013/2014 survey (Schwab, 2013), Indonesia’s human development index (HDI) in 2013 indicates the human resources’ capacity to take active role in the global development is at a medium level, that was 0.684 (http://hdr.undp.org/en/content). These leave a great deal of homework for the government.

Harvard University reported that Indonesia is susceptible from losing its labor-intensive work and will suffer from brain drain as a result of low investment in science and technology and insufficient work field requiring higher level of skills (Badan Pembangunan Internasional Amerika Serikat, 2013). Indonesia needs to re-evaluate its labor force in facing the ASEAN Economic Community (AEC) by the end of 2015 because low quality human resources will hinder Indonesia’s competitiveness in the global market. Muhammad Nuh, the former Minister of National Education (MoNE) of the Republic of Indonesia, reminds that the future of today’s world would be 35 times more complex and complicated (www.kemdiknas.go.id). Higher level of thinking is needed and higher education would be more crucial to help people analyze and turn complexity into benefit. This also implies that international knowledge and connection is needed to manage and administer both Indonesian human resources and natural resources so that the country will be ready to compete internationally by producing quality products, reducing raw material export and diminishing cheap labor.

Thirdly, Ratification of Agreement Establishing of the World Trade Organization on Act Number 7 Year 1994 has put the nation in global competition. In this sense, global competition refers to competition at local, regional and international market of cross-border matching of supply and demand of higher education. Within the context of globalization, the best universities with outstanding performance in teaching, research and community service and whose graduates are greatly absorbed in the national and/or international labor market will win the competition. As a result, Indonesian higher education institutions must upgrade themselves to meet international standard to enable them sustains the global competition. For these reasons the government of Indonesia instigates and motivates universities to undergo internationalization.

Internationalization serves as a product of, and at the same time, a process of conquering globalization and the implementation is carefully designed by the central government. Ideally, the goals of internationalization in Indonesian context are preparing the Indonesian students to become global citizen; improving the human resources quality; enhancing national capacity to answer global challenges in human development and achieving the Millennium Development Goals (MDGs); and producing knowledge-based economy (Direktorat Kelembagaan dan Kerja Sama, 2012). However, looking at the achievement indicators of internationalization as set by the government and the mission statement of most universities in Indonesia, the objective of internationalization seems to be creating a World Class University. By becoming a World Class University, in Indonesian context, means improving the human, the management, and the educational quality. The first aspect relates to upgrading the competence of the members of the higher education institutions including the faculty, the staff and the students to the international level, the second means increasing the quality of the higher education management to the level that is acknowledged by international community, and the third purpose relates to getting international recognition of the quality of Indonesian higher education.

To achieve these purposes, the government produces six main strategies of internationalization as follow (The 2010-2014 Ministry of National Education Strategic Plan, 2013):

a. Improving international cooperation of the national education department;
b. Benchmarking the quality of national higher education institutions against the quality of other universities located in neighboring countries;
c. Getting more universities listed on the world university ranking organized by international organization such as the Times Higher Education Supplement (THES);
d. Encouraging more international publication by lecturers;
e. Getting more university programs accredited internationally; and
f. Attaining more international students.

4. The experience of Indonesia in Internationalizing the Higher Education

The initial step to internationalize the higher education sector is to grant wider autonomy for public universities. Government Regulation Number 61/1999 and Law Number 9/2009 enforced changes in organizational structure and the democratization of universities to give
greater independence for universities to manage their finance, human resources, physical plant, organization, decision-making and accountability, which will encourage creativity and make universities more responsive to the changes in external environment. The reform itself is ideal and futuristic, according to Sulistiyono (n.d.), because it gives wider opportunities for higher education institution to interact with stakeholders without having to encounter internal pressure from the government (Direktorat Jenderal Pendidikan Tinggi, 2004).

Autonomy is proven to be effective to make universities adjust their strategies and budget allocation to keep up with the phase internationalization. University of Indonesia (UI), for example, managed to provide state-of-the-art library to maximize the teaching and research activities to help students and faculty develop their capacities and capabilities. With freedom to allocate budget based on the need of an institution, Islamic University of Indonesia (UII) can allocate certain amount of its finance into international activities and maintain a membership in several international affiliations such as the Federation of the Universities of the Islamic World (FUIW) since 1994, South East Asia Association for Institutional Research (SEAAIR), Asian Academy of Applied Business (AAAB), and etc (www.uii.ac.id). Since granted an autonomous status, institutions like UI (Jakarta), Institut Teknologi Bandung (ITB) (Bandung), Universitas Gadjah Mada (UGM) (Yogyakarta) and Institut Pertanian Bogor (IPB) (Bogor) can also position themselves at the world university ranking system that is organized by international organization such as the QS University Rankings (www.topuniversities.com). Their achievements at international level have set up a standard for quality higher education in Indonesia.

Indonesia’s higher education sector is relatively new, extremely complex and has a highly dynamic political economy, creating significant challenges for government in improving the sector (Australian Aid, 2013), not to mention to internationalize the sector. For this reason, UNESCO (2011) suggested Indonesia to enhance international cooperation in the sector (Badan Pembangunan Internasional Amerika Serikat, 2013). Networking and partnership is the most promising ways to achieve success with regards to internationalization of higher education institution (from www.asea-uninet.org). Since 1990s, the government of Indonesia has been actively involved in networking and partnership with other nations to encourage international education of Indonesian universities.

By law, international cooperation is a process of interaction in integrating international dimensions into academic activity to contribute to international relationships without prejudice to Indonesian values (Higher Education Law Number 12/2012, Article 50, paragraph 1). International cooperation includes (a) relationship between Indonesia and foreign tertiary education institutions in providing high quality education, (b) development of Indonesian research and local cultural centers within domestic and foreign tertiary education institutions, and (c) establishment of independent scientific community (Article 50, paragraph 4). The application should be based on the principle of equality and mutual respect while promoting science, technology and values of humanity useful or human life (Article 50, paragraph 2).

National Education Ministerial Regulation Number 18/2009 on Educational Administration by Foreign Education Institution in Indonesia and National Education Ministerial Regulation Number 26/2007 on Higher Education Cooperation between Tertiary Education Institution in Indonesia and Other Overseas Institution specify the mechanism of cooperation between a foreign institution and Indonesian higher education institutions.

The trend of partnership in higher education in Indonesia recently focuses on developing the higher education institutions’ capacity in science, technology and innovation; developing the human resources; and building infrastructure that supports academic activity in science, technology and innovation. China, Australia, the U.S., Japan, South Korea and New Zealand have asked Indonesia to open its door for international trade in education, especially higher education, long life education, vocational and professional education (Effendi, 2005). The Government of Indonesia has arranged international partnership with numerous institutions worldwide, such as the United States Agency for International Development (USAID), The American Indonesian Exchange Foundation (AMINEF), U.S./Indonesia Teacher Education Consortium (USINTEC), Japan International Cooperation Agency (JICA), Asian University Network (AUN), etc.

Internationalization requires university to develop its governance, academic activity and social responsibility to the level that is acknowledged internationally. To do so, standardization and accreditation is necessary to ensure that the quality of higher education is preserved in the process of internationalization. At the national level, The Ministry of Education and Culture of the Republic of Indonesia performs accreditation on tertiary education institutions through the
National Accreditation Agency (hereinafter referred to as BAN-PT). Regulation of Ministry of Education and Culture Number 87/2014 defines accreditation as an assessment activity to determine the propeness of a study program or a higher education institution. BAN-PT, externally, evaluate the quality of higher education institutions to (1) decide the appropriateness of a study program and a higher education institution based on the national standard of higher education, and (2) guarantee the quality of an academic and a non-academic program for the sake of protecting the students’ and society’s interests (Article 2). Accredited universities are therefore fostered to be flagship universities by the Directorate General of Higher Education (hereinafter referred to as Ditjen Dikti). Since 2006 Ditjen Dikti announces 50 promising universities in Indonesia that have been nationally recognized and are ready to explore international opportunities (see http://atdikbud-usa.org/50-promising-universities/).

At a global milieu, global standardization of higher education institutions can be observed in the world university ranking published by independent analysts like the Times Higher Education (THE) University Rankings, the QS Quacquarelli Symonds Top Universities and the QS-Stars Rating (Kementerian Pendidikan Nasional, 2010). The Ministry of Research, Technology, and Higher Education of the Republic of Indonesia has targeted to get, at least, 5 (five) Indonesian universities listed at top 500 Universities Ranking by 2025. In addition, the universities also encouraged to publish journal articles and be accredited internationally.

International publications are mandatory for both post-graduate students and lecturers. Directorate General of Higher Education Circular Number 152 of 2012 accentuated that, prior to graduation; students of post-graduate schools should publish their theses at Scopus indexed international publications. Meanwhile, the Regulation of the Ministry of Administrative and Bureaucratic Reform Number 17 of 2013 on Functional Position of Lecturer and the Credit Score (Peraturan Menteri Pendayagunaan Aparatur Negara dan Reformasi Birokrasi Nomor 17 Tahun 2013 tentang Jabatan Fungsional Dosen dan Angka Kreditnya) and the Regulation of the Ministry of Education and Culture Number 78 of 2013 on the Provision of Professional Allowance andHonorable Benefits for Lecturers with Academic Position of Professor (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 78 Tahun 2013 tentang Pemberian Tunjangan Profesi dan Tunjangan Kehormatan bagi Dosen yang Menduduki Jabatan Akademik Profesor) require the lecturers to publish international journals for promotional purposes. As a result, the number of Indonesia’s international publication increases from 25,481 in 2013 (Subekti, 2015) to 29,624 in 2016 (Nugroho, 2016).

5. Conclusion

Internationalization of the higher education is an inevitable process and considered as a strategic step for that the Indonesian government should take in the globalizing world. It serves as a product of, and at the same time, a process of conquering globalization and the implementation is carefully designed by the central government. Ideally, the goals of internationalization in Indonesian context are preparing the Indonesian students to become global citizen; improving the human resources quality; enhancing national capacity to answer global challenges in human development and achieving the Millennium Development Goals (MDGs); and producing knowledge-based economy (Direktorat Kelembagaan dan Kerja Sama, 2012). However, looking at the achievement indicators of internationalization as set by the government and the mission statement of most universities in Indonesia, the objective of internationalization seems to be creating a World Class University. This means being acknowledged internationally. To support internationalization, the government encourages universities to develop international cooperation and requires students and lecturers to publish at international publications. The government has also provided rewards for those who meet the requirements. Referring to Knight’s two categories of internationalization, the process of internationalization as practiced by Indonesia is more of internationalization abroad, with the emphases on developing international profile of universities by encouraging more international cooperation, publication, and ranking. Meanwhile, the process indicates the government approaches internationalization from economic and academic perspective.

6. References


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Abstract
Penelitian ini bertujuan untuk mendapatkan gambaran Mengenai sistem rerktutmen siswa SMK Negeri 1 Kuala Tungkal Di dalam rangka meningkatkan Mutu lulusa . Penelitian ini menggunakan metode deskriptif kualitatif. Objek penelitian adalah Kepala Sekolah, guru dan pihak dan kepala dinas. Data dikumpulkan melalui wawancara dan studi dokumen. Analisis data menggunakan langkah-langkah antara lain : pengkodean, pembuatan tema, dan penayajan hasil secara sistematis dalam bentuk rangkuman wawancara dan menarik kesimpulan berdasarkan data yang telah disusun. Hasil analisis selanjutnya dibahas dengan teori.Berdasarkan hasil penelitian ditemukan bahwa, Bila sekolah mendapatkan siswa yang NEM-nya tergolong tinggi berbagai  prestasi pun diharapkan akan muncul. Panitia yang dipilih adalah guru dan karyawan yang mempunyai yaitu: (1) personal yang cerdas, (2) berdedikasi tinggi, (3) memiliki kemampuan berkreativitas, (4) memiliki kecermatan dalam bekerja, (5) berjiwa sabar. Menentukan Daya Tampung /Rekutmen Siswa yang Diterima Langkah pertama  dalam kegiatan manajemen peserta didik adalah melakukan analisis kebutuhan yaitu penetapan siswa yang dibutuhkan oleh lembaga pendidikan (sekolah). Kegiatan yang dilakukan dalam menentukan daya tampung: (1) merencanakan jumlah siswa yang akan diterima. Daya tampung siswa disesuaikan dengan jumlah kelas tersedia dengan rasio murid dan guru, (2) menyusun program kegiatan kesiswaan. Penyusunan program kegiatan bagi siswa harus didasarkan: (a) visi misiembaga pendidikan, (b) minat dan bakat, (c) sarana dan prasarana, (c) anggaran yang tersedia, (d) tenaga kepemimpinan yang tersedia.

Kata kunci : Kebijakan sistem rekrutmen, Mutu lulusan

7. LATAR BELAKANG MASALAH
Pendidikan merupakan kebutuhan sepanjang hayat. Setiap manusia membutuhkan pendidikan, sampai kapan dan dimanapun ia berada. Pendidikan sangat penting artinya sebab tanpa pendidikan manusia akan sulit berkembang dan bahkan terbelakang. Dengan demikian pendidikan harus betul-betul diarahkan untuk menghasilkan manusia yang berkualitas dan mampu bersaing disamping memiliki budi pekerti yang luhur dan moral baik. (Sutikno, 2005)

Kemajuan pendidikan suatu bangsa juga merupakan dasar dari perkembangan demokrasi. Sejalan dengan meningkatnya tingkat pendidikan, terjadi pencerahan kehidupan suatu bangsa dan dengan demikian bangsa itu melihat dunia yang lebih luas dan mulai menyadari akan hak-haknya sebagai manusia. Perkembangan demokrasi berjalan bersama-sama dengan kebangkitan nasionalisme, terutama di dunia ketiga. Di Indonesia, sebagai contoh, di dalam Pembukaan Undang-Undang Dasar 1945 dengan jelas dikemukakan bahwa salah satu tujuan utama kemerdekaan ialah untuk mencerdaskan kehidupan bangsa.

Masalah mutu pendidikan merupakan salah satu isu sentral dalam pendidikan nasional, terutama berkaitan dengan rendahnya mutu pendidikan pada setiap jenjang dan satuan pendidikan, terutama pada pendidikan dasar dan menengah. Menyadari hal tersebut, pemerintah melakukan berbagai upaya untuk meningkatkan mutu pendidikan nasional, antara lain melalui berbagai pelatihan dan peningkatan mutu kompetensi guru, pengadaan buku dan media pembelajaran, perbaikan sarana dan prasarana pendidikan, serta peningkatan mutu manajemen sekolah (Asmuni, 2013).

Persoalan mutu lulusan itu bukanlah sesuatu yang bersifat instan, mudah dicapai dan bisa terjadi begitu saja, tetapi hal tersebut merupakan sebuah proses yang kompleks dan memerlukan pemikiran yang mendalam dari semua pihak yang berkompeten. Permasalahan mutu lulusan pada saat ini lebih bertumpu pada masalah kualitas lulusan yang dihasilkan oleh sekolah itu sendiri.

Muzakar (2014) mendefinisikan mutu lulusan sebagai pilar untuk menghasilkan Sumber Daya Manusia (SDM) yang baik dan handal, sehingga dengan demikian usaha-usaha peningkatannya harus selalu dilakukan terus menerus. Karena pada hakikatnya, kekuatan reformasi sebenarnya bersumber dari Sumber Daya Manusia (SDM) yang berkualitas, serta memiliki visi, transparasi dan pandangan jauh ke depan, yang tidak hanya mementingkan diri sendiri dan kelompoknya, tetapi senantiasa mengedepankan kepentingan bangsa dan negara.
Hal tersebut sekarang banyak diabaikan, bahkan kualitas Sumber Daya Manusia Indonesia rendah jika dibandingkan dengan negara-negara lain. Untuk itu, dalam proses reformasi peningkatan SDM merupakan hal pertama dan utama. Peningkatan kualitas Sumber Daya Manusia merupakan prasyarat mutlak untuk mencapai tujuan pembangunan. Salah satu wahan untuk meningkatkan kualitas SDM tersebut adalah pendidikan sehingga kualitas pendidikan harus senantiasa ditingkatkan. Sebagai faktor penentu keberhasilan pembangunan, pada tempatnya kualitas SDM ditingkatkan melalui berbagai program pendidikan yang dilaksanakan secara sistematis dan terarah berdasarkan kepentingan yang mengacu pada kemajuan ilmu Pengetahuan dan Teknologi (Iptek) dan dilandasi oleh Keimanan dan Ketakwaan (Imtak).

Berkaitan dengan peningkatan mutu pendidikan, pemerintah berupaya mewujudkan amanat tersebut melalui berbagai usaha pembangunan pendidikan yang lebih berkualitas. Seperti tercantum dalam Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional menggariskan bahwa pendidikan dilaksanakan melalui suatu sistem pendidikan nasional yang mengusahakan tercapainya suatu pendidikan nasional yaitu untuk mengembangkan kemampuan serta meningkatkan mutu kehidupan dan martabat manusia Indonesia. Implikasi dari berlakunya undang-undang ini diantaranya adalah perlu adanya suatu standar mutu pendidikan yang gersifat nasional.

Salah satu SMK Negeri yang cukup berprestasi di Tanjung Jabung Barat adalah SMK Negeri “X” di Tanjung Jabung Barat. Prestasi yang diperlihatkan yaitu dengan terpilihnya 3 siswa dari SMK Negeri X di Tanjung Jabung Barat dari 9 siswa se-kabupaten Tanjung Jabung Barat untuk mengikuti ololpiade Sains Terapan Nasional (OSTN) di tingkat Provinsi Jambi namun dinamika yang terjadi adalah juara olimpiade tidak selalu berdampak baik terhadap mutu lulusan dan hal ini hanya mementingkan aspek pribadi dan bukan aspek umum dari siswa artnya SMK bukan hanya mencetak yang juara olimpiade tapi juga mencetak manusia yang siap kerja dan terampil dibidangnya.

Menurut observasi awal di sekolah ini masih dapat dilihat bahwa masih banyaknya lulusan yang lebih memilih untuk melanjutkan keperguruan tinggi dari pada membuka lapangan pekerjaan sediri ataupun bekerja di prusahaan artinya yang permasalahan dalam mutu lulusan, lulusan belum memiliki nilai juang dan mental yang kuat dalam bersaing didunia pekerjaan.

Selain itu menurut laporan dari beberapa orang siswa dan wali siswa masih terdapat sistem beli bangku yang dilakukan oleh oknum sekolah dalam sistem rekrutmen siswa tentunya ini sangat menggangu dalam peningkatan kualitas mutu lulusan karna input yang diharapkan tidak sesuai dengan yang diharapkan dan sistem penerimaan tidak sesuai dengan mekanisme yang telah dilaksanakan dan disepakati.

Permasalahan Pendidikan lainya adalah: (1) belum optimalnya kemampuan dan kesiapan SDM di lingkungan sekolah; (2) kurang optimalnya sekolah untuk mengatur sendiri penyelenggaraan pendidikan; (3) masih rendahnya pemahaman dan pengalaman pengelolaan rekrutmen sekolah yang sesuai regulasi yang ada.

Prestasi yang diperlihatkan oleh SMK Negeri 1 di Tanjung Jabung Barat tentu saja tidak terlepas dari keberhasilan dari pihak sekolah dalam mengelola manajemen sekolah khususnya manajemen kesiswaan. Dengan manajemen rekrutmen input siswa yang terencana dan terorganisir, maka manajemen pengelolaan prosesnya akan dapat ditata lebih akurat. Dengan penataan manajemen proses yang akurat, maka akan menghasilkan output sebagaimana yang diharapkan.


Mulyasa (2004) menambahkan manajemen kesiswaan bertujuan untuk mengatur berbagai kegiatan dalam bidang kesiswaan agar kegiatan pembelajaran disekolah dapat berjalan lancar, tertib dan teratur, serta mencapai tujuan pendidikan sekolah. Untuk mewujudkan tujuan tersebut, bidang manajemen kesiswaan sedikitnya memiliki tiga tugas utama yang harus diperhatikan, yaitu penerimaan murid baru, kegiatan kemajuan belajar, serta bimbingan dan pembinaan disiplin.
Namun sangat disayangkan penelitian tetang sistem rekrutmen di tanjung jabung barat khususnya sistem rekrutmen siswa SMK 1 Kuala tunggal belum ada dan Sehubungan dengan hal tersebut, perlu diteliti secara ilmiah tentang manajemen rekrutmen siswa baru secara empirik di SMK Negeri 1 di Tanjung Jabung Barat dalam rangka meningkatkan mutu lulusan, guna mengetahui bagaimana sumbangannya secara nyata terhadap hasil yang diharapkan.

8. METODE DAN RANCANGAN PENELITIAN


Metode kualitatif dengan pendekatan studi kasus adalah "an intensive and holistic description, explanation, and analysis of a bounded system" (p. 27) atau fenomena seperti "a person, a program, an institution, a process, asocial unit, a group, and a policy (Cresswell, 2007). Selanjutnya, dalam penelitian ini dari kelima jenis penelitian kualitatif (Case study, ethnography, phenomenology, narrative/biography/ historical, dan grounded theory (Creswell, 2011).

Menurut Merriam (1998) Menyatakana:

- bahwa salah satu ciri Case Study adalah jika dalam penelitian itu ada keterbatasan dalam hal jumlah orang yang akan diwawancara atau waktu yang terbatas untuk melakukan observasi, atau tempat penelitian yang terbatas. Selanjutnya pilihan case study juga didasari bahwa case atau bounded system bisa seorang anak, sebuah program, atau sebuah sekolah.

Dalam penelitian ini yang menjadi "case" adalah rekrutmen siswa smk negeri di tanjung jabung barat dalam rangka meningkatkan mutu lulusan

Johnson & Christensen (2008 dikutip dalam Mukminin, 2012, hal. 67) mengatakan bahwa, "coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories" (p. 534). Pengkodean adalah proses analisa dengan menandai bagian-bagian data tertentu dengan symbol, kata-kata deskriptif dan kategori. Dalam penelitian ini, data hasil wawancara akan dianalisa dengan cara ditranskripsikan secara individu. Data hasil wawancara setelah ditranskripsikan akan di-coding.

Dalam penelitian ini, semua data hasil wawancara akan dibaca secara detail dan berulang-ulang untuk (1) mencari dan mendaftar setiap pernyataan yang signifikan dari setiap peserta penelitian yang berhubungan dengan permasalahan penelitian, (2) untuk menciptakan pengelompokan data yang signifikan dari setiap peserta penelitian, dan (3) untuk membuang dan mengurangi data yang sama dan muncul berulang-ulang, dan (4) selanjutnya akan dibuat tema dan dikategorikan berdasarkan pertanyaan penelitian. Begitu juga dengan data hasil dokumen akan didiskripsikan perdokumen dengan mengikuti pola analisa data hasil wawancara. Sedangkan data demografik angket peserta penelitian akan didiskripsikan secara individu dan akan disajikan secara individu juga.Tema-tema hasil analisa yang diikuti pernyataan- pernyataan signifikan dari para peserta penelitian akan digunakan untuk menarasikan hasil penelitian dalam laporan akhir tesis ini.

9. HASIL PENELITIAN DAN PEMBAHASAN
Kecamatan Tungkal Ilir terdiri dari 9 desa dan 1 kelurahan 22 dusun, 82 RT pusat pemerintahan Kecamatan Tungkal Ilir terletak di kelurahan Rantau Badak. Jarak pusat pemerintahan kecamatan Tungkal Ilir ke ibukota kabupaten ± 110 Km (jalan darat).


Di kecamatan Tungkal Ilir tidak terdapat lahan tanaman padi karenastruktur lahan tidak mendukung.Komoditas tanaman perkebunan yang paling banyak ditanami di wilayah kecamatan Tungkal Ilir adalah perkebunan sawit seluas 8.588 hektar.

penelitian Ini merupakan penelitian mengenai Sistem Rekrutmen Siswa Smk Negeri 1 Kuala Tungkal Di Dalam Rangka Meningkatkan Mutu Lulusan di Kecamatan Tungkal Ilir Kabupaten Tanjung Jabung Barat. Untuk mempermudah mendeskripsikan hasil, peneliti membagi kedalam beberapa tolok dan sub tolok pertanyaan yang diajukan kepada partisipan sebagai tabel di bawah ini:

<table>
<thead>
<tr>
<th>Topik</th>
<th>Sub Topik</th>
</tr>
</thead>
<tbody>
<tr>
<td>faktor-faktor pendukung implementasi Rekrutmen siswa Di SMK Negeri 1 Kuala Tungkal</td>
<td></td>
</tr>
<tr>
<td>Apakah faktor penghambat Implementasi rekrutmen siswa di SMK Negeri 1 Kuala tungkal</td>
<td></td>
</tr>
<tr>
<td>Apakah ada evaluasi setelah melakukan proses rekruitmen di SMK Negeri 1 Kuala tungkal</td>
<td></td>
</tr>
</tbody>
</table>

Setelah melaksanakan penelitian tentang mengenai Sistem Rekrutmen Siswa Smk Negeri 1 Kuala Tungkal Di Dalam Rangka Meningkatkan Mutu Lulusan peneliti menemukan
data-data terkait dengan hal tersebut melalui wawancara sebagaimana topik dan sub topik pada table di atas serta pengumpulan dokumen. Deskripsi tentang hasil temuan tersebut akan peneliti uraikan dalam beberapa penjelasan di bawah ini.

Dan temuan dari penelitian ini adalah bahwa kegiatan penerimaan siswa baru pada garis besarnya adalah membentuk penerimaan siswa baru. Panitia penerimaan siswa baru terdiri dari kepala sekolah dan guru yang ditunjuk untuk mempersiapkan segala sesuatu yang diperlukan yakni: (1) menentukan syarat-syarat pendaftaran siswa baru, (2) menyiapkan formulir pendaftaran, (3) memasang/member/pengumuman, (4) menyiapkan buku pendaftaran, (5) menentukan jumlah calon yang diterima.

Penerimaan calon siswa yang akan diterima adalah berdasarkan pada daya tampung kelas, selain itu juga persyaratan yang harus di penuhi serta hasil seleksi (tes masuk) jika ada. Apabila hasil tesmasuk dijadikan standar, maka penentuan calon yang diterima dapat didasarkan pada urutankeberhasilan nilai tes itu (sistem rangking) sampai sebanyak calon yang ditergetkan sesuai daya tampung. Mengacu pada pandangan tersebut, dapat dikemukakan bahwa inti kegiatan panitia

Penerimaan siswa baru adalah: (1) menetapkan rasio pendaftaran dan daya tampung, (2) penentuan jumlah dan kualifikasi murid yang diterima, (3) memberi pengumuman tentang syarat penerimaan, (4) penyaringan dan seleksi calon siswa, (5) pengumuman penerimaan, (6) pendaftaran calon yang diterima, (7) pelaporan kegiatan dan hasil penerimaan siswa baru. Dalam pelaksanaan kegiatan penerimaan siswa baru panitia selalu mengacu pada peraturan yang ditetapkan pemerintah, dalam hal ini peraturan dari Dinas Pendidikan. Dinas Pendidikan kabupaten tanjung jabung barat melalui Keputusan Kepala Dinas Pendidikan Propinsi jambi tentang pedoman penerimaan peserta didik baru (PPDB) masuk SMP, SMA, dan SMK dengan Real Time Online (RTO) di lingkungan Dinas Pendidikan kabupaten tanjung jabung barat Tahun ajaran 2015/2016 menetapkan bahwa penerimaan peserta didik baru berdasarkan:

a. Objektif, artinya bahwa penerimaan peserta didik baru harus memenuhi ketentuan umum yang diatur dalam keputusan ini;

b. Transparan, artinya pelaksanaan penerimaan peserta didik baru bersifat terbuka dan dapat diketahui oleh masyarakat termasuk orang tua calon peserta didik. Akuntabel, artinya penerimaan peserta didik baru dapat dipertanggung jawabkan kepada masyarakat baik prosedur maupun hasilnya,

c. Kompetitif, artinya penerimaan peserta didik baru dilakukan melalui seleksi berdasarkan nilai Ujian Akhir Sekolah Berstandar Nasional (UASBN) pada tingkat SD/MI, dan nilai ujian nasional (NUN) pada tingkat SMP, dan tes Khusus untuk masuk SMK,

d. Real Time Online, artinya rangkaian proses penerimaan peserta didik baru mulai dari entri pendaftaran menggunakan sistem basis data terpusat, proses seleksi (rangking) secara otomatis oleh sistem komputer sampai dengan pengumuman hasil seleksi, dapat dilihat setiap saat melalui internet dan SMS,

e. Rules by System (aturan oleh sistem), artinya aturan dan prosedur penerimaan peserta didik baru yang ditetapkan akan berlaku kepada seluruh calon peserta didik baru tanpa kecuali yang diproses pelaksanaanya dikontrol dan dijamin oleh sistem computer. Dalam keputusan ini juga ditetapkan aturan penerimaan siswa baru.

Berdasarkan uraian diatas kegiatan penerimaan siswa baru harus menetapkan rasio dan daya tampung, melakukan serta penentuan jumlah dan kualifikasi murid yang diterima akan menghasilkan penetapan syarat penerimaan siswa baru bagi suatu sekolah khususnya SMK 1 kabupaten tanjung jabung barat. Setelah penetapan syarat penerimaan siswa baru yang mana syarat tersebut harus dilengkapi oleh para calon siswa baru yang akan mendaftar masuk pada sekolah tersebut.

Proses seleksi Penerimaan Siswa Baru. seleksi siswa adalah kegiatan pemilihan calon siswa untuk menentukan diterima atau tidaknya calon peserta didik di lembaga pendidikan (sekolah) tersebut berdasarkan ketentuan berlaku. Seleksi siswa penting dilakukan terutama bagi lembaga pendidikan (sekolah) yang calon siswa melebihi daya tampung yang tersedia di lembaga pendidikan (sekolah) tersebut adapun cara-cara seleksinya yang dapat digunakan adalah: (1) melalui tes atau ujian. Adapun tes ini melalui psikotest, tes jasmani, tes kesehatan, tes akademik atau tes keterampilan, (2) melalui penelusuran bakat kemampuan. Penelusuran ini biasanya didasarkan pada prestasi yang diraih oleh calon siswa didalam bidang olahraga atau kesenian, (3) berdasarkan nilai STTB atau nilai UAN.
Dengan demikian manajemen siswa itu bukanlah dalam bentuk pencatatan data siswa saja melainkan meliputi aspek yang lebih luas yang secara operasional dapat digunakan untuk membantu kelancaran upaya pertumbuhan dan perkembangan siswa melalui proses pendidikan isekolah. Mengelola Penerimaan Siswa Baru. Penerimaan siswa baru adalah masa-masa yang meruukli perhatian secara khusus bagi sekolah karena banyak sangkut-pautnya dengan masalah-masalah lain yang perlu ditangani secara bersungguh-sungguh. Langkah-langkah pengelolaan penerimaan siswa baru sangat bervariasi. Salah satu pola adalah membentuk panitia, menyiapkan formulir penerimaan siswa baru, mengadministrasikan calon peserta, melaksanakan seleksi, menetapkan siswa terpilih dan menyiapkan pembelajaran. langkah-langkah penerimaan siswa baru pada garis besarannya adalah:

a. Membentuk Panitia Penerimaan siswa Baru.

Sekolah dituntut untuk bisa membentuk panitia penerimaan siswa baru. Peran panitia ini dirasa sangat penting mengingat panitia ini yang akan melakukan pemilihan siswa baru sebagai input yang akan dikembangkan oleh sekolah. Bila sekolah mendapatkan siswa yang NEM-nya tergolong tinggi berbagai prestasi pun diharapkan akan muncul. Panitia yang dipilih adalah guru dan karyawan yang mempunyai yaitu: (1) personal yang cerdas, (2) berdedikasi tinggi, (3) memiliki kemampuan berkreativitas, (4) memiliki kecermatan dalam bekerja, (5) berjiwa sabar.

b. Menentukan Daya Tampung /Rekutmen Siswa yang Diterima Langkah pertama dalam kegiatan manajemen peserta didik adalah melakukan analisis kebutuhan yaitu penetapan siswa yang dibutuhkan oleh lembaga pendidikan (sekolah). Kegiatan yang dilakukan dalam menentukan daya tampung: (1) merencanakan jumlah siswa yang akan diterima. Daya tampung siswa disesuaikan dengan jumlah kelas tersedia dengan rasio murid dan guru, (2) menyusun program kegiatan kesiswaan. Penyusunan program kegiatan bagi siswa harus didasarkan: (a) visi misi lembaga pendidikan, (b) minat dan bakat, (c) sarana dan prasarana, (c) anggaran yang tersedia, (d) tenaga kependidikan yang tersedia.

Untuk penerimaan siswa baru SLTP/SLTA khususnya SMK penentuan calon yang diterima sangat penting differential analisis persyaratan pendaftaran dan daya tampung kelas, biasanya diperhatikan pula hasil seleksi tes masuk, menggunakan sistem NEM, kadang-kadang hasil tes inilah yang merupakan faktor " kunci" mengingat sifat-sifat khusus yang diperlukan dan dituntut oleh lembaga pendidikan. Apabila hasil tes masuk yang hendak dijadikan standar, maka penentuan calon yang diterima dapat didasarkan pada urutan keberhasilan nilai tes itu (sistem rangking) sampai sebanyak calon yang ditargetkan sesuai dengan daya tampung kelas, bakat, minat, kreativitas, kewilayaan.


Biasanya syarat pendaftaran calon siswa baru adalah diatur oleh pemerintah, dalam hal ini Dinas Pendidikan ditingkat Kabupaten/ Kota yakni: (1) surat kelahiran atau umur, (2) surat keterangan kesehatan, (3) surat kelakuan baik dari kepala sekolah, (4) membayar biaya pendaftaran, (5) fasfoto, mengisi formulir pendaftaran. Melakukan Seleksi. Seleksi siswa SLTP yang akan diterima di SMK berdasarkan pertimbangan NEM. Pada dasarnya seleksi ini dilakukan apabila jumlah peminat lebih kecil daripada kebutuhan calon siswa dari daya tampung.

Dalam hal ini jumlah peserta lebih sedikit dari daya tampung semua siswa bisa diterima disebuah sekolah. Suatu kondisi khusus yang patut mendapat perhatian ialah bagaimana kalau dalam sebuah sekolah terdapat fakta jumlah pesertanya hanya sedikit atau dibawah kebutuhan daya tampung akan tetapi NEM yang mereka miliki rendah-rendah. Dengan data semacam ini sekolah harus menerima calon siswa yang nilainya di luar kemauan standar ideal sekolah. Hal ini menjadi buah simalakama bagi

Tujuannya agar jangan terjadi kesenjangan pada suatu wilayah. Ada sekolah yang mempunyai peminat sangat banyak, akan tetapi sebaliknya ada sekolah lain yang hanya memiliki jumlah siswa minim. Menentukan kelulusan Setelah dilakukan seleksi skhirnya didapatkan ketentuan siswa yang berhak menjadi siswa secara normatif setelah pengesahan kepala dinas. Setelah siswa terpilih kemudian dilakukanpengelompokan sehingga terjadi beberapa rombongan belajar, misalnya pada sebuah SMK siswa kelas 10 ada tiga atau empat tempat kelas parelalel. Dalam hal penempatan siswa didalam kelas, yang perlu dilakukan adalah: (1) membagi secara berkesinambungan jumlah siswa dalam setiap kelas,(2) memperhitungkan keseimbangan proporsional anak laki-laki dan perempuan, (3) mencampur secara acak dan merata siswa bernilai NEM tinggi, sedang, dan rendah terkumpul dalam kelas tertentu, (4) melakukan penyebaran asal siswa secara merata sehingga dalam satu kelas beranggotakan siswa yang asalnya dari berbagai sekolah, (5) selain model diatas, sangat mungkin kelas unggul dibentuk dengan mengumpulkan siswa ber-NEM tinggi dalam satu kelas. Ketentuan-ketentuan sebagaimana dikemukakan diatas, dalam hal pembagian kelas sering terjadi kondisi yang diciptakan secara khusus. Khususnya siswa yang satu agama disendirikan, siswa yang pintar-pintar dijadikan satu kelas tersendiri sehingga terbentuk kelas unggulan. Yaitu kelas yang dinaikan secara khusus dan lebih insentif dengan asumsi tersendiri., memilih guru yang mengajar pada kelas khusus.

Gurunya sengaja dipilihkan yang diketahui oleh lingkungan sekolah sebagai seorang persona yang cerdas, berdedikasi, atau memiliki keistimewaan lain. Uraian diatas menujukan bahwa penyusunan kelas terasa penting sebab dari keberhasilan menyusun siswa dalam satu kelas akan dapat dihasilkan potensi siswa terhimpun yang kompak, saling membantu, terpanggil saling menyelesaikan tugas kolektif atau sebaliknya

Referensi

Pengaruh Pendekatan Bermain Terhadap Keterampilan Teknik Dasar Bola Voli Siswa Kelas VII A Mts Riaduljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat

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ABSTRAK

Kata kunci : Pendekatan Bermain, Keterampilan Teknik Dasar Bola Voli

1. PENDAHULUAN
Sekolah adalah sebagai lembaga formal dalam sistem pendidikan tidak terlepas dari usaha-usaha peningkatan prestasi belajar anak didik. Kegiatan proses pembelajaran merupakan kegiatan pokok dalam keseluruhan kegiatan pendidikan di sekolah. Hal ini berarti berhasil tidaknya pencapaian tujuan pendidikan dalam bentuk terjadinya perubahan tingkah laku, pengetahuan, maupun keterampilan siswa tergantung bagaimana proses pembelajaran yang di alami oleh siswa sebagai peserta didik.

Pendidikan jasmani merupakan media untuk mendorong perkembangan keterampilan motorik, kemampuan fisik, pengetahuan, penalaran, penghayatan, nilai( sikap-mental-emosional-spiritual-sosial), dan pebiasaana pola hidup sehat yang bermuara untuk merangsang pertumbuhan serta perkembanganyang seimbang, yang di rencanakan secara sistematis dalam rangka mencapai tujuan pendidikan nasional.

Dalam proses pembelajaran pendidikan jasmani, olahraga dan kesehatan, guru memegang peranan dalam terlaksananya proses pembelajaran. Guru harus memperhatikan banyak hal berkaitan dengan siswa dalam pembelajaran pendidikan jasmani, olahragadan kesehatan seperti aspek pertumbuhan dan perkembangan anak, dan karakteristik psikologi anak. Dengan cara demikian tujuan pembelajaran dapat tercapai secara optimal.

Di dalam pembelajaran pendidikan jasmani seorang guru harus bisa mengembangkan berbagai macam materi yang membuat siswa bergerak dan melatih kemampuan gerak dasarnya tersebut karena memang dalam masa usia sekolah dasar, sebaiknya anak di beri gerak multilateral yang dapat mengembangkan semua unsur fisik yang ada pada anak, tidak memberikan latihan khusus. Anak dalam usia ini senang bermain, oleh karena itu di usahakan setiap materi yang akan di berikan haruslah mempunyai unsur bermain yang sifatnya menyenangkan, tetapi tetap tidak meninggalkan materi pokok yang ingin di capai oleh anak. Dengan terciptanya rasa senang dan gembira ketika belajar pendidikan jasmani, maka dengan
sendirinya akan timbul motivasi dalam diri anak untuk terus mengikuti kegiatan pembelajaran khususnya di bidang pendidikan jasmani.

Pembelajaran penjas di sekolah dasar sebagian besar di kemas dalam bentuk permainan (game) dan tidak diarahkan untuk menguasai cabang olah rasa dan permainan tertentu, namun lebih mengutamakan proses perkembangan motorik siswa dari waktu ke waktu. Program penjas lebih berorientasi kepada kebutuhan siswa sebagai subjek didik, dan bukan sebagai objek didik. Oleh karena itu, metode yang di gunakan menekankan pada aktivitas fisik yang memungkinkan siswa dalam suasana gembira, dapat berekplorasi, menemukan sesuatu secara tidak langsung dan lain-lain.


Pembelajaran bola voli di MTS Riadhuljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat di berikan guru dengan cara konvensional yaitu dengan cara memberikan siswa lalu menyuruh siswa untuk melakukan (servis) kesesuaian teman kemudian begitu juga (pasing atas dan passing bawah) baik sesama teman maupun guru jadi pembelajaran jasmani pada materi permainan bole voli jadi terkesan monoton dan membosankan sehingga banyak anak yang enggan melakukan gerakan sesuai instruksi. Hal ini di karenakan kurangnya rasa ketertarikan anak terhadap pembelajaran itu sehingga mereka tidak serius dalam melakukan pembelajarannya dan hanya sebagian saja yang ingin melakukannya.

Dengan demikian seorang guru pendidikan jasmani harus lebih kreatif dalam memberikan pembelajaran khususnya dalam pembelajaran bola voli agar setiap materi yang di berikan dapat membuat anak tertarik dan senang melakukan. Seperti yang tercantum dalam kurikulum tingkat satuan pendidikan (KTSP) program pendidikan SLTP atau setara untuk program pendidikan jasmani olahraga dan kesehatan bahwa pembelajaran gerakan bola voli di mulai dari kelas VI. Standar kompetensi (SK) kelas VII sekolah menengah pertama adalah memperhatikan gerak dasar sederhana dan olahraga dan nilai-nilai yang terkandung di dalamnya, sedangkan kompetensi dasar (KD) kelas VII SLTP pada butir mempraktikan gerak dasar permainan bola besar sederhana dengan peraturan yang dimodifikasi, serta nilai kerjasama, sportivitas dan kejujuran.


Bertitik tolak dari uraian di atas maka penulis tertarik melakukan penelitian yang di tuangkan dalam skripsi berjudul “Pengaruh Pendekatan Bermain Terhadap Keterampilan Dasar Bola Voli pada Kelas VII A Riyadhuljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat”

Adapun tujuan yang hendak di capai dalam penulisan skripsi ini adalah:


Untuk mengetahui pengaruh pendekatan bermain terhadap keterampilan teknik dasar pasing atas bola voli pada siswa/siswi kelas VII A MTS Riyadhuljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat.

2. **METODE PENELITIAN**


Jenis penelitian ini adalah penelitian eksperimen yatu penelitian yang melakukan kedua variabel dengan pretest, treatment lalu di lanjutkan dengan postest.

Metode yang digunakan dalam penelitian ini adalah eksperimen karena peneliti ingin mengetahui perubahan secara nyata terhadap variabel yang di berikan perlakuan khusus. Dengan kata lain, eksperimen research adalah penelitian yang melakukan perubahan (ada perlakuan khusus) terhadap variabel-variabel yang diteliti (Hasan:2004:5).

Desain yang digunakan adalah

**Populasi dan Sampel**


**Instrumen Penelitian**

Untuk instrumen yang digunakan dalam penelitian ini berupa tes keterampilan teknik dasar bola voli kepada siswa siswi kelas VII A MTS Riaduljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat. Bentuk tes yang dilakukan dalam penelitian ini adalah tes keterampilan teknik dasar bola voli dengan bentuk tes servis bawah, pasing bawah dan pasing atas, untuk mendapatkan data dalam penelitian ini maka dilakukan dua kali tes yaitu tes awal dan tes akhir.

**Teknik Pengumpulan Data**

Dalam teknik pengumpulan data penelitian ini sampel akan melakukan tes pada servis bawah, pasing bawah dan pasing atas tes awal dan tes akhir.

a). Petunjuk pelaksanaan pengumpulan data

Dalam pelaksanaan tes sampel melakukan servis bawah, pasing bawah dan pasing atas pada lapangan voli, kemudian asisten peneliti mengisi lembar observasi dengan petunjuk yang ada.

b). Peraturan pelaksanaan pengumpulan data

- Kesempatan diberikan sebanyak 3 kali pengulangan
- Dari 3 kali kesempatan, yang diambil adalah servis pasing bawah dan pasing atas

**Tabel 3.1 Lembar observasi Skor Pelaksanaan Servis Bola Voli (Proses)**

<table>
<thead>
<tr>
<th>Dimensi</th>
<th>Indikator</th>
<th>Sub Indikator</th>
<th>Ceklis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolavoli</td>
<td></td>
<td>b. Badan sedikit dicondongkan kearah depan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Berat badan terletak diantara dua kaki dan jaga keseimbangan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Kaki kiri atau kanan berada di depan</td>
<td></td>
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</tbody>
</table>

313
2. Pelaksanaan

<table>
<thead>
<tr>
<th>Sub Indikator</th>
<th>Ceklis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Bola sedikit dilambungkan ketika hendak memukul</td>
<td></td>
</tr>
<tr>
<td>b. Bola dipukul dengan ayunan dari bawah ke atas depan perkenaan bola pada pada telapak tangan</td>
<td></td>
</tr>
<tr>
<td>c. Badan condong ke depan</td>
<td></td>
</tr>
<tr>
<td>d. Pandangan mata tertuju pada lepasnya bola</td>
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</tr>
</tbody>
</table>

3. Gerak Lanjutan

<table>
<thead>
<tr>
<th>Sub Indikator</th>
<th>Ceklis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Badan condong ke depan</td>
<td></td>
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<tr>
<td>b. Pandangan mata tertuju pada lepasnya bola</td>
<td></td>
</tr>
<tr>
<td>c. Salah satu kaki didepan menjaga keseimbangan</td>
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<tr>
<td>d. Bola melewati net</td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:

Kriteria penilaian:

a. Diberikan tanda ceklis apabila perlakuan gerakan benar
b. Diberikan tanda silang apabila perlakuan gerakan salah
c. Bobot nilai 1 dari satu aspek apabila perlakuan benar
d. Total bobot nilai 12 dari semua aspek apabila perlakuan benar

Tabel 3.2 Lembar observasi Skor Pelaksanaan Pasing Bawah Bola Voli

<table>
<thead>
<tr>
<th>Dimensi</th>
<th>Indikator</th>
<th>Sub Indikator</th>
<th>Ceklis</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>b. Kedua kaki direnggangkan selebar bahu, lutut sedikit ditekuk, tahan tubuh dalam posisi rendah, dan</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>c. Salah satu kaki berada di depan atau sejajar dalam keadaan rileks</td>
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<tr>
<td></td>
<td></td>
<td>d. Kedua tangan dibuka selebar bahu dalam keadaan rileks, posisi lengan bawah sejajar dengan paha</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Pelaksanaan</td>
<td>a. Badan tegak dan pandangan mata lurus memperhatikan bola</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>b. Kedua kaki direnggangkan selebar bahu, lutut ditekuk, tahan tubuh dalam posisi rendah</td>
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<td></td>
<td></td>
<td>c. Kedua lengan dirapatkan, kedua siku lurus, lengan digerakan dari bawah ke atas</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>d. Pada tahap perkenaan bola menggunakan lengan bagian bawah</td>
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<td></td>
<td>3. Gerak Lanjutan</td>
<td>a. Posisi badan tegak</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>b. pandangan mata lurus memperhatikan bola bergerak ke sasaran, kemudian mengambil posisi siap kembali</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>c. Kedua kaki direnggangkan selebar bahu</td>
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<td></td>
<td></td>
<td>d. Setelah bola mengenai tangan lutut segera diluruskan</td>
<td></td>
</tr>
</tbody>
</table>

Keterangan:
Kriteria penilaian:
- a. Diberikan tanda ceklis apabila perlakuan gerakan benar
- b. Diberikan tanda silang apabila perlakuan gerakan salah
- c. Bobot nilai 1 dari satu aspek apabila perlakuan benar
- d. Total bobot nilai 12 dari semua aspek apabila perlakuan benar

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<tr>
<th>Dimensi</th>
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<th>Sub Indikator</th>
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<td>Pasing</td>
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<td>Atas</td>
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<td></td>
</tr>
<tr>
<td>1.Sikap awal</td>
<td>a.</td>
<td>Posisi kaki, kaki melangkah ke- arah</td>
<td></td>
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<tr>
<td></td>
<td>b.</td>
<td>datangnya bola dan siapkan posisi.</td>
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<tr>
<td></td>
<td>c.</td>
<td>Kaki merenggang santai lutut ditekuk, bahu sejajar sasaran.</td>
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<tr>
<td></td>
<td>d.</td>
<td>Bengkokkan sedikit lengan, kaki dan pinggul.</td>
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<tr>
<td></td>
<td></td>
<td>Tahan tangan di depan pelipis.</td>
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<tr>
<td>2.Pelaksana</td>
<td>a.</td>
<td>Terima bola pada bagian belakang bawah</td>
<td></td>
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<tr>
<td></td>
<td>b.</td>
<td>Terima dengan dua persendian teratas dari jari dan ibu jari.</td>
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<tr>
<td></td>
<td>c.</td>
<td>Luruskan lengan dan kaki ke arah sasaran.</td>
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<tr>
<td></td>
<td>d.</td>
<td>Pindahkan berat badan ke arah sasaran bola.</td>
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<tr>
<td></td>
<td>b.</td>
<td>Arahkan bola ke sasaran.</td>
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<tr>
<td></td>
<td>c.</td>
<td>Pinggul bergerak menuju ke arah Sasaran.</td>
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<tr>
<td></td>
<td>d.</td>
<td>Bergerak ke arah (passing)</td>
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<tr>
<td>Keterangan:</td>
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<tr>
<td>Kriteria penilaian:</td>
<td>a.</td>
<td>Diberikan tanda ceklis apabila perlakuan gerakan benar</td>
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<tr>
<td></td>
<td>b.</td>
<td>Diberikan tanda silang apabila perlakuan gerakan salah</td>
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<td></td>
<td>c.</td>
<td>Bobot nilai 1 dari satu aspek apabila perlakuan benar</td>
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<tr>
<td></td>
<td>d.</td>
<td>Total bobot nilai 12 dari semua aspek apabila perlakuan benar</td>
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</tr>
</tbody>
</table>

Tes awal dilakukan untuk melihat kemampuan awal dari sampel sebelum diberikan perlakuan. Dari hasil tes akhir maka peneliti mendapatkan data sebagai bahan untuk menyimpulkan seberapa jauh pengaruh pendekatan bermain yang telah dilaksanakan selama penelitian.

**Teknik Analisis Data**

**Uji Normalitas**

Uji normalitas bertujuan untuk melihat apakah data berdistribusi normal atau tidak, digunakan uji liilifors sebagai berikut:

- a. Mencari skor bakudengan rumus
  \[ Z_i = \frac{X_i - \bar{X}}{S} \]

  Keterangan:
  \[ Z_i = \text{Skor baku} \]
  \[ X_i = \text{Skor hasil Kemampuan servis, pasing bawah dan pasing atas} \]
  \[ \bar{X} = \text{Rata-rata hasil kemampuan servis, pasing bawah dan pasing atas} \]
  \[ S = \text{Simpangan baku} \]
b. Untuk tiap bilangan baku ini, dan menggunakan daftar distribusi normal baku, kemudian dihitung peluang dengan rumus : 
   \[ P(Z < Z_i) = \frac{\text{banyaknya } Z_1, Z_2, \ldots, Z_n - k}{n} \]

Keterangan :
   - \( n \) = Jumlah siswa

c. Menghitung proporsi \( Z_1, Z_2, \ldots \) yang lebih kecil atau sama dengan \( Z \), Jika proporsi ini dinyatakan \( S(Z) \), maka,

   \[ S(Z) = \frac{\text{banyaknya } Z_1, Z_2, \ldots, Z_n - k}{n} \]

Keterangan :
   - \( n \) = Jumlah siswa

d. Menghitung selisih \( F(Z_i) - S(Z) \) kemudian tentukan harga mutlaknya

e. Ambil harga yang paling besar, sebulat namanya \( L \)
f. Membandingkan \( L \) dengan harga kritis L dalam tabel dengan \( \alpha = 0.05 \) Jika \( L < L \) berarti skor hasil pembelajaran pengaruh bentuk latihan servis, pasing bawah dan pasing atas berdistribus normal dan sebaliknya Jika \( L > L \) berarti skor pembelajaran pengaruh bentuk latihan servis, pasing bawah dan pasing atas tidak berdistribusi normal.

Uji Homogenitas Varians

Data-data yang diperoleh melalui pengetesan tersebut merupakan skor-skor mentah dan belum mempunyai arti jika belum diolah secara statistik. Uji ini digunakan untuk melihat apakah kedua kelompok dan mempunyai varians yang homogen atau tidak. Menurut Sudjana (2005:239) dijelaskan rumus yang digunakan adalah sebagai berikut :

\[ F = \frac{S_1^2}{S_2^2} \]

Keterangan :
   - \( S_1^2 \) = Varians terbesar dari kemampuan servis, pasing bawah dan pasing atas siswa
   - \( S_2^2 \) = Varians terkecil dari kemampuan servis, pasing bawah dan pasing atas siswa

Harga \( F \) yang diperoleh dibandingkan dengan harga \( F \) tabel \( F_\alpha (V_1, V_2) \) dan \( F_1-\alpha (V_1, V_2) \) bila :
   - \( F \) : \( F_\text{hitung} < F_\alpha (V_1, V_2) \) : varians nilai homogen
   - \( F_1-\alpha \) : \( F_\text{hitung} < F_1-\alpha (V_1, V_2) \) : Varians nilai tidak homogen

Uji Hipotesis (Uji T)

Menurut Arikunto (2006:306) menguji hipotesis digunakan uji statistic. Kesamaan dua rata-rata yang bertujuan untuk menentukan apakah hasil yang diperoleh dari pengaruh servis, pasing bawah dan pasing atas yang menggunakan pre-test dan post-test one group design, maka uji hipotesis yang di gunakan uji t, pada taraf kepercayaan 95% atau \( \alpha = 0.05 \) dengan menggunakan rumus :

\[ t = \frac{M_d}{S_d \sqrt{\frac{N}{N-1}}} \]

Keterangan :
   - \( M_d \) = Mean dari perbedaan pre test dengan pst test (post test --- pre test)
   - \( X_d \) = Deviasi masing-masing subjek (d---Md)
   - \( \sum X^2 \) = Jumlah kuadrat deviasi
   - \( N \) = Subjek pada sampel
   - \( d.b. \) = Ditentukan dengan \( N---1 \)

3. HASIL DAN PEMBAHASAN

Hasil Penelitian

Penelitian ini berjudul pengaruh pendekatan bermain terhadap keterampilan teknik dasar bola voli pada siswa siswi Kelas VII A MTS Riaduljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat, dipelajari hasil yang meliputi deskripsi data dan analisis data yang meliputi uji normalitas, uji homogenitas varians dan uji hipotesis.

Deskripsi Data
Setelah dilakukan pre-test kemudian diberi perlakuan dengan variasi bola dan diakhiri dengan post-test maka dapat diperoleh data keterampilan teknik dasar bola voli yang diperoleh dapat dilihat pada tabel berikut:

<table>
<thead>
<tr>
<th>No</th>
<th>Point</th>
<th>Subyek</th>
<th>Keberhasilan tes awal</th>
<th>Point</th>
<th>Subyek</th>
<th>Keberhasilan tes akhir</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2 orang</td>
<td>16%</td>
<td>25</td>
<td>2 orang</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>2 orang</td>
<td>14%</td>
<td>24</td>
<td>1 orang</td>
<td>24%</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>2 orang</td>
<td>12%</td>
<td>23</td>
<td>1 orang</td>
<td>23%</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>2 orang</td>
<td>11%</td>
<td>22</td>
<td>2 orang</td>
<td>22%</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>3 orang</td>
<td>10%</td>
<td>21</td>
<td>1 orang</td>
<td>21%</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>3 orang</td>
<td>9%</td>
<td>20</td>
<td>3 orang</td>
<td>20%</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>2 orang</td>
<td>8%</td>
<td>19</td>
<td>5 orang</td>
<td>19%</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>1 orang</td>
<td>7%</td>
<td>18</td>
<td>4 orang</td>
<td>18%</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>2 orang</td>
<td>6%</td>
<td>17</td>
<td>3 orang</td>
<td>17%</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>4 orang</td>
<td>5%</td>
<td>16</td>
<td>2 orang</td>
<td>16%</td>
</tr>
</tbody>
</table>

Dari sampel yang jumlahnya 24 orang untuk tes awal diperoleh jumlah keseluruhan 224 dengan skor tertinggi 16 dan skor terendah 5. Dengan rata-rata 9,4.


Analisis Data
Dalam rancangan penelitian telah dikemukakan, untuk melihat rata-rata hasil latihan variasi bola terhadap keterampilan teknik dasar bola voli siswa-siswi kelas VII A MTS Riaduljannah Kecamatan Bram Itam. Analisis statistik yang dipergunakan yaitu uji t. Sebelum melakukan uji tersebut terlebih dahulu dilakukan uji normalitas dan uji homogenitas varians dari data tersebut.

Uji Normalitas

317
Uji normalitas yang digunakan adalah uji Lilliefors dengan kriteria data berdistribusi normal apabila \( L_{hitung} < L_{tabel} \). Tujuannya adalah untuk melihat apakah data ini normal atau tidak. Dari hasil analisis data yang diperoleh untuk perhitungan pre-test diperoleh hasil \( L_{hitung} = 0,0991 < L_{tabel} = 0,1808 \) dan untuk perhitungan post-test diperoleh hasil \( L_{hitung} = 0,1480 < L_{tabel} = 0,1808 \) maka berdasarkan hasil analisis data ini dapat disimpulkan data diatas berdistribusi normal.

<table>
<thead>
<tr>
<th>NO</th>
<th>Kelas</th>
<th>N</th>
<th>( L_{hitung} )</th>
<th>( L_{tabel} )</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data Tes Awal</td>
<td>24</td>
<td>0,0991</td>
<td>0,1808</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>Data Tes Akhir</td>
<td>24</td>
<td>0,1480</td>
<td>0,1808</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Uji Homogenitas

Uji homogenitas varians ini menggunakan rumus uji F, dikatakan homogen apabila \( F_{hitung} < F_{tabel} \). Tujuannya adalah untuk melihat apakah data ini bervariansi homogen.

\[
F = \frac{\text{Variansi Terbesar}}{\text{Variansi Terkecil}} = \frac{11,28}{9,18} = 1,24
\]

Dari hasil uji homogenitas tersebut diperoleh hasil \( F_{hitung} = 1,24 < F_{tabel} = 200 \) maka dapat disimpulkan data diatas mempunyai variansi homogen.

<table>
<thead>
<tr>
<th>NO</th>
<th>Kelas</th>
<th>N</th>
<th>( S^2 )</th>
<th>( F_{hitung} )</th>
<th>( F_{tabel} )</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data Tes Awal</td>
<td>24</td>
<td>11,28</td>
<td>1,24</td>
<td>2,00</td>
<td>Normal</td>
</tr>
<tr>
<td>2</td>
<td>Data Tes Akhir</td>
<td>24</td>
<td>9,18</td>
<td></td>
<td></td>
<td>Normal</td>
</tr>
</tbody>
</table>

Uji Hipotesis

Setelah melakukan uji normalitas dan uji homogenitas, maka selanjutnya adalah melakukan uji hipotesis untuk mengetahui apakah latihan variasi bola memberikan pengaruh terhadap keterampilan teknik dasar bola volipadasiswa siswi Kelas VII A MTS Riadaljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat. Hasil analisis yang diperoleh menggunakan uji-t.

\( H_0 = \) Tidak terdapat pengaruh yang signifikan latihan variasi bola terhadap keterampilan teknik dasar bola volipadasiswa siswi Kelas VII A MTS Riadaljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat

\( H_1 = \) Terdapat pengaruh yang signifikan latihan variasi bola terhadap keterampilan teknik dasar bola volipadasiswa siswi Kelas VII A MTS Riadaljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat.

Hasil analisis yang diperoleh menggunakan uji-t yang dapat dilihat pada tabel dan hasil perhitungan berikut ini :

<table>
<thead>
<tr>
<th>Kelas</th>
<th>N</th>
<th>Md</th>
<th>( \sum X^2d )</th>
<th>( t_{hitung} )</th>
<th>( t_{tabel} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test dan Post-test</td>
<td>24</td>
<td>10,16</td>
<td>72</td>
<td>28,14</td>
<td>20,64</td>
</tr>
</tbody>
</table>
Dari tabel diatas dan perhitungan diatas dapat diketahui perbandingan harga diantara t_{hitung} dan t_{tabel} dengan nilai dari tabel distribusi-t untuk taraf nyata α = 0,05 dengan derajat kebebasan (dk) = (n – 1) = (24 – 1) = 23, diperoleh t_{hitung} (28,14) > t_{tabel} (20,64). Ini berarti H1 diterima dan H0 ditolak. Kesimpulanya adalah terdapat pengaruh yang signifikan Pengaruh Pendekatan Bermain Terhadap Keterampilan Teknik Dasar Bola Voli Pada Siswa Siswi Kelas VII A MTS Riaduljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat.

Pembahasan


Dalam pelaksanaan penelitian ini, tes dilakukan sebanyak 2 kali yaitu tes awal dan tes akhir. Tes awal yang dilakukan bertujuan untuk melihat kondisi awal awal sebelum diberikan perlakuan dan tes akhir yang dilakukan bertujuan untuk melihat sejauh mana pengaruh yang diperoleh selama beberapa kali perlakuan.

Hal ini dapat dilakukan dengan membandingkan tes akhir dan tes awal terhadap t_{hitung} dalam taraf 0,05. Apabila t_{hitung} lebih besar dari t_{tabel}, ini berarti adanya perbedaan yang berarti dan sebaliknya apabila t_{hitung} lebih kecil dari t_{tabel} ini berarti tidak ada perbedaan yang berarti.

Berdasarkan hasil analisis pada tes awal dan tes akhir diperoleh harga t_{hitung} sebesar 28,14 bila dibandingkan dengan t_{tabel} 20,64 ini menunjukkan terdapatnya perbedaan yang berarti. Hal ini disebabkan oleh pelaksanaan perlakuan dalam suatu latihan sebanyak 12 kali pertemuan dengan frekuensi 2 kali dalam seminggu. Hal ini menunjukkan bahwa sudah jelas hasil yang diperoleh pada tes akhir dan tes awal, karena sebanyak beberapa kali perlakuan.


4. PENUTUP

Kesimpulan

Berdasarkan analisis data, diketahui pendekatan bermain terhadap keterampilan teknik dasar bola voli pada siswa siswi Kelas VII A MTS Riaduljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat. Pada tes awal jumlah rata-rata 9,4 dan setelah diberi latihan variasi bola rata-rata meningkat menjadi 19,83. Dengan nilai harga t_{hitung} = 19,83 dan t_{tabel} 9,4 lebih besar dari t_{tabel} (19,83 > 9,4), maka dapat disimpulkan bahwa terdapat pengaruh yang signifikan pada pendekatan bermain terhadap keterampilan teknik dasar bola voli pada siswa siswi Kelas VII A MTS Riaduljannah Kecamatan Bram Itam Kabupaten Tanjung Jabung Barat.

Saran

1. Bagi guru olahraga atau pembina ektrakurikuler bola voli dalam melatih keterampilan teknik dasar bola voli dengan pendekatan bermain dapat lebih efektif dalam penerapan latihan servis dan passing saja. Namun demikian hal ini perlu dibuktikan melalui penelitian yang lebih lanjut dan dalam jangka waktu relatif yang lama.

2. Bagi peneliti yang hendak meneliti ini lebih lanjut, agar kiranya dapat mempertimbangkan berbagai keterbatasan-keterbatasan dalam penelitian ini, seperti jumlah sampel, jenis kelamin dan lain-lain.

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PMRI Terhadap Hasil Belajar Matematika Pada Bangun Ruang Sisi Datar
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chikarahayu80@gmail.com

Abstract
Tujuan dalam penelitian ini adalah untuk melihat bagaimana hasil belajar matematika siswa kelas VIII setelah diterapkannya pendekatan pembelajaran Pendidikan Matematika Realistik Indonesia (PMRI) pada materi bangun ruang sisi datar kubus. Metode yang digunakan dalam penelitian ini adalah metode eksperimen. Data yang diambil dalam penelitian ini dilakukan dengan cara mengumpulkan hasil tes yang diujikan. Tes digunakan untuk mengetahui tingkat pencapaian hasil belajar siswa setelah mengikuti pembelajaran matematika pokok bahasan bangun ruang sisi datar dengan menggunakan pendekatan pembelajaran PMRI. Peneliti menggunakan instrumen berupa tes essay. Peneliti membuat 5 soal essay yang berkaitan dengan materi bangun ruang sisi datar kubus dan setiap langkah-langkah mempunyai skor tertentu, dengan skor ideal tertinggi 100. Sempel dalam penelitian ini adalah kelas VIII.3 sebagai kelas eksperimen berjumlah 32 orang yang terdiri dari 15 orang laki-laki dan 17 orang perempuan. Hasil dari rata-rata tes tertulis siswa kelas VIII.3 didapat yaitu \( \bar{x} = 71,92 \) dengan rata-rata kriteria ketuntasan minimum adalah 60 di kelas VIII MTs GUPPI Pagaralam. Penelitian ini menghasilkan bahwa dengan pendekatan pembelajaran Pendidikan Matematika Realistik Indonesia (PMRI) baik untuk diterapkan dan memberi kemudahan kepada siswa dalam mengejaran soal-soal yang berkaitan dengan kehidupan sehari-hari. Hal itu dapat dilihat dari hasil rata-rata belajar siswa yang lebih tinggi dibandingkan dengan ketuntasan minimum.

Keywords: bangun ruang, hasil belajar, PMRI

1. Introduction
mengajar untuk meningkatkan aktivitas belajar. Berdasarkan uraian sebelumnya penelitian ini membahas tentang penerapan PMRI terhadap hasil belajar pada materi bangun ruang sisi datar.

2. Methodology

3. Discussion
Penelitian ini dilakukan pada tanggal 01 September sampai tanggal 01 November 2016, dalam proses pembelajaran peneliti mengarahkan siswa untuk memahami materi melalui LKS yang penerapannya langsung dalam kehidupan sehari-hari. Hal itu dilakukan agar siswa benar-benar berusaha menganalisa soal dan berusaha mencari penyelesaiannya. Langkah-langkah pembelajaran Pendidikan Matematika Realistik Indonesia (PMRI) menggunakan LKS :

1. Peneliti menyampaikan materi ajar, materi tentang bangun ruang sisi datar dengan mengingat kembali dipelajaran SD.

Gambar 1: peneliti menjelaskan materi

2. Siswa membaca dan mengamati masalah konteks mengenai bentuk pada rubik, dalam LKS kemudian menjawab pertanyaan berdasarkan konteks tersebut. Guru hanya sebagai fasilitator

Gambar 2: siswa mengerjakan soal pada LKS
3. Siswa melanjutkan kegiatan menggambar sketsa rubrik dalam LKS berdasarkan masalah kontekstual yang diberikan. Siswa diberi kesempatan untuk bertanya apabila ada soal yang kurang jelas.

Gambar 3: siswa mensketsa gambar pada LKS

4. Siswa berdiskusi secara berkelompok mengenai hasil pekerjaannya

Gambar 4: siswa berdiskusi

5. Peneliti membahas jawaban yang ditemukan oleh siswa, peneliti meluruskan hasil jawaban yang telah dijawab oleh masing-masing siswa dan menyamakan persepsi

Gambar 5: Siswa menjawab hasil diskusi dan menyamakan persepsi
Setelah semua dianggap sudah paham dengan materi yang diajarkan, dipertemuan yang terakhir dilakukan tes dalam bentuk essay, sebelum melakukan tes, peneliti membuat soal yang berhubungan dengan materi bangun ruang sisi datar untuk kelas VIII SMP/MTS. Setiap soal peneliti memberikan bobot nilai siswa yang tingkat kesukaran soal tersebut, ini dimaksudkan untuk memudahkan peneliti dalam memberikan skor nilai soal tersebut. Berikut nilai siswa yang telah mengikuti tes setelah dilaksanakannya penerapan PMRI.

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Skor Jawaban Tiap Butir</th>
<th>Jumlah Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aldi H</td>
<td>6 12 11 14 9</td>
<td>52</td>
</tr>
<tr>
<td>2</td>
<td>Apriani S</td>
<td>5 12 9 13 12</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>Ardiyansyah P</td>
<td>4 9 10 12 10</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>Beni Akbar</td>
<td>5 4 11 13 11</td>
<td>44</td>
</tr>
<tr>
<td>5</td>
<td>Dahua Ariani</td>
<td>5 4 11 11 11</td>
<td>42</td>
</tr>
<tr>
<td>6</td>
<td>Dio Agus</td>
<td>5 10 7 10 6</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>Dindi Setiawan</td>
<td>3 11 8 7 5</td>
<td>34</td>
</tr>
<tr>
<td>8</td>
<td>Eman Budiman</td>
<td>7 11 9 5 7</td>
<td>39</td>
</tr>
<tr>
<td>9</td>
<td>Elvera Mayang</td>
<td>5 12 7 9 6</td>
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</tr>
<tr>
<td>10</td>
<td>Febriansyah</td>
<td>5 13 0 15 4</td>
<td>37</td>
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<td>11</td>
<td>Ferdi Setiawan</td>
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<td>47</td>
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<td>12</td>
<td>Faliyah Wanda</td>
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<td>45</td>
</tr>
<tr>
<td>13</td>
<td>Fatima Sari</td>
<td>5 9 9 2 8</td>
<td>33</td>
</tr>
<tr>
<td>14</td>
<td>Julia Bintang</td>
<td>4 13 9 13 4</td>
<td>43</td>
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<tr>
<td>15</td>
<td>Meylan Intan</td>
<td>4 9 0 12 11</td>
<td>36</td>
</tr>
<tr>
<td>16</td>
<td>Ninda Amelia</td>
<td>6 12 11 14 11</td>
<td>54</td>
</tr>
<tr>
<td>17</td>
<td>Pimbi Saputra</td>
<td>5 4 4 11 3</td>
<td>27</td>
</tr>
<tr>
<td>18</td>
<td>Prima Jasuma</td>
<td>4 9 11 14 11</td>
<td>49</td>
</tr>
<tr>
<td>19</td>
<td>Rangga Putra</td>
<td>4 9 10 12 10</td>
<td>45</td>
</tr>
<tr>
<td>20</td>
<td>Randi Ramadani</td>
<td>6 12 11 14 11</td>
<td>54</td>
</tr>
<tr>
<td>21</td>
<td>Rendi Setiawan</td>
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<td>22</td>
<td>Ringga Aprianti</td>
<td>5 9 9 2 8</td>
<td>33</td>
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<tr>
<td>23</td>
<td>Riyandi Saputra</td>
<td>5 12 11 14 11</td>
<td>53</td>
</tr>
<tr>
<td>24</td>
<td>Roki Saputra</td>
<td>6 12 11 14 9</td>
<td>52</td>
</tr>
<tr>
<td>25</td>
<td>Rossa Indah</td>
<td>4 12 10 13 8</td>
<td>47</td>
</tr>
<tr>
<td>26</td>
<td>Siti Hodijah</td>
<td>5 10 7 10 6</td>
<td>38</td>
</tr>
<tr>
<td>27</td>
<td>Sinta Andriani</td>
<td>5 12 9 13 12</td>
<td>51</td>
</tr>
<tr>
<td>28</td>
<td>Sukma Puspita</td>
<td>4 9 0 12 11</td>
<td>36</td>
</tr>
<tr>
<td>29</td>
<td>Tommy Saputra</td>
<td>4 9 10 12 10</td>
<td>45</td>
</tr>
<tr>
<td>30</td>
<td>Tri Agustin</td>
<td>5 12 11 14 11</td>
<td>53</td>
</tr>
</tbody>
</table>
Nilai rata-rata pada kelas yang telah diterapkan pendekatan pembelajaran Pendidikan Matematika Realistik Indonesia (PMRI) adalah 71,92 sedangkan KKM KD di sekolah tersebut adalah 60.

4. Conclusion and Recommendation
Berdasarkan analisis pada Bab IV, didapat nilai rata-rata kelas yang menggunakan pendekatan pembelajaran Pendidikan Matematika Realistik Indonesia (PMRI) dalam pembelajaran matematika baik untuk diterapkan pada materi bangun ruang. Pendidikan Matematika Realistik Indonesia (PMRI) merupakan pendekatan pembelajaran matematika yang menggunakan konteks dunia nyata, yaitu tentang bangun ruang sisi datar sehingga memungkinkan siswa menggunakan pengalaman sebelumnya secara langsung. Dengan pendekatan pembelajaran Pendidikan Matematika Realistik Indonesia (PMRI) berpengaruh terhadap hasil belajar siswa dan memberi kemudahan kepada siswa dalam mengerjakan soal-soal yang berkaitan dengan kehidupan sehari-hari, hal itu dapat dilihat dari hasil belajar siswa kelas VIII MTs Guppi Pagaralam Tahun Pelajaran 2016/2017 pada materi bangun ruang sisi datar yang ditunjukkan dari nilai rata-rata kelas eksperimen. Dari hasil penelitian saran yang ingin disimpulkan diantaranya:

1. Bagi guru: Pembelajaran dengan menggunakan pendekatan pembelajaran Pendidikan Matematika Realistik Indonesia (PMRI) pada materi bangun ruang sisi datar dapat digunakan karena dari hasil belajar matematika siswa kelas VIII, sehingga dapat lebih meningkatkan pengetahuan dan hasil belajar siswa dalam pembelajaran matematika dan dapat menambah wawasan untuk menggunakan pendekatan pembelajaran yang lebih bervariasi.

2. Bagi siswa: Pada saat mengikuti proses pembelajaran dengan menggunakan pendekatan pembelajaran Pendidikan Matematika Realistik Indonesia (PMRI) diharapkan siswa dapat lebih aktif bertanya dalam memecahkan permasalahan yang dihadapi khususnya pada materi bangun ruang sisi datar dan mempersiapkan diri dalam mengikuti kegiatan belajar mengajar dengan cara banyak membaca buku pelajaran matematika yang berhubungan dengan materi bangun ruang sisi datar serta dapat menyelesaikan latihan soal sehingga kemampuan terhadap materi bangun ruang sisi datar dapat dikuasai dengan baik.


4. Bagi peneliti: Penelitian ini dapat dilanjutkan kembali untuk yang akan melakukan penelitian sejenis, yaitu dapat dijadikan informasi dalam mendapatkan penelitian yang lebih baik dengan materi yang berbeda.

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Author Biography
Chika Rahayu, Lahir di Palembang 10 Januari 1988, S.1 STKIP Muhammadiyah Pagaralam, S.2 Universitas Sriwijaya Palembang,
Pengaruh Pendidikan Pelatihan Dan Motivasi Kerja Terhadap Kinerja Pamong Belajar di Pusat Kegiatan Belajar Masyarakat (PKBM) Kabupaten Merangin

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ABSTRACT
Penelitian ini merupakan penelitian kuantitatif metode survei dalam penelitian adalah untuk menguji hipotesis atau menjawab pertanyaan yang berkaitan dengan current status dari subyek yang diteliti dan menggunakan metode kuantitatif untuk mencari pengaruh antar variabel yang diteliti dengan mengajukan pertanyaan yang sama kepada sampel dari populasi yang dengan jumlah populasi dan sampel 40 partisipan. Hasil penelitian menunjukkan bahwa terdapat Pengaruh positif dan signifikan antara pendidikan dan pelatihan terhadap kinerja pamong belajar di PKBM Kabupaten Merangin dengan koefesien determinasi sebesar 0,579. Terdapat Pengaruh positif dan signifikan antara motivasi kerja terhadap kinerja pamong belajar di PKBM Kabupaten Merangin dengan koefesien determinasi sebesar 0,727. Dan terdapat pengaruh positif dan signifikan antara pendidikan dan pekerjaan, motivasi kerja, terhadap kinerja pamong belajar di PKBM Kabupaten Merangin dengan koefesien determinasi sebesar 0,777. Berdasarkan hasil penelitian di atas pamong belajar di PKBM Kabupaten Merangin disarankan agar dapat mempertahankan dan meningkatkan kinerja yang telah dicapai jangan cepat puas dengan apa yang telah dicapai serta meningkatkan dan mempertahankan motivasi dalam meningkatkan kualitas dalam proses pembelajaran guna terciptanya susana belajar yang baik dan kondusif.

Kata Kunci : Pendidikan dan Pelatihan, Motivasi Kerja, Kinerja Pamong Belajar

1. PENDAHULUAN
Tenaga pendidik dan kependidikan nonformal khususnya Pamong Belajar haruslah berkualitas dan profesional dalam rangka peningkatan sumber daya manusia di satuan pendidikan nonformal. Untuk mewujudkan Pamong Belajar yang berkualitas dan profesional maka diperlukan penguasaan kompetensi yang meliputi aspek andragogi, pedagogi, kepribadian, sosial serta profesional. Seorang pamong belajar selain menguasai kompetensi juga dituntut untuk memiliki semangat dan motivasi yang tinggi pada saat melaksanakan proses belajar mengajar pada kegiatan pendidikan dan pelatihan, pembelajaran, pembuatan percontohan program pendidikan nonformal serta penilaian dalam rangka pengendalian mutu dan dampak pelaksanaan program. Permentekbud Nomor 125 Tahun 2014 tentang Standar Akademik dan Kompetensi Pamong Belajar. Pamong Belajar adalah pendidik dengan tugas utama melakukan kegiatan belajar mengajar, pengkajian program, dan pengembangan model Pendidikan Nonformal dan Informal (PNFI) pada Unit Pelaksana Teknis (UPT)/Unit Pelaksana Teknis Daerah (UPTD) dan satuan PNFI.


Faktor lain yang bisa meningkatkan kinerja pamong belajar menurut Sedarmayanti (2001), adalah pendidikan dan pelatihan dalam usaha organisasi sebagai salah satu upaya untuk pengembangan sumber daya manusia, menunjukkan suatu siklus yang harus dilakukan secara terus menerus. Karena organisasi harus berkelanjutan untuk mengatasi perubahan diluar organisasi. Untuk itu maka kemampuan sumber daya manusia dalam suatu organisasi atau lembaga terus menerus dilingkatan seiring dengan tujuan dan perkembangan organisasi.

Selanjutnya yang dapat meningkatkan kinerja pamong belajar adalah motivasi kerja. Seorang pamong belajar dapat bekerja secara profesional jika pada dirinya terdapat motivasi yang tinggi. Pegawai/pamong belajar yang memiliki motivasi yang tinggi biasanyanya akan melaksanakan tugasnya dengan penuh semangat dan energik, karena ada motiv-motif atau tujuan tertentu yang melatarbelakangi tindakan tersebut. Motif itulah sebagai faktor pendorong yang memberi kekuatan kepadanya, sehingga ia mau dan rela bekerja keras. Motivasi kerja
adalah dorongan kerja yang timbul pada diri seseorang untuk berperilaku dalam mencapai tujuan yang telah ditentukan Wahjosumidjo (2004) Mengemukakan Bahwa motivasi adalah suatu usaha sadar untuk mempengaruhi perilaku seseorang agar supaya mengarah tercapainya tujuan organisasinya. Peran motivasi pamong belajar, baik internal maupun eksternal, sangat penting bagi terciptanya pamong belajar yang profesional. karena motivasi inilah yang menentukan perilaku orang-orang untuk bekerja, atau dengan kata lain, perilaku merupakan cerminan yang paling sederhana dari motivasi.

2. METODE PENELITIAN

Kemudian pengelolaan data kuantitatif dengan teknik statistik Mengunakan bantuan komputer program SPSS dan aplikasi Microsoft Office Excel 2013 Windows 10 di dalam penelitian ini sebagai alat bantu untuk memudahkan penilaian terhadap variabel-variabel penelitian sehingga diharapkan pemaparan hasil penelitian lebih mudah dipahami oleh pembaca.

Pemilihan metode ini didasarkan pada keinginan peneliti untuk mendapatkan gambaran mengenai pendidikan dan pealtihan, motivasi kerja, di dan kinerja pamong belajar di PKBM Kabupaten merangin, serta pengaruhnya baik langsung maupun tidak langsung dari variabel-variabel penelitian yang ditetapkan sebagai berikut :

1. Pendidikan dan pelatihan berfungsi sebagai variabel bebas (independent variable) yang selanjutnya diberi notasi $X_1$.
2. Motivasi kerja berfungsi sebagai variabel bebas (independent variable) yang selanjutnya diberi notasi $X_2$.
3. Kinerja pamong belajar berfungsi sebagai variabel terikat (dependent variable) yang selanjutnya diberi notasi $Y$.

Menurut Istijanto (2005, hal. 109) polipulasi merupakan "jumlah keseluruhan semua anggota yang diteliti”. Berkaitan dengan penelitian yang akan dilakukan, populasi dalam penelitian ini adalah pamong belajar yang berada di PKBM Kabupaten merangin berjumlah 40.

Menurut Istijanto (2005, hal. 109) polipulasi merupakan "jumlah keseluruhan semua anggota yang diteliti”. Berkaitan dengan penelitian yang akan dilakukan, populasi dalam penelitian ini adalah pamong belajar yang berada di PKBM Kabupaten merangin berjumlah 40.

Instrumen yang digunakan dalam penelitian ini adalah Angket. Jadi angket disini adalah daftar pertanyaan yang dibuat peneliti tentang Pengaruh variabel $X_1$ (Pendidikan dan pelatihan), $X_2$ (Motivasi Kerja), dan $Y$ (Kinerja Pamong Belajar) di PKBM Kabupaten Merangin. Bentuk angket yang dibuat peneliti adalah angket tertutup yaitu berisi daftar pertanyaan yang mengharapkan responden untuk memilih salah satu alternatif jawaban dari setiap pertanyaan yang telah disediakan.

Teknik pengumpulan data yang digunakan dalam penelitian ini terdiri dari kuesioner. Kuesioner dimaksudkan untuk menjaring data tentang pendidikan dan pelatihan, motivasi dan kinerja pamong belajar.

Teknik pengumpulan data yang digunakan dalam penelitian ini terdiri dari kuesioner. Kuesioner dimaksudkan untuk menjaring data tentang pendidikan dan pelatihan, motivasi dan kinerja pamong belajar. Sementara wawancara dimaksudkan untuk menjaring data keempat variabel penelitian yang tidak dapat dijaring dengan teknik kuesioner. Kelengkapan data juga ditunjung oleh observasi.


- Untuk jawaban Selalu skor 4
- Untuk jawaban Sering skor 3
- Untuk jawaban Jarang skor 2
- Untuk jawaban Tidak Pernah skor 1
Setelah diketahui nilai validitas dan reliabilitas instrumen, kemudian angket yang sudah dianggap cermat untuk mengukur apa yang hendak diukur maka angket ini dibagikan kepada responden (Pamong Belajar). Adapun cara penyebaran angket ini yakni peneliti langsung mendatangi responden kelokasi penelitian. Sedangkan untuk pengisian angket yang telah dibagikan tersebut, peneliti memberikan batas waktu pada setiap responden untuk membaca, memahami, dan mengisinya. Cara penarikan instrumen yaitu peneliti mendatangi kembali masing-masing responden yang telah disebab sebelumnya. Jika terdapat instrumen yang tidak terisi secara lengkap maka dikembalikan kepada responden untuk dilengkapi. Agar dapat melakukan uji statistik terhadap data penelitian, maka sebelumnya harus dilakukan uji persyaratan analisis guna memastikan apakah data penelitian dapat dianalisis dengan menggunakan statistik atau tidak. Adapun uji persyaratan analisis terdiri dari uji normalitas data dan uji lineartas.

3 HASIL PENELITIAN DAN PEMBAHASAN


<table>
<thead>
<tr>
<th>Analisis Regresi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>Pendidikan dan Pelatihan Terhadap Kinerja</td>
</tr>
</tbody>
</table>

328
4. KESIMPULAN DAN SARAN

DAFTAR PUSTAKA

Strategi Pembelajaran Aktif Tipe Lightening The Learning Climate

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Abstrak.
Logika matematika memiliki manfaat yang sangat penting dalam kehidupan sehari-hari yaitu dapat membuat kita menjadi insan yang lebih baik dalam mengambil keputusan secara bijak. Kemudian logika matematika mempunyai kaitan dengan materi lain yaitu materi trigonometri, dengan memahami logika matematika dapat membantu siswa menyelesaikan soal-soal trigonometri dimana pada materi trigonometri memerlukan banyak penggunaan rumus, dengan pemahaman logika matematika membantu siswa dalam mengambil keputusan rumus mana yang akan digunakan. Adapun tujuan dari penelitian ini yaitu untuk mengetahui keefektifan strategi pembelajaran aktif tipe Lightening The Learning Climate (menghidupkan suasana belajar) pada materi logika matematika siswa kelas XI. Sampel dalam penelitian diambil dua kelas yaitu sebagai kelas eksperiment (kelas XI Akuntansi) berjumlah 37 orang siswa dan sebagai kelas kontrol (XI Administrasi Perkantoran) berjumlah 37 orang siswa. Untuk mengetahui keefektifitas strategi pembelajaran digunakan tes tertulis yang berbentuk soal essay. Setelah diadakan tes diperoleh nilai rata-rata siswa kelas eksperimen yaitu sebesar 65,57 nilai rata-rata kelas kontrol yaitu sebesar 56,31, sehingga rentang atau selisih dari nilai rata-rata keduanya adalah 9,44. Dalam pengujian hipotesis didapat nilai $t_{tasting} = 3,19$ dan nilai $t_{table} = 1,67$ ini berarti nilai $t_{tasting} > t_{table}$ maka $H_0$ diterima dan $H_1$ ditolak. Sehingga dapat dinyatakan bahwa "strategi pembelajaran aktif tipe Lightening The Learning Climate (menghidupkan suasana belajar) pada materi logika matematika lebih efektif dari pada pembelajaran konvensional siswa kelas XI.

Kata Kunci : Lightening The Learning Climate

1. PENDAHULUAN

Logika matematika memiliki manfaat yang sangat penting dalam kehidupan sehari-hari diantaranya yaitu dapat membuat kita menjadi insan yang lebih baik dalam mengambil setiap keputusan secara bijak. Logika matematika memiliki keterkaitan dengan materi lain yaitu materi trigonometri, dengan memahami logika matematika dapat membantu siswa menyelesaikan soal-soal trigonometri dimana pada materi trigonometri memerlukan banyak penggunaan rumus, dengan pemahaman logika matematika membantu siswa dalam mengambil keputusan rumus mana yang akan digunakan. Sehingga pemahaman tentang konsep logika matematika harus benar-benar dipahami jangan hanya menghapalkan rumus-rumus saja.

Muamanah (2011), menyatakan bahwa selama ini guru matematika mengajarkan materi logika kepada siswa dengan menggunakan metode ceramah. Karena menggunakan metode ceramah, mengakibatkan siswa menerima pelajaran yang tergolong abstrak itu hanya secara pasif, menerima begitu saja apa yang diajarkan oleh guru tanpa membuktikan sendiri kebenarannya. Siswa cenderung menghafalkan rumus-rumus tanpa memahami dari mana rumus-rumus itu diperoleh. Sering kali dijumpai adanya siswa yang mengalami kesulitan dalam mencapai standar kompetensi, kompetensi dasar dan pengasuhan materi pembelajaran logika matematika. Kesulitannya berupa kurangnya pemahaman konsep, penggunaan nalar, pembentukan sikap siswa serta pemecahan masalah dan pengembangan kemampuan untuk mengomunikasikannya. Aktivitas pembelajaran seperti ini membuat siswa hanya menerima apa yang disampaikan, siswa merasa jenuh, mengantuk, serta tidak jarang pula siswa permisi keluar masuk kelas selama proses belajar mengajar berlangsung. Hal ini berdampak pada...
kurangnya keaktifan peserta didik dan hasil belajar yang diraih oleh siswa rendah karena kurangnya pemahaman. konsep pada materi logika matematika.

Kurikulum Tingkat Satuan Pendidikan (KTSP) sebagai landasan pembelajaran untuk mengembangkan kemampuan tersebut. Sesuai Permendiknas Nomor 23 Tahun 2006 yang menyatakan bahwa Standar Kompetensi Lulusan (SKL) mata pelajaran dikelas XI SMK salah satunya adalah memahami konsep logika matematika. Sementara itu matematika merupakan salah satu mata pelajaran yang diujikan secara nasional, maka seluruh kompetensi yang ada harus dikuasai siswa, sehingga hasil belajar yang diperoleh siswa mencapai SKL yang ditetapkan. Oleh sebab itu harus diupayakan mengatasi kesulitan-kesulitan belajar matematika yang dihadapi siswa. Kesulitan dalam belajar matematika membuat siswa beranggapan matematika adalah pelajaran yang sulit.

Salah satu alternatif strategi pembelajaran yang dapat digunakan untuk membuat matematika tidak menyulitkan bagi siswa sekaligus melibatkan siswa aktif dalam pembelajaran yaitu strategi pembelajaran aktif tipe lightening the learning climate. Strategi pembelajaran aktif tipe lightening the learning climate adalah suatu strategi yang dapat dengan cepat menemukan suasana belajar yang rileks, informal, dan tidak menakutkan dengan meminta siswa untuk memuat humor-humor kreatif yang berhubungan dengan materi pelajaran. Akan tetapi pada waktu yang sama dapat mengajak siswa berfikir (Zaini 2008:82-83). Sedangkan menurut Herlina (2010), strategi pembelajaran lightening the learning climate merupakan salah satu solusi yang digunakan untuk menghidupkan suasana belajar, sehingga dengan strategi lightening the learning climate dapat menciptakan suasana belajar yang menyenangkan dan mengesankan, kebersamaan dalam pembelajaran, demokrasi. Pada akhirnya siswa lebih tertarik untuk mempelajari materi logika matematika, sehingga akan meningkatkan motivasi dan hasil belajar siswa.

Berdasarkan latar belakang diatas, tujuan yang ingin dicapai dalam penelitian ini adalah untuk mengetahui keefektifan strategi pembelajaran aktif tipe lightening the learning climate terhadap hasil belajar matematika siswa kelas XI SMK Muhammadiyah Pagaralam.

2. METODELOGI

Metode yang digunakan pada penelitian ini adalah metode eksperimen. Metode eksperimen adalah suatu cara untuk mencari hubungan sebab akibat (hubungan kausal) antara dua faktor yang sengaja ditimbulkan oleh peneliti dengan mengeliminasi atau mengurangi atau menyisihkan faktor-faktor lain yang mengganggu (Arikunto, 2013:9). Penelitian ini berdesain "posttest-only control design", karena tujuan dalam penelitian ini untuk mengetahui keefektifan strategi pembelajaran aktif tipe lightening the learning climate terhadap hasil belajar.

Penelitian ini menggunakan desain Posttest Only Control Design. Desain penelitian tersebut adalah sebagai berikut:

\[
\begin{align*}
R & \times O_2 \\
R & \times O_4
\end{align*}
\]

(Sugiono, 2012:76)

Keterangan:

- **R** : Kelompok eksperimen dan kontrol dipilih secara random
- **X** : Perlakuan menggunakan strategi aktif tipe lightening the learning climate
- **O₂** : Observasi Kelompok Eksperimen Tes Akhir (Posttest)
- **O₄** : Observasi Kelompok Kontrol Tes Akhir (Posttest)

Sampel dari penelitian diambil dua kelas dari populasi yaitu kelas kontrol dan kelas eksperimen, yang diambil secara acak atau simple random sampling. Dikatakan simple karena pengambilan anggota sampel dari populasi dilakukan secara acak tanpa memperhatikan strata yang ada dalam populasi itu. Yang menjadi sampel dalam penelitian ini Kelas XI SMK Muhammadiyah Pagaralam, yaitu kelas eksperimen dan kelas kontrol yang dapat dilihat pada Tabel.1 sebagai berikut.

<table>
<thead>
<tr>
<th>Tabel. 1</th>
<th>Sampel Penelitian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas</td>
<td>Jumlah</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>XI AKUN</td>
<td>37</td>
</tr>
<tr>
<td>XI AP 1</td>
<td>37</td>
</tr>
</tbody>
</table>

3. **HASIL**

Pada bagian ini berisi tentang deskripsi hasil penelitian berupa nilai-nilai siswa dari hasil tes tertulis yang telah dilaksanakan di Sekolah Menengah Kejuruan (SMK) Muhammadiyah Pagaralam. Selanjutnya peneliti melakukan pelaksanaan pembelajaran dengan strategi pembelajaran aktif tipe *Lightening The Learning Climate* pada kelas eksperimen dan pembelajaran konvensional pada kelas kontrol. Instrumen yang digunakan dalam penelitian ini adalah tes tertulis dalam bentuk essay yang berjumlah 5 soal dengan materi logika matematika. Skor tes digunakan untuk mengetahui ada tidaknya efektivitas pembelajaran aktif tipe *Lightening The Learning Climate* terhadap hasil belajar siswa kelas XI SMK Muhammadiyah Pagaralam. Penelitian ini terdiri dari dua variabel yaitu variabel (X₁) sebagai variabel bebas yang pembelajarannya menggunakan pembelajaran aktif tipe *Lightening The Learning Climate* pada siswa kelas XI Akun (kelas eksperimen) dan variabel (X₂) sebagai variabel terikat yaitu hasil belajar siswa yang pembelajarannya tidak menggunakan pembelajaran aktif tipe *Lightening The Learning Climate* pada siswa kelas XI AP 1 (kelas kontrol). Data yang diperoleh dari hasil tes pada siswa SMK Muhammadiyah Pagaralam menggunakan rumus statistik uji t.

3.1 **Deskripsi Pelaksanaan Pembelajaran Kelas Kontrol**

Pada kegiatan awal peneliti melaksanakan pembelajaran pada kelas Kontrol yang dengan menggunakan metode konvensional (ceramah, tanya jawab). Proses belajar mengajar berpusat pada guru sehingga proses pembelajaran menjadi tidak aktif yang menyebabkan peneliti sulit untuk membedakan siswa yang mengerti dan belum mengerti. Pertemuan pertama sampai dengan pertemuan kedua proses pembelajaran tidak ada perbedaan yang signifikan. Dimana proses pembelajaran hanya berpusat pada guru dan siswa yang mampu menjawab hanya sebagian siswa yang mempunyai daya nalar yang cukup tinggi dan tidak adanya keaktifan siswa didalam menyampaikan pendapat.

3.2 **Deskripsi Pelaksanaan Pembelajaran Kelas Eksperimen**

Pada kegiatan awal peneliti melaksanakan pembelajaran pada kelas eksperimen yang dengan menggunakan strategi pembelajaran aktif tipe *Lightening The Learning Climate* dengan langkah-langkah sebagai berikut:

**Pertemuan Pertama :**
1. Peneliti menjelaskan kepada siswa bahwa akan mulai pelajaran dengan aktivitas pembuka yang menyenangkan dan menjelaskan materi tentang Logika matematika (Pernyataan, dan kalimat terbuka).
2. Peneliti membagi siswa dalam beberapa kelompok dimana dalam satu kelas dibagi menjadi 6 (enam) kelompok yang beranggota 6-7 orang yang berdasarkan kemampuan yang heterogen. Seperti terlihat pada Gambar 1 sebagai berikut:

![Gambar 1](attachment:image1.jpg)
Gambar 1 Peneliti Membagi Siswa Menjadi Beberapa Kelompok

Setiap kelompok dibagikan dua balok, 3 kelompok mendapatkan balok pernyataan yang berwarna biru dan hijau, 3 kelompok lagi mendapatkan balok kalimat terbuka yang berwarna merah dan kuning. Setelah masing-masing kelompok mendapatkan balok, barulah peneliti membagikan LKS kepada masing-masing kelompok tadi. Didalam LKS yang sudah dibagi terdapat petunjuk pengerjaan soal dan cara menggunakan balok yang telah dibagikan.

Selanjutnya masing-masing kelompok salah satu perwakilan dari kelompok yang mendapatkan balok pernyataan dan dari kelompok yang mendapatkan balok kalimat terbuka maju kedepan untuk menukarkan balok mereka (balok pernyataan ditukar dengan balok kalimat terbuka, balok kalimat terbuka ditukar dengan balok pernyataan). Seperti yang terlihat pada Gambar 2 sebagai berikut:

Gambar 2 Siswa Saling Menukar Balok yang Mereka Punya

Setelah balok selesai ditukar, masing-masing kelompok membuka balok dan membaca isi dari dari balok yang telah mereka tukar, kemudian para kelompok mengikuti lagi perintah dari LKS. Seperti yang terlihat pada Gambar 3 sebagai berikut:

Gambar 3 Siswa Membuka dan Membaca Isi yang Terdapat didalam Balok Kemudian Mengikuti Petunjuk yang Terdapat didalam LKS

3. Siswa mempresentasikan hasil dari kelompoknya masing-masing

Masing-masing kelompok mempresentasikan hasil LKS (membacakan hasil dari LKS yang telah mereka kerjakan ditempat kelompok mereka masing-masing) kemudian menyusun masing-masing balok sesuai dengan perintah yang telah peneliti katakan yaitu menyusun balok kedepan membentuk sebuah menara. Seperti yang terlihat pada Gambar 4 berikut ini:
Gambar. 4 Siswa Mempresentasikan Dan Menyusun Balok Membentuk Menara

4. Peneliti menanyakan apa yang telah para siswa pelajari tentang materi pernyataan dan kalimat terbuka dari LKS yang telah mejeka kerjakan.

5. Peneliti memberi penjelasan dan melanjutkan materi.

Pada akhir pembelajaran peneliti memberikan tes yang berjumlah 5 soal yang dikerjakan secara individu guna mengukur kemampuan siswa dalam memahami materi pernyataan dan kalimat terbuka, setelah itu hasil jawaban siswa dikumpulkan kepada peneliti dan pada akhir pertemuan peneliti membimbing siswa untuk menyimpulkan materi yang telah dipelajari dan mengingatkan kepada siswa materi yang akan dibahas pada pembelajaran selanjutnya dan menutup pertemuan dengan salam penutup.

Pertemuan Kedua:

Proses pembelajaran yang sama yaitu dengan langkah-langkah Pembelajaran aktif tipe Lightening The Learning Climate. Kegiatan pembelajaran dilaksanakan selama 2 jam pelajaran yang diikuti oleh 37 siswa dikarenakan. Cara pembelajaran sama pada pertemuan pertama, hanya saja dipertemuan kedua ini yang akan dibahas adalah materi ingkaran atau negasi suatu pernyataan.

Peneliti melakukan apersepsi untuk memotivasi peserta didik dengan cara mengingat kembali tentang materi yang dipelajari sebelumnya. Peneliti menginformasikan cara belajar yang akan ditempuh adalah dengan menggunakan pembelajaran aktif tipe Lightening The Learning Climate. Peneliti menjelaskan materi tentang ingkaran atau negasi suatu pernyataan, Selanjutnya peneliti mengorganisasikan siswa dalam kelompok-kelompok belajar yaitu siswa duduk berdasarkan kelompok yang telah dibentuk pada pertemuan pertama dan peneliti membagikan balok dan LKS kepada setiap siswa yang berisikan soal untuk membuat suatu penyataan dan ingkaran yang mempunyai pernyataan benar dan salah selanjutnya siswa bekerja bersama teman sekelompoknya, berdiskusi menyelesaikan permasalahan yang ada pada LKS kemudian menuliskan jawaban kekertas kecil kemudian dimasukkan kedalam balok. Balok yang telah diisi dengan pernyataan dan ingkaran kemudian dikumpulkan kedepan, dan masing-masing kelompok mengambil balok yang berbeda dari balok yang mereka dapat sebelumnya (kelompok pernyataan mengambil balok ingkaran yang berwarna merah dan kuning, kelompok ingkaran mengambil balok pernyataan yang berwarna biru dan hijau). seperti yang terlihat pada Gambar. 5a, b dibawah ini:

Gambar. 5a Siswa Dibagi Menjadi 6 Kelompok
5b Siswa Mengumpulkan Balok dan Mengambil Balok Sesuai Ketentuan

Pada saat siswa bekerja dalam kelompok, peneliti mengawasi serta membimbing kegiatan siswa serta memberikan motivasi kepada siswa agar dapat mengeluarkan pendapat-pendapat mereka mengenai pernyataan-pernyataan dan menentukan benar atau salahkah pernyataan dan ingkaran tersebut.

Setelah para siswa menyelesaikan soal yang terdapat pada LKS barulah salah satu kelompok mempresentasikan hasil dari LKS mereka. Pada akhir pembelajaran peneliti memberikan tes yang berjumlah 5 soal yang dikerjakan secara individu guna mengukur kemampuan siswa dalam memahami materi ingkaran atau negasi suatu pernyataan. Setelah itu hasil jawaban siswa dikumpul kepada peneliti dan pada akhir pertemuan peneliti membimbing...
siswa untuk menyimpulkan materi yang telah dipelajari dan mengingatkan kepada siswa untuk mempelajari materi-materi yang telah diajarkan.

Pertemuan Ketiga

Pada pertemuan ini dilaksanakan tes akhir setelah diterapkannya pembelajaran aktif tipe Lightening The Learning Climate untuk mengetahui hasil belajar siswa. Kegiatan tes akhir dilaksanakan selama 2 jam pelajaran yang diikuti oleh 37 siswa. Soal tes berupa soal tertulis yang berbentuk essay sebanyak 5 soal yang mencakup seluruh materi yang telah dipelajari selama 2 kali pertemuan.

Hasil pengujian yang dilakukan pada hasil belajar siswa yang pelajarannya dengan menggunakan pembelajaran aktif tipe Lightening The Learning Climate dan siswa yang pembelajarannya tanpa menggunakan pembelajaran aktif tipe Lightening The Learning Climate, menunjukkan bahwa siswa yang pembelajarannya dengan menggunakan pembelajaran aktif tipe Lightening The Learning Climate, nilai rata-ratanya lebih baik dari pada siswa yang pembelajarannya tanpa menggunakan pembelajaran aktif tipe Lightening The Learning Climate. Keefektifan hasil belajar siswa yang diberi pembelajaran aktif tipe Lightening The Learning Climate terlihat dari hasil rata-rata nilai siswa antara kelas eksperimen dan kontrol yaitu $\bar{x}_e = 65.57$ dan $\bar{x}_k = 56.31$. Sehingga hipotesis dalam penelitian ini, Pembelajaran aktif tipe Lightening The Learning Climate efektif terhadap hasil belajar matematika siswa di SMK Muhammadiyah Pagaralam Tahun Pelajaran 2016/2015 yang dapat diterima kebenarannya. Hal ini dibuktikan berdasarkan perhitungan statistik $t_{hitung} = 3.19$ dan $t_{tabel} = 1.67$ yang berarti $t_{hitung} > t_{tabel}$.

Hasil ini disebabkan karena pembelajaran menggunakan strategi aktif tipe Lightening The Learning Climate dapat meningkatkan keaktifan siswa didalam proses pembelajaran. Dimana siswa bebas mengemukakan pendapat mereka sendiri, siswa terlibat secara aktif dalam proses belajar, dan mereka dapat bertukar pendapat di dalam menyelesaikan soal-soal, sehingga efektif terhadap hasil belajar siswa.

![Gambar. 6 Hasil Pembelajaran Siswa](image)

4. KESIMPULAN

Berdasarkan analisis data maka simpulan dalam penelitian ini adalah:

Kegiatan belajar mengajar menggunakan strategi pembelajaran aktif tipe lightening the learning climate dapat meningkatkan hasil belajar siswa kelas XI SMK Muhammadiyah Pagaralam. Alat peraga berupa balok dapat dengan cepat membangun meningkatkan kemampuan, keaktifan, dan kecerdasan siswa kelas XI Akuntansi dalam memahami, mengerjakan, dan menyelesaikan soal - soal pada materi Logika Matematika. Selanjutnya berdasarkan hasil pengujian statistik didapat nilai $t_{hitung} = 3.19$ sedangkan $t_{tabel} = 1.67$, karena nilai $t_{hitung} > t_{tabel}$ maka $H_0$ ditolak. Ini berarti $H_0$ yang menyatakan bahwa “strategi pembelajaran aktif tipe lightening the learning climate efektif terhadap hasil belajar siswa kelas XI SMK Muhammadiyah Pagaralam ”.

REFRENSI


Pengaruh Model Pembelajaran Temuan Terbimbing Terhadap Materi Menentukan Ide Pokok Siswa Kelas X SMK Negeri 1 Jarai

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ABSTRAK
Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran sebelum dan setelah menggunakan model temuan terbimbing terhadap materi menentukan ide pokok siswa Kelas X SMK Negeri 1 Jarai. Metode yang digunakan dalam penelitian ini adalah metode eksperimen. Populasi dalam penelitian ini adalah 278. Teknik pengambilan sampel dalam penelitian menggunakan Simple Random Sampling. Berdasarkan hasil tes awal kelompok kontrol dalam menentukan ide pokok dikelompokkan skor tes awal terdahap kelompok eksperimen adalah 33,00 dan tertinggi 73,00 dengan skor rata-rata 52,82. Selanjutnya, tes awal terhadap kelompok eksperimen adalah 33,00 dan tertinggi 80,00 dengan skor rata-rata 55,35. Skor tes akhir siswa kontrol terendah adalah 40,00 dan tertinggi 86,00 dengan skor rata-rata 65,66. Hasil tes akhir kelas eksperimen setelah diterapkan model pembelajaran menentukan ide pokok terendah 40,00 dan tertinggi 93,00 dengan skor rata-rata 71,67. Selanjutnya setelah dikelompokkan skor tes awal adan tes akhir dilakukan pengujian uji-t terhadap kedua kelompok penelitian, dari pengujian uji-t yang menunjukkan bahwa t-hitung > t-tabel atau 3.95>1,96 pada tingkat signifikat 95%. Dengan demikian dapat disimpulkan terdapat perbedaan yang signifikan sebelum dan setelah menggunakan model pembelajaran temuan terbimbing.

Kata-kata kunci: Temuan terbimbing, Menentukan ide pokok.

1. PENDAHULUAN
Membaca merupakan hal sangat penting dalam kehidupan sehari-hari. Membaca tidak hanya berlaku untuk mahasiswa dan pelajar saja. Akan tetapi, masyarakat umum pun perlu juga membaca. Hal ini disebababakan, membaca merupakan pintu utama untuk mendapatkan berbagai pengetahuan dan informasi. Oleh karena itu, sebagai seorang pelajar hendaknya menyadari tentang pentingnya membaca. Salah satu materi membaca yang penting dikuasai siswa adalah menentukan ide pokok.

Berdasarkan hasil pengamatan, materi menentukan ide pokok merupakan materi yang tidak pernah ketinggalan dalam kehidupan siswa. Hal ini dapat terlihat dalam ujian nasional dan tes masa ke perguruan tinggi, soal-soal yang berkaitan dengan menentukan ide pokok selalu ada. Akan tetapi, siswa kurang berminat membaca teks secara cermat, sehingga dapat menyebabkan nilai rendah.

Menurut Purwanti (2010:23) faktor penyebab rendahnya siswa dalam menentukan ide pokok yaitu sebagai berikut: (1) belum ditemukannya strategi dan model pembelajaran pembelajaran yang tepat, (2) belum ada kolaborasi yang tepat antara guru dan siswa dalam kegiatan belajar mengajar di kelas khususnya materi menentukan ide pokok.

Pembelajaran menentukan ide pokok masih rendah juga terjadi di SMK Negeri 1 Jarai. Hal ini dapat dilihat dari hasil angket terbuka yang disebarkan dengan guru bahasa Indonesia. Dari hasil angket diperoleh faktor penyebab rendahnya menentukan ide pokok yaitu; (1) siswa menganggap bahwa pembelajaran bahasa Indonesia itu mudah, (2) siswa belum dapat membedakan letak ide pokok di awal dan di akhir kalimat, (3) siswa belum memahami kalimat penjelas ide pokok dengan baik, (4) saat proses belajar mengajar berlangsung siswa pura-pura mengerti/ paham terhadap materi yang dijelaskan.

Selanjutnya, bedasarkan hasil angket terbuka diperoleh hal-hal sebagai berikut: (1) Wacana yang diberikan bertolak belakang. Dalam hal ini teks yang diberikan guru untuk tugas sulit, sedangkan untuk contoh mudah dipahami, (2) sebagian siswa belum dapat memahami kalimat penjelas, (3) siswa belum memahami ciri-ciri kalimat yang mengandung ide pokok.

Mengingat pentingnya materi menentukan ide pokok untuk siswa, perlu adanya cara belajar yang berbeda untuk dapat meningkatkan pemahaman siswa dalam menentukan ide pokok. Salah satunya adalah dengan menggunakan model pembelajaran temuan terbimbing.

Menurut Eggen (2012:177) temuan terbimbing adalah salah satu pendekatan mengajar di mana guru memberi siswa contoh-contoh topik spesifik dan memandu siswa untuk memahami topik tersebut.
Permasalahan dalam penelitian ini adalah “Bagaimanakah pengaruh model pembelajaran sebelum dan setelah menggunakan model temuan terbimbing terhadap materi menentukan ide pokok siswa kelas X SMK Jarai?"

Penelitian ini bertujuan untuk mengeahui pengaruh model pembelajaran sebelum dan setelah menggunakan model temuan terbimbing terhadap materi menentukan ide pokok siswa kelas X SMK Jarai.


Menurut Eggen (2012:177) temuan terbimbing adalah salah satu pendekatan mengajar di mana guru memberi siswa contoh-contoh topik spesifik dan memandu siswa untuk memahami suatu materi dengan mudah.

Menurut Eggen (2012:189—199) langkah-langkah pembelajaran menggunakan temuan terbimbing yaitu sebagai berikut: (1) fase Pendahuluan: Guru berusaha menarik perhatian siswa dengan menetapkan fokus materi belajar, (2) fase terbuka yaitu dengan cara guru memberi siswa contoh dan meminta siswa untuk mengamati dan membandingkan contoh-contoh, (3) fase Konvargen yaitu guru menanyakan pertanyaan-pertanyaan spesifik yang dirancang untuk membimbing siswa mencapai pemahaman tentang konsep atau generalisasi, (4) fase penutup dan penerapan yaitu dengan cara guru membimbing siswa memahami deinsi suatu konsep atau pernyataan generalisasi lalu siswa menerapkan pemahaman mereka ke dalam konteks baru.

Menurut Eggen (2012:201) kelebihan model pembelajaran temuan terbimbing yaitu sebagai berikut: (1) dapat membuat siswa untuk berpikir kritis, (2) mendorong pemahaman mendalam tentang suatu materi, (3) pemahaman siswa tentang materi menjadi lebih baik, (4) dapat meningkatkan motivasi siswa.

2. METODOLOGI PENELITIAN

Metode yang digunakan dalam penelitian ini adalah eksperimen semu (quasi eksperimental-research). Desain yang digunakan dalam penelitian ini yaitu Nonequivalent Control Group Design.

Penelitian ini terdiri dari dua variabel, yaitu variabel bebas dan variabel terikat. Variabel. Variabel bebas dalam penelitian ini adalah model temuan terbimbing, sedangkan variabel terikat adalah hasil siswa dalam menentukan ide pokok.


Instrumen yang digunakan dalam penelitian ini yaitu prestasi hasil belajar. yaitu berupa tes kemampuan membaca pemahaman. Kemampuan membaca yang dimaksudkan adalah menentukan ide pokok.

Teknik pengumpulan data yang digunakan dalam penelitian yaitu tes berbentuk esai, sebanyak 10 soal dalam menentukan ide pokok.

Teknik analisis data setelah data diperoleh, data diolah dengan menggunakan program komputer SPSS18.

3. HASIL PENELITIAN DAN PEMBAHASAN

A. HASIL PENELITIAN

1. Uji Normalitas dan Homogenitas Kelompok Eksprimen
Analisis uji normalitas dan uji homogenitas dalam penelitian ini bertujuan untuk menguji asumsi bahwa data yang diambil dari sampel yang berdistribusi normal dan homogen. Uji normalitas dan homogenitas yang digunakan dalam penelitian ini adalah Teknik P-P Plot dan Distribusi Chi Kuadrat. Pengujian normalitas dalam penelitian ini menggunakan program komputer SPSS 18. Nilai yang diuji adalah nilai tes awal.

Berdasarkan data sebelumnya, diketahui skor yang diperoleh siswa kelompok eksperimen dalam tes menemukan ide pokok yaitu jumlah sampel untuk kelompok eksperimen sebanyak 40 orang. Rata-rata yang didapat adalah 55,35 dengan simpangan baku adalah 12,90.

Jumlah sampel yang diteliti pada kelompok kontrol adalah 40 orang. Frekuensi observasi yang muncul yaitu 3 orang yang mendapat nilai 33; 6 orang yang mendapat nilai 40; 5 orang yang mendapat nilai 46; 6 orang yang mendapat nilai 53; 7 orang yang mendapat nilai 60; 7 orang yang mendapat nilai 66; 5 orang yang mendapat nilai 73; 1 orang yang mendapat nilai 80.

Berdasarkan data sebelumnya, diketahui skor yang diperoleh siswa kelompok eksperimen dalam tes menemukan ide pokok yaitu jumlah sampel untuk kelompok eksperimen sebanyak 40 orang. Rata-rata yang didapat adalah 55,35 dengan simpangan baku adalah 12,90.

Uji Normalitas dan Homogenitas Sampel Kelompok Kontrol

Berdasarkan data sebelumnya, diketahui skor yang diperoleh siswa kelompok eksperimen dalam tes menemukan ide pokok yaitu jumlah sampel untuk kelompok eksperimen sebanyak 40 orang. Rata-rata yang didapat adalah 55,35 dengan simpangan baku adalah 12,90.

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Selanjutnya, dihitung hasil satatistik Chi Kaudrat dan diketahui Chi Kaudrat = 6,000; derajat kebebasan = (n-1=7); probabilitas (Asymp. Sig.) = 0,540. Chi Kuadrat hitung < Chi kuadrat tabel atau 6,000 < 14,070 dengan demikian Ho diterima. Dengan demikian, dapat dikatakan bahwa sampel pada tes awal kelompok kontrol homogen. Nilai terendah adalah 33,00 dan nilai tertinggi adalah 80,00.

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3. Uji Perbandingan Perbedaan Antara Nilai Awal dan Akhir Kelas Kontrol dan Eksperimen


4. Menentukan Signifikan Nilai Awal dan Akhir Kelas Kontrol dan Eksperimen

Dengan demikian Ho diterima, artinya terdapat perbedaan antara nilai awal dan akhir kelas kontrol.

5. Uji Perbandingan Perbedaan Antara Nilai Akhir Kelompok Kontrol dan Nilai Akhir Eksperimen

demikian Ho ditolak, artinya terdapat perbedaan yang signifikan antara nilai akhir kelas eksperimen dan nilai akhir kelas kontrol.

6. Pengujian Hipotesis
Pengujian hipotesis dalam penelitian ini dilakukan untuk mengetahui signifikan pengaruh model pembelajaran temuan terbimbing dalam menentukan ide pokok. Data yang diperoleh dianalisis dengan menggunakan uji-t pada taraf signifikan 95 %.

<table>
<thead>
<tr>
<th>Statistik Kelompok Hasil Tes Akhir Eksperimen dan Tes Akhir Kontrol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rata-rata</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Pair 1</td>
</tr>
<tr>
<td>Nilai tes akhir eksperimen</td>
</tr>
<tr>
<td>Nilai tes akhir kontrol</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>T</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>---</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.14</td>
<td>.70</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>3.95</td>
<td>76,94</td>
</tr>
</tbody>
</table>

Data tabel di atas menunjukkan bahwa rata-rata hasil belajar siswa kelompok eksperimen untuk tes awal sebesar 55,35 dan tes akhir 71,67 sehingga rata-rata hasil belajar siswa mengalami peningkatan sebesar 16.32. Rata-rata hasil belajar siswa kelompok kontrol untuk tes awal sebesar 52.82 dan tes akhir sebesar 65.66 sehingga rata-rata hasil belajar siswa mengalami peningkatan sebesar 12.84. Dari selisih nilai tersebut dihitung dengan uji t pada taraf signifikan 95 % dan (df= n2 + n12). Apabila t-hitung > t - tabel maka Ho ditolak. Dari hasil penghitungan diperoleh t-hitung sebesar 3,955, sedangkan t-table 1.960. Diperoleh t-hitung > t-tabel maka dapat disimpulkan bahwa ada perbedaan yang signifikan antara hasil belajar siswa pada kelompok eksperimen dan kelompok kontrol.

B. PEMBAHASAN
Berdasarkan hasil pengujian uji-t kedua kelompok penelitian, dapat simpulkan bahwa ada perbedaan skor rata-rata pada kelompok eksperimen dan kelompok kontrol sebab setelah dikonsultasikan pada t-tabel tenyata perbedaan tersebut signifikan. Hal tersebut dapat dilihat dari pengujian uji-t yang menunjukkan bahwa t-hitung > t-tabel atau 3.95>1,96 pada tingkat signifikasi 95%.


Keberhasilan peningkatan hasil belajar pada siswa kelompok eksperimen ini, disebabkan pada saat pembelajaran menentukan ide pokok mendapat pembelajaran dengan perlakuan. Perlakuan yang diberikan yaitu penggunaan model pembelajaran temuan terbimbing.

Penelitian ini menunjukkan hasil yang baik dan positif. Hal ini peneliti rasakan karena melihat hasil belajar siswa yang meningkat. Dengan kata lain, dalam menentukan ide pokok hasil siswa meningkat.

4. **SIMPULAN**

Hasil penelitian membuktikan bahwa adanya perbedaan antara siswa yang diajarkan dengan menggunakan model pembelajaran *temuan terbimbing* dan siswa yang diajarkan dengan model pembelajaran konvensional berbeda. Ini berarti bahwa model pembelajaran *temuan terbimbing* lebih efektif digunakan dalam menentukan ide pokok.

5. **SARAN**

Berdasarkan hasil penelitian ini, disarankan kepada guru yang mengajarkan bahasa Indonesia untuk menjadikan model pembelajaran temuan terbimbing dalam menentukan ide pokok di sekolah atau sebagai model pembelajaran alternatif. Bagi para peneliti selanjutnya disarankan agar mengelola waktu dengan sebaik-baiknya.

**DAFTAR PUSTAKA**


PENGEMBANGAN BAHAN AJAR MEMBACA I
PROGRAM STUDI PENDIDIKAN BAHASA, SASTRA INDONESIA
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ABSTRAK

Kata-kata kunci: pengembangan, bahan ajar, membaca

1. Pendahuluan

Di perguruan tinggi Universitas Baturaja, khususnya Program Studi Pendidikan Bahasa, Sasstra Indonesia dan daerah, terdapat mata kuliah Membaca I. Tujuan mata kuliah Membaca I
adalah agar mahasiswa memiliki sejumlah pengetahuan dan wawasan yang luas dalam bidang membaca yang meliputi arti membaca, tujuan membaca, ruang lingkup membaca, teknik-teknik yang baik dalam membaca, serta dapat menerapkan teknik membaca yang cepat, efektif, dan efisien dalam meningkatkan kemampuan membaca mahasiswa. Meningkat pentingnya membaca bagi mahasiswa Program Studi Pendidikan Bahasa, Sastra Indonesia dan Daerah Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Baturaja, kemampuan membaca mahasiswa tersebut harus baik. Akan tetapi kondisi kemampuan membaca para mahasiswa saat ini masih rendah. Salah satu faktor yang menyebabkan kondisi tersebut yaitu kurangnya ketersediaan bahan ajar yang memuat materi bagaimana membaca yang efektif dan efisien yang tersedia di perpustakaan.

Dalam rangka meningkatkan mutu pembelajaran membaca para mahasiswa perlu dikembangkan bahan ajar yang efektif, efisien, dan inovatif. Bahan ajar inovatif merupakan bahan ajar yang disusun secara menarik, efektif, variatif, kontekstual, dan sesuai dengan tingkat kebutuhan peserta didik. Ketersediaan bahan ajar yang efektif, efisien, dan inovatif bagi dosen dan mahasiswa dapat membantu meningkatkan keberhasilan serta kualitas suatu pembelajaran. Oleh karena itu dalam penelitian dan pengembangan ini, peneliti mengembangkan bahan ajar berbentuk buku teks untuk mata kuliah Membaca I.

Berdasarkan latar belakang tersebut, rumusan masalah dalam penelitian dan pengembangan ini adalah sebagai berikut. (1) Bagaimanakah kebutuhan bahan ajar menurut dosen dan mahasiswa dalam pembelajaran membaca? (2) Bagaimanakah prototipe bahan ajar Membaca I hasil pengembangan? (3) Bagaimanakah efek potensial buku teks hasil pengembangan terhadap pembelajaran membaca mahasiswa Program Studi Pendidikan Bahasa, Sastra Indonesia dan Daerah FKIP Universitas Baturaja?

Tujuan dalam penelitian ini adalah untuk mendesain dan kajian bahan ajar terhadap kebutuhan mahasiswa dan dosen, prototipe bahan ajar hasil pengembangan, dan efek potensial bahan ajar hasil pengembangan pembelajaran membaca mahasiswa. Hasil penelitian dan pengembangan ini diharapkan bermanfaat bagi salah satu referensi untuk meningkatkan hasil belajar mahasiswa dan mutu pembelajaran.

2. Kajian Pustaka
2.1 Pengertian dan Peran Bahan Ajar

Bahan ajar adalah bahan atau materi pelajaran yang disusun secara sistematis yang digunakan guru dan siswa dalam melaksanakan proses pembelajaran (Pannen dikutip Setiawan, 2007). Dengan menggunakan bahan ajar yang dikembangkan maka guru akan lebih percaya diri dalam melaksanakan kegiatan pembelajaran sehingga transformasi ilmu pengetahuan di kelas dapat dilakukan dengan efektif dan efisien. Tanpa bahan ajar akan sulit bagi guru untuk meningkatkan efektivitas pembelajaran. Begitu juga dengan siswa, tanpa bahan ajar siswa akan sulit untuk mengikuti proses belajar di kelas.

Sehubungan dengan jenis bahan ajar, menurut Prastowo (2011), berdasarkan bentuknya bahan ajar dibedakan menjadi empat jenis, yaitu sebagai berikut. (1) Bahan ajar cetak, yaitu bahan yang disiapkan dalam kertas (printed), misalnya handout, buku teks, modul, lembar kerja siswa, brosur, leaflet, foto, dan model atau market. (2) Bahan ajar dengar (audio) yaitu bahan ajar dengan sistem yang menggunakan sinyal radio, misalnya kaset, radio, piring hitam atau compact disk audio. (3) Bahan ajar pandang (audiovisual) yaitu bahan ajar dengan sistem sinyal audio yang dikombinasikan dengan gambar bergerak, misalnya video compact disk dan film. (4) Bahan ajar interaktif, yaitu bahan ajar yang dikombinasikan dari dua atau lebih media (audio, teks, gambar, animasi, dan video) contohnya compact disk interactive.

Bahan ajar dipandang sebagai media pembelajaran sangat besar artinya di dalam menambah dan meningkatkan efektivitas pembelajaran (Setiawan, 2007). Oleh karena itu, bahan ajar yang digunakan harus sesuai dengan karakteristik mahasiswa dan tujuan pembelajaran yang akan dicapai. Salah satu bentuk bahan ajar yang dapat meningkatkan efektivitas pembelajaran adalah buku teks. Dalam penelitian ini, peneliti mengembangkan jenis bahan ajar cetak berbentuk buku teks.

Berdasarkan uraian tersebut, bahan ajar *Membaca I* berbentuk buku teks yang akan dikembangkan peneliti, memiliki karakteristik sebagai berikut: (1) judul, (2) petunjuk belajar untuk dosen dan mahasiswa, (3) kompetensi dasar/materi pokok, (4) informasi pendukung, (5) latihan-latihan, (6) rangkuman, (7) penilaian, (8) glosarium, dan (9) daftar pustaka.

2.2 Analisis Kebutuhan Bahan Ajar

Menurut Richterich dan Chancerel dikutip Nurhayati (2012), analisis kebutuhan merupakan proses awal dalam penentuan tujuan-tujuan perilaku tertentu yang akan dicapai sebagai dasar pengembangan bahan ajar. Hal ini berarti bahwa kegiatan analisis kebutuhan merupakan langkah awal untuk melakukan sebuah pengembangan yang salah satunya pengembangan bahan ajar berbentuk buku teks. Berdasarkan beberapa pendapat tersebut dalam penelitian ini, penulis mengadakan analisis kebutuhan dari berbagai pihak, yaitu mahasiswa dan dosen Program Studi Pendidikan Bahasa, Sastra Indonesia dan Daerah Fakutas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Baturaja.

2.3 Pentingnya Keterampilan Membaca Bagi Mahasiswa


Setiap orang berbeda kemampuan membacanya. Akan tetapi semua orang dapat meningkatkan keterampilannya dalam membaca. Namun perlu mengikuti tahap-tahap dalam membaca sebagai lain yang diungkapkan Subadiyono (2011) dalam kegiatan pembelajaran membaca, ada tiga fase yang perlu dilakukan untuk mendorong mahasiswa dapat memahami bahan bacaan dengan baik yakni fase sebelum membaca, fase selama membaca, dan fase setelah membaca.

Fase sebelum membaca merupakan fase pengaktifan pengetahuan awal yang dibawa oleh pemelajar ke dalam teks berpengaruh terhadap pemahaman bacaan. Fase selama membaca merupakan fase ini pembaca berinteraksi langsung dengan teks dalam rangka proses membangun makna. Pemelajar terlibat secara aktif dalam memperoleh apa yang dipelajari dan memadukannya dengan skema mereka. Selanjutnya, fase setelah membaca yaitu fase pada saat pelajar berusaha membangun kembali atau memperluas maks atau isi yang tekandung dalam teks yang dibaca. Dalam fase ini, pemelajar melakukan kegiatan membuat pertanyaan, membuat ringkasan, dan membuat grafik pengorganisasian.

3. Metodologi Penelitian

3.1 Metode Penelitian


Pada tahap penggunaan bahan ajar, peneliti juga melakukan uji coba lapangan (*field trial*) pada sekelompok mahasiswa (1 kelas atau sebanyak 23 orang mahasiswa) untuk melihat efek potensial bahan ajar yang telah dikembangkan oleh peneliti. Pada *field trial*, metode yang digunakan yaitu *pre-experimental design* jenis one-group pretest-posttest design (Sugiyono, 2012). Data yang diperoleh dari hasil *field trial* dianalisis dengan menggunakan analisis uji *t* melalui SPSS 16. Hasil dari perhitungan analisis dengan menggunakan uji *t* tersebut dideskripsikan dan ditarik simpulkan.

3.2 Lokasi dan Subjek Penelitian

Penelitian ini dilakukan di Program Studi Pendidikan Bahasa, Sastra Indonesia dan Daerah Fakutas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Baturaja. Subjek penelitian dalam rangka identifikasi kebutuhan adalah mahasiswa semester 1 Program Studi Pendidikan...
Bahasa, Sastra Indonesia dan Daerah, Fakultas Keguruan dan Ilmu pendidikan (FKIP), Universitas Baturaja yang berjumlah sebanyak 87 orang mahasiswa. Sementara itu, teknik pengumpulan data yang digunakan dalam penelitian ini adalah angket dan tes. Teknik analisis data angket dan tes menggunakan deskripsi dan SPSS

4. Hasil Penelitian
4.1 Identifikasi Kebutuhan Mahasiswa

4.2 Identifikasi Kebutuhan Dosen

4.3 Prototipe Bahan Ajar
Berdasarkan kebutuhan dosen dan mahasiswa, kajian teori, dan bahan ajar yang digunakan, peneliti mengembangkan bahan ajar *Membaca I*. Prototipe bahan ajar hasil pengembangan dapat dilihat pada bagan 1 berikut ini.

Bahan ajar yang dinilainkan

Identifikasi kebutuhan

Dosen dan mahasiswa

Hanya memiliki unsur judul, materi dan latihan. Tidak ada indikator pencapaian. Tidak ada rangkuman Tidak ada glosarium Tidak ada rubrik penilaian

judul
petunjuk belajar
materi
latihan
penilaian
rangkuman
glosarium
contoh-contoh teks bacaan

Dosen dan mahasiswa

Bukan buku teknik

Bagan 1. Rancangan Bahan Ajar Membaca I
4.4 Hasil Validasi Ahli

Validasi ahli bahan ajar berupa buku teks Membaca I terdiri dari empat ahli isi/materi, ahli bahasa, ahli penyajian, dan ahli kegrafikaan. Berdasarkan hasil penilaian ahli materi, ahli kebahasaan, ahli penyajian/sajian dan ahli kegrafikaan menunjukkan tampilan yang dapat dikategorikan baik.

4.5 Hasil Uji Lapangan

Uji lapangan terhadap bahan ajar Membaca I dimaksudkan untuk mengukur kemampuan mahasiswa memahami materi menggunakan bahan ajar, yaitu kemampuan mahasiswa memahami tiap-tiap materi membaca yang terdapat dalam buku bahan ajar hasil pengembangan peneliti.

a. Nilai Tes Membaca Intensif


b. Nilai Tes Membaca Cepat


c. Nilai Tes Membaca Pemahaman


d. Nilai Tes Membaca Kritis

sebelum menggunakan dan setelah menggunakan bahan ajar hasil pengembangan peneliti dapat digambarkan dalam grafik 1 berikut ini.

![Grafik 1. Nilai Rata-Rata dan Selisih Tes Membaca Kritis Sebelum dan Setelah Menggunakan Bahan Ajar Hasil Pengembangan](image)

4.6 Hasil Uji Statistik

Uji statistik ini dilakukan untuk memperoleh informasi tentang ada atau tidak perbedaan tingkat kemampuan dan pemahaman membaca mahasiswa sebelum dan setelah menggunakan bahan ajar hasil pengembangan. Berdasarkan hasil analisis data terhadap tes yang dilakukan pada 23 mahasiswa tentang membaca intensif, membaca cepat, membaca pemahaman, dan membaca kritis diperoleh data sebagai berikut. Pada hasil uji t membaca intensif menunjukkan nilai *mean* pada pretes dan postes membaca intensif adalah 17,96 dengan standar deviasi 9,98 dan sig (2-tailed) 0,00. Angka 0,00 lebih kecil dari *alpha value* yaitu 0,05. Hal ini berarti adanya perbedaan yang signifikan antara nilai pada membaca intensif sebelum dan sesudah penggunaan bahan ajar *Membaca I* hasil pengembangan.

Selanjutnya, pada membaca cepat menunjukkan nilai *mean* pada pretes dan postes membaca cepat adalah 11,39 dengan standar deviasi 9,38 dan sig (2-tailed) 0,00. Angka 0,00 lebih kecil dari *alpha value* yaitu 0,05. Artinya terdapat perbedaan yang signifikan antara nilai pada membaca cepat sebelum dan sesudah penggunaan bahan ajar *Membaca I* hasil pengembangan. Begitu juga, pada uji *t* membaca pemahaman menunjukkan nilai *mean* pada pretes dan postes membaca pemahaman adalah 25,13 dengan standar deviasi 7,57 dan sig (2-tailed) 0,00. Angka 0,00 lebih kecil dari *alpha value* yaitu 0,05. Hal ini juga menunjukkan adanya perbedaan yang signifikan nilai pada membaca pemahaman sebelum dan sesudah penggunaan bahan ajar *Membaca I* hasil pengembangan.

5. Pembahasan


### Tabel 1: Nilai Rata-Rata Tes Membaca Sebelum dan Setelah Mahasiswa Menggunakan Bahan Ajar Hasil Pengembangan

<table>
<thead>
<tr>
<th>Tes</th>
<th>Nilai Rata-Rata</th>
<th>Selisih</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretes</td>
<td>Postes</td>
</tr>
<tr>
<td>Membaca intensif</td>
<td>56,30</td>
<td>74,26</td>
</tr>
</tbody>
</table>

Grafik 1. Nilai Rata-Rata dan Selisih Tes Membaca Kritis Sebelum dan Setelah Menggunakan Bahan Ajar Hasil Pengembangan
6. Simpulan dan Rekomendasi
Berdasarkan hasil penelitian dan pembahasan dapat disimpulkan sebagai berikut.
Pertama, mahasiswa semester 1 Program Studi Pendidikan Bahasa, Sastra Indonesia dan Daerah, FKIP Universitas Baturaja memiliki kebutuhan yang beragam. Kedua, bahan ajar membaca yang diberi judul “Membaca I” efektif digunakan dalam pembelajaran membaca di perguruan tinggi, terutama pada perguruan tinggi yang memiliki karakteristik yang relatif sama dengan universitas tempat bahan ajar ini diuji coba. Ketiga, bahan ajar Membaca I hasil pengembangan berupa buku teks dapat meningkatkan kecepatan, keefektifan, pemahaman mahasiswa terhadap isi bacaan.
Berdasarkan hasil pembahasan, peneliti menyarankan kepada pembaca bahan ajar yang dikembangkan dalam penelitian ini baru selesai dalam tahap uji coba lapangan terbatas, yaitu hanya pada satu universitas. Agar diperoleh bahan ajar membaca yang sesuai dengan kebutuhan secara luas, perlu dilakukan penelitian dan pengembangan bahan ajar yang lebih luas sehingga pembelajaran membaca semakin meningkat.

Daftar Pustaka
IMPLEMENTASI MANAJEMEN BERBASIS SEKOLAH
di SMPN 8 KOTA JAMBI

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ABSTRACT

Kata kunci : implementasi, kebijakan, Manajemen Berbasis Sekolah

1. PENDAHULUAN
Perkembangan ilmu pengetahuan dan teknologi, telah semakin meningkatkan tuntunan kebutuhan sosial masyarakat. Pada akhirnya tuntunan tersebut bermuara kepada pendidikan, karena masyarakat meyakini bahwa pendidikan mampu menjawab dan menganalisis berbagai tantangan tersebut. Pendidikan merupakan salah satu upaya yang dapat dilakukan oleh sekolah sebagai institusi tempat masyarakat berharap tentang kehidupan di masa yang akan datang. Pendidikan perlu perubahan yang dapat dilakukan melalui perubahan dari pendidikan atau manajemen pendidikan di sekolah.

Chapman (1990) menjelaskan bahwa Manajemen berbasis sekolah (MBS) sebagai terjemahan dari School Base Management adalah suatu pendekatan politik yang bertujuan untuk meningkatkan, me-redisain pengelolaan sekolah, bertujuan untuk memberikan kekuasaan dan meningkatkan partisipasi sekolah dalam upaya perbaikan kinerjanya yang mencakup guru, siswa, orang tua siswa, dan masyarakat. Manajemen Berbasis Sekolah memodifikasi struktur pemerintahan dengan memindahkan otoritas dalam pengambilan keputusan pemerintahan dan manajemen ke setiap yang berkepentingan di lingkungan sekolah (local stakeholders).

Konsep Manajemen Berbasis sekolah (MBS) ini pertama kali muncul di Amerika Serikat. Latar belakangnya ketika itu masyarakat mempertanyakan tentang relevansi dan korelasi pendidikan yang diselenggarakan di sekolah dengan tuntutan kebutuhan masyarakat. Bertolak dari kondisi tersebut, dipandang perlu membangun suatu sistem persekolahan yang mampu memberikan kemampuan dasar bagi peserta didik. Muncullah penataan sekolah melalui konsep MBS yang diartikan sebagai wujud dari reformasi pendidikannya meredesain
dan memodifikasi struktur pemerintah ke sekolah dengan pemberdayaan sekolah dalam meningkatkan kualitas pendidikan nasional (Sagala, 2004).


*Ketiga*, output, diantaranya adalah masyarakat dan dunia usaha.

2. METODE PENELITIAN


Penelitian ini dilaksanakan pada SMP Negeri 8 Kota Jambi dengan pertimbangan bahwa Sekolah Menengah Pertama telah memiliki kewenangan dan tanggung jawab pada tahap awal pelaksanaan manajemen berbasis sekolah dalam berbagai bidang untuk mencapai tujuan pendidikan sehingga memungkinkan pelaksanaan manajemen berbasis sekolah dengan baik karena berbagai faktor-faktor pendukung yang dimiliki seperti, sumber daya guru (lebih banyak menggunakan guru inti), sarana dan prasarana serta infrastruktur sekolah yang cukup memadai.


Teknik pengumpulan data yang digunakan dalam penelitian ini terdiri dari kuesioner. Kuesioner dimaksudkan untuk menjaring data tentang kepemimpinan, disiplin, motivasi dan kinerja guru. Sementara wawancara dimaksudkan untuk menjaring data keempat variabel penelitian yang tidak dapat dijaring dengan teknik kuesioner. Kelengkapan data juga ditunjang oleh observasi.

3 HASIL PENELITIAN DAN PEMBAHASAN

Instrumen yang digunakan untuk mengukur kinerja kepala sekolah adalah instrumen yang sama dikeluarkan oleh departemen pendidikan nasional, Dirjen Dikdasmen tahun 2000, dengan upaya memotret keberhasilan kepemimpinan kepala sekolah dan sekaligus menggambarkan kondisi obyektif profit sekolah secara utuh. Kinerja sekolah merupakan keterpaduan semua warga sekolah yang tidak terlepas dan pelaksanaan tugas kepala sekolah (Dirjen Dikdasmen 2000). Untuk kinerja kepala sekolah dipakai 7 (tujuh) komponen penilaian yaitu (1) kepala sekolah sebagai edukator (2) kepala sekolah sebagai manajer, (3) kepala sekolah sebagai administrator, (4) kepala sekolah sebagai supervisor, (5) kepala sekolah sebagai leader, (6) kepala sekolah sebagai innovator, dan (7) kepala sekolah sebagai motivator.
Bentuk program perbaikan dan pengayaan yang dilaksanakan menurut hasil wawancara dengan responden yaitu dengan bentuk tindakan individu, kelompok diberi pekerjaan/tugas bentuk bimbingan pribadi Ditambahkan pula oleh responden yang lain, kadang individu kelompok berpasangan dan klasikal diberikan dalam bentuk bimbingan kelompok dan perorangan. Diberikan buku latihan tanya jawab artinya program perbaikan di tujuan terhadap siswa yang mengalami kesulitan baik secara klasikal maupun individu.

Partisipasi masyarakat yang dilembagakan dalam bentuk komite sekolah untuk menjamin akan adanya akuntabilitas, transparansi terhadap proses pelaksanaan pendidikan. Olehnya itu masyarakat sebagai stekholder sekolah dituntut keterlibatannya mulai pada tahap perencanaan program, pelaksanaan program, monitoring sampai pada tingkat evaluasi hasil yang dicapai. Berdasarkan hasil penelitian keempat unsur tersebut, yaitu peran serta masyarakat dalam perencanaan dan pelaksanaan program sekolah berada dalam kategori sedang, dan unsur yang lain yaitu peran serta masyarakat dalam monitoring dan evaluasi tergolong sangat rendah.

4. KESIMPULAN DAN SARAN

Implementasi Manajemen Berbasis Sekolah pada SMP Negeri 8 Kota Jambi diperoleh gambaran sebagai berikut. Kinerja kepala sekolah terhadap berbagai tugas dan fungsi kepala sekolah seperti kepala sekolah sebagai edukator, manajer, administrator supervisor, leader, inovator dan motivator berjalan maksimal. Kinerja guru dilihat dari empat aspek yang dinilai yakni kelengkapan program mengajar guru, penyajian materi pelajaran evaluasi dan analisis hasil belajar murid serta program perbaikan dan pengayaan. Dari empat aspek tersebut secara khusus pada program perbaikan dan pengayaan masih terdapat kelemahan-kelemahan seperti penyusunan tes dan materi berulang-ulang pada masing-masing sekolah, hal mana menunjukkan bahwa tingkat kreativitas guru menyusun materi masih sangat terbatas. Partisipasi masyarakat terhadap pihak pengelola sekolah belum sepenuhnya menunjukkan kerjasama yang baik diakibatkan oleh rendahnya kemampuan akademik masyarakat berorganisasi (komite sekolah) sehingga memiliki keterbatasan berperan aktif dalam kegiatan-kegiatan yang bersifat akademik seperti, perumusan misi, visi dalam perencanaan dan mekanisme pengawasan dalam pelaksanaan pengelolaan sekolah. Adapun faktor pendukung diterapkannya manajemen berbasis sekolah di SMP Negeri 8 Kota Jambi antara lain: adanya kerjasama antara kepala sekolah dengan semua pihak-pihak yang ada di sekolah, dukungan dana yang besar yang dapat membiayai berbagai kegiatan baik ekstra maupun intra, kemampuan akademik dan manajerial para pendidik sangat menunjang dalam proses pembelajaran, kemampuan manajemen tenaga administratif sangat membutui kegiatan ketatausahaan, sedangkan termasuk faktor penghambat manajemen berbasis sekolah di SMP Negeri 4 Khusus antara lain: Transparansi dan akuntabilitas kepala sekolah belum bersifat terbuka terutama dalam pemanfaatan dana, wilayah sekolah yang sempit tidak seimbang dengan jumlah siswa yang teramat lebih dari 1000 siswa, masih ada guru yang bersifat acuh terhadap peningkatan kualitas pendidikan, serta banyaknya peserta didik dengan berbagai karakter menyulitkan untuk pelaksanaan MBS secara total. Dalam penelitian ini Implementasi Manajemen Berbasis Sekolah di SMPN 8 Kota Jambi maka dengan pedoman pada kesimpulan tersebut, penulis menyiapkan sebagai berikut Pihak pengelola sekolah perlu melakukan transformasi akademik secara intens dengan masyarakat secara kelembagaan melalui organisasi komite sekolah sehingga pemahaman masyarakat terhadap tanggung jawab keberhasilan sekolah dapat berjalan maksimal. Dalam upaya untuk meningkatkan kinerja guru agar menjadi lebih profesional sesuai perkembangan tuntut pendidikan maka pelaksanaan manajemen berbasis sekolah yang lebih mengedepankan kemandirian pengelolaan sekolah maka pengembangan tugas dan tanggung jawab guru menjadi suatu kebutuhan mendesak dengan terus memberikan pendidikan dan latihan atau bentuk kegiatan lainnya dalam rangka pengembangan profesionalisme guru. Lebih memberikan peluang lebih nyata kepada wakil masyarakat dalam komite sekolah untuk lebih optimal dalam melaksanakan tugas dan fungsinya baik secara teknis maupun secara konseptual sehingga pelaksanaan manajemen berbasis sekolah mencerminkan demokratisasi di bidang pendidikan. Hendaknya dalam meningkatkan efisiensi MBS, analisis serta pengkajian data dan informasi perlu dilakukan secara terus menerus dan mendalam agar setiap unit kerja di sekolah dapat melaksanakan MBS yang efisien. Agar analisis pengimplementasian MBS menjadi lebih sempurna pada sekolah tingkat dasar, menengah dan lanjutan diharapkan kepada peneliti lain dapat melakukan pengkajian secara mendalam pada dimensi lain dalam MBS, sehingga pelaksanaan MBS tidak lagi menemui kendala di lapangan.
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Kepemimpinan Kepala Sekolah dalam Meningkatkan Kompetensi Pedagogik Guru

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Abstrak

Kepala sekolah memiliki tanggung jawab yang kompleks terhadap sekolah yang dipimpinnya, tidak hanya mengenai keempimipinan secara administratif tetapi juga bagaimana keterlaksanaan semua lini yang menjadi tanggung jawabnya, termasuk di antaranya bagaimana upaya meningkatkan kompetensi pedagogik para guru yang ada di sekolah yang dipimpinnya.


Keywords: Kepemimpinan, Kepala sekolah, Kompetensi pedagogik guru.

1. PENDAHULUAN


Kepemimpinan kepala sekolah melingkupi banyak hal di dalam sebuah sekolah, salah satunya bagaimana berupaya untuk meningkatkan kompetensi pedagogik guru yaitu seperangkat kemampuan dan ketrampilan (skill) yang berkaitan dengan interaksi belajar mengajar antara guru dan siswa dalam kelas. (Muchith, 2008:148).


Kompetensi pedagogik merupakan hal mutlak yang harus diperhatikan oleh guru, sebab kompetensi ini akan menggambarkan bagaimana kemampuan guru dalam menyampaikan ilmu pengetahuan atau mata pelajaran kepada para peserta didik, kompetensi pedagogik juga menjadi cerminan akan kematangan seorang guru dalam memberikan layanan kepada para peserta didik.

2. PEMBAHASAN.
A. Tugas dan Tanggung Jawab Kepala Sekolah.

Tugas seorang kepala sekolah selaku pemimpin pendidikan menurut Selznick (dalam Wahjosumidjo, 2008:42) adalah: 1) Mendefinisikan misi dan peranan organisasi sekolah. 2) Mengejawantahkan tujuan organisasi sekolah. 3) Mempertahankan keutuhan organisasi sekolah. 4) Mengendalikan konflik internal yang terjadi di dalam organisasi sekolah.


Tugas dan tanggung jawab kepala tercermin pula dari bagaimana ia mampu menunjuk serangkaian kompetensi sebagai seorang kepala sekolah dengan baik. Ambarita (2015:112-123) menjelaskan ada 4 kompetensi yang harus dimiliki oleh seorang kepala sekolah yaitu: 1) Kompetensi kepribadian. 2) Kompetensi manajerial. 3) Kompetensi supervisi. 4) Kompetensi sosial.

B. Tugas Dan Tanggung Jawab Guru.

Mengajar merupakan salah satu tugas utama seorang guru, sebagaimana yang tercantum di dalam Undang-Undang Guru dan Dosen bab 1 pasal 1, bahwa Guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah (UU Guru dan Dosen, 2005:2).

Menurut Roestiyah N.K (dalam Djamarah, 2010:38) bahwa tugas guru adalah sebagai berikut:

1. Menyerahkan kebudayaan kepada anak didik berupa kepandaian, kecakapan dan pengalaman-pengalaman
3. Menyiapkan anak menjadi warga negara yang baik sesuai Undang-undang pendidikan yang merupakan keputusan MPR No.II Tahun 1983.
4. Sebagai perantara dalam belajar.
   Didalam proses belajar guru hanya sebagai perantara/ medium, anak harus berusaha sendiri mendapatkan/ insight timbul perubahan dalam pengetahuan, tingkah laku dan sikap.
5. Guru adalah pembimbing, untuk membawa anak didik kearah kedewasaan, pendidik tidak maha kuasa, tidak dapat membentuk anak didik menurut kehendaknya.
   Anak nantinya akan hidup dan bekerja, serta mengabdikan diri dalam masyarakat, dengan demikian anak harus dilatih dan dibiasakan di sekolah terlebih dahulu di bawah pengawasan guru.
7. Sebagai penegak disiplin, guru menjadi contoh dalam segala hal, tata tertib dapat berjalan bila guru dapat menjalani terlebih dahulu.
8. Guru sebagai administrator dan manajer. Disamping mendidik, seorang guru harus dapat mengerjakan urusan tata usaha membuat buku kas, daftar induk, rapor, daftar gaji, dan sebagainya, serta dapat mengkoordinasi segala pekerjaan di sekolah secara demokratis, sehingga suasana pekerjaan penuh dengan rasa kekeluargaan.


Menurut UU RI No.14 tahun 2005 tentang Guru dan Dosen pasal 20, bahwa dalam melaksanakan tugas keprofesionalan, guru berkewajiban:

1. Merencanakan pembelajaran, melaksanakan proses pembelajaran yang bermutu, serta menilai dan mengevaluasi hasil pembelajaran.

2. Meningkatkan dan mengembangkan kualifikasi akademik dan kompetensi secara berkelanjutan sejalan dengan perkembangan ilmu pengetahuan, teknologi, dan seni.

3. Bertindak objektif dan tidak diskriminatif atas dasar pertimbangan jenis kelamin, agama, suku, ras, dan kondisi fisik tertentu, atau latar belakang keluarga, dan status sosial ekonomi peserta didik dalam pembelajaran.

4. Menjunjung tinggi peraturan perundang-undangan, hukum, dan kode etik guru, serta nilai-nilai agama dan etika, dan

5. Memelihara dan memupuk persatuan dan kesatuan bangsa.


Djamarah (2010:34) mengatakan bahwa guru adalah orang yang bertanggung jawab mencerdaskan kehidupan anak didik. Pribadi susila yang cakap adalah yang diharapkan ada pada diri setiap anak didik. tidak ada seorang guru pun yang mengharapkan anak didiknya menjadi sampah masyarakat. Untuk itu la guru dengan penuh dedikasi dan loyalitas berusaha membimbing dan membina anak didik agar di masa mendatang menjadi orang yang berguna bagi nusa dan bangsa. Setiap hari guru meluangkan waktu demi kepentingan anak didik. bila suatu ketika ada anak didik yang tidak hadir di sekolah, guru menanyakan kepada anak-anak yang hadir, apa sebabnya dia tidak hadir ke sekolah. Anak didik yang sakit, tidak bergairah belajar, terlambat masuk sekolah, belum menguasai bahan pelajaran, berpakaian sembarangan, terlambat membayar uang sekolah, tak punya pakaian seragam, dan sebagainya, semuanya menjadi perhatian guru.

C. Kepemimpinan Kepala Sekolah dalam Meningkatkan Kompetensi Pedagogik Guru.

1. Melakukan pengawasan terhadap persiapan mengajar guru.

Kepala selia pimpinan bagi guru memiliki kewenangan untuk memantau persiapan-persiapan guru dalam mengajar, tujuannya agar guru terbiasa memiliki persiapan mengajar yang lengkap. Karena menurut Kochman (dalam Fathurrohman, 2012:127) bahwa salah satu kriteria pekerjaan yang bersifat profesi adalah membutuhkan persiapan yang relatif lama dan menurun.

Banyak hal persiapan mengajar yang harus di lakukan guru antara lain adalah: a. Persiapan membuat perencanaan tertulis yang berisi tujuan pembelajaran secara operasional, materi, bentuk kegiatan belajar mengajar, metode yang digunakan, waktu, alat-alat pelajaran dan evaluasi. b. Metode belajar yang digunakan harus menggunakan cara tertentu yang tepat
dalam proses belajar mengajar sehingga tujuan tercapai. c. Pemberian motivasi belajar. d. Pengadaan alat peraga dan perpustakaan bertujuan untuk membantu siswa agar siswa memdapat gambaran yang konkrit, untuk menjelaskan materi pelajaran, untuk menarik perhatian siswa, menambah kegiatan belajar.


2. Memberikan bimbingan tentang pemahaman kompetensi pedagogik guru.

a. Pengertian Kompetensi Pedagogik.

Istilah kompetensi guru mempunyai banyak makna, Broke and Stune (1995) sebagai mana yang dikutip E. Mulyasa (2007:25) mengemukakan bahwa kompetensi guru sebagai "descriptive of qualitative nature of teacher behavior appears to be entirely meaningful..." Kompetensi guru merupakan gambaran kualitatif tentang hakikat perilaku guru yang penuh arti. Sementara Charles (1994) mengemukakan bahwa :"competency as rational performance which satisfactorily meets the objective for a desired condition" (kompetensi merupakan perilaku yang rasional untuk mencapai tujuan yang dipersyaratkan sesuai dengan kondisi yang diharapkan).

Kompetensi Pedagogik menurut Muchith (2008:148) adalah seperangkat kemampuan dan ketrampilan (skill) yang berkaitan dengan interaksi belajar mengajar antara guru dan siswa dalam kelas. Kompetensi Pedagogik meliputi, kemampuan guru dalam menyalakan materi, melaksanakan metode pembelajaran, memberikan pertanyaan, menjawab pertanyaan, meneluruh kelas, dan melakukan evaluasi.


Berdasarkan penjelasan-penjelasan di atas dapat dipahami bahwa kompetensi pedagogik adalah seperangkat kemampuan dan ketrampilan yang ditunjukkan oleh guru dalam mengelola proses pembelajaran dan melakukan interaksi dengan peserta didik di kelas.

b. Komponen-Komponen Kompetensi Pedagogik.

Ada beberapa komponen kompetensi pedagogik yang merupakan kemampuan guru dalam mengelola pembelajaran, diantaranya adalah:

1) Pemahaman terhadap peserta didik.

Pemahaman terhadap peserta didik merupakan salah satu komponen dari kompetensi pedagogik. Ada empat hal yang harus dipahami oleh pendidik yaitu kecerdasan, kreativitas, kondisi fisik, dan perkembangan kognitif. (Mulyasa, 2007:75)

a) Kecerdasan


b) Kreativitas.

Secara umum guru diharapkan menciptakan kondisi yang baik, yang memungkinkan setiap peserta didik yang dapat mengembangkan kreatifitasnya, antara lain dengan teknik kerja kelompok kecil, penugasan dan mensponsori pelaksanaan proyek. Anak yang kreatif belum tentu pandai dan sebaliknya. Kondisi yang diciptakan oleh guru juga tidak menjamin timbulnya prestasi belajar yang baik. Hal ini perlu dipahami guru agar tidak terjadi kesalahan dalam menyikapi peserta didik yang kreatif, demikian pula terhadap yang pandai. (Mulyasa, 2007:86)
c) Kondisi fisik.
Kondisi fisik antara lain berkaitan dengan penglihatan, pendengaran, kemampuan bicara, pincang (kaki) dan lumpuh karena kerusakan otak. Terhadap peserta didik yang memiliki kelainan fisik diperlukan sikap dan layanan yang berbeda dalam rangka membantu perkembangan pribadi mereka. Misalnya guru harus bersikap lebih sabar dan telaten tetapi dilihatkan secara wajar sehingga tidak menimbulkan kesan negatif. Perbedaan layanan (jika bercampur dengan anak yang normal) antara lain dalam bentuk jenis media pendidikan yang digunakan, serta membantu dan mengatur posisi duduk. (Mulyasa, 2007:94)

d) Perkembangan kognitif.
Pertumbuhan dan perkembangan dapat diklasifikasikan atas kognitif, psikologis dan fisik, pertumbuhan dan perkembangan berhubungan dengan perubahan struktur dan fungsi karakteristik manusia, perubahan-perubahan tersebut terjadi dalam kemajuan yang mantap dan merupakan suatu proses kematangan. Perubahan-perubahan ini tidak bersifat umum, melainkan merupakan hasil interaksi antara potensi bawana dengan lingkungan. Baik peserta didik yang cepat maupun lambat, memiliki kepribadian yang menyenangkan atau menggelisahkan, tinggi atau rendah, sebagian besar tergantung pada interaksi antara kecenderungan bawana dan pengaruh lingkungan. (Mulyasa, 2007:95)

2) Pengembangan Kurikulum/Silabus.
Guru menempati kedudukan sentral, sebabperanannya sangat menentukan, ia harus mampu menerjemahkan dan menjadikan nilai-nilai yang telah didapatkan dalam kurikulum, kemudian mentransformasikan nilai-nilai tersebut kepada siswa melalui proses pengajaran di sekolah. Guru tidak membuat atau menyusun kurikulum, tapi ia menggunakan kurikulum, menjabarkannya, serta melaksanakannya melalui suatu proses pengajaran. Kurikulum di peruntukkan bagi siswa, melalui guru yang secara nyata memberikan pengaruh kepada siswa pada saat terjadinya proses pengajaran. (Sudjana, 2005:1).

3) Menguasai teori belajar dan pelaksanaan pembelajaran yang mendidik.

4) Menyelenggarakan pembelajaran yang mendidik.
Dalam pelaksanaan proses belajar mengajar kemampuan yang dituntut adalah keaktifan guru dalam menciptakan dan menumbuhkan kegiatan siswa belajar sesuai dengan rencana yang telah disusun dalam perencanaan. Guru harus dapat mengambil keputusan atas dasar penilaian yang tepat, apakah kegiatan belajar mengajar dihentikan atau diubah karena mahasiswa yang lalu, manakala para siswa belum dapat mencapai tujuan pengajaran. Pada tahap ini disamping pengetahuan teori tentang belajar mengajar, tentang pelajar, diperlukan pula kemahirian dan kemampuan teknik mengajar. Misalnya prinsip-prinsip mengajar, penggunaan alat-alat bantu pengajaran, penggunaan metode mengajar, kemampuan menulis hasil belajar siswa, kemampuan memilih dan menggunakan strategi atau pendekatan mengajar. (Sudjana, 2005:21).

5) Berkomunikasi secara efektif, empatik, dan santun dengan peserta didik.
Guru berperilaku secara profesional dalam melaksanakan tugas didi, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi proses hasil belajar. Guru menjalin hubungan dengan peserta didik dilandasi dengan rasa kasih sayang dan menghindarkan diri dari tindak kekerasan fisik yang diluar batas kaidah pendidikan. (Daryanto, 2013:46)

6) Pengembangan peserta didik untuk mengaktualisasikan berbagai potensi yang dimilikinya.

Pengembangan peserta didik merupakan bagian dari kompetensi pedagogik yang harus dimiliki guru untuk mengaktualisasikan berbagai potensi yang dimiliki oleh peserta didik. Pengembangan peserta didik dapat dilakukan oleh guru melalui berbagai cara antara lain melalui kegiatan ekstrakurikuler (ekskul), pengayaan dan remedial serta Bimbingan dan konseling (BK). (Mulyasa, 2007:111)

7) Menyelenggarakan penilaian dan evaluasi hasil belajar.

Evaluasi hasil belajar dilakukan untuk mengetahui perubahan perilaku dan pembentukan kompetensi peserta didik, yang dapat dilakukan dengan penilaian kelas, tes kemampuan dasar, penilaian akhir satuan pendidikan dan sertifikasi, benchmarking, serta penilaian program. (Mulyasa, 2007:108)

c. Ruang Lingkup Kompetensi Pedagogik Guru.


3. Mengevaluasi kompetensi pedagogik guru secara berkala.

Seorang kepala sekolah perlu melakukan evaluasi terhadap kompetensi pedagogik guru secara berkala, hal itu dapat dilakukan dengan mengunjungi guru secara personal dan secara bergantian, atau juga dapat dilakukan beriringan dengan serangkaian kegiatan akademik, seperti seminar, workshop, lokakarya, pelatihan, diskusi internal, dan lain sebagainya. Tujuannya adalah untuk mengetahui bagaimana perkembangan kompetensi pedagogik para guru yang ada di sekolah tersebut. Selanjutnya jika diketahui kompetensi pedagogik para guru sudah baik maka dipertahankan dan ditingkatkan, namun jika masih bermasalah maka akan ada tindak lanjut dalam rangka peningkatan kompetensi pedagogik para guru.

3. KESIMPULAN

Kepemimpinan kepala sekolah melingkupi banyak hal di dalam sebuah sekolah, salah satunya bagaimana berupaya untuk meningkatkan kompetensi pedagogik guru yaitu seperangkat kemampuan dan ketrampilan (skill) yang berkaitan dengan interaksi belajar mengajar antara guru dan siswa di dalam kelas.


Banyak hal yang dapat dilakukan oleh kepala sekolah dalam rangka meningkatkan kompetensi pedagogik, antara lain adalah: 1. Melakukan pengawasan terhadap persiapan mengajar guru. 2. Memberikan bimbingan tentang pemahaman kompetensi pedagogik guru. 3. Mengevaluasi kompetensi pedagogik guru secara berkala.

DAFTAR PUSTAKA


Pengembangan Model Layanan Konseling dengan Menulis Ekspresif terhadap Siswa Low Self Esteem

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Abstrak

Kata-kata kunci: model, layanan konseling, menulis ekspresif

1. Pendahuluan


Dalam realitasnya, ada siswa yang bisa menerima perbedaan, sebaliknya ada yang tidak bisa menerima perbedaan. Siswa yang bisa menerima perbedaan ditandai dengan kemampuan untuk menerima dan menghargai perbedaan dan perbedaan dengan orang lain, dapat bekerja
sama, dan mampu menciptakan suasana keterbukaan dan hubungan timbal-balik serta tenggang rasa dan toleransi. Disamping itu, ia juga memahami dengan baik bahwa hak dan kewajiban serta kemauan seseorang itu terbatas oleh hak, kewajiban, dan kemauan orang lain. Kondisi sebaliknya terjadi pada seseorang yang tidak bisa menerima perbedaan. Ia tidak memiliki kemampuan untuk menerima dan menghargai pendapat dan perbedaan dengan orang lain, tidak dapat bekerja sama, dan tidak mampu menciptakan suasana keterbukaan dan hubungan timbal-balik serta tenggang rasa dan toleransi. Ia juga cenderung kurang memahami dengan baik bahwa hak dan kewajiban serta kemauan seseorang itu terbatas oleh hak, kewajiban, dan kemauan orang lain.

Siswa yang termasuk kategori Low Self Esteem (LSE) tersebut mungkin berkaitan dengan latar belakang kehidupan pribadi dan keluarga, latar belakang pendidikan dan kebiasaan sehari-hari, adanya trauma batiniah, misalnya pengalaman mendapatkan tindak kekerasan fisik dan kekerasan psikis, yang telah lama mengendap di dalam pikiran, dan sebagainya. Hal ini bisa menjadi sumber persoalan seperti membeda-bedakan teman, ketercenderungan berkelompok dengan teman yang memiliki persamaan, munculnya kekerasan dan berbagai persoalan lain yang selanjutnya akan menggumpal menjadi tindak-tindak a-moral lainnya.

Teknik menulis ekspresif digunakan karena penelitian ini akan difokuskan pada kategori yaitu LSE, karena salah satu proses atau cara untuk mencapai manajemen emosi adalah dengan menulis ekspresif. Menulis merupakan salah satu teknik yang digunakan di dalam terapi ekspresif. Salah satu bagian dari terapi ekspresif adalah terapi menulis yang digunakan sebagai media menyembunyikan dan peningkatan kesehatan mental. Secara umum tujuan dari terapi menulis dapat antara lain: (1) Meningkatkan pemahaman bagi diri sendiri maupun orang lain dalam bentuk tulisan dan literatur lain; (2) Meningkatkan kreativitas, ekspresi diri dan harga diri; (3) Memperkuat kemampuan komunikasi dan interpersonal; (4) Mengekspresikan emosi yang berlebihan (sebagai katarsis) dan menurunkan ketegangan, dan (5) Meningkatkan kemampuan individu dalam menghadapi masalah dan beradaptasi.

Banyak penelitian yang membuktikan bahwa menulis pengalaman emosional mempunyai manfaat yang besar sebagai alat terapeutik dalam beberapa permasalahan klinis. Penelitian yang dilakukan oleh O'Connor, dkk (2003) membuktikan bahwa terapi menulis mampu meningkatkan perawatan diri bagi individu yang mengalami kesedihan mendalam karena menulis digunakan sebagai media untuk membuka diri sehingga individu tersebut lebih mampu untuk melakukan rawat diri dengan lebih baik.

2. Metodologi
Penelitian ini adalah penelitian pengembangan, yaitu penelitian yang diarahkan untuk menghasilkan suatu produk. Penelitian pengembangan ini menggunakan desain gabungan antara kuantitatif dan kualitatif, namun lebih cenderung pada deskriptif-kualitatif, yaitu penelitian untuk menggambarkan atau mendeskripsikan prosedur pengembangan suatu produk dengan melihat fenomena-fenomena dan gejala-gejala yang dapat diamati. Angka-angka (numerik) bisa saja digunakan tetapi dalam bentuk yang sederhana, lebih sebagai pendukung pembuktian, bukan sebagai alat untuk mengambil kesimpulan. Karena fenomena-fenomena yang diamati adalah bagaimana sebuah model layanan itu berperan dalam mengubah suatu perilaku, maka diperlukan penggamaran (deskripsi) berdasarkan data-data yang berupa informasi-informasi, dan bukan data berupa angka-angka. Tahapannya sebagai berikut:

2.1 Latar Penelitian
Adalah siswa-siswi jenjang Sekolah Menengah Pertama ataupun Sekolah Menengah atas yang sedang berada pada tahap perkembangan Emosi.

2.2 Informen penelitian
Dalam penelitian ini ditetapkan berdasarkan 4 kategori perilaku yang akan diamati, yaitu: (1) mereka yang pasif yang berlebihan dan membiarkan orang lain mengambil keuntungan daripadanya; (2) mereka yang mempunyai kesulitan menyatakan tidak; (3) mereka yang tidak dapat menyatakan kemarahan atau kejengkelan; (4) mereka yang tidak merasa punya hak untuk menyatakan perasaan-perasaan dan pikiran-pikirannya;

Pada tahap selanjutnya ditetapkan informan yang akan dilibatkan pada ujicoba tahap kedua. Pada tahap ini, beberapa siswa target yang sudah dilibatkan pada Langkah 1 sampai Langkah 5 akan dipilih untuk ditetapkan sebagai “Konseli Kelompok B”. Mereka dipilih berdasarkan hasil pengamatan konselor (penulis dan guru BK yang ditunjuk). Pertimbangan yang digunakan sebagai indikator adalah tingkat masalah yang dihadapi oleh siswa bersangkutan, yang mengharuskan mereka memerlukan layanan konseling lanjutan.

Penggolongan tingkat masalah dilakukan menggunakan teknik analisis kategoris, berdasarkan interpretasi terhadap hasil tulisan yang dibuat oleh siswa, pengamatan langsung, informasi dari guru dan walikelas, serta interview pribadi dengan masing-masing siswa. Dalam analisis ini digunakan skala Linkert 1 sampai 5, untuk menetapkan kategori. Skala 1 untuk tingkat masalah “paling ringan”, sedangkan skala 5 untuk tingkat masalah “paling berat”.

<table>
<thead>
<tr>
<th>Urutan Skala</th>
<th>Tingkat Masalah</th>
<th>Deskriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skala 1</td>
<td>Paling ringan</td>
<td>1) Sasaran memiliki masalah yang bersifat insidental, tidak terus menerus, dapat diselesaikan sendiri dengan cepat; 2) Masalah yang dihadapi tidak berdampak pada hasil belajar dan hubungannya dengan orang lain.</td>
</tr>
<tr>
<td>Skala 2</td>
<td>Ringan</td>
<td>1) Sasaran memiliki masalah yang bersifat insidental, tidak terus menerus, dapat diselesaikan sendiri meskipun memerlukan waktu; 2) Masalah yang dihadapi tidak berdampak pada hasil belajar dan hubungannya dengan orang lain.</td>
</tr>
<tr>
<td>Skala 3</td>
<td>Cukup ringan</td>
<td>1) Sasaran memiliki masalah yang bersifat insidental, tidak terus menerus, dapat diselesaikan sendiri meskipun memerlukan waktu; 2) Masalah yang dihadapi berdampak sementara pada hasil belajar dan hubungannya dengan orang lain.</td>
</tr>
<tr>
<td>Skala 4</td>
<td>Berat</td>
<td>1) Sasaran memiliki masalah yang bersifat masif, terus menerus, tidak dapat diselesaikan sendiri tetapi belum lama terjadi; 2) Masalah yang dihadapi berdampak pada hasil belajar dan hubungannya dengan orang lain.</td>
</tr>
<tr>
<td>Skala 5</td>
<td>Paling Berat</td>
<td>1) Sasaran memiliki masalah yang bersifat masif, terus menerus, sudah lama terjadi, tidak dapat diselesaikan sendiri, sudah dilakukan bimbingan oleh guru BK, guru bidang studi, walikelas, dan kepala sekolah tetapi belum berhasil; 2) Masalah yang dihadapi berdampak sangat besar terhadap hasil belajar dan hubungannya dengan orang lain; 3) Hasil pengamatan menunjukkan bahwa masalah yang dialami oleh siswa bersangkutan berkaitan dengan kalangan eksternal (lingkungan dan orang tua); 4) Orang tua dan sekolah sudah merasa kewalahan dengan siswa bersangkutan; 5) Ada kecenderungan dari siswa bersangkutan untuk menjadi lebih baik dan bersedia memperoleh layanan konseling.</td>
</tr>
</tbody>
</table>

2.3 Data dan Sumber Data Penelitian
Data penelitian mencakup: (1) Gambaran tentang informan; (2) Data angka, misalnya tentang nilai siswa, sarana dan prasarana yang dimiliki sekolah, jumlah guru pembimbing, catatan siswa, dan sebagainya; serta (3) Dokumen, foto, gambar, video, dan sebagainya. Sumber data penelitian ini adalah: (1) siswa, (2) konselor atau guru BK, (3) guru kelas, (4) wali kelas, (5) orang tua/ keluarga siswa, dan (6) dokumen nilai siswa.

2.4 Teknik Pengumpulan Data
Pengumpulan data dalam penelitian ini dilakukan pada kondisi yang alamiah, sumber data primer, dan teknik pengumpulan data lebih banyak pada observasi, wawancara mendalam, angket, dan bahan visual berupa rekaman video kegiatan layanan BK di MA.

Tabel 2 : Kisi-kisi Observasi

<table>
<thead>
<tr>
<th>Kategori Masalah</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSE</td>
<td>• Pendiam</td>
</tr>
<tr>
<td></td>
<td>• Penyendiri</td>
</tr>
<tr>
<td></td>
<td>• Pasif</td>
</tr>
<tr>
<td></td>
<td>• Cenderung mengalah</td>
</tr>
<tr>
<td></td>
<td>• Cenderung jadi bahan cemoohan (bully) teman-temannya</td>
</tr>
<tr>
<td></td>
<td>• Prestasi belajar cenderung rendah</td>
</tr>
<tr>
<td></td>
<td>• Semangat belajar kurang</td>
</tr>
<tr>
<td></td>
<td>• Motivasi belajar kurang</td>
</tr>
</tbody>
</table>

Data dan informasi juga akan diambil melalui wawancara dengan guru BK, wali kelas, kepala sekolah, wakil kepala sekolah, orang tua siswa, dan data-data dalam bentuk dokumen, antara lain hasil evaluasi belajar, rapor, catatan siswa, dan sebagainya. Pengumpulan data juga akan menggunakan rekaman video untuk mengabadikan aktivitas layanan BK. Bahan visual berupa rekaman video memiliki beberapa kelebihan, antara lain dapat diamati berkali-kali dengan mudah agar diperoleh interpretasi yang mendalam, lebih tahan lama, mudah dibawa dan diakses, dan lebih murah biayanya dibandingkan jika harus membuat simulasi ulang proses pembelajaran yang telah berlalu.

Tabel 3 : Pedoman Observasi Awal Perilaku LSE

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek yang Diobservasi</th>
<th>Hasil Observasi</th>
<th>Ket</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>Cenderung pasif</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pendiam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tidak suka/ merasa terbebani jika harus tampil di depan kelas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Penyendiri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Phobia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Selalu merasa cemas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Motivasi belajar rendah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cenderung tidak terampil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sukar percaya kepada orang lain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Tidak memiliki teman
11. Sulit berbicara/ menyatakan pendapat
12. Memiliki kekurangan fisik
13. Cenderung suka mengalah
14. Menjadi bahan cemoohan teman
15. Menjadi sasaran gangguan/ kenakalan teman
16. Tidak memiliki sikap respek
17. Cenderung merasa takut
18. Tidak mudah percaya kepada orang lain
19. Lemah secara fisik dan emosi
20. Cenderung merasa canggung

Hasil Observasi:
1= Tidak pernah
2= Jarang
3= Sering
4= Sangat Sering

3. Hasil dan Pembahasan
Secara skematis, tujuan identifikasi pengembangan Model Layanan Konseling dengan Menulis Ekspresif dapat digambarkan sebagai berikut. Analisis awal menghasilkan kategori penyakit siswa, yakni Low Self-Esteem (LSE)). Penyakit tersebut dapat dilihat dari gejala-gejala yang tampak, yaitu 4 kategori perilaku sebagaimana telah disampaikan di muka. Ke 4 perilaku tersebut dapat diamati pada aktivitas siswa sehari-hari, baik di dalam kelas, dalam pergaulan dengan teman-teman sekolahnya di luar kegiatan belajar, maupun dalam aktivitas kemasyarakatan. Langkah 1 sampai Langkah 4 adalah need assessment, yang merupakan bagian dari pendekatan penelitian pengembangan dan dipandang sebagai suatu teknik yang penting agar produk suatu penelitian bermanfaat dan berterima. Dalam proses pengumpulan data, untuk mengembangkan atau merevisi suatu program, maka data atau informasi itu adalah yang berhubungan langsung dengan kebutuhan, minat, bakat, tahap perkembangan siswa dan tuntutan/kebutuhan masyarakat serta perkembangan pengetahuan. Hal ini dimaksudkan agar produk pengembangan yang dihasilkan, setelah diimplementasikan, akan relevan dengan tuntutan dan kebutuhan kegiatan konseling di sekolah.

Penerapan langkah 1 sampai dengan langkah 4 yang pada dasarnya merupakan penilaian terhadap kebutuhan (Needs Assessment) menghasilkan Layanan Konseling Model 1, yang selanjutnya akan diujicobakan pada tahap selanjutnya. Penilaian terhadap kebutuhan (Needs
Assessment) dalam mengembangkan model Layanan Konseling ini bukanlah suatu yang final dan sempurna tapi terus dikembangkan selama proses penelitian berlangsung. Inilah inti dari penelitian pengembangan berdasarkan rancangan kualitatif. Segala hal mungkin berubah, berdasarkan dinamika fenomena yang ditekuni.

3.1 Validasi Desain Model Layanan Konseling dengan Menulis Ekspresif

Cara pertama adalah dengan meminta pendapat validator ahli. Cara ini dilakukan terhadap metode pengumpulan dan analisis data. Pada aspek ini penulis memohon bantuan ahli bahasa untuk memvalidasi metode CCRT dan metode CERQ sebagai metode inti dalam analisis data. Ahli bahasa diperlukan karena penelitian ini menggunakan terapis menulis ekspresif sebagai terapis pokok terhadap permasalahan perilaku menyimpang LSE yang dialami klien.

Cara kedua adalah dengan menyepadankan (mencocokkan) model Layanan Konseling yang akan dikembangkan dengan model Layanan Konseling yang telah ada. Karena itu penulis mengumpulkan beberapa karakteristik Layanan Konseling kelompok maupun LK individual, kemudian merumuskan prosedur baku Layanan Konseling.

3.2 Prosedur Layanan Konseling dengan Menulis Ekspresif

Penilaian terhadap efektivitas teknik CCRT dilakukan dengan menggunakan teknik Cognitive-Emotion Regulation Questionnaire (CERQ). Adapun prosedurnya adalah memadukan jenis CCRT yang diberikan kepada klien dengan tema CERQ yang dihasilkan oleh klien pada saat menulis ekspresif sesuai jenis tema yang dipilih. Analisis CERQ akan menunjukkan kecenderungan ada/tidaknya perubahan perilaku yang dapat diamati berdasarkan tulisan yang dibuat.

4. Kesimpulan

Model Layanan Konseling dengan Menulis Ekspresif merupakan terobosan baru dalam pelaksanaan bimbingan konseling di sekolah. Model ini dapat menjadi alternatif bagi guru BK atau konselor dalam melaksanakan layanan kepada para siswanya, dalam fungsi LK yang mencakup: (1) fungsi pemahaman, (2) fungsi pencegahan, (3) fungsi pengertatan, dan (4) fungsi pemeliharaan dan pengembangan. Adapun ini merupakan pandangan awal terhadap rencana penelitian selanjutnya, dimana akan dirakitkan lebih luas lagi, dengan melaksanakan semua langkah-langkah, mulai dari langkah 1 sampai dengan 10. Meningkat keterbatasan waktu yang dimiliki peneliti, jadi penelitian ini baru dapat terlaksana pada langkah 4.
Referensi


Pembelajaran Faktor Persekutuan Terbesar (FPB) Melalui Puzzle Jigsaw di Perguruan Tinggi

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Abstrak

Kata Kunci: FPB, Algoritma Euclide, Puzzle Jigsaw

1. Pendahuluan
Faktor Persekutuan Terbesar (FPB) merupakan bagian dari materi pada mata kuliah teori bilangan. FPB selalu dipelajari dalam tingkat pendidikan dari SD sampai dengan perguruan Tinggi. Pentingnya belajar FPB di perguruan tinggi adalah menyediakan peluang untuk memahami berpikir mengenai konsep matematika yang penting pada materi SD sampai SMA (seperti operasi hitung), menyediakan suatu konteks yang mana mahasiswa dapat melihat bahwa matematika merupakan pelajaran yang saling berhubungan (seperti FPB dapat digunakan untuk menyelesaikan persamaan diophantine linear) dan menyediakan peluang bagi mahasiswa untuk menerapkan kemampuannya dalam berpikir tingkat tinggi (seperti melakukan operasi hitung dalam angka ratusan dan ribuan). Hal ini sejalan dengan Burton (2010) dalam bukunya "Elementary Number Theory" yang menunjukkan bahwa materi FPB diterapkan dalam angka ratusan dan ribuan sehingga diperlukan pemahaman mengenai operasi hitung dan pemikiran tingkat tinggi. Selain itu, untuk menyelesaikan persamaan diophantine Linear juga harus memahami terlebih dahulu materi FPB.


Berdasarkan uraian di atas, penelitian ini bertujuan untuk mengetahui proses berpikir mahasiswa dalam memahami FPB menggunakan Puzzle Jigsaw dan menghubungkan Puzzle Jigsaw dengan algoritma Euclidean.

2. Metodologi
Penelitian ini merupakan penelitian deskriptif yang dimaksudkan untuk mengetahui atau menggambarkan sejauh mana proses berpikir mahasiswa dalam memahami materi FPB menggunakan puzzle jigsaw dan cara mereka menghubungkan puzzle jigsaw dengan algoritma Euclidean. Mahasiswa akan membuat Puzzle Jigsaw dan menganalisis dari hasil Puzzle yang mereka buat. Teknik pengumpulan data dilakukan melalui observasi dan wawancara.

3. Pembahasan

Proses Berpikir Mahasiswa dalam Memahami FPB Menggunakan Puzzle Jigsaw
Pembuatan Puzzle Jigsaw yang dilakukan mahasiswa sangat beraneka ragam dengan kreasi seni yang berbeda-beda. Untuk membuat Puzzle dengan ukuran yang sangat besar tidak mungkin jika harus menggunakan ukuran yang sebenarnya. Misalnya untuk mencari FPB dari 2376 dan 1769. Untuk itu mahasiswa menggunakan skala seperti pada gambar berikut.

![Gambar 1. Mahasiswa Membuat Puzzle](image)

Pada gambar 1. Mahasiswa membuat Puzzle dengan ukuran 2376 x 1769 menggunakan skala. Untuk menentukan FPB-nya, mereka membuat persegi-persegi dari yang terbesar sampai terkecil. Ukuran-ukuran persegi yang diperoleh yaitu satu persegi berukuran 1769 x 1769, dua persegi berukuran 607 x 607, satu persegi berukuran 555 x 555, sepuluh persegi berukuran 52 x 52, satu persegi berukuran 35 x 35, dua persegi berukuran 17 x 17, dan tujuh belas persegi berukuran 1 x 1. Dari persegi-persegi tersebut, persegi terkecil berukuran 1 x 1 yang menunjukkan bahwa 1 merupakan FPB dari 2376 dan 1769. Dari Puzzle yang dibuat tersebut, terlihat bahwa mahasiswa menyusun persegi-persegi dari yang terbesar sampai terkecil yaitu dari ukuran 2376 x 1769 sampai ukuran 1 x 1.

Selain itu, ada proses berpikir mahasiswa yang menyatakan bahwa persegi terkecil merupakan bagian dari persegi-persegi yang berukuran besar. Hal ini dapat dilihat pada gambar 2.
Gambar 2. Mahasiswa Menunjukkan Bahwa persegi yang Berukuran Besar Terbagi Menjadi Persegi yang Berukuran Terkecil

Pada gambar 2, mahasiswa membuat Puzzle berukuran 360 x 252. Mereka membagi puzzle menjadi persegi-persegi dari yang terbesar sampai terkecil dengan ukuran 252 x 252 sebanyak satu persegi, 108 x 108 sebanyak dua persegi, dan 36 x 36 sebanyak tiga persegi. Oleh karena itu, 36 merupakan FPB dari 360 dan 252 karena persegi terkecil yang diperoleh berukuran 36 x 36. Berdasarkan persegi terkecil yang telah diperoleh tersebut, setiap persegi yang berukuran besar dapat terbagi menjadi persegi-persegi yang terkecil. Hal ini dapatditunjukkan dengan ditemukannya ada empat puluh sembilan persegi berukuran 36 x 36 pada persegi yang berukuran 252 x 252 dan delapan belas persegi berukuran 36 x 36 pada persegi yang berukuran 108 x 108. Jumlah keseluruhannya, ada tujuh puluh persegi berukuran 36 x 36 pada Puzzle yang berukuran 360 x 252. Dengan ditemukannya bahwa Puzzle merupakan kumpulan dari persegi-persegi yang berukuran sama pada setiap persegi yang berukuran besar, ini menyebabkan persegi terkecil adalah FPB dari dua bilangan yang menjadi ukuran Puzzle.

Hubungan Puzzle Jigsaw dengan Algoritma Euclidean
Pada gambar 3, Puzzle berukuran 1024 x 1000 telah diukur menggunakan skala. Dalam membagi Puzzle menjadi persegi-persegi tidak dimulai dari persegi berukuran 1000 x 1000 tetapi dari persegi berukuran 800 x 800. Alasan mahasiswa tidak membuat persegi berukuran 1000 x 1000 dikarenakan akan terlalu rumit untuk membagi sisa yang berukuran 1000 x 24. Oleh karena itu, mereka mengambil persegi pertama berukuran 800 x 800. Dari pengambilan persegi tersebut akan ditemukan persegi terkecil berukuran 8 x 8 dengan algoritma Euclide seperti gambar 4.

Gambar 4. Mahasiswa Menjabarkan Puzzle ke dalam Algoritma Euclide

Pada gambar 4, mahasiswa menjelaskan bahwa dari Puzzle yang berukuran 1024 x 1000 dapat diperoleh tiga algoritma Euclide (tiga ukuran: 1000 x 800, 1000 x 224, 200 x 8) untuk menentukan FPB-nya sehingga pada algoritma ketiga ditemukan bahwa FPB dari 1024 dan 1000 adalah 8 yang dapat dilihat dari sisa terkecil sebelum bersisa 0 pada algoritma Euclide. Dengan demikian, cara pembagian persegi pada Puzzle berhubungan erat dengan algoritma Euclide. Hal ini dikarenakan pembagian persegi yang berbeda sangat menentukan banyaknya algoritma Euclide yang dapat disusun.

4. Kesimpulan
Referensi


Pengembangan Buku Ajar *Thesis Writing* untuk Mahasiswa Pendidikan Bahasa Inggris FKIP Universitas Jambi

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**Abstrak**


**Kata kunci:** Pengembangan, Buku teks, Thesis Writing

1. **Latar Belakang**


   Atas dasar itulah peneliti bermaksud melakukan suatu penelitian yang memungkinkan peneliti memperoleh solusi dari permasalahan yang peneliti kemukakan di atas. Penelitian ini akan menghasilkan sebuah buku panduan cara menulis skripsi dalam Bahasa Inggris bagi mahasiswa Pendidikan Bahasa Inggris FKIP Universitas Jambi. Peneliti akan melibatkan dosen Bahasa Inggris untuk memberikan masukan tentang hal-hal yang harus ada dan tidak ada dalam skripsi berbahasa Inggris. Adapun hasil akhir yang diharapkan dalam penelitian ini adalah berupa buku petunjuk dalam menulis skripsi dalam Bahasa Inggris.
1.1 Perumusan Masalah

Permasalahan utama dalam penelitian ini adalah bagaimana bentuk buku ajar mata kuliah Bahasa Inggris serta apa saja yang menjadi fokus dalam mata kuliah Bahasa Inggris untuk mahasiswa jurusan Administrasi Pendidikan FKIP Universitas Jambi. Bila dijabarkan lebih terperinci, maka dapat dimunculkan beberapa pertanyaan penelitian antara lain:

1. Bagaimana bentuk buku ajar Thesis Writing bagi mahasiswa program studi Pendidikan Bahasa Inggris?
2. Bagaimanakah materi-materi pembelajaran dalam buku ajar Thesis Writing untuk mahasiswa program studi Pendidikan Bahasa Inggris yang sesuai dengan kebutuhan mahasiswa tersebut?
3. Bagaimanakah strategi pengajaran yang sesuai yang dapat diterapkan dalam penggunaan buku ajar Thesis Writing untuk mahasiswa program studi Pendidikan Bahasa Inggris?

1.2 Tujuan Penelitian

Dalam penelitian ini akan dikembangkan buku ajar Thesis Writing untuk mahasiswa Pendidikan Bahasa Inggris FKIP Universitas Jambi yang diharapkan dapat memenuhi kebutuhan mahasiswa dalam memperoleh pemahaman tentang bagaimana menulis skripsi yang baik dalam Bahasa Inggris. Kegiatan pengembangan buku ajar ini merupakan kolaborasi antara peneliti dengan mahasiswa serta dosen yang ahli di bidang penulisan skripsi dalam Bahasa Inggris.

1.3 Kontribusi Penelitian

Pengembangan buku ajar Thesis Writing untuk mahasiswa Pendidikan Bahasa Inggris ini diharapkan akan membantu mengisi kekosongan buku ajar untuk mata kuliah ini. Hasil penelitian ini juga diharapkan akan memberikan sarana bagi mahasiswa dalam menulis skripsi yang baik.

2. Tinjauan Pustaka

Zuriati (2017) melaporkan bahwa mahasiswa Bahasa Inggris mengalami kesulitan dalam menulis skripsi mereka mulai dari bab pertama sampai bab akhir dengan tingkat kesulitan yang berbeda-beda. Selain disebabkan oleh teknis penulisan serta tata bahasa, hal lain yang sering menjadi kendala adalah isi dari setiap bab dan bagaimana menyusun kerangka pada setiap bab. Biasanya mahasiswa hanya mengikuti pedoman dari skripsi sebelumnya yang sudah lulus diuji.


Selain bimbingan yang terarah mahasiswa juga perlu banyak waktu untuk belajar menulis ilmiah secara terstruktur yang tertuang dalam silabus program studi yang mencakupi untuk diberikan bimbingan, latihan serta umpan balik (Sary, 2010). Untuk itu kehadiran sebuah buku petunjuk dalam menulis skripsi dalam Bahasa Inggris menjadi sangat mendesak untuk dikembangkan.

Harmer (2011) menyatakan bahwa sebuah buku ajar yang baik akan sangat membantu peserta didik agar termotivasi dalam proses pembelajaran. Sebuah buku ajar yang baik juga haruslah yang relevan dan sesuai dengan kebutuhan peserta didik. Sebaliknya suatu buku ajar yang kurang tepat justru dapat menjadi bumerang dalam proses pembelajaran itu sendiri dimana peserta didik merasa tidak sesuai dengan tujuan pembelajaran pada jurusan yang mereka jalani (Maxom, 2009). Oleh karena itu sangat penting...
bagi dosen untuk bisa menyediakan buku ajar yang disesuaikan dengan kebutuhan peserta didik.

Menurut Hutchinson and Waters (2000), bahan ajar yang baik haruslah memenuhi beberapa kriteria berikut ini:

- Materi mampu memberikan stimulus yang diperlukan.
- Materi ajar yang akan mendorong mahasiswa belajar yang berisi materi yang menarik serta sesuai dengan tingkat pemahaman mereka.
- Materi yang baik hendaknya membantu pengajar dalam proses pembelajaran.
- Materi ajar yang baik akan memberikan arahan yang jelas bagi setiap unit atau topik pembelajaran dengan mempertimbangkan kebutuhan peserta didik.
- Materi ajar yang baik akan memberikan realitas pada peserta didik
- Materi ajar yang baik haruslah mempertimbangkan perbedaan latar belakang peserta didik.
- Materi ajar yang baik haruslah mempertimbangkan isi yang sesuai dengan tujuan pembelajaran peserta didik yang lebih luas.

Analisis Kebutuhan

Need Analysis atau analisis kebutuhan menjadi sangat penting dalam pengembangan buku ajar karena peserta didik menjadi pusat dalam proses pembelajaran sehingga harus dilibatkan secara langsung (Hutchinson & Waters, 2000). Untuk itu, sebuah bahan ajar yang baik sebelum dikembangkan mesti berawal dari sebuah analisis kebutuhan yang komprehensif. Tidak hanya itu, analisis kebutuhan yang baik hendaknya juga melibatkan ahli atau individu yang memahami ilmu administrasi pendidikan. Dengan demikian dua unsur penting dapat terpenuhi yakni calon pengguna buku ajar serta pihak yang memahami ilmu tentang buku ajar tersebut.

Analisis kebutuhan menjadi sangat penting manakala belum ditemukan buku ajar untuk suatu bidang studi tertentu dalam hal ini jurusan adminisrasi pendidikan. Untuk itu pengembangan buku ajar yang didasarkan pada analisis kebutuhan menjadi sangat strategis untuk dilakukan sehingga diharapkan akan membantu dosen dalam memberikan arahan yang tepat agar tercapainya tujuan pembelajaran Bahasa Inggris di perguruan tinggi.

Adapun hal-hal yang perlu dipertimbangkan dalam analisis kebutuhan antara lain; latar belakang peserta didik, kemampuan dasar peserta didik, kurikulum utama dari suatu bidang ilmu serta model pengajaran yang akan meningkatkan efisiensi serta efektivitas pembelajaran. Selain itu juga perlu dipertimbangkan isi dari materi bahan ajar. Mengingat analisis kebutuhan ini dilakukan di perguruan tinggi, maka perlu juga dipertimbangkan kemanfaatnati materi ajar di masa yang akan datang.

3. Metode Penelitian

Penelitian ini merupakan kegiatan yang akan dilakukan dengan melibatkan mahasiswa serta dosen dari jurusan administrasi pendidikan dalam menghasilkan sebuah produk berupa buku ajar untuk mahasiswa program studi Pendidikan Bahasa Inggris. Hasil dari kolaborasi adalah berupa sebuah buku ajar Thesis Writing yang diharapkan memenuhi kebutuhan mahasiswa jurusan administrasi pendidikan FKIP Universitas Jambi. Buku ajar yang akan dihasilkan akan diujiircobakan yang dilanjutkan dengan evaluasi serta refleksi dalam usaha penyempurnaan buku.

3.1 Subjek Penelitian dan Data Penelitian

Buku ajar yang dihasilkan dalam penelitian ini akan diujikan pada mahasiswa semester tujuh Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jambi. Data yang akan diperlukan didapatkan melalui beberapa instrument antara lain berupa pengisian angket serta wawancara. Selain itu juga data akan didapatkan melalui studi dokumen.

Informasi yang diharapkan diperoleh adalah berupa kebutuhan mahasiswa dalam belajar penulisan skripsi berbahasa Inggris. Kebutuhan yang dimaksud meliputi fokus mata kuliah Thesis Writing serta fokus kurikulum program studi Pendidikan Bahasa Inggris. Informasi tersebut akan mengarahkan peneliti pada kebutuhan isi silabus dari buku ajar yang akan dihasilkan.
3.2 Prosedur Penelitian

Secara keseluruhan kegiatan penelitian ini akan dilaksanakan dalam empat tahap, yaitu: tahap analisis kurikulum, identifikasi buku pelajaran, tahap ujicoba buku, serta tahap evaluasi dan penyempurnaan buku. Keempat tahapan ini merupakan bagian yang tak terpisahkan dari suatu tahap pengembangan. Secara rinci kegiatan dari setiap tahap adalah sebagai berikut:

**Tahap pertama.** Pada tahap pertama tim peneliti (mahasiswa dan dosen) berkoleaborasi menganalisis kebutuhan mahasiswa Pendidikan Bahasa Inggris dan mengidentifikasi struktur buku ajar yang akan dikembangkan.

**Tahap kedua.** Pada tahap ini peneliti akan melakukan: 1) menyusun draf buku 2) merevisi draf buku yang dilakukan beberapa orang pakar, dan 3) merevisi draf buku.


**Tahap keempat.** Pada tahap ini merupakan tahap refleksi dan evaluasi untuk penyempurnaan buku pelajaran. Secara rinci pada siklus ini akan dilakukan: 1) pencegahan efektivitas, efisiensi, dan relevansi buku ajar Thesis Writing yang dikembangkan, 2) pencegahan respon dan kinerja mahasiswa selama digunakan, 3) penyempurnaan buku, dan 4) penyebarluasan buku pelajaran ke kelas.

**Daftar Pustaka:**


Lampiran

Angket untuk Mahasiwa
Isilah angket berikut ini sesuai dengan tingkat kesulitan yang Anda alami ketika menulis skripsi dalam Bahasa Inggris.
1 = Sangat sulit
2 = Sulit
3 = Biasa saja
4 = Mudah
5 = Tidak ada masalah

Chapter I: Introduction
1. Memahami sistematika pada Bab I/Introduction ( )
2. Menentukan suatu masalah penelitian. ( )
3. Menyusun latar belakang penelitian. ( )
4. Membatasi masalah penelitian. ( )
5. Merumuskan pertanyaan penelitian. ( )
6. Menentukan tujuan penelitian. ( )
7. Menentukan manfaat penelitian. ( )
8. Membuat definisi istilah kunci dalam penelitian. ( )

Chapter II: Review of Related Literature
1. Memahami sistematika Bab II/ Review of Related Literature. ( )
2. Mengembangkan tinjauan teoritis. ( )
3. Menemukan penelitian yang relevan. ( )

Chapter III: Research Method
1. Memahami sistematika Bab III. ( )
2. Menentukan jenis penelitian yang sesuai. ( )
3. Menentukan tempat dan waktu penelitian. ( )
4. Menentukan instrument penelitian. ( )
5. Menentukan populasi dan sampel. ( )
6. Menjelaskan teknik pengumpulan data. ( )
7. Memahami teknik yang digunakan dalam menganalisis data. ( )

Chapter IV: Finding and Discussion
1. Memahami sistematika Bab IV. ( )
2. Menjelaskan hasil penelitian. ( )
3. Menjabarkan hasil penelitian. ( )

Chapter V: Conclusion and Suggestion
1. Memahami sistematika Bab V. ( )
2. Menyimpulkan hasil penelitian. ( )
3. Memberikan saran. ( )

Wawancara untuk dosen Pendidikan Bahasa Inggris
1. Apakah tujuan penelitian bagi mahasiswa Pendidikan Bahasa Inggris?
2. Apa saja yang sebaiknya dipahami oleh mahasiswa sebelum mereka menulis skripsi?
3. Seberapa besar kebutuhan mereka terhadap panduan cara menulis skripsi dalam Bahasa Inggris?
4. Hal apa saja yang harus diberikan penekanan dalam pengajaran penulisan skripsi pada setiap bab?

Peneliti adalah dosen di FKIP Universitas Jambi dan telah menulis enam buku. Saat ini sedang menyusun tiga buku.
Pengembangan Modul Pembelajaran Ips Terpadu Berdasarkan Model Terkait (Connected)

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Abstract
This article based on the development research wich is aimed at producing Module Education of Social Science Unity Based Connected Mode in learning. A model development is adapted from Dick and Carey design (1985). The present model has been validated by some experts such as social science, and teachers learning. It also has been tested to the students of the seventh grade at the MTsN Jambi Timur. The result revealed that the product (module education of social science unity based connected mode) is quite applicable to improve students knowledge, make learning to be meaning dan fun.

Key words: development product, try out, evaluation

1. PENDAHULUAN
Proses pembelajaran yang menarik, sesuai, dan kontekstual dilakukan dengan berbagai strategi oleh para pendidik pada setiap proses pembelajaran. Pendidik atau guru dituntut selalu mampu melakukan berbagai pengembangan dalam berbagai hal seperti pengembangan silabus dan kurikulum, pengembangan bahan ajar, pengembangan prosedur penilaian dan sebagainya.


Mata pelajaran IPS Terpadu memiliki materi pelajaran yang padat dengan jumlah jam pelajaran yang terbatas yaitu 4 jam per-minggu untuk setiap kelas. Pembelajaran materi-materi yang terdapat dalam mata pelajaran IPS Terpadu yang dilaksanakan di MTsN Jambi Timur selama ini mayoritas laksanakan dengan cara konvensional dengan metode yang juga tergantung kreativitas guru. Penggunaan teknologi informasi komputer maupun internet boleh dikatakan tidak pernah sama sekali digunakan dalam pembelajaran.

Guru sebagai pendidik harus bisa memilih-milih model pembelajaran mana yang sesuai dengan situasi dan kondisi pembelajaran yang ia laksanakan sekaligus memilih dan mengembangkan bahan ajar yang tepat sesuai dengan tujuan pembelajaran. Salah satu bahan ajar yang dapat dikembangkan oleh guru adalah dalam bentuk modul pembelajaran.

Berdasarkan uraian tersebut, maka modul pembelajaran yang dikembangkan penelitian ini disusun berdasarkan model yang dipilih dengan menggunakan model terkait (connected), yaitu pengembangan modul pembelajaran dengan model tertentu yang dipadukan berdasarkan kaitan hubungan dari konsep, keterampilan, atau kemampuan yang ditumbuhkembangkan dalam suatu pokok bahasan tertentu dengan suatu pokok bahasan lain dalam satu mata pelajaran yang dibahas untuk kemudian ditampilkkan dalam proses pembelajaran khususnya mata pelajaran IPS Terpadu.

2. METODE
Metode pengembangan modul IPS Tepadu berdasarkan model terkait (connected) ini meliputi: 1) model pengembangan; 2) prosedur pengembangan yang meliputi: (a) studi pendahuluan; studi literatur dan studi lapangan; (b) desain produk; 3) uji coba produk meliputi: (a) desain uji coba; (b) subjek uji coba; (c) jenis data; (d) instrumen pengumpulan data; (e) teknik analisis data.

Model yang digunakan dalam pengembangan modul pembelajaran IPS Terpadu berdasarkan model terkait (connected) ini menggunakan model desain Dick dan Carey (1985) yang dimodifikasi menjadi 5 langkah yaitu: 1) tahap analisis situasi awal; 2) tahap kegiatan pengembangan rancangan produk; 3) tahap pengembangan produk; 4) tahap penilaian produk; 5) tahap revisi produk
3. HASIL


Selanjutnya data yang diperoleh dari guru mata pelajaran IPS Terpadu di MTsN Jambi Timur yang dipilih pengembang adalah 3 orang guru mata pelajaran IPS Terpadu dengan nilai perolehan 60, 62 dan 60, sesuai kriteria nilai tersebut berarti sangat baik.

Responden uji coba untuk kelompok kecil yaitu berjumlah 20 orang siswa yang di bagi menjadi dua kelompok (kelompok yang menggunakan modul sebanyak 10 orang, dan kelompok yang tidak menggunakan modul berjumlah 10 orang ) diambil dari dua kelas berbeda yang tiap kelas diambil 5 orang siswa yang memiliki kemampuan diatas rata-rata atau termasuk rangking 5 besar teratas dikelas dan 5 orang siswa yang memiliki kemampuan dibawah rata-rata atau termasuk 5 rangking terbawah. Hasil uji coba angket mengenai isi modul memperoleh nilai rata-rata 47,5 sesuai kriteria berarti sangat baik. Sedangkan dari segi ketuntasan belajar siswa yang diperoleh dari nilai test pada modul maka total siswa yang mengalami ketuntasan belajar berjumlah 12 orang dengan nilai 80, sedangkan 8 siswa lainnya memperoleh nilai dibawah kriteria ketuntasan belajar dan belum tuntas sehingga harus mengulang kembali materi pelajaran sebelumnya.

4. PEMBAHASAN

Pada bagian ini dipaparkan interpretasi data dan revisi hasil pengembangan. Interpretasi data diuraikan berdasarkan data yang terkumpul dari instrumen penilaian yang terdiri dari ahli mata pelajaran IPS, ahli teknologi pendidikan, guru mata pelajaran, dan responden.

Interpretasi data penilaian ahli isi mata pelajaran IPS Terpadu yang meliputi: format isi pelajaran sedang, kejelasan petunjuk penggunaan media pembelajaran sedang, kejelasan tujuan pembelajaran telah baik, kesesuaian isi dengan tujuan pembelajaran sedang, kesesuaian isi pembelajaran dengan SK/KD sedang, kesesuaian sumber belajar telah baik, kemenarikan isi telah baik, keefektifan dan kepraktisan isi sangat baik, kejelasan isi pelajaran sangat baik, kemudahan pemahaman isi pelajaran sangat baik.

Sedangkan interpretasi data penilaian ahli teknologi pendidikan untuk modul yang dikembangkan meliputi: format media sedang, kejelasan petunjuk penggunaan media baik, kejelasan tujuan pembelajaran telah baik, kesesuaian media dengan tujuan pembelajaran sangat baik, kesesuaian media dengan usia siswa telah baik, kesesuaian sumber belajar telah baik, kemenarikan media sedang, keefektifan dan kepraktisan media baik, kejelasan isi dan teknologi media sudah baik, kemudahan penggunaan penggunaan teknologi yang dikembangkan telah sangat baik.

Selanjutnya tanggapan dari guru mata pelajaran IPS Terpadu terhadap modul yang dikembangkan berdasarkan model terkait (connected) dapat diinterpretasikan sebagai berikut:

a. dari segi kebutuhan modul:
1. uraian isi materi disajikan secara runut mulai dari materi tingkat rendah sampai ke tingkat tinggi telah baik;
2. uraian isi materi diikaitkan dengan konteks kehidupan sedang;
3. uraian isi membangun pemahaman siswa sendiri sedang;
4. uraian isi materi merangsang untuk bertanya dan berpikir kreatif telah baik;
5. terdapat kegiatan belajar yang menggiring pemecahan masalah telah sangat baik;
6. terdapat kegiatan belajar yang menggiring untuk membentuk kegiatan belajar bersama/masyarakat belajar (learning community) telah baik;
7. terdapat kegiatan belajar yang menggiring untuk melakukan penelitian dan penemuan telah baik;
8. terdapat kegiatan belajar yang menggiring menemukan nilai-nilai keteladanan dari lingkungan sekitar telah baik;
9. terdapat kegiatan belajar yang menggiring untuk melakukan pembiasaan telah baik;
10.terdapat kegiatan belajar yang menggiring untuk melakukan refleksi dan penilaian diri telah baik;
11.terdapat penilaian otentik untuk mengukur pencapaian hasil belajar telah baik;
12. kejelasan isi, ungkapan kalimat, jenis huruf, ilustrasi, contoh dan gambar yang dimuat memiliki unsur telah baik;
13. kemenarikan, kecocokan, dan kemudahan digunakan belajar bagi siswa SLTP/ MTs sederajat telah baik.

Dari angket penilaian kebutuhan guru yang berasal dari tiga orang guru mata pelajaran IPS Terpadu menyatakan bahwa modul pembelajaran yang digunakan perlu dikembangkan.

b. dari angket uji coba lapangan terhadap guru mata pelajaran IPS Terpadu dapat diinterpretasikan sebagai berikut:
1. ketepatan letak petunjuk, sangat tepat;
2. kejelasan isi petunjuk, sangat jelas;
3. kemenarikan tampilan sajian petunjuk, menarik;
4. menampilkan gambar yang sesuai dengan materi pelajaran, sangat sesuai;
5. kejelasan gambar untuk dipahami siswa, sangat jelas;
6. kemenarikan tampilan sajian gambar, menarik;
7. kesesuaian tujuan pembelajaran dengan SK/SD, sangat sesuai;
8. kejelasan tentang kemampuan yang harus dikuasai siswa, sangat jelas;
9. ketepatan rumusan tujuan pembelajaran yang mengacu pada ketuntasan belajar siswa, sangat tepat;
10. kesesuaian isi uraian materi pembelajaran dengan tujuan pembelajaran, sangat sesuai;
11. kesesuaian isi materi pembelajaran dengan sub-sub pokok bahasan, sangat sesuai;
12. kesesuaian isi materi pembelajaran mudah untuk dipahami siswa, sangat sesuai;
13. kesesuaian isi materi pembelajaran dengan kompetensi yang sedang dipelajari, sangat tepat;
14. kemenarikan tampilan isi materi pembelajaran, sudah menarik;
15. kesesuaian isi rangkuman pembelajaran dengan SK/KD, sudah sesuai;
16. kejelasan isi rangkuman untuk mempermudah siswa mencapai ketuntasan belajar, sudah jelas;
17. kesesuaian isi rangkuman dengan konsep/ pengetahuan yang dipelajari, sangat sesuai;
18. kesesuaian tugas dengan konsep/pengetahuan yang dipelajari, sudah sesuai;
19. kejelasan instruksi tugas, sudah sangat jelas;
20. kesesuaian tugas dengan lembar instrumen yang dinilai, sangat sesuai;
21. kesesuaian tes dengan konsep/pengetahuan yang dipelajari, sangat sesuai;
22. kejelasan instruksi tes, sudah sangat jelas;
23. kesesuaian tes dengan lembar instrumen yang dinilai, sangat sesuai;

Sedangkan interpretasi hasil uji coba kelompok kecil terhadap produk pengembangan berupa modul IPS Terpadu berdasarkan model terkait (connected) adalah sebagai berikut:
Manajemen Bimbingan dan Konseling di Sekolah Menengah Atas Kota Jambi

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ABSTRAK

PENDAHULUAN
Tujuan umum dari layanan bimbingan dan konseling dalam permendikbud No.111 Tahun 2014, yaitu membantu peserta didik agar dapat mencapai kematangan dan kemandirian dalam kehidupannya serta menjalankan tugas-tugas perkembangannya yang mencakup aspek pribadi, sosial, belajar, karir secara utuh dan optimal. Untuk mencapai tujuan bimbingan dan konseling tersebut tentu selayaknya proses manajemen bimbingan dan konseling berjalan dengan baik. Menurut Terry dalam Rusman (2012), manajemen adalah sebuah proses yang terdiri dari tindakan-tindakan, yakni perencanaan (planning), pengorganisasian (organizing), penggerakan (actuating), pengawasan (controlling) yang dilakukan untuk menentukan serta mencapai sasaran-sasaran yang telah ditentukan melalui pemanfaatan sumber daya manusia dan sumber-sumber lainnya.

Manajemen dibutuhkan dalam kegiatan Bimbingan dan Konseling Program bimbingan dan konseling yang efektif dan efisien membutuhkan manajerial yang baik, dan manajerial merupakan salah satu kompetensi yang wajib dimiliki oleh guru pembimbing/konselor. (Permendiknas No. 27 Tahun 2008) dan mengingat pelayanan bimbingan adalah bagian yang tak terpisahkan dari keseluruhan program pendidikan di sekolah, yang juga berhubungan dengan penganggaran, sehingga dibutuhkan perencanaan yang baik agar antara program bimbingan dan konseling dan program sekolah dapat sinergi, sejalan atau tidak bebatuatu sama saja. Disamping itu perencanaan dibutuhkan karena untuk menyesuaikan program yang dibuat dengan kebutuhan siswa. Kemudian bimbingan dan konseling di sekolah dalam memberikan pelayanan pada peserta didik. Program bimbingan dan konseling seperti pembagian tugas dalam kegiatan bimbingan dan konseling.

Selanjutnya apa yang telah direncanakan dan telah diatur pembagian tugas personel yang terlibat dalam kegiatan bimbingan dan konseling, tidaklah ada artinya tanpa adanya pelaksanaan dari program itu sendiri, karena waktu dan tenaga yang telah dikeluarkan ketika membuat perencanaan kegiatan bimbingan dan konseling dan waktu dan tenaga yang dikeluarkan dalam proses pengorganisasian, akan menjadi sia-sia jika program itu tidak dilaksanakan melalui layanan BK dan kegiatan pendukung BK. Selain itu setelah program bimbingan dan konseling itu dilaksanakan maka dibutuhkan evaluasi atau penilaian dari apa yang sudah dilakukan, baik itu proses dalam pelaksanaan program itu sendiri maupun hasil setelah program itu dilaksanakan. Evaluasi yang berkaitan dengan proses pemberian layanan tentu mengacu pada kinerja petugas bimbingan, sedangkan evaluasi hasil berkaitan dengan minat dan perkembangan siswa serta tingkat kasus yang terjadi di sekolah.

Kondisi ini mengundang pertanyaan bagi peneliti sesungguhnya bagaimana caranya petugas BK menyusun programnya.

Dari hasil survei di beberapa SMA Negeri Kota Jambi juga peneliti menemukan adanya keluhan-keluhan guru atau petugas BK perihal tidak adanya jam masuk kelas bagi Program Bimbingan dan Konseling, dan guru atau petugas BK yang sekolahnya memberlakukan BKnya masuk kelas pun merasa kurang optimal dalam melaksanakan layanan, ditambah lagi perasaan tidak nyaman pelaksana pelayanan BK saat harus mengganggu atau meminta jam pelajaran lain untuk melaksanakan layanan, sebagai konsekuensi kurangnya waktu untuk melaksanakan layanan BK.

Fenomena mengenai bimbingan dan konseling melalui berbagai artikel pendidikan, ditemukan program bimbingan dan konseling di sekolah masih ada yang proses perencanaan program yang tidak melakukan analisis kebutuhan siswa dan analisis situasi dan kondisi sekolah sehingga program hanya menggunak. tahn ajaran saja, ini tidak sesuai dengan aturan dalam Permendikbud 111 Tahun 2014 (Salinan), yang menyebutkan struktur program layanan didasarkan atas hasil assesmen kebutuhan dan peserta didik dan lingkungan. Dan masih ada anggapan bahwa konseling dapat dilakukan oleh siapa saja, sehingga masih ada sekolah yang tidak peduli dengan keberadaan BK, organisasi BK dianggap hanya pelengkap di sekolah, dan banyak persepsi keliru sebagai akibat dari kurangnya sosialisasi tentang fungsi dan kerja BK di sekolah, hal ini bertentangan dengan pendapat Supriatna (2014), komite sekolah sebagai representasi masyarakat atau stakeholder memerlukan penyadaran dan pemahaman keberadaan dan pentingnya layanan BK.

Disamping itu, masih ada sekolah yang tidak menerapkan alur/mekanisme yang jelas untuk penanganan masalah siswa, terkadang BK dilewati atau malah dilibatkan dalam masalah yang semestinya dapat diselesaikan oleh guru mata pelajaran/wali kelas saja, ini bertentangan dengan pendapat Willis (2009), masalah siswa kategori ringan dapat ditangani oleh semua guru dan wali kelas, dan untuk masalah siswa kategori sedang ditangani oleh Petugas BK/Konselor, sedangkan untuk masalah siswa kategori berat dapat dilakukan alih tangan klasus.

Selain itu masih ada petugas BK yang tidak mempedulikan pentingnya kegiatan pencatatan kerja BK, sehingga menjadi kendala ketika akan dilakukan evaluasi sehubungan dengan minimnya rekaman jejak untuk kegiatan BK yang dilakukan petugas BK, hal ini bertentangan dengan apa yang dikemukakan oleh Wardati (2011), kegiatan pelayanan konseling dicatat dalam laporan pelaksanaan program (Lapelprog), penilaian hasil dengan penilaian segera (Laiseg), penilaian jangka pendek (Lajapen), penilaian jangka panjang (Lajapang), dan penilaian proses dengan rencana pelaksanaan layanan (RPL) dan rencana kegiatan pendukung (RKP).

Penelitian Noprita (2014) dengan judul Constraints Implementation Of Guidance And Counseling, disebutkan kendala yang ditemukan dalam pelaksanaan program BK yaitu minimnya penguasaan layanan oleh konselor, kurangnya alat penunjang pelayanan, tidak efektifnya kerjasama pihak sekolah dengan guru BK/konselor dalam hal penyusunan program maupun dalam penyelesaian masalah siswa, serta penjadwalan pelaksanaan BK yang belum efektif.

Berdasarkan uraian berbagai hal yang berkaitan dengan manajemen bimbingan dan konseling dan berbagai hal yang berkaitan dengan kondisi lapangan tentang BK pada beberapa SMA Negeri di Kota Jambi, maka menurut peneliti, penelitian tentang Manajemen Bimbingan dan Konseling pada beberapa SMA Negeri di Kota Jambi, yang terdiri dari perencanaan, pengorganisasian, pelaksanaan dan evaluasi, sangat penting dilakukan.

Menurut Nurisnas (2012), aspek penting yang dilakukan dalamperencanaan yaitu, (a) analisis kebutuhan dan permasalahan siswa, (b) penentuan tujuan program, (c) analisis situasi dan kondisi sekolah, (d) penentuan jenis kegiatan, (e) penetapan metode dan teknik, (f) penetapan personel, (g) penetapan fasilitas dan biaya, (h) perkiraan hambatan dan usaha mengatasinya.

Setelah selesai tahap perencanaan maka selanjutnya konselor melakukan pengorganisasian. Fungsi pengorganisasian menurut Terry dalam Rusman (2012) mengemukakan bahwa pengorganisasian merupakan tindakan mengusahakan hubungan-hubungan perilaku yang efektif antara orang-orang, sehingga dapat bekerjasama secara efisien dan mendapatkan kepuasan pribadi dalam melaksanakan tugas-tugas tertentu, dalam kondisi...


METODE PENELITIAN


HASIL DAN PEMBAHASAN

Perencanaan


SMA Negeri B hanya untuk kelas dua belas saja, sedangkan kelas sepuluh dan sebelas kegiatan BKnya digabung dengan ekstrakurikuler pramuka dan mata pelajaran lain di jam terakhir, tapi itupun tidak mutlak, tidak dijadwalkan secara resmi, menyesuaikan dengan situasi dan kondisi siswa dan petugas BKnya yang ditetapkan masuk kelas hanya kelas dua belas saja satu jam perminggu karena kelas dua belas dinilai sangat membutuhkan layanan informasi yang intens dari BK sekitaran dengan posisi di tahun akhir di sekolah untuk mempersiapkan diri ke perguruan tinggi.

Sedangkan SMA Negeri D menerapkan BK masuk kelas hanya untuk kelas sepuluh saja, sekolah mengambil kebijakan untuk kelas sepuluh tetap terjadwal masuk kelas satu jam perminggu, dijadwalkan sama dengan mata pelajaran lain, karena jumlah beban belajar kelas sepuluh lebih banyak dari kelas sebelas dan dua belas, ini kaitannya dengan dapodik, apabila BK itu dimasukan di jadwal kelas sebelas dan dua belas maka jumlah jam yang ada di SMA Negeri D yang ada di dapodik itu secara otomatis berkurang untuk mata pelajaran lain, sementara untuk yang kelas sebelas dan kelas dua belas itu dibuat jadwal khusus atau ditumpangkan ke mata pelajaran lain, sesuai dengan kesepakatan ada beberapa mata pelajaran yaitu olahraga, agama.

Sementara dua SMA Negeri lainnya yaitu SMA Negeri A dan SMA Negeri C menerapkan BK masuk kelas satu jam perminggu, dengan alasan sesuai dengan permendikbud 111 Tahun 2014 harus ada tatap muka, namun karena menyesuaikan dengan kurikulum sekolah maka sekolah baru dapat memberikan jadwal satu jam perminggu setiap kelasnya, meskipun kondisi ini sangat disyukuri oleh Tim BK SMA Negeri A dan SMA Negeri C, karna telah terjadi pemerataan untuk kegiatan BK masuk kelas sehingga relative lebih mudah dalam melaksanakan program BK, khususnya kegiatan yang klasikal, namun bagi petugas BK waktu satu jam (45 menit) tidak memadai untuk melaksanakan satuan layanan, hingga layanan menjadi maksimal bahkan ada layanan yang terpaksa tidak dilakukan atau diabaikan karena keterbatasan waktu tersebut.
Sekolah yang tiap kelasnya telah memiliki alokasi jam BK (satu jam=45 menit) yaitu SMA Negeri A dan SMA Negeri C, tidak bisa melaksanakan layanan dengan maksimal, apalagi sekolah yang memiliki alokasi jam BK untuk kelas tertentu saja, seperti SMA Negeri B dan SMA Negeri D yang untuk layanan klasikalnya diberikan secara spontan tanpa perencanaan, Santoadi (2010) mengatakan kelemahan layanan spontan dan tanpa rencana kualitasnya kurang dapat dipertanggungjawabkan, dan sulit di evaluasi.

Kemudian beberapa sekolah dalam penelitian ini tidak semua memiliki ruang BK khusus, SMA Negeri A dan SMA Negeri B ruang BKnya menyatu dengan ruang UKS, sehingga siswa mengeluhkan tidak nyaman saat menjalani proses konseling di ruang BK, dan semua sekolah dalam penelitian ini organisasi BKnya tidak mengelola anggaran sendiri, pembiayaan BK dikelola oleh bendahara sekolah, dan setiap BK butuh sesuatu terlebih dahulu harus mengajukan ke bagian keuangan atau bendahara dan yang masuk dalam pembiayaan hanya untuk pengembangan profesi saja seperti pelatihan seminar atau musyawarah BK (Juknis Dana BOS 2016), sedangkan untuk kegiatan pendukung Kunjungan Rumah tidak dibiayai oleh sekolah.

Hal ini tidak sesuai dengan per mendikbud No. 111 tahun 2014 pasal 12 dan salinan, penyelenggaraan BK memerlukan sarana, prasaran dan pembiayaan, Sukardi (2008) menyebutkan fasilitas fisik untuk BK adalah ruang BK yang terdiri dari unit-unit ruangan yaitu ruang kerja konselor, ruang pertemuan, ruang administrasi, ruang penyimpanan data dan ruang tunggu serta alat-alat perlengkapan ruangan bk tersebut, sementara fasilitas teknis yang dibutuhkan BK adalah alat-alat penghimpun data seperti angket, tes, inventory,daftar cek, sedangkan anggaran adalah biaya-biaya untuk pembiayaan personel, pengadaan dan pengembangan alat-alat teknis, biaya operasional, dan biaya penelitian atau riset. Kondisi tidak adanya ruang khusus untuk BK menjadikan layanan BK tidak berjalan sebagaimana mestinya, karna menyatunya ruang BK dengan ruang lain sering kali menimbulkan kebingungan hingga mengganggu konsentrasi proses konseling yang dilakukan petugas kepada siswa.

SMA Negeri B, SMA Negeri C, SMA Negeri D memasukan anggaran dalam perencanaan, namun SMA Negeri A tidak memasukan anggaran dalam perencanaan. ini sesuai dengan hasil penelitian Aan Purwanto (2014), Persiapan anggaran dana dilakukan pada awal tahun ajaran baru dan ada juga sekolah yang tidak melakukan. Dan tidak adanya dana untuk kegiatan pendukung kunjungan rumah, seringkali kegiatan kunjungan rumah yang mestinya dilakukan untuk menunjang layanan yang diberikan kepada siswa, terpaksa tidak dilakukan karena tidak adanya biaya, dan hal ini tentu membuat layanan BK menjadi tidak maksimal, ini sesuai dengan hasil penelitian Noprita (2014) yang menemukan kurangnya dana yang tersedia juga akan menghambat pelaksanaan program bimbingan dan konseling. Sehingga banyak program yang tidak bisa terlaksana dengan baik karena minimnya dana yang tersedia.

Pengorganisasian


Tidak adanya sosialisasi oleh petugas BK, inilah yang membuat BK kurang dipahami sehingga menimbulkan persepsi yang keliru tentang BK seperti yang terjadi di SMA negeri D, siswa menganggap BK hanya untuk siswa bermasalah saja sehingga siswa sangat takut masuk ruang BK karena tidak mau dianggap anak bermasalah. Disamping itu juga mengakibatkan persepsi keliru dari rekan sejawat, yang menganggap petugas BK itu kerjanya hanya datang, absen lalu pulang, dan juga tidak difahaminya alur penanganan masalah dalam BK, seperti yang terjadi di SMA Negeri A dan SMA Negeri C. Persepsi yang keliru membuat dukungan rekan sejawat terhadap BK pun tidak sepenuhnya, dan akibatnya menjadikan kegiatan BK itu tidak berjalan maksimal.

Pelaksanaan


Berdasarkan hasil penelitian dua sekolah yakni SMA Negeri A dan SMA Negeri C menerapkan jam masuk kelas untuk kegiatan BK secara merata ke semua kelas satu jam perminggu, sehingga pelayanan yang non responsive diberikan secara merata ke semua siswa, meskipun beban jam belajarnya tidak dua jam perminggu perkelas sebagaimana yang diamanatkan dalam Permenkubd No. 111 Tahun 2014 pasal 6 butir 4.

SMA Negeri B lebih memprioritaskan pelayanan untuk siswa kelas dua belas dengan alasan kelas dua belas adalah kelas akhir yang membutuhkan pendampingan BK yang lebih intens berkaitan dengan persiapan memasuki perguruan tinggi, dan sudah tentu bidang bimbingan dan konseling yang di prioritaskan adalah bidang bimbingan karir, dan ini dibuktikan dari hasil wawancara ke siswa yang menyatakan bahwa siswa sering datang ke BK semata-mata untuk mengkonsultasikan rencana karir setelah tamat SMA. Sedangkan untuk kelas sepuluh dan sebelas kegiatan BKnya disisipkan dalam kegiatan ekstrakurikuler pramuka dan mata pelajaran yang lain, serta menunggu siswa datang ke ruang BK.

Sementara itu untuk SMA Negeri D, lebih memprioritaskan layanan untuk kelas sepuluh dengan alasan beban jam belajar kelas sepuluh dalam dapodik lebih banyak dari kelas sebelas dan dua belas, dan tentu lebih memungkinkan untuk di kelas sepuluh diberlakukan BK masuk ke kelas terjadwal sama seperti mata pelajaran lain. Dan karena di kelas pemula maka bidang bimbingan yang di prioritaskan adalah bidang bimbingan sosial,dan belajar yaitu bagaimana
siswa dapat menyesuaikan diri dengan lingkungan belajar yang baru, teman-teman baru, serta kemampuan berinteraksi sosial yang dapat menunjang belajar siswa. Sementara layanan untuk kelas sebelas dan dua belas, Tim BK lebih banyak menunggu siswa yang datang ke ruang BK, meskipun ada waktu yang disisipkan ke mata pelajaran lain, namun tidak dapat dimanfaatkan maksimal oleh petugas BK.


Sesuai temuan penelitian Noprita (2014) bahwa guru bimbingan dan konseling masih kurang terampil dalam melaksanakan kegiatan bimbingan dan konseling. Namun hal ini tidak sesuai dengan pendapat Rusman (2012) menyatakan bahwa hal penting dalam pelaksanaan adalah seorang guru termotivasi untuk mengerjakan sesuatu jika, (a) merasa yakin akan mampu mengerjakannya, (b) yakin tugas itu memberi manfaat bagi dirinya, (c) tidak sedang dibebani oleh tugas atau kepentingan lain, (d) tugas tersebut merupakan kepercayaan, (e) hubungan yang harmonis antar teman. Dan untuk alur penanganan masalah di SMA Negeri D kadang-kadang terjadi jalan pintas (BK dilewati), semestinya penanganan adalah kewenangan BK, karena adanya intervensi-intervensi dari pihak tertentu, akhirnya kadang-kadang ada masalah yang diselesaikan tidak melibatkan BK.

Berdasarkan pembahasan diatas, dapat dilihat keresnjanh antara BK yang mendapat alokasi jam masuk kelas dengan yang tidak ada jam masuk kelas. Di SMA Negeri B dan SMA Negeri D saja, antara kelas yang mendapat layanan klasikal dengan kelas yang tidak mendapat layanan klasikal, ada perbedaan pertama kelas yang mendapat jadwal BK masuk kelas tentu lebih leluasa berinteraksi dengan petugas BK, karna setiap minggu sudah pasti bertemu dengan petugas BK di ruang kelas, jadi bisa lebih dekat dan lebih mengetahui keberadaan dan fungsi BK di sekolah dibandingkan dengan siswa di kelas yang tidak mendapatkan jadwal BK masuk kelas, yang kedua siswa yang mendapatkan layanan klasikal di kelas tidak merasa sungkan atau lebih berani mengkomunikasikan masalah yang dialaminya karena secara rutin setiap minggu bertemu dengan Konselor atau petugas BK yang memang bertanggung jawab untuk mengasuh siswa di kelas tersebut.
Untuk layanan klasikal di SMA Negeri B dan SMA Negeri D khususnya untuk kelas yang tidak terjadwal masuk kelas, layanan klasikal diberikan apabila ada hal yang mendasar yang perlu disampaikan atau saat ada jam kosong, artinya layanan klasikal diberikan secara spontan, padahal pelayanan yang spontan sangat rawan akan resiko seperti yang diungkapkan Santoadi (2010), bahwa kelemahan pelayanan spontan tanpa perencanaan kualitasnya kurang dapat dipertanggungjawabkan dan jangkauan pelayanan bimbingan dan konseling semipit dan evaluasi keberhasilan program bimbingan dan konseling sukar dilakukan.

Dan untuk SMA Negeri A dan SMA Negeri C yang memberlakukan secara merata jam BK masuk pada kelas, tentu memberikan efek yang positif bagi kegiatan BK, yaitu Petugas BK atau Konselor bisa lebih mengenal siswa, lebih leluasa untuk melakukan observasi di kelas, siswa semakin mengenal guru BKnya, siswa secara keseluruhan atau merata dapat menerima layanan yang bersifat klasikal, tentu ini meningkatkan kerja BK juga.

Terry dalam Rusman (2012) menyatakan bahwa pelaksanaan merupakan usaha menggerakkan anggota-anggota sedemikian rupa agar berkeinginan dan berusaha untuk mencapai tujuan. Sugiyono (2012) menyatakan penggerakan adalah upaya memotivasi personel organisasi agar berusaha mencapai tujuan organisasi tersebut, namun pada beberapa SMA Negeri Kota Jambi yang diteliti, dalam pelaksanaan kegiatan layanan BKnya masih ada layanan yang sulit atau sering terabaikan untuk dilaksanakan karena keterbatasan waktu (yang terjadwal hanya mendapat beban belajar 1 jam per minggu). Dan khususnya SMA Negeri D, Tim BK dalam pelaksanaan layanan kadang mengalami hambatan eksternal, berupa intervensi-intervensi dari pihak luar sekolah, yang masih beranggapan bahwa siswa yang akan diberikan pembinaan oleh BK semata-mata adalah siswa yang bermasalah.

Keterbatasan waktu yang menjadi penghambat dalam pelaksanaan layanan dan kurang dekatnya Petugas BK dengan siswa yang menyebabkan kurang leluasanya siswa untuk mengkomunikasikan masalahnya dengan petugas BK, ini menandakan bahwa BK membutuhkan waktu yang lebih dari satu jam untuk tatap muka dengan siswa, dan mengacu pada Permendikbud No. 111 Tahun 2014, pasal 6 butir 4, maka waktu tatap muka petugas BK dengan siswa di kelas adalah dua jam.

Petugas BK SMA Negeri A, SMA Negeri B, SMA Negeri C dan SMA Negeri D menyadari betul Kegiatan Pendukung sangat penting dilakukan untuk menunjang keberhasilan layanan bimbingan dan konseling yang diberikan kepada siswa, namun kegiatan pendukung itu dilakukan berdasarkan kebutuhan saja dan disesuaikan dengan kondisi sekolah. Seperti kunjungan rumah, karna tidak ada sekolah dalam penelitian ini yang menganggarkan biaya kunjungan rumah perencanaan maka kegiatan kunjungan rumah ini dilakukan jika petugas BK atau konselor bersedia menanggung biayaanya sendiri.

Dalam program BK pada beberapa SMA Negeri di Kota Jambi, dituliskan adanya kegiatan pendukung, namun dalam pelaksanaannya tidak semua sekolah kegiatan pendukung tersebut dilakukan sesuai dengan pengaturan waktu yang telah ditetapkan dalam perencanaan, misalnya aplikasi instrumentasi yang terjadwal dilakukan di awal tahun ajaran, tapi dilaksanakan tidak selalu tepat di awal tahun ajaran, karena alasan keterbatasan waktu, padahal BK di awal tahun terlibat dalam kegiatan pengenalan lingkungan sekolah, yang semestinya instrument dapat dilakukan pada saat itu. Meskipun pelaksanaan kegiatan pendukung ini tidak berjalan sebagaimana mestinya, namun kegiatan aplikasi instrumentasi tetap diupayakan dilakukan mengingat hasil instrumentasi tersebut akan menunjang layanan BK.

Berdasarkan pembahasan diatas dapat disimpulkan bahwa proses pelaksanaan program BK di SMA Negeri Kota Jambi berjalan kurang baik, karena disamping tidak
sepenuhnya sesuai dengan perencanaan seperti kesulitan melaksanakan layanan tertentu, juga karena masih adanya sekolah yang tidak merata memberlakukan jam BK masuk kelas, meskipun ada jadwal khusus tapi tidak dimanfaatkan optimal oleh petugas BK, ditambah lagi adanya intervensi kepada BK dari pihak tertentu, dan juga keterkaitan dengan anggaran, khususnya untuk kegiatan pendukung yang membutuhkan biaya.

Evaluasi


Mengenai Lapelprog yang tidak di buat, petugas BK beralasan itu karena yang sering diperiksa Pengawas BK adalah Jurnal dan Program BK saja, sehingga petugas BK mengabaikan untuk membuat Lapelprog, berdasarkan temuan hasil wawancara dapat disimpulkan pencatatan hasil kerja dan kinerja tidak berjalan sepenuhnya, meskipun petugas BK tahu membuat laporan pelaksanaan kegiatan adalah bagian dari tugas dan untuk ketertiban administrasi kegiatan bimbingan dan konseling.

Dalam hal standar kinerja BK, beberapa SMA Negeri di Kota Jambi tidak mengkaitkan dengan kompetensi seorang Konselor/Pendidik atau tidak menetapkan standar kinerjanya berdasarkan 4 kompetensi dalam PP No. 19 Tahun 2005. Baik Kepala sekolah maupun Koordinator BK yang telah diwawancarai, yang melakukan evaluasi sama sekali tidak mengkaitkan dengan standar kinerja berupa kompetensi seorang Konselor/Pendidik, dan
diketahui standar yang digunakan adalah terlaksana atau tidaknya program BK itu sendiri, ini menandakan untuk penetapan standar kinerja BK pada beberapa SMA Negeri di Kota Jambi tidak dilakukan sebagaimana mestinya.

Penilaian hasil kerja dilakukan pihak sekolah dan pihak luar sekolah, petugas yang melakukan penilaian dari dalam deisebut auditor yang bertugas menilai semua pelaksanaan manajemen di sekolah yang anggotanya terdiri dari Kepala Sekolah, Wakil Kepala Sekolah dan beberapa guru yang ditunjuk. Sedangkan penilaian dari pihak luar sekolah dilakukan oleh pengawas BK dari dinas pendidikan. Penilaian meliputi Program BK, pencatatan, dan pelaporan pelaksanaan program BK dan sebagainya.

Pada beberapa SMA Negeri di Kota Jambi, bahwa yang melakukan penilaian kinerja Tim BK adalah dari luar oleh Pengawas BK, sedangkan dari dalam di SMA Negeri A, SMA Negeri B dan SMA Negeri D dilakukan oleh Kepala Sekolah melibatkan para Wakil dan Koordinator BK, sedangkan untuk SMA Negeri C Koordinator BK menyatakan tidak ikut melakukan penilaian. Masih ada sekolah yang Koordinator BKnya tidak melakukan penilaian terhadap anggotanya, jika kondisinya demikian, sangat minim sekali masukan-masukan yang diterima oleh petugas BK untuk melakukan perbaikan kinerjanya, karena kalau menunggu hasil penilaian dari Kepala Sekolah dan Pengawas BK tentu tidak bisa setiap saat memberikan penilaian, dari hal tersebut maka dapat peneliti simpulkan kegiatan mengukur dan menilai hasil kerja dan kinerja petugas BK pada beberapa SMA Negeri di Kota Jambi tidak dilakukan sebagaimana mestinya.

Dari pembahasan mengenai pencatatan hasil kerja dan kinerja, yang ditandai dengan belum dilakukan pencatatan yang baik oleh petugas BK, melakukan pencatatan hanya untuk laporan yang dianggap penting dan mendesak saja, tidak ada penetapan standar kinerja yang seharusnya standar kinerja disesuaikan dengan kompetensi konselor, dan masih ada Koordinator BK yang tidak melakukan penilaian terhadap anggotanya, serta kurang sigapnya Koordinator BK dalam pengambilan tindakan perbaikan kegiatan BK, meskipun dukungan penuh diberikan pihak sekolah untuk kegiatan pengembangan namun inipun kembali pada petugas BK itu sendiri untuk mengaplikasikan segala ilmu yang didapat dari pelatihan dan seminar, maka dapat disimpulkan kegiatan evaluasi program bimbingan dan konseling di SMA Negeri Kota Jambi berjalan kurang baik.


SIMPULAN

Tahap perencanaan program bimbingan dan konseling di SMA Negeri Kota Jambi berjalan cukup baik yang ditunjukan dengan adanya program BK yang menjelaskan adanya
kegiatan analisis kebutuhan siswa, analisis situasi dan kondisi sekolah, penetapan tujuan, jenis layanan, waktu kegiatan, dan penyediaan angket yang dibutuhkan, hanya saja fasilitas ruang BK belum semuanya memenuhi standar yang dijanjikan, bahkan masih ada yang ruang BK nya bergabung dengan ruangan UKS, kemudian juga pengelolaan anggaran belum dilakukan oleh organisasi BK sendiri, namun hal ini tidak menghalangi pelaksanaan kegiatanBK.

Tahap pengorganisasian manajemen program BK di SMA Negeri Kota Jambi dari berbagai temuan hasil wawancara maka dapat peneliti simpulkan berjalan cukup baik, terlihat dari adanya pembagian tugas dan pelibatan stakeholder dalam kegiatan BK, meskipun untuk kegiatan sosialisasi tidak dilakukan secara rutin atau diagendakan, serta hubungan dengan stakeholder yang kurang terpelihara, karena komunikasi terjalin saat ada penanganan masalah saja.

Pelaksanaan program bimbingan dan konseling di SMA Negeri Kota Jambi dapat disimpulkan berjalan kurang baik, karena tidak sesuai dengan perencanaan seperti kesulitan melaksanakan layanan dan kegiatan pendukung tertentu, juga karena masih adanya sekolah yang tidak merata memberlakukan jam BK masuk kelas, meskipun ada jadwal khusus tapi tidak dimanfaatkan optimal oleh petugas BK, ditambah lagi adanya intervensi kepada BK dari pihak tertentu.

Evaluasi program bimbingan dan konseling di SMA Negeri Kota Jambi dapat disimpulkan berjalan kurang baik, yang ditandai dengan belum dilakukan pencatatan yang baik oleh petugas BK, melakukan pencatatan hanya untuk laporan yang dianggap penting dan mendesak saja, tidak ada peneetapan standar kinerja yang seharusnya standar kinerja disesuaikan dengan kompetensi konselor, dan masih ada Koordinator BK yang tidak melakukan penilaian terhadap anggotanya, serta kurang sigapnya Koordinator BK dalam pengambilan tindakan perbaikan kegiatan BK, meskipun dukungan penuh diberikan pihak sekolah untuk kegiatan pengembangan namun inipun kembali pada petugas BK itu sendiri untuk mengaplikasikan segala ilmu yang didapat dari pelatihan dan seminar BK.


DAFTAR PUSTAKA


Teachers’ Professional Development in Teaching English at Madrasah Tsanawiyah in Jambi an: Assessment

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ABSTRACT
This study is aimed at investigating teachers’ professional development in teaching English at Madrasah Tsanawiyah in Jambi. It focuses on finding out personal characteristics of the respondents in terms of: gender, educational attainment, teaching experience, and training attended, the professional activities attended by the teacher in the last three year, the relationship between teachers assessment toward professional development activities helped to apply new skills and effectiveness, how the relationship between teachers assessment toward sufficient emphasise on students’ need and effectiveness, and the relationship between teachers’ assessment toward consistency of professional development and effectiveness. This research was a quantitative study which used questionnaires that were completed by all English teachers of Madrasah Tsanawiyah in Jambi city. The questionnaires were divided into four parts. They are: personal characteristics of the respondent, professional development information, professional development needs, and the effectiveness of professional development. The findings revealed that the participants have issues with sustaining changes to their practice; this teachers' experience in external professional development was insufficient enough while at the same time they are also struggling to create more opportunities for school-based professional development. In addition, the findings of this study also indicated that the participants want to be paid more attention for their own professional learning. In addition, this study also stresses on the need of the participants' additional experience on professional development programmed and to have sufficient support and follow-up during that time to ensure that changes in teaching practice are best sustained. Overall there is a significant relationship between teachers’ professional development in teaching English at Madrasah Tsanawiyah in Jambi city. The researcher argues that teachers ‘professional development, an assessment have influence toward the ability of the teacher to apply their new skill in improving the result of students learning. In addition, strategies in increasing the effectiveness of teachers’ professional development are included and suggestions for future research are also discussed more.

Keywords: Teachers' Professional Development, Assessment.

Introduction

In Madrasah Tsanawiyah, English lesson is a part of curriculum; the students do not enjoy the lesson, get bored, can not engage with material, and cannot develop English skill. Many students feel bored with English lesson, lack of motivation and poor English skills are the factors. Students think English is very difficult. That problem makes students have low scores and students not comprehended in English. Teaching and learning process needs best figure from the teacher, understand about the materials, how to manage the class, how to assess and evaluate students performance.

As the foreign language learners there are language aspects that influence in learning English. Teachers’ professional development is very important in the success of the students’ activity. In this study the writer investigated important way how teachers’ professional development can rise up students ability in English learning. Considering the condition in most Madrasah Tsanawiyah suffers from limited financial supports, thus every English teacher should follow teachers’ professional development as an effort from government to increase students’ out-put in Madrasah Tsanawiyah. Finally, the researcher assumes that teachers of Tsanawiyah lack of training therefore the researcher need to evaluate teacher professional development (teacher training) in Madrasah Tsanawiyah in term of teaching English.

Based on the above reasons and explanation, the writer would like to conduct a research to assessment Teachers’ professional development in teaching English as a foreign language in Madrasah Tsanawiyah in Jambi City. The result of this study may help determining if there is a need to plan and implement teacher professional development in other to improve teachers’ knowledge and competencies.

Literatur Review

1. Professional development
The importance of teachers in these educational reforms has been acknowledged. It is now recognized that teachers are not only the ‘variables’ in these reforms, but they are both subject and object of the change. According to Villages & Reimers (2003) Professional development “in a broad sense refers to the development of a person in his or her professional role”. More specifically, it refers to “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” Glathorn (1995). Professional development can either include formal or informal experiences. These informal experiences can include participating in workshops, or professional meetings. Professional development is an important subject for teachers. Language teachers like any other teachers need opportunities to keep their language and teaching skills up to date at regular intervals.

According to McLeskey & Waldron (2002) in Rebora (2008) Professional development is crucial in providing continual updates on effective teaching practices, tools and technology, and providing support in areas of need or interest. Professional development approached through a workshop style presentation has proven ineffective in meeting the needs of teachers. Professional development opportunities for educators to improve their knowledge, skill levels, and experience mastery of best practices are highly significant in the quest for educational reform.

2. Teacher Professional development

Professional development is an individual and self improvement task, removed from the school context and not explicitly linked to the improvement of student learning (DET, 2005), professional development can be visualized as a system. In this context, a ‘system’ is a set of connected parts or elements in which processes occur with facilitators, programs, and teachers in particular contexts. According to Guskey (1986), teacher professional development as attempts to bring about “change in the classroom practices of teachers, change in their beliefs and attitude, and change in the learning outcomes of students”. Both beginning teachers and more experience teachers need to deal with the inevitable changes that impact upon their practice.

The main idea of teacher professional development is to provide the teacher agents’ appropriate knowledge, technology and teacher must have professional development in data analysis for it to be beneficial in making continued improvement. Professional development activities are important not only for the teachers to update themselves with the latest innovations in their professions. There are a variety of other reasons why they are important. Some of these can be correcting inappropriate applications of teachers, developing teaching competence, increasing student success, improving teachers’ language skills, adopting a new working environment and harmonizing novice and experience teachers. They are also important because they provide the environment where teacher can share experiences and ideas with other teachers and reflect on their own teaching (Arechaga, 2001). From all these definitions, it is clear that professional development targets to make the teachers more competent in their profession.

3. Teaching English as foreign Language

The acronyms ESL (English second language) and EFL (English Foreign Language) are often confused because they both suggest English learning but these learning environments are completely different. The acronym EFL refers to English as a foreign language. It is defined as “English for learners who come from a country where English is not spoken as a mother tongue” (Scrivener, 2005) and where English is almost always not spoken outside the classroom in public. Therefore, EFL students have fewer chances to practice with native speakers because the language outside the classroom is not English. EFL students, on the other hand, have to try that much harder to understand the context in which English is spoken to become proficient speakers.

According to Ganshow and Schneider (2005), many students have difficulties learning a new language system. This does not mean that they are dyslexic or that they have a learning disability. Just as there are some students who have particular strengths in math, science, or any other discipline, some students have particular strengths in learning languages. The teacher should be aware of this and whenever they realize the students’ weaknesses (difficulties) be able to provide appropriate
pedagogical help (teaching method) as otherwise these difficulties start to pile up and later on they can have a negative influence on young learners.

Murcia (2006) state that nine approaches that used in the final quarter twentieth century they are: 1. Grammar-translation, 2. Direct, 3. Reading, 4. Audiolinguism (United States), 5. Oral-situation (Britain), 6. Cognitive, 7. Affective-humanistic, 8. Comprehension-based, 9. Communicative. However, what is the solution for the English foreign language teacher, given the abundance of past, current, and future approaches? The only way to make wise decisions to learn more about the various approaches and methods available and to find out which practices have proved successful.

4. **Professional development needs assessment**

Teacher professional development, such development is the means, activities, or process by means of which teachers enhance their professional knowledge, skills and attitudes. For this study, the researcher defines several concepts that are relevant to the research topic. Firstly, the term ‘assessment’ should be understood as the initial step in the human resource process, which is aimed at determining the needs of the individual and the school to enable both to plan for further development and activities (Anthony, Kacmar, & Perrewe, 2002). To ‘assess’ means to measure something, usually that is measurable, that has been learnt, that can be remembered, that is understood, or that can be applied from what is being learnt in a different context (Sieborg & Macintosh, 2004).

In contrast, Erwin (1991) explains assessment as a systematic basis for making inferences about the learning and development of learners, being the process of defining, selecting, designing, collecting, analysing, interpreting and using information to increase students’ learning and development. Danielion and McGreal (2000) profess that teacher assessment is an important vehicle for promoting quality education. Similarly, Stronge and Turker (2003) further state that teacher assessment influences teacher professional development. The same sentiment is also shared by Ovando (2001) who asserts that teacher assessment has a positive impact on teacher professional development.

Therefore, Monyatsi & aser (2006) aver that teacher assessment leads to teacher improvement and motivation, in the interest of enhanced and relevant learning opportunities for learners. With assessment as a measuring instrument, one can generate evidence and make judgements of an individual’s competence against specified descriptions of acceptable evidence (i.e. performance and assessment criteria). The main idea of Professional development needs assessment is to Teacher assessment, which is of great importance, has been regarded as an important vehicle for promoting quality education. In order to promote teacher professional development, one means is to integrate it with teacher assessment.

5. **Status of teaching English in Madrasah Tsanawiyah**

Madrasah tsanawiyah in Jambi city serve as another formal basic school which incorporate Islamic values in its nature compare to public junior high schools. According to Ball and Haque (2010) in Silvia (2014), state that islam is not so much about believing in the faith but how Muslim respond to the faith, that is. Not so much a noun but a verb, an action. It suggested that all component of the learning institution should be supporting the integration of Islamic values in daily practice, including English foreign language in teaching and learning.

Furthermore, based on Keputusan Menteri Agama Number 371/1993 stated there were three levels of madrasah in the Ministry of Religious Affairs (MORA) namely; madrasah Ibtidaiyah (MI) or Primary School, Madrasah Tsanawiyah (MTs) or Junior High School, and Madrasah Aliyah (MA) or Senior High School.

English learning in Madrasah Tsanawiyah similar to Junior high school is aimed to reach functional stage, like communicating orally and written to solve daily problems. Base on curriculum 2006 (PUSKURNAS, Standar isi dan standar Kompetensi) English subject in Junior high school or Madrasah tsanawiyah is intended to the students to have ability likes: 1. To develop communicating competence orally and written to reach functional literacy, 2. To have an awareness of English essence and important to enhance the national Potency in global society, 3. To develop understanding of students about the relevancy between language and Culture.

6. **Professional Development in Teaching English**
Base on several authors/researchers including Fulan (2005), Guskey (2000), Loucks-Horsley, stiles, and Hewson (1996); and Loucks-Horsley (2010). Said that the core Principles of Professional Development are: 1. Build on foundation of skills, knowledge and expertise. Professional development must build upon the current foundation of the basic skills, knowledge and areas of expertise of the educational personnel involved. Professional development will link new knowledge and activities with what the practitioners already know and are able to do. And will extend their thinking. 2. Engage participants as learners. Professional development should include rich and varied opportunities that engage educational personnel as learners and offer the opportunity to apply new skills and knowledge. 3. Provide Practice, feedback and follow-up. Professional development should offer educational personnel opportunities for (a) practicing the new skills, strategies, and techniques; (b) providing feedback on performance; and (c) continuing follow-up activities. 4. Measure changes in teacher knowledge and skills. Successful and effective professional development should be manifested by measurable increases in participant knowledge and skills. 5. Measure changes in student performance. Professional development should be linked to measurable outcomes in student performance, behaviour and/or achievement.

7. Teachers Professional Demands

According to the Regulation of the Minister of National Education of the Republic of Indonesia number 16 Year 2007 on Academic Qualification Standards and Competencies Teachers, as for a variety of competencies that must be owned by teachers, there are: pedagogical, personal, professional and social obtained through professional education. The fourth competency integrated in teacher performance. 1. Pedagogical competencies include understanding from the teacher to the learner, the design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize various potentials. 2. Personal competence is a personal capacity reflects the personality of a solid, stable, mature, wise and dignified, become role models for students, and morality, 3. Social Competence is the ability of teachers to communicate and interact effectively with students, fellow teachers, staff, parents / guardians of students and the surrounding community. 4. Professional competence is the mastery of learning materials is broad and deep, which includes mastery of curriculum subjects at school and substance of knowledge that overshadow his material, as well as mastery of the structure and methodology of science.

In order for professional development to be successful: Professional development should have a focus on improving and evaluating pupil outcomes, Professional development should be underpinned by robust evidence and expertise, Professional development should include collaboration and expert challenge. Professional development programmer should be sustained over time. Professional development must be prioritized by school leadership

8. Effectiveness of Professional Development

The most effective professional development is focused specifically on the materials and programs the teachers are using for instruction. General types of training are much less effective than specific ones. Educational effectiveness emphasizes the quality dimension; it is always about achievements of students. But the equity dimension raises attention for the fact that there are differential effects and some teachers and schools have better results with specific groups of students (Cambell et al., 2004). Five principles of effective professional development, they are: 1). the duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem. 2). There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice. 3). Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice. 4). Modelling has been found to be highly effective in helping teachers understand a new practice. 5). the content presented to teachers shouldn’t be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).

Research Question
The research questions are formulated as follows: 1). What are personal characteristics of the respondents are involved in the teachers’ professional development in terms of: gender, educational attainment, teaching experience, and training attended? 2). What are the professional activities attended by the teacher in the last three year? 3). Is there any relationship between teachers’ assessment toward professional development activities helped to apply new skills and effectiveness of professional development? 4). Is there any relationship between teachers’ assessment toward sufficient emphasis on students' need and effectiveness of professional development? 5). Is there any relationship between teachers’ assessment toward consistency of professional development and effectiveness of professional development?

Method
To answer the research questions, the researcher used a survey questionnaire.

1. Data Collection Procedure
Data was collected in the form of a questionnaire. Questionnaires were given to the 51 participants after the letter of request is approved by the headmaster of the school or participant themselves.

2. Data analysis procedure
The researcher used SPPS 19 program to analyze the data. The researchers also used the Descriptive and inferential data analyzed was performed in other to answer the research questions.

Finding and Discussion
Question 1) What are personal characteristics of the respondents are involved in the teachers’ professional development in terms of: gender, educational attainment, teaching experience, and training attended? The finding found that 21 (41.2%) of respondents were male and 30 (58.8%) of the respondents were female. This means that there are more female than male participated as respondents in this research. Looking at respondents background based on teaching experience, 9 (17.6%) of respondents had been teaching between 1 to 5 years, 20 (39.2%) had experience between 6 to 10 years, 14 respondents were within 11 to 20 years, and 8 (2.9%) of respondents did not give any answer. respondents background based on teaching experience in current system, 17 (33.3%) of respondents had been teaching in current system between 1 to 5 years, 20 (39.2%) had experience between 6 to 10 years, nine respondents had experience between 11 to 20 years, and five (9.8%) of respondents stated more than 20 years experience. Looking at respondents background based on teaching experience at present school, 18 respondents (35.3%) had been teaching between 1 to 5 years, 21 respondents (41.2%) had experience between 6 to 10 years, seven respondents (3.7%) were within 11 to 20 years experience, and five (9.8%) of respondents had experience more than 20 years. According to classification of respondents’ certification. One respondents (2.0) hold as teachers’ elementary school certification, 13 (25.5%) of the respondents hold junior high school certification, 1 (2.0%) of the respondents hold senior high school certification, 2 (3.9%) of the respondents hold as a principle certification, 17 (33.3%) of the respondents hold specific subject certification, and 17 (33.3%) of the respondents did not state any answer. according to level of education. Four levels of educations are shown in the table. Most of respondents 46 (90.2%) were Bachelor’s degree level of education, 4 (7.8%) of the respondents were master level and 1 of the respondents was Doctorate degree.

Question 2) What are the professional activities attended by the teacher in the last three year? The finding found that 9 teachers attended teaching English by using ICT, 7 teachers attended CLT, 12 teachers attended teaching English for local content, 8 teachers attended teaching English for specific purpose and 27 teachers teaching methodology for MTS. It means professional activities attended by the teachers Madrasah Tsanawiyah in the last three year are very suitable.
Question 3) Is there any relationship between teachers assessment toward professional development activities helped to apply new skills and effectiveness of professional development? The finding found that overall frequency and percentage of professional activities helped teacher apply new skill which categorized very helpful. It showed that professional activities helped teacher apply new skill in Madrasah Tsanawiyah Jambi.

Question 4) Is there any relationship between teachers assessment toward sufficient emphasise on students’ need and effectiveness of professional development? The result show that effectiveness correlation between teachers assessment toward sufficient emphasise on students’ need and effectiveness of professional development. This is aimed at determining the needs of the individual and the school to enable both plan for further development activities. The finding shows that professional learning for teachers needs to be able to address the concerns that they have in relation to their students’ learning achievement.

Question 5) Is there any relationship between teachers’ assessment toward consistency of professional development and effectiveness of professional development? The finding also showed that in consistency (r=0.459) were found significantly related to their professional development and effectiveness of professional development.

Conclusion

The teachers perceived that teachers professional development are very much needed in specific areas of teaching. And the government must increase training providers and financial resources in teachers’ professional development. The effectiveness of teachers’ professional development is also determined by the teachers’ own belief and their motivation and commitment level to improve their practice. With this understanding, the impact of teachers’ professional development will be explored from the teachers’ perspective. Summary Professional development for teachers is essential to maintain the level of professionalism so that teachers are able to keep up with the changes in demand and expectation held by the nation and society in regard of the quality of education received by school children. Professional development for teachers is believed to be more effective in creating sustained change to teaching practice when it is designed to accommodate to the learning needs of the students as well as the teachers.

There need to be a proper and systematic planning of teachers' professional development programmers to: prevent professional development overload, ensure coherence with previous professional development experiences, and consolidate the new knowledge and sustain the changes made to teaching practice, then schools need to focus on strengthening its professional learning communities to provide teachers the platform for continuous learning opportunities where they can learn from each other.

References


ANALISIS FAKTOR-FAKTOR YANG BERKONTRIBUSI TERHADAP KOMPETENSI GURU DAN REKOMENDASI KEBIJAKAN (Studi Kasus Pada Salah Satu Kecamatan Di Kabupaten Tebo)

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Abstrak
Penelitian ini secara umum bertujuan untuk mengetahui gambaran secara empirik kontribusi supervisi akademik pengawas sekolah dan motivasi kerja terhadap kompetensi guru di SDN se-Kecamatan Sumay Kabupaten tebo. Penelitian ini merupakan penelitian kuantitatif dengan rancangan survei dengan teknik korelasional. Sample yang diambil sebanyak 67 responden dari 200 populasi. Data dikumpulkan melalui angket dan dianalisis menggunakan teknik analisis deskriptif dan teknik analisis regresi dengan bantuan aplikasi SPSS. Temuan penelitian ini menunjukkan bahwa supervisi pengawas sekolah, motivasi guru berkategorai tinggi dan kompetensi guru kategori tinggi. Adapun kontribusi Supervisi Akademik Pengawas sekolah terhadap Kompetensi sebesar 30,4%. Kontribusi Motivasi kerja guru terhadap Kompetensi sebesar 46,1%. Kompetensi Akademik pengawas sekolah dan motivasi kerja, terhadap kompetensi guru 47%. Hasil penelitian ini merekomendasikan kepada guru SDN Se kecamatan sumay Kabupaten tebo agar dapat mempertahankan kompetensi yang telah dicapai dan tidak cepat puas dengan apa yang telah dicapai serta mempertahankan motivasi dalam meningkatkan kualitas dalam proses pembelajaran. Bagi para supervisor (pengawas sekolah) lebih meningkatkan fungsi pengawasan sebagaimana tertuang dalam Standar Kompetensi Pengawas SD (Permendiknas No. 12 tahun 2007). Selain itu untuk Peneliti yang akan datang, dapat mengambil manfaat dari hasil penelitian ini, setidaknya sebagai dasar untuk melakukan pengkajian bidang administrasi pendidikan secara lebih mendalam.

Kata kunci: Supervisi, Motivasi dan Kompetensi Guru

Latar Belakang

pembinaan yang serius melalui peningkatan fungsi supervisi akademik dan supervisi manajerial pengawas sekolah.

Berdasarkan pengamatan awal yang dilakukan di lingkungan Dinas Pendidikan Kecamatan Sumay kabupaten Tebo 20 Sekolah Dasar Negeri dengan jumlah guru 200 orang dengan 3 orang pengawas berdasarkan data kuantitatif kepala Unit Pelaksana Dinas Pendidikan kecamatan Sumay kabupaten Tebo. Pada survey awal ini peneliti melakukan interview dengan pengawas sekolah dan pengamatan dalam kegiatan KKG maka diperoleh data awal yang terjadi di lapangan terkait profesionalisme guru. Fenomena tersebut adalah sebagai berikut : (1) Banyak guru mengajar dengan metode konvensional dan cenderung monoton serta pembelajaran yang tidak mempedomani perangkat pembelajaran, hal ini menunjukkan kompetensi pedagogik yang rendah, (2) Masih banyak guru yang belum memenuhi standar kualifikasi pendidikan, ini menunjukkan rendahnya kompetensi profesional, (3) Sebagian guru belum memiliki rasa tanggung jawab dan motivasi untuk maju, hal ini menunjukkan kurangnya kompetensi kepribadian, (4) Banyak guru yang belum bisa bekerjasama dengan sesama rekan satu sekolah maupun antar sekolah, masalah ini akan menghambat keberhasilan sekolah, hal ini menunjukkan rendahnya kompetensi sosial.(5) kurangnya motivasi kepada guru oleh kepala sekolah dalam mencapai tujuan pembelajaran, dengan kata lain mereka mengajar tujuannya hanyalah untuk memenuhi kewajiban kuantitas jam mengajar saja tidak melihat apakah peserta didiknya sudah mengerti dan memahami apa yang disampaikan oleh guru, padahal seorang guru mempunyai tugas baik pengetahuan, sikap, dan keterampilan yang benar-benar harus di lakukan kepada peserta didiknya.Oleh sebab itu salah satu tugas kepala sekolah adalah untuk menciptakan guru profesional agar bisa bekerja sesuai dengan pengarahan yang diberikan.

Melihat fenomena tersebut serta terbatasnya penelitian terkait kompetensi guru SDN Di Kecamatan Sumay. Oleh karena itu, permasalahan ini sangat menarik untuk dijadikan bahan penelitian. Penelitian ini diharapkan dapat memberikan rekomendasi kebijakan bagi pengelola pendidikan dalam mengaplikasikan program pembinaan/supervisi kemampuan profesional yang dilakukan oleh Pengawas dalam peningkatan kompetensi guru.

Pertanyaan Penelitian
Berdasarkan latar belakang masalah yang telah dikemukakan, di bawah ini merupakan pertanyaan penelitian yang akan memandu peneliti dalam meneliti tentang kontribusi supervisi pengawas dan motivasi kerja terhadap kompetensi guru, yaitu:
1. Bagaimana gambaran supervisi oleh pengawas?
2. Bagaimana gambaran motivasi kerja?
3. Bagaimana gambaran kompetensi guru?
4. Apakah terdapat kontribusi supervisi oleh pengawas terhadap kompetensi guru?
5. Apakah terdapat kontribusi motivasi kerja terhadap kompetensi guru?
6. Apakah terdapat kontribusi supervisi oleh pengawas dan motivasi kerja secara simultan terhadap kompetensi guru?

Metode Penelitian
Untuk menjawab permasalahan dan pertanyaan penelitian, maka penelitian ini menggunakan metode penelitian kuantitatif dengan rancangan survei. Tujuan dari penelitian kuantitatif dengan rancangan survei ini adalah untuk mengumpulkan informasi dari atau tentang orang-orang untuk menggambarkan, membandingkan, atau menjelaskan pengetahuan mereka, sikap, dan perilaku dari variabel-variabel yang dikaji dengan mengajukan pertanyaan yang sama kepada sampel dari populasi yang dipilih. Dalam penelitian ini populasi bersifat homogen yaitu 200 orang guru berstatus PNS. Dalam penelitian ini tidak semua anggota populasi diselidiki, melainkan hanya sampel yang dipandang dapat mewakili populasi maka sampel yang akan dijadikan responden terpelihara berjumlah 67 orang yang diambil melalui teknik simple random sampling.

Data dikumpulkan melalui angket dan analisis menggunakan teknik deskriptif dan teknik analisis regresi (simple regression analysis dan multiple regression analysis) dengan metode single step (entered). Data diolah dengan bantuan aplikasi statistik SPSS. Variabel dalam penelitian ini dibedakan menjadi dua yaitu; variabel bebas (independent variable) yaitu Supervisi oleh Pengawas(X1), dan Motivasi Kerja (X3). Variabel terikat (dependent variable) yaitu Kompetensi Guru (Y). Dalam penelitian ini, data dideskripsikan berdasarkan fakta yang
ada tanpa memberikan perlakuan kepada obyek yang diteliti. Rancangan yang digunakan dalam penelitian ini adalah seperti pada gambar berikut:

![Diagram Rancangan Kerangka Pemikiran]

Gambar 1. Rancangan Kerangka Pemikiran


<table>
<thead>
<tr>
<th>Tabel 1. Tingkatan Skor Angket</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Angket (4 Point Skala Likert)</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

Gambar 2.1 Kerangka Pemikiran

Uji coba instrumen penelitian berupa uji reliabilitas dilakukan sebelum angket diberikan kepada responden. Tujuan dari uji coba instrumen adalah untuk menghindari pertanyaan-pertanyaan yang kurang jelas maksudnya selain itu uji ini bertujuan untuk mengetahui tingkat konsistensi suatu variabel.

Penelitian dengan metode kuantitatif (rancangan survei) perlu menggunakan analisis data. Analisis ini berkaitan dengan perhitungan jawaban rumusan masalah dan pengujian hipotesis. Analisis statistik deskriptif dalam penelitian ini digunakan untuk mengetahui tingkat jawaban responden masing-masing pertanyaan dan mendapatkan rata-rata skor masing-masing indikator untuk selanjutnya diketahui tingkat capaian jawaban responden masing-masing variabel yang diteliti melalui pedoman tingkat mean (rata-rata).

Untuk mendeskripsikan variabel supervisi oleh pengawas, motivasi kerja dan kompetensi guru digunakan pedoman mean (rata-rata) pada tabel 2 yang nantinya akan dikonsultasikan dengan tabel kriteria/kategori mean sebagai berikut:
Tabel 2. Interpretasi Skor Nilai Mean

<table>
<thead>
<tr>
<th>Interval</th>
<th>Supervisi</th>
<th>Motivasi Kerja</th>
<th>Kinerja Guru</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,00 – 1,75</td>
<td>Sangat rendah</td>
<td>Sangat</td>
<td>Sangat</td>
</tr>
<tr>
<td>1,76 – 2,50</td>
<td>Rendah</td>
<td>Rendah</td>
<td>Rendah</td>
</tr>
<tr>
<td>2,51 – 3,25</td>
<td>Tinggi</td>
<td>Tinggi</td>
<td>Tinggi</td>
</tr>
<tr>
<td>3,26 – 4,00</td>
<td>Sangat tinggi</td>
<td>Sangat tinggi</td>
<td>Sangat tinggi</td>
</tr>
</tbody>
</table>

Selanjutnya, untuk menguji hipotesis yaitu kontribusi \( X_1, X_2, X_3 \) terhadap \( Y \) maka digunakan teknik analisis regresi (simple regression analysis dan multiple regression analysis) dengan metode single step (entered) dengan melihat besaran angka \( R^2 \) (persentase dari angka \( R \) Square). Semua Data diolah dengan bantuan aplikasi statistik SPSS.

**Temuan Penelitian dan Pembahasan**


Hasil pengujian hipotesis 1 ditemukan bahwa terdapat kontribusi supervisi oleh pengawas terhadap kompetensi guru SDN Se Kecamatan Sumay Kabupaten Tebo. Hal ini ditunjukkan oleh Angka \( R \) Square atau Koefisien Determinasi kontribusi sebesar 30,4%. Dengan demikian, berarti variabel kompetensi guru (\( Y \)) bisa dijelaskan oleh variabel supervisi (\( X_2 \)) atau supervisi oleh pengawas berkontribusi sebesar 30,4% terhadap kompetensi guru.

Hasil pengujian hipotesis 2 ditemukan bahwa terdapat kontribusi variabel kompetensi guru SDN Se Kecamatan Sumay Gelam Kabupaten Tebo. Hal ini ditunjukkan oleh Angka \( R \) Square atau Koefisien Determinasi kontribusi sebesar 46,1%. Dengan demikian, berarti variabel kompetensi guru (\( Y \)) bisa dijelaskan oleh variabel motivasi kerja (\( X_3 \)) atau motivasi kerja berkontribusi sebesar 46,1% terhadap kompetensi guru.

Hasil pengujian hipotesis 3 ditemukan bahwa terdapat kontribusi supervisi dan motivasi kerja secara bersama-sama terhadap kompetensi Guru SDN Se Kecamatan Sumay Kabupaten Tebo. Hal ini ditunjukkan oleh Angka \( R \) Square atau Koefisien Determinasi kontribusi sebesar 47%. Dengan demikian, berarti variabel terikat (kompetensi guru) dijelaskan bersama-sama oleh variabel bebas yang terdiri dari Supervisi dan motivasi kerja atau berkontribusi bersama-sama sebesar 47% terhadap kompetensi guru.

Pelaksanaan kegiatan supervisi oleh pengawas berdasarkan apa yang dipersepakatan guru-guru SDN di Kecamatan Sumay dapat dikategorikan tinggi dengan nilai mean 2,9134. Hal ini dapat diartikan bahwa supervisi yang dilakukan oleh pengawas terhadap guru-guru yang berada di sekolahnya masing-masing cenderung berjalan dengan baik dan berjalan sebagaimana yang diharapkan. Bila diikatkan dengan tugas pokok pengawas, Tim Dosen Administrasi UPI (2014), menyatakan bahwa supervisi pendidikan pada hakikatnya sebagai bimbingan profesional guru. Senada dengan Sagala (2012) mengemukakan bahwa pengawasan yang dilakukan oleh pengawas sekolah pada dasarnya merupakan upaya memberi bimbingan, binaan, dorongan, dan pengayoman bagi satuan pendidikan yang bersangkutan untuk menyelenggarakan program pembelajaran sesuai standar yang telah dipersyaratkan. Implikasi dari temuan penelitian ini adalah upaya yang dilakukan pengawas sekolah dinilai sudah baik, namun tetap perlu ditingkatkan, pengawas sekolah perlu meningkatkan frekuensi kunjungan baik secara kualitas maupun kuantitas untuk melakukan supervisi akademik kepada guru dan kepala sekolah yang sudah disertifikasi maupun yang belum disertifikasi (PNS maupun honorer) secara continue atau berkesinambungan.

Motivasi kerja guru merupakan dorongan semangat dan kegigian perilaku guru kepada kegiatan belajar mengajar. Motivasi kerja guru sebagaimana yang dipersepakatan oleh
guru-guru SDN Kecamatan Sumay Kabupaten Tebo dikategorikan tinggi dengan nilai mean sebesar 2,8367. Hal ini dapat diartikan bahwa motivasi kerja guru yang ada dalam dirinya tergolong baik dengan dorongan dan semangat yang baik pula dalam kegiatan belajar mengajar. Implikasi dari temuan ini adalah bahwa motivasi kerja guru dalam kegiatan mengajarnya dipertahankan. Ideanya seorang guru memiliki faktor-faktor yang ada dalam dirinya untuk mengarahkan perilakunya untuk mencapai tujuan tertentu termasuk dalam hal meningkatkan kinerja mengajar.

Kompetensi guru SDN Kecamatan Sumay Kabupaten Tebo sebagaimana yang diperspeksikan oleh guru-guru itu sendiri tergolong kategori tinggi pula dengan nilai mean sebesar 2,9852. Hal ini sangat beralasan bila dihubungkan dengan temuan penelitian variabel bebas sebelumnya seperti supervisi dan motivasi kerja guru yang juga berkategorai tinggi. Supervisi oleh pengawas dimaksudkan untuk meningkatkan kemampuan profesional guru melalui kinerjanya, dan motivasi kerja merupakan suatu dorongan dan semangat guru dalam upaya peningkatan kinerja. Implikasi dari temuan penelitian ini adalah bahwa kinerja guru SD Kecamatan Sumay Kabupaten Tebo perlu dipertahankan dan perlu terus mendapat perhatian dari Pengawas Sekolah, supervisor dalam hal ini adalah pengawas sekolah, dan motivasi kerja yang ada dalam guru sendiri. Sebab kinerja guru dalam hal ini bersifat dinamis dan pada suatu waktu kinerja guru mungkin berada pada kategori baik, tetapi pada saat yang lain bisa jadi berada pada kategori kurang baik.

Hasil analisis regresi sederhana uji hipotesis pertama menunjukkan bahwa terdapat kontribusi supervisi pleh pengawas terhadap kompetensi guru dengan sumbangan efektif sebesar 30,4% dengan taraf signifikasi sebesar 0,000. Jika kompetensi guru mencapai tingkat prosentase 100%, maka 30,4% disumbang oleh supervisi oleh pengawas. Hal ini dapat diartikan bahwa jika kompetensi guru tergolong tinggi (sebagaimana yang dikemukakan dalam temuan deskriptif sebelumnya) bukan hanya kompetensi guru itu sendiri, melainkan juga karena peran supervisi oleh pengawas yang berkontribusi terhadap kompetensi guru. Berikut berartiannya kegiatan supervisi oleh pengawas kontribusinya terhadap kinerja guru, Sagala (2012, hal. 152), berpandangan bahwa “kehadiran pengawas sekolah menjadi tempat curah pendapat untuk mendiskusikan berbagai hal mengenai penyusunan silabus, RPP, evaluasi belajar, penggunaan model belajar, strategi dan teknik pembelajaran dan sebagainya yang berkaitan dengan pengajaran”. Implikasi dari temuan penelitian ini adalah kegiatan supervisi oleh pengawas berkontribusi dalam meningkatkan kompetensi guru sehingga berbagai problem pengajaran dapat diatasi dan kualitas layanan belajar yang diberikan kepada peserta didik secara terus menerus meningkat.

Hasil analisis regresi sederhana uji hipotesis kedua menunjukkan bahwa terdapat kontribusi motivasi kerja terhadap kompetensi guru dengan sumbangan efektif sebesar 46,1% dengan taraf signifikasi sebesar 0,000. Jika kompetensi guru mencapai tingkat prosentase 100%, maka 46,1% disumbang oleh motivasi kerja. Hal ini dapat diartikan bahwa jika kompetensi guru tergolong tinggi (sebagaimana yang dikemukakan dalam temuan deskriptif sebelumnya) bukan hanya kompetensi guru itu sendiri, melainkan juga karena peran motivasi kerja guru yang ada di dalamnya yang berkontribusi terhadap kompetensi guru. Dari kedua variabel bebas seperti yang dikemukakan sebelumnya, variabel motivasi kerja mempunyai kontribusi paling besar terhadap kompetensi guru yaitu sebesar 46,1%. Setiap orang dalam melakukan sesuatu tindakan tertentu pasti didorong oleh adanya motiv tertentu, sejalan dengan Wibowo (2013), menjelaskan bahwa motivasi biasanya timbul karena adanya kebutuhan yang belum terpenuhi, tujuan yang ingin dicapai, atau karena adanya harapan yang diinginkan. Sementara Muchlas (2012) berpandangan bahwa motivasi sebenarnya adalah hasil interaksi antara individu dengan situasinya. Implikasi dari temuan ini penelitian ini adalah bahwa motivasi kerja guru yaitu faktor-faktor yang ada dalam diri seorang guru untuk menggerakkan dan mengarahkan perilakunya untuk memenuhi tujuan tertentu berkontribusi terhadap kompetensi guru tersebut.

Hasil analisis regresi berganda dengan metode single step (entered) uji hipotesis ketiga menunjukkan bahwa terdapat kontribusi supervisi dan motivasi kerja secara bersama-sama terhadap kompetensi guru SDN se Kecamatan Sumay Kabupaten Tebo dengan sumbangan efektif sebesar 47% dengan taraf signifikasi sebesar 0,000. Dari hasil analisis regresi berganda tersebut dapat diartikan bahwa jika gambaran kompetensi guru tergolong tinggi (sebagaimana yang dikemukakan dalam temuan deskriptif sebelumnya) bukan hanya kompetensi guru itu sendiri, melainkan juga karena peran supervisi oleh pengawas, dan motivasi kerja guru yang ada di dalamnya yang berkontribusi signifikan terhadap kompetensi guru. Dari hasil analisis
regresi sederhana seperti yang dikemukakan sebelumnya, variabel supervisi memberikan kontribusi sebesar 30,4% dan motivasi kerja mempunyai kontribusi paling besar terhadap kompetensi guru yaitu sebesar 46,1%. Armstrong (2000 dalam Jones et al. 2006) berpendapat bahwa “it is a record of a person’s accomplishments”. Maksudnya adalah kinerja itu adalah catatan prestasi seorang.


Kesimpulan dan Rekomendasi Kebijakan


Referensi


Abstract

Competence of teachers and learning facilities is critical in supporting the learning process of students, with the competence of teachers and supported with adequate learning facilities will add to the educational achievement of students learning a measure of success that has been taken by the student, in obtaining the results of learning how to have a relationship with competence teacher and student facilities. The results of the value of productive subjects who experienced the student at the time studying under the KKM. The results of their study averaged 7.5 even student learning outcomes in productive subjects are still very low there should be remedial. This study aims to determine the competence of teachers and facilities Relations Student Learning Results Subjects Programs Earning XI Class 1 City Administration SMKN Jambi. This research is a descriptive correlational research that provides an overview on the status of an existing symptoms, with a population of 147 students, and 60 students were sampled. Data were collected through questionnaires and documentation to the students of class XI Administration koesioner research data form containing 27 items to 18 items competencies for teachers and learning facilities. The results showed that there is a relationship between teachers' competencies with learning outcomes in subjects earning class XI students majoring in office administration SMK Negeri 1 Jambi with a correlation coefficient = 0.438. There is a relationship between learning facility with learning outcomes in subjects earning class XI students majoring in office administration SMK Negeri 1 Jambi with a correlation coefficient = 0.461. And there is a relationship between teacher competence and student learning facility with learning outcomes in subjects earning class XI students majoring in office administration SMK Negeri 1 Jambi with a correlation coefficient = 0.288.

Keywords: Teacher Competency, Learning Facilities and Learning Outcomes

Pendahuluan

sehingga fasilitas yang mendukung kegiatan belajar mengajar belum bisa dimanfaatkan secara optimal oleh para siswa dalam kegiatan pembelajaran disekolah.

Jenis Dan Metode Penelitian

Jenis penelitian ini adalah deskriptif korelasional. Penelitian deskriptif korelasional adalah penelitian yang memberikan gambaran informasi mengenai status suatu gejala yang ada, yaitu gejala menurut apa adanya pada saat penelitian dilakukan (Arikunto, 2003:209). Dalam penelitian ini penulis menguji mengenai hubungan kompetensi guru dan fasilitas belajar dengan hasil belajar siswa pada mata pelajaran produktif kelas XI Jurusan administrasi perkantoran SMK Negeri 1 Kota Jambi. Oleh sebab itu dari pernyataan tersebut, maka variable dari penelitian ini adalah:

1. Variabel bebas (independen variable) yaitu kompetensi guru ($X_1$) dan fasilitas belajar ($X_2$).
2. Variabel terikat (dependen variable) yaitu hasil belajar siswa ($Y$)


Selain itu digunakan dokumentasi untuk melengkapi dan memperoleh data yang diperlukan dalam penelitian ini. Dokumentasi digunakan untuk mendapatkan data nama-nama siswa kelas XI Jurusan Administrasi Perkantoran yang ada dalam populasi dan mencari data tentang hasil belajar siswa, yaitu hasil belajar siswa yang dilihat dari nilai ulangan harian mata pelajaran produktif.

Hasil Penelitian Dan Pembahasan

1. Terdapat hubungan positif dan signifikan antara kompetensi guru dengan hasil belajar produktif siswa kelas XI Administrasi Perkantoran SMK N 1 Kota Jambi sebesar 0,438. Dengan demikian $H_a$ menyatakan bahwa terdapat hubungan antara kompetensi guru ($X_1$) dan hasil belajar produktif ($Y$) siswa kelas XI Administrasi Perkantoran SMK N 1 Kota Jambi dapat diterima.
2. Terdapat hubungan positif dan signifikan antara fasilitas belajar dengan hasil belajar produktif siswa kelas XI Administrasi Perkantoran SMK N 1 Kota Jambi sebesar 0,461. Dengan demikian $H_a$ menyatakan bahwa terdapat hubungan antara fasilitas belajar ($X_2$) dan hasil belajar produktif ($Y$) siswa kelas XI Administrasi Perkantoran SMK N 1 Kota Jambi dapat diterima.
3. Terdapat hubungan positif dan signifikan antara kompetensi guru dan fasilitas belajar secara bersama-sama dengan hasil belajar produktif siswa kelas XI Administrasi Perkantoran SMK N 1 Kota Jambi sebesar 0,288. Dengan demikian $H_a$ menyatakan bahwa terdapat hubungan antara kompetensi guru ($X_1$) dan fasilitas belajar ($X_2$) dengan hasil belajar ($Y$) produktif siswa kelas XI Administrasi perkantoran SMK N 1 Kota Jambi dapat diterima.

Berdasarkan hasil perhitungan diperoleh korelasi antara kompetensi guru dan fasilitas belajar dengan hasil belajar siswa sebesar 0,537. Nilai ini menjelaskan bahwa hubungan kompetenpsi guru dan fasilitas belajar dengan hasil belajar memiliki korelasi sedang. Adapun R Square menunjukkan nilai koefisien determinasi kompetensi guru dan fasilitas belajar dengan hasil belajar siswa sebesar 0,288 atau sebesar 28,8% memberi pengertian bahwa 28,8% hasil belajar siswa ditentukan oleh kompetensi guru dan fasilitas belajar siswa sedangkan sisanya merupakan kontribusi faktor yang tidak diteliti.

IV. KESIMPULAN DAN SARAN

Terdapat hubungan positif dan signifikan antara kompetensi guru dan fasilitas belajar secara bersama-sama dengan hasil belajar produktif siswa kelas XI Administrasi Perkantoran SMK N 1 Kota Jambi sebesar 0,288. Dengan demikian Hipotesis 2 (H2) menyatakan bahwa terdapat hubungan antara kompetensi guru (X1) dan fasilitas belajar (X2) dengan hasil belajar (Y) produktif siswa kelas XI Administrasi perkantoran SMK N 1 Kota Jambi dapat diterima. Dalam penelitian ini kompetensi guru dan fasilitas belajar berperan signifikan dalam peningkatan hasil belajar siswa.

Kemudian korelasi antara kompetensi guru dan fasilitas belajar dengan hasil belajar siswa yaitu 0,537. Nilai ini menjelaskan bahwa hubungan kompetensi guru dan fasilitas belajar dengan hasil belajar memiliki korelasi sedang. Adapun R Square menunjukkan nilai koefisien determinasi kompetensi guru dan fasilitas belajar dengan hasil belajar siswa sebesar 0,288 atau sebesar 28,8% memberi pengertian bahwa 28,8% hasil belajar siswa ditentukan oleh kompetensi guru dan fasilitas belajar siswa sedangkan sisanya merupakan kontribusi faktor yang tidak diteliti.


Kemudian disarankan kepada guru untuk dapat lebih meningkatkan kompetensi guru, seperti yang terdapat pada kompetensi professional guru dan harus lebih ditingkatkan dalam proses belajar mengajar supaya hasil belajarannya meningkat sedangkan kepada pihak sekolah khususnya kepala sekolah agar lebih memperhatikan dan meningkatkan fasilitas belajar yang ada di sekolah supaya proses pembelajaran dapat berjalan lancar dan akan menunjang pencapaian hasil belajar yang baik. Lebih lanjut diharapkan kepada peneliti yang lain untuk mencari factor lain yang berhubungan dengan peningkatan hasil belajar siswa khususnya pada siswa Kelas XI di SMK Negeri 1 Kota Jambi.

REFERENSI

THE EFFECT OF USING CARTOON ANIMATION AS INSTRUCTIONAL MEDIA TOWARD STUDENTS’ WRITING ABILITY OF DESCRIPTIVE TEXT ACHIEVEMENT (An Evaluative Study on Seventh Grade Student of State Junior High School 3 Jambi City)

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Abstract
This study aimed at discussing about the effect of using cartoon animation as instructional media toward students’ writing descriptive text which was conducted to know the students’ writing ability of class VII SMPN 3 Jambi trough the descriptive text. It is used a quantitative approach using T-test by adopting experimental-posttest only control group design. However, after doing the calculations by finding out of the highest and lowest scores, calculating the range of data, dividing the class, obtaining the interval, finding the standard deviation, as well as the average of standard error between media using cartoon and without using cartoon media against the students’ writing skills. The finding shows that $T_0 = 4.98$ is greater than the $T_{table} (2.00 <4.98> 2.65)$. It can be concluded that there is a significant result when students write text trough descriptive text with cartoon animation media.

Keyword : Descriptive Text, Cartoon Animation

Introduction

Today, English has become an international language that holds an important role in the world life. It is interesting to be studied and mastered in order to be able to communicate with people from the other countries. In addition, English can help us to face global life where the competition of job marketing is very strict so it is used as communication tool. For those reasons, the Indonesian government has decided that English must be taught from Junior High School until University.

Writing is one of the subjects and one of the four language skills in English, plays major role in the process of teaching and learning English. Writing as a part of four language skills have to be comprehended by the students in order to convey many messages and share information and ideas to others. Harmer (2007) stated that the people can be judged as literate, if they can read and write in certain situations and for certain purposes, some of which are more prestigious than others. Thus, being able to write is a vital skill for ‘speakers’ of a foreign language as much as for everyone using their own first language. Training students to write thus demands the care and attention of language teachers (Harmer, 2004).

Writing is transferring information or ideas of different kinds of the context to reader. Writing is as process that has four main elements namely planning, drafting, editing (reflecting and revising), and final revision (Harmer, 2007). Indeed, those processes of writing really take more time in order to accomplish the learning activities. Therefore, a sufficient time for writing is needed in order to complete all the writing process. On the other hand, compared to teaching writing in the actual situation, writing has limited time to be taught in junior high school because the time allowed to other skills namely reading, speaking and listening.

It is no doubt because of the difficulty and time limitation of teaching writing, there will be problems that arise during the teaching and learning activities in school. The learners have less exposure and exercises of writing activities because of limited time for English writing. As a result, learners will be less motivated in writing since they consider that writing is difficult. Therefore, it is needed a solution to overcome this
situation to create effective class activities that enforce effective learning outcome. Hence, the teacher has to be creative in the class by creating an interesting instructional media and activities in teaching learning process.

Based on the researcher experience, students feel difficult in learning Descriptive Text. There are some of student’s problems in understanding descriptive text, they are: 1) Instructional media that used, could not motivate students for enhancing their motivation in learning English. 2) The student lack of vocabularies, so they feel trouble in understanding what they read. 3) Instructional materials are not fit with students’ environment, so they feel strange and hard to understand. 4) As new learner in English subject, students have not mastery in English grammatical.

In fact, teacher only use textbook as instructional media, whereas there are several media in school such as in focus, computer and DVD player but those media are not used as well. Besides that, students as young learner lack of vocabulary and are not mastery English grammar yet, they always open their dictionary every time and this case wasting time in learning.

Instructional media is needed by the teacher to make the learning easier for the students. Media is a channel of communication, while instructional media that incorporate concrete experiences help students integrate prior experience and thus facilitate learning of abstract concepts (Heinich, Molenda, Russell, & Smalldino, 1993). According to Reiser (2001), instructional media is defined as the physical means, other than the teacher, chalkboard, and textbook, via which instruction is presented to learners. Instructional media developed every year so there is a great deal of initial interest and much enthusiasm about the effect it is likely to have on instructional practice. However, enthusiasm and interest eventually fade, and an examination reveals that that the medium has had a minimal impact on such practices. It means that the use of media in schools and the setting in which the use of instructional media has been most closely examined (Reiser, 2001).

Heinich (1993) stated that media and technology have influenced education. Most recently, for example, the computer and internet have invaded instructional setting. Such tools offer powerful possibilities for improving learning. The teacher, however, makes difference in the integration of media and technology into this process. The roles of instructor and learner are clearly changing because of influence of media and technology in the classroom. No longer are teachers and textbooks the sources of all knowledge. The teacher becomes the director of the knowledge-access process. Along the continuum of instructional strategies, sometimes the teacher will elect to provide direct instructional experiences for students. It is essential that, as the guide for learning, the teacher examine media and technology in the context of learning and its potential impact on the outcome for students. Cartoon is a media that teacher can use in the writing activities because a cartoon can include humorous drawings, separated into political or editorial, which use caricature, humor, and satire to comment on current affairs and influence public opinion, to comment on social events, which poke fun at daily life and its problem, or merely to illustrate a joke. A cartoon can be described as “a shorthand by which humorous ideas can be absorbed by the reader with minimum effort” (Mushohwe, 2011). Hamidon Khalid et, al. (2010) conducted a research about teaching perception towards the usage of cartoon in teaching. The finding showed that the use of cartoon have positive impact in terms of learning, motivation and interests. The suitability as agreed by majority of teachers looks promising, in addition to humour, in overcoming the difficulties often encountered by students in their learning. The use of cartoons in the teaching and learning can be carried out in various situations, including creating discussion environment and students’ active participation. Thus, this leads to students constructing their knowledge (Khalid, Meerah, & Halim, 2010).

Nowadays, modern technology makes some innovation in developing cartoon. Cartoon animation becomes one of the choices for the teacher to bring it to the learning
environment when it comes to educating children. The presence of fantasy and colorful in cartoon animation can increase the interest of the young learner and reinforces the learning of abstract items in second language instruction. Consequently, teachers become interested in utilizing cartoon animation in teaching students in various language classes (Faloye, 2013).

Based on the problem and explanation discussed above, the writer intended to study more and conduct a research entitled “The Effect of Cartoon Animation as Instructional Media towards Writing Descriptive Text”.

**Literature review**

**Definition of Instructional Media**

A medium (plural, media) is a channel of communication. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver (Heinich et al., 1993). The term instructional media has been defined as the physical means via which instruction is presented to learners (Reiser, 2001). Under this definition, every physical means of instructional delivery, from the live instructor to the textbook to the computer and so on, would be classified as an instructional medium. Several media can be used by a teacher to transfer the lesson. The medium of teaching can be the material of the lesson or the tools that facilitated the teaching and learning process physically.

According to Susilana & Riayana (2009), besides definitions above, many definitions of instructional media as follows:

1. Technology to bring the message that is utilized for learning activity (Schramm, 1982).
2. Physical tool to convey the learning material such as; books, films, videos, slides etc.
3. Communication tool in printed material or audio visual, including its hardware technologies.

Instructional media consist of two important elements, namely element of device (hardware) and element of message (software). Thus, instructional media need device or tool to display the message, but the important one is message or information that was brought by that media.

From some definitions above, it can be concluded that a) instructional media is a tool to bring the message, b) the material is the message of learning, 3) the goal that want to achieve is learning process. Therefore, the use of creative instructional media will influence the motivation of the student to study more and increase their performance based on the goal of teaching learning in the classroom.

**Advantages of Media in Teaching**

According to Susilana & Riayana (2009), the advantages of media are as follows:

1. To clear the message
2. To overcome the limited room, time and energy
3. To increase the learning motivation, direct interaction between the students and learning sources
4. To enable the students to learn independently based on their ability in visual, auditoria or kinesthetic
5. To give the same stimulation

**Classifications of Media**

Susilana & Riyana (2009) stated that media can be classified in five categories, they are: silent visual media, animated visual media, audio media, silent audio visual media, and animated audio visual media. These media can be differentiated with the process of transfer the message or information, how the voice or the picture can be catches, and in what way (direct looking, optic projection, electronic projection or telecommunication.
Edgar Dale proposed classification of media in an experience pyramid as follows:

Adapted from Susilana & Riyana (2009).

Since There are many varieties of media for teaching, Heinich (1993) stated that the decision about whether to use a particular piece of instructional media depends on several factors. He added that resent research confirms that certain criteria are critical in the appraisal of materials. Among the questions to be asked about each specific piece of media are the following:

- Does it match the curriculum?
- Is it accurate and current?
- Does it contain clear and concise language?
- Will it motivate and maintain interest?
- Does it provide for learner participation?
- Is it of good technical quality?
- Is there evidence of its effectiveness?
- Is it free from objectionable bias and advertising?
- Is a user guide or other documentation included?

Cartoon Animation as Instructional Media

One of instructional media can be used in writing process is cartoon animation. Previously, cartoon is used as a graphic media containing interpretative pictures using symbols to create a brief message and quickly change attitude towards people, situation or specific events (Dahlan, 2015). According to Heinich et, al. (1993), cartoons (line drawings that are rough caricature of real people and events) are perhaps the most popular and familiar visual format. Humor and satire are mainstays of the cartoonist’s skill. Cartoons are easily and quickly read and appeal to children and adults alike. The best of them contain wisdom as well as wit. We can often use them to make or reinforce a point of instruction. Appreciation and interpretation, however, may depend on the experience and sophistication of the viewer. Be sure the cartoons that used for instructional purpose are within the experiential and intellectual range of the students.

Nowadays, cartoon developed and can also be manipulated by animation. This is the technique in which the producer takes advantages of persistence of vision to give motion to otherwise inanimate objects. Cartoon animation is made up of series of photographs or drawing of small displacements of objects or images (Heinich,1993).

The Advantages of Cartoon Animation as Instructional Media
Heinichet, al. (1993) stated that cartoon is one of other types of non-projected visual media commonly found in the classroom situation. Several advantages of cartoon as non-projected visual media can be listed as follows:

a) It is easy to use because it does not require any equipment.
b) It is relatively inexpensive.
c) Many can be obtained at little or no cost.
d) It can be used in many ways at all levels of instructions and in all disciplines.
e) It can be used to stimulate creative expression, such as telling or writing stories or composing poetry.
f) It may be used in testing and evaluation

g) It is particularly helpful with objectives requiring identification of people, places, or things (Heinich, et, al., 1993).

According to Su (2014), over the last two decades, many scholars have concluded the benefits of merging digital animated cartoons into teaching including:

1. They provide learners authentic language: Just like textbooks incorporate the menus from restaurants or the timetable of trains or buses into teaching; videos could also bring in the authentic language into teaching. Because most of the stories in the videos (DVDs) are adapted from real life stories, the dialogues are all from daily language.
2. They improve students’ listening ability: According to Flower drew and Miller (2005), using videos (DVDs) can be a passive activity and can benefit the listeners.
3. They enable students to be familiar with the social environment of the target language: Leung and Jenks (2005) also indicated that language usage is part of culture and vice versa. Putting culture concept into language teaching by using the life style, behavior, the values of target language could provide a sense of reality.

Writing Skill

Writing has been described in many ways. According to Harmer (2004), among the four language skills, writing is important to be mastered by the students in which mastering the ability to write effectively is seen as a key objective for the learners. Because of the need for accuracy in writing, the mental process of the students when writing is differ significantly from the way they approach discussion or other kinds of spoken communication.

Writing activity can take role as a means of communication as well as a means of discovery. Writing activity also essential because merely it becomes a process of discovery for the students as they discover new ideas and language forms to express the ideas and it is seen as a developmental process when students choosing their own words for their writing. In writing, students frequently have more time to think than in speaking, so they can express almost all that they have in their minds, and also consult dictionaries, grammar books, or any other references for the perfection of their writing (Harmer, 2004). Therefore, practice and study of writing remain significant parts of the school curriculum.

Elements of Writing

According to Harmer (2004) to be able to write well, students need to know and consider (1) grammatical ties, or grammatical cohesion such as pronoun, possessive reference, tense agreement, article reference, linkers, and substitution and ellipse, (2) lexical cohesion, such as repetition of word, and (3) coherence of text, such as line of thought order and writing purpose.

There are some elements of writing skills that are needed to be trained to the learners in practicing their writing in order to make them accustomed to write a text. In writing practice, they have to follow the steps to make their writing more effective in teaching writing such as grammar, sentence organization, vocabulary and mechanic. These elements become categories for the teacher in evaluating students’ writing so that the teacher can judge the students’ writing is good or not.
Those elements of writing was proposed by Brown (2001):

a) Content
   It included thesis statement, related ideas development of ideas through personal experience, illustration, facts opinions, using of description, cause/effect, comparison/contrast, and consistent focus.

b) Organization
   It concluded effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate of length.

c) Discourse
   It concluded topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical convention, reference, fluency, economy and variation.

d) Syntax

e) Vocabulary

f) Mechanic
   It concluded spelling, punctuation, citation of reference (if applicable), neatness, and appearance. Based on the previous theories, it is clear that the students should process adequate English vocabulary and structure to support their writing skill. Because in the writing process, a writer must be able to choose the appropriate words and structures in order to avoid misunderstanding and communication breakdown. Writing activity will automatically encourage the students to enhance the other skills, enhance students’ vocabulary and develop students’ grammar insight.

The approach in teaching writing
In teaching writing, an educator can focus on product of that writing or on the writing process itself. When concentrating on the product as Harmer (2001) noted that, we are only interested in the aim of the task and the end of product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on re-writing phases, editing, redrafting, and finally finishing their work in the term of product, the process approach aims to get to the heart of the various skills that should be employed when writing. The process approach that asks students to consider the procedures of putting together is a good piece of work

Although the process approach has become more popular than the product approach, it is not always easy to choose the appropriate one for second language writing instruction. In addition, the recent approach, genre based approach, are introduced in Indonesian curriculum. Hyland (2003) state that writing instruction of genre based approach with the purpose for communicating, and then moves to the stages of a text which can express these purpose. Teachers can help students to distinguish between different genres and to write them more effectively by a careful study of their structures. The teaching learning cycle in genre based approach having three phases: modeling, joint construction of text by learners and the teacher, and the independent construction of texts by learners themselves.
Descriptive Text

Many types of writing form exist including descriptive, argumentative, narrative, report and recount and among others. In descriptive writing, the writer tells and describes about specific places, things or people. Wiyanto as cited in Ahmad Dahlan (2015) states that descriptive text is a text presenting a verbal portrait of person, a place or a thing.

A good description usually has three important qualities. They are:
1. Dominant impression: The first sentence or even the first words of description which usually serves as the topic sentence the paragraph.
2. Mood: A feeling that goes beyond measurable physical appearances.
3. Logical development: A picture or impression of a person, place or thing.

According to Hutchinson (2005), in order to keep the reader interested in writer ideas in descriptive text, first, develop the ideas so clearly that they’re easy to understand. This always involves supplying specific details, examples, or reasons. Often it also means choosing a method of development that works well with topic. Some lists below contain several good methods of development:

- **Time**: describing events or steps in the order of their occurrence
- **Space**: describing a city, for example, from outskirts to center or a mural from left to right
- **Increasing complexity**: beginning with the simple or familiar and going on to the more complex or unfamiliar
- **Comparison and contrast**: beginning with a discussion of the features of two ideas and ending by drawing a conclusion about them
- **Support**: beginning with a general statement and going on to support it with specific examples, details, and reasons
- **Climax**: beginning with a specific fact or situation and continuing with more facts about the subject, ending with the most exciting moment or result.

Method

This research was an experimental-posttest only group design that asks researcher to manipulate and control on more independent variables and observed dependent variables, to see the difference. In this research, the sample was divided in two classes by simple random sampling. The first class was experimental and gets treatment. And, the second class was control. After that, researcher looking for posttest to get
differences of mean based on treatment. Using cartoon animation as instructional media as independent variable, and writing descriptive text as dependent variable. The descriptions above, can be explaining the design of research posttest only control design (Sugiyono, 2011:112).

\[
\begin{array}{ccc}
R_1 & X & O_2 \\
R_2 & O_4 \\
\end{array}
\]

Explanations:
X = Treatment by using cartoon animation as instructional media  
R₁ = The students of experiment group  
R₂ = The Students of control group  
O₂ = The Result of learning writing descriptive text by using cartoon animation  
O₄ = The Result of learning writing descriptive text tough by the teachers

The populations of the research were all seventh grade students of SMPN 3 Jambi. In this research, the populations are 126 students. 126 students divided to experiment group, control group, and validity group, with total 94 students.

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VII A</td>
<td>15</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>2</td>
<td>VII B</td>
<td>14</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>VII C</td>
<td>15</td>
<td>17</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>VII D</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>57</td>
<td>69</td>
<td>126</td>
</tr>
</tbody>
</table>

After the number of sample was clearly, researcher divided them into two groups: experimental group (X) and control group (Y) with total number 64 students. For validity item, researcher used 30 students from populations who not include in experimental group and control group. Let see this table below:

<table>
<thead>
<tr>
<th>Class</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment group</td>
<td>32 Students</td>
</tr>
<tr>
<td>Control group</td>
<td>32 Students</td>
</tr>
<tr>
<td>Total</td>
<td>64 Students</td>
</tr>
</tbody>
</table>

Findings and Discussion

Score Description of Students’ writing ability using Cartoon Animation (Experiment Group).
To describe the score of the writing ability at experiment group:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student A</td>
<td>79</td>
</tr>
<tr>
<td>2</td>
<td>Student B</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>Student C</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>Student D</td>
<td>81</td>
</tr>
<tr>
<td>5</td>
<td>Student E</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>Student F</td>
<td>88</td>
</tr>
</tbody>
</table>
### Distribution Data for Frequency Score of Students’ Writing ability by Using Cartoon Animation

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>F</th>
<th>$X_1$</th>
<th>$X_1'$</th>
<th>$X_1'^2$</th>
<th>$F \cdot X_1$</th>
<th>$F \cdot X_1'^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>92-99</td>
<td>3</td>
<td>95,5</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>84-91</td>
<td>11</td>
<td>87,5</td>
<td>2</td>
<td>4</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>76-83</td>
<td>9</td>
<td>79,5</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>68-75</td>
<td>4</td>
<td>71,5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>60-67</td>
<td>3</td>
<td>63,5</td>
<td>-1</td>
<td>1</td>
<td>-3</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>52-59</td>
<td>2</td>
<td>55,5</td>
<td>-2</td>
<td>4</td>
<td>-4</td>
<td>8</td>
</tr>
</tbody>
</table>

$\sum F = 32$, $\sum F \cdot X_1 = 33$, $\sum F \cdot X_1'^2 = 91$

### Score Description of Students’writing ability using teachers (Control Group)

To describe the score of the writing ability at control group:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student A</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Student B</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>Student C</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Student D</td>
<td>79</td>
</tr>
<tr>
<td>5</td>
<td>Student E</td>
<td>53</td>
</tr>
<tr>
<td>6</td>
<td>Student F</td>
<td>73</td>
</tr>
<tr>
<td>7</td>
<td>Student G</td>
<td>55</td>
</tr>
<tr>
<td>8</td>
<td>Student H</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>Student I</td>
<td>80</td>
</tr>
</tbody>
</table>
Analysis the effect of using cartoon animation and teachers toward students writing ability descriptive text.

To obtain the effect of using Cartoon Animation and using teachers toward students' achievement about writing descriptive text, the data could be displayed as follows:

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Using Cartoon Animation</th>
<th>Without Cartoon Animation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Score</td>
<td>96</td>
<td>80</td>
<td>32</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>52</td>
<td>35</td>
<td>32</td>
</tr>
</tbody>
</table>

Finally, interpretation ($T_o$) based on calculation above, $T_{obtained} = 4.98$. And then, researcher looking for degree of freedom with formula:

$$ df \text{ or } db = N - 2 = 64 - 2 $$
= 62
Since $T_{table}$ with significance level of 5% is (2,00) and with significance level of 1 % is (2,65), on the contrary based on the calculation of $T_{obtained}$ is 4,98, so it can be stated that ($t_{obtained}$) is bigger than $t_{table}$ ($t_{o} > t_{table}$) or it is similar to (2,00 < 4,98 > 2,65). It can be concluded that using cartoon animation before learning process have significant effect for the students' writing descriptive text achievement. So that:

$H_a = expected$

$H_0 = refused$

Conclusions

This research has proved that using animation media toward students writing ability of descriptive text at the seventh grade of State Junior High School 3 Jambi City. It can be concluded that:

1. The highest and lowest score students on writing ability of descriptive text using cartoon animation are 96 and 52.
2. The highest and lowest score students on writing ability descriptive text with the teachers are 80 and 35.
3. There is a significant effect of applying cartoon animation to students writing ability of descriptive text based on the result (2,00 < 4,98 > 2,65).

References


Hutchinson, Emily (2005). Descriptive Writing


Ridwan (2013). Dasar-Dasar statistika, Bandung: Alfabet,121


Pengembangan Kamus Berbasis Android Pada Materi Invertebrata Untuk Siswa MIPA Kelas X SMA

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Abstrak
Invertebrata merupakan salah satu materi yang wajib dipelajari pada Mata Pelajaran Biologi kelas X. Dalam mempelajari Biologi khususnya pada materi Invertebrata, banyak sekali ditemukan istilah-istilah menggunakan bahasa latin atau bahasa ilmiah yang berkaitan dengan Invertebrata. Banyak siswa yang mengalami kesulitan dalam mengikuti materi Invertebrata, terutama dalam memahami istilah-istilah bagian struktur tubuh invertebrata yang sering mereka temukan saat pembelajaran berlangsung. Dengan demikian untuk mengetahui arti istilah-istilah pada materi invertebrata ini siswa dapat menggunakan kamus yang menggunakan bahasa Latin dan bahasa Indonesia yang berbasis Android. Penelitian ini dilakukan pada sekolah SMA N 1 Kota Jambi. Penelitian ini bertujuan untuk membuat media pembelajaran berupa kamus berbasis android biologi pada materi invertebrata dan menguji kelayakannya dengan uji coban kelompok kecil. Penelitian ini menggunakan model pengembangan ADDIE yang terdiri dari lima tahap, yaitu: analisis, desain, pengembangan, implementasi dan evaluasi. Jenis data dalam penelitian ini berupa data kuantitatif yaitu data yang diperoleh dari penilaian angket siswa dan data kualitatif yaitu data yang diperoleh dari tim validasi yaitu ahli media dan ahli materi. Produk yang telah dikembangkan dan divalidasi oleh tim ahli yang terdiri dari ahli media dan ahli media, diujicoba kelompok kecil dan kelompok besar. Hasil validasi oleh ahli materi dilakukan sebanyak 2 kali memperoleh persentase akhir 88,89% dalam kategori sangat baik dan validasi oleh ahli media dilakukan sebanyak 3 kali, dengan skor mencapai 42 atau 95,45%. Persentase uji coba kelompok kecil kepada 8 orang siswa MIPA yaitu mencapai skor 439 dengan persentase 85,74% dalam kriteria sangat baik dan persentase uji coba kelompok besar kepada 18 orang siswa MIPA dengan skor 1178 atau dengan persentase 86,11% dalam kategori sangat baik. Berdasarkan analisis data kuantitatif dan kualitatif dapat disimpulkan bahwa produk yang dikembangkan berupa Kamus istilah Berbasis Android Pada Materi Invertebrata Untuk Siswa MIPA Kelas X SMA layak digunakan dalam proses pembelajaran. Disarankan kepada peneliti selanjutnya supaya melengkapi media kamus ini dengan fitur yang lebih baik lagi seperti mampu mencari kosakata dengan menggunakan suara dan mampu membuat kalimat ejaan dengan otomatis, dan jumlah kosakata yang lebih banyak.

Kata Kunci: Kamus, Android, Invertebrata

PENDAHULUAN

Beberapa tahun terakhir, handphone dengan sistem operasi Android yaitu perangkat bergerak yang menunjukan perkembangan yang sangat pesat. Masyarakat menggunakan perangkat handphone semakin banyak, sehingga membuka peluang menggunakan perangkat teknologi bergerak pada dunia pendidikan. Hal ini diperkuat dengan data yang telah diambil dengan subjek siswa di tiga SMA, kategori kepemilikan handphone yaitu sebesar 100% siswa menggunakan handphone android, bahkan dalam satu orang ada yang memiliki lebih dari 1 handphone android. Namun penggunaan android dalam proses pembelajaran kurang efektif karena siswa cenderung menggunakan handphone android untuk bermain games, sosial

421


Berdasarkan uraian tersebut, maka penulis bermaksud melakukan penelitian yang berjudul "Pengembangan Media Kamus Istimewa pada Materi Invertebrata Berbasis Android Untuk Siswa MIPA Kelas X SMA".

METODE PENELITIAN

Jenis penelitian yang sesuai dengan permasalahan dalam kajian ini adalah penelitian pengembangan. Sebagaimana penjelasan Asim (2001:1), bahwa penelitian pengembangan dalam pembelajaran adalah penelitian yang digunakan untuk mengembangkan dan memvalidasi produk-produk dalam proses pembelajaran.

Model pengembangan yang digunakan adalah model ADDIE. Model ADDIE dalam penelitian ini didasarkan pada beberapa alasan yaitu: (1) Model ini merupakan model prosedural yaitu model yang bersifat deskriptif menunjukkan langkah-langkah yang jelas dan cermat untuk menghasilkan produk; (2) Tahap-tahap pengembangan dalam model ini sama dengan standar tahap pengembangan; (3) Model ADDIE telah digunakan secara luas dan terbukti dapat memberikan hasil yang baik. Menurut Pribadi (2009:125) ADDIE merupakan salah satu model desain sistem pembelajaran yang memperlihatkan tahapan-tahapan dasar desain sistem pembelajaran yang sederhana dan mudah dipelajari.

Berdasarkan model pengembangan ADDIE, berikut ini adalah langkah-langkah dari model ADDIE.

Uji Coba Produk

Dalam desain ujicoba produk terdapat rancangan pengembangan dalam penelitian ini meliputi:
1. Desain produk berupa rancangan media kamus istilah pada materi invertebrata berbasis Android
2. Validasi oleh tim validator terdiri dari validator media dan materi pada produk media kamus istilah invertebrata berbasis Android dalam format .apk. Validasi dilakukan sebelum produk diujicoba-kan kepada pengguna.
3. Revisi produk awal dilakukan setelah tim validator melakukan validasi terhadap produk yang dikembangkan

Subjek Uji Coba

Penelitian dilakukan pada siswa MIPA kelas X SMA N 1 Kota Jambi. Subjek ujicoba dari penelitian ini adalah kelompok kecil atau subjek ujicoba terbatas (berjumlah 8 orang) dan dilanjutkan dengan ujicoba kelompok besar (berjumlah 18 orang). Menurut Arikunto (2013:
subjek ujicoba kelompok kecil dilakukan pada 4-14 responden dan untuk kelompok besar antara 15-50 responden. Siswa yang dipilih adalah siswa yang memiliki perangkat berjalan (mobile device) berbasis android. Selanjutnya responden mengisi angket penilaian terhadap media yang sudah digunakan

Jenis Data
Data kuantitatif diperoleh dari penilaian siswa mengenai media yang telah dibuat dan diujicobakan. Data kualitatif diperoleh dari tim ahli yang terdiri dari ahli media dan ahli materi yang telah mengadakan validasi. Lembar validasi berupa angket yang berisi saran-saran untuk perbaikan pada media

Instrumen Pengumpulan Data
Dalam pengumpulan data pada penelitian pengembangan ini digunakan angket sebagai instrumen. Angket yang disebarkan merupakan angket terbuka dan angket tertutup. Angket terbuka diberikan pada saat proses validasi oleh tim ahli, sedangkan angket tertutup digunakan pada saat ujicoba produk ke siswa.

Analisis Data
Teknik Analisis data dilakukan dengan perhitungan skor jawaban responden yang dikumpulkan melalui angket yang telah diberikan skor pada setiap pilihan jawabannya. Sebelum dianalisis angket terlebih dahulu ditabulasikan dalam bentuk tabel sehingga diperoleh jumlah skor hasil pengumpulan data dari jawaban siswa. Analisis data dilakukan dengan caramenghitung rata-rata persentase tanggapan yang diperoleh dari angket dengan rumus:

\[ \% = \frac{F}{N} \times 100 \% \]

Keterangan :
\( \% \) = Persentase sub variabel
\( F \) = Jumlah nilai tiap sub variabel
\( N \) = Jumlah skor maksimum

Skor minimal
kriteria terendah x jumlah pernyataan x jumlah responden

Skor maksimal
kriteria tertinggi x jumlah pernyataan x jumlah responden

Kategori kriteria : 4
Rentang nilai
skor maksimal-skor minimal
Kategori kriteria

HASIL DAN PEMBAHASAN

1. Analisis Data Hasil Validasi Ahli Materi
Berdasarkan hasil validasi materi tahap I diperoleh skor penilaian dari validator materi sebesar 27 atau 75%, produk tersebut pada kategori “Baik”. Pada validasi tahap I mendapatkan banyak saran perbaikan oleh ahli materi yaitu perbaiki penjelasan kosakata yang masih belum benar dan konsisten karena banyak penjelasan kosakata yang sulit untuk dipahami. Gambar yang awalnya menunjuk secara keseluruhan struktur kosakata pada tubuh hewan invertebrata diganti dengan gambar yang lebih spesifik supaya gambar lebih jelas untuk dilihat. Struktur kalimat penjelasan kosakata yang awalnya berantakan diperbaiki dan lebih disederhanakan.

Setelah peneliti melakukan revisi berdasarkan saran yang diberikan oleh ahli materi pada tahap I, maka pada validasi materi tahap ke II memperoleh skor penilaian dari ahli materi sebesar 42 atau 88,89% dengan kategori “Sangat Baik”. Pada tahap validasi tahap II ini saran yang diberikan oleh ahli materi tidak terlalu banyak, yaitu hanya memilih salah satu kosakata yang sama penjelasan kosakatanya seperti pada kosakata Venon gland atau Poison gland. Pada tahap validasi kedua ini dinyatakan bahwa media sudah layak untuk diujicobakan.

Berdasarkan gambar persentase hasil validasi materi terdapat indikator kelayakan bahasa yang tahap I (58,33%) mengalami peningkatan sebesar 25% sehingga pada tahap II (83,33%). Pada indikator kelayakan isi yang tahap I (87,5%) mengalami peningkatan sebesar 6,25% sehingga pada tahap II (93,75%). Selain itu pada indikator Keakuratan dan kemuktahiran

423
pada tahap I dengan tahap II tidak ada mengalami peningkatan karena nilai yang diberikan sama dalam kategori Sangat Baik. Dari 3 indikator tersebut yang paling mengalami peningkatan secara signifikan yaitu pada indikator kelayakan bahasa.

Gambar 1 Persentase hasil validasi materi

2. Analisis Data Hasil Validasi Ahli Media

Berdasarkan hasil validasi media tahap I diperoleh persentase penilaian dari validator media sebesar 63,64% atau skor 28, produk tersebut pada kategori “Baik”. Pada validasi tahap I mendapatkan banyak saran perbaikan oleh ahli media pada tombol KI dan KD pada menu utama kamus biologi berbasis android diganti dengan tombol tentang aplikasi karena produk yang dikembangkan adalah kamus bukan media pembelajaran yang menjelaskan materi pelajaran. Tampilan tombol yang kecil dan menyisakan ruang kosong pada bagian bawah tombol disarankan harus diperbesar serta letaknya berada ditengah-tengah. Ukuran font yang sebelumnya ukuran 12 disarankan menggantinya dengan ukuran 14 atau 16, serta warna font yang semula warna terang yang terang dengan baground yang terang disarankan dengan menggatiannya dengan font yang gelap. Soundtrack yang sebelumnya hanya 1 musik disarankan untuk menambah variasi musik yang menarik lainnya.

Setelah peneliti melakukan revisi berdasarkan saran yang diberikan oleh ahli materi pada tahap I, maka pada validasi media tahap II memperoleh skor penilaian dari ahli materi sebesar 31, maka persentasenya 70,45% dengan kategori “Baik”. Pada tahap validasi tahap II ini saran yang diberikan oleh ahli media tidak terlalu banyak, yaitu ada gambar yang masih kurang jelas supaya diperjelas lagi. Warna huruf yang kurang serasi pada tombol disarankan supaya lebih serasi dengan tombol. Pada tombol icon dan bentuk tombol disarankan lebih banyak lagi inovasi supaya lebih menarik.

Setelah peneliti melakukan revisi berdasarkan saran yang diberikan oleh ahli media pada tahap II, maka pada validasi media tahap ke III memperoleh skor penilaian dari ahli media sebesar 42 atau 95,45% dengan kategori “Sangat Baik”. Pada tahap validasi tahap III ini tidak ada saran perbaikan yang diberikan oleh ahli media. Oleh sebab itu dinyatakan bahwa media sudah layak untuk diproduksi tanpa revisi.

Berdasarkan gambar persentase hasil validasi media terdapat indikator Tampilan program pada tahap I (67,75%) mengalami peningkatan sehingga pada tahap II sebesar 75%, selanjutnya mengalami peningkatan lagi sebesar 18,75% pada tahap III (93,75%). Pada indikator Kualitas teknik pada tahap I (60,71%) mengalami peningkatan pada tahap II menjadi 67,86%, selanjutnya mengalami peningkatan lagi sebesar 28,57% sehingga pada tahap III (96,43%). Dari 2 indikator tersebut yang paling tinggi persentasenya ada pada indikator kualitas teknik.

Gambar 2 Persentase hasil validasi media

3. Analisis Data Ujicoba Produk
Ujicoba kelompok kecil dilaksanakan di SMA N 1 Kota Jambi pada kelas X MIPA 3 dengan jumlah siswa sebanyak 8 orang diperoleh persentase 85,74% termasuk dalam kategori sangat baik. Angket yang digunakan pada ujicoba kelompok kecil ini memiliki indikator yang terdiri dari (a) tampilan media, (b) kemudahan penggunaan dan (c) Efektifitas media

Berdasarkan interpretasi tanggapan siswa, pada indikator tampilan media memperoleh skor 84,77%. Skor tersebut termasuk dalam kategori sangat baik, tetapi menempati posisi persentase terendah dari semua indikator ujicoba produk. Hal ini disebabkan warna yang digunakan pada kamus kurang banyak variasi dan selera masing-masing siswa terhadap warna yang berbeda.

Pada indikator kemudahan penggunaan memperoleh skor 87,50% termasuk dalam kategori sangat baik, skor ini menempati posisi persentase tertinggi dari semua indikator ujicoba produk. Hal ini disebabkan kelengkapan tombol dan kombinasi tombol yang mudah untuk digunakan. Selain itu pada indikator efektifitas media memperoleh skor 86,25% termasuk dalam kategori sangat baik, skor ini menempati posisi persentase tertinggi kedua dari skor indikator kemudahan penggunaan.

Ujicoba kelompok Besar dilaksanakan di SMA N 1 Kota Jambi di kelas X MIPA 3 dengan jumlah siswa sebanyak 18 orang diperoleh persentase 86,11% termasuk dalam kategori sangat baik. Angket yang digunakan pada ujicoba kelompok kecil ini memiliki indikator yang terdiri dari (a) tampilan media, (b) kemudahan penggunaan (c) Efektifitas media, (d) Efesiensi dan (e) Manfaat

Berdasarkan interpretasi tanggapan siswa, indikator Efesiensi memperoleh skor 84,93%. Hal ini disebabkan pengguna lebih terbiasa dengan tombol yang berada di luar layar handphone android, tombol tersebut jika digunakan maka aplikasi akan keluar dengan sendirinya karena tombol yang disediakan oleh handphone android belum bisa terhubung dengan media kamus berbasis android.

Pada indikator kemudahan penggunaan memperoleh skor 84,93% termasuk dalam kategori sangat baik. Hal ini disebabkan kelengkapan tombol dan kombinasi tombol yang mudah untuk digunakan Pada indikator efektifitas media memperoleh skor 89,04% termasuk dalam kategori sangat baik. Skor ini menempati posisi persentase tertinggi dari semua indikator ujicoba produk.

Selain itu pada indikator efisiensi memperoleh skor 84,93% termasuk dalam kategori sangat baik, skor ini menempati Pada indikator tampilan media dan manfaat memperoleh skor yang sama yaitu 82,88% termasuk dalam kategori sangat baik, menempati posisi persentase terendah dari semua indikator ujicoba produk.
Kamus istilah berbasis Android pada materi Invertebrata untuk siswa MIPA kelas X SMA dikembangkan melalui beberapa tahapan diantaranya dengan menganalisa kesulitan dan penyebab yang dialami oleh siswa terhadap materi invertebrata, kemudian melakukan pengumpulan kosakata yang ada pada materi invertebrata untuk diinput pada kamus, membuat desain isi kamus supaya menarik pengguna, selanjutnya dilakukan validasi oleh tim ahli, merevisi produk sesuai dengan saran tim ahli dan diujicobakan kepada siswa kelompok kecil dan kelompok besar.

Kamus yang dikembangkan, mendapatkan hasil akhir dari tim ahli yaitu pada ahli materi melakukan validasi sebanyak 2 kali dan setelah diadakan revisi memperoleh skor 32 dengan persentase 88,89% dalam kriteria sangat baik. Selanjutnya pada ahli media melakukan validasi sebanyak 3 kali dan setelah melakukan revisi memperoleh skor 42 dengan persentase 95,45% dalam kriteria sangat baik. Dengan respon sangat baik tersebut maka media layak untuk digunakan dan diujicobakan kepada siswa MIPA kelas X SMA yang mempelajari materi invertebrata.

Produk yang sudah divalidasi dan direvisi selanjutnya diujicobakan kepada siswa kelas X SMA Negeri 1 Kota Jambi. Berdasarkan hasil ujicoba kelompok kecil pada siswa MIPA 3 kelas X SMA memperoleh skor 439 dengan persentase 85,74% dalam kriteria sangat baik. Kemudian dilanjutkan dengan ujicoba kelompok besar pada siswa MIPA kelas X SMA memperoleh skor 1178 dengan persentase 86,11% dalam kriteria sangat baik. Dengan respon siswa yang sangat baik tersebut maka kamus biologi berbasis android pada materi invertebrata untuk siswa MIPA kelas X SMA layak untuk digunakan sebagai media pembelajaran pada mata pelajaran biologi.

Saran Pemanfaatan
1. Disarankan agar kamus istilah berbasis android ini dapat dilengkapi dengan fitur dan aplikasi yang lebih canggih lagi, seperti mampu mencari kosakata dengan menggunakan suara dan mampu membuat kalimat ejaan dengan otomatis ketika kosakata yang dicari tidak ditemukan.
2. Kamus biologi berbasis android pada materi invertebrata ini dapat dikembangkan oleh peneliti selanjutnya berupa kamus dengan basis yang berbeda seperti kamus berbasis IOS supaya kamus ini dapat digunakan pada semua jenis handphone baik versi lama maupun versi yang baru.
3. Kosakata yang terdapat di dalam Kamus berbasis android pada materi invertebrata ini masih terbatas, oleh karena itu perlu dikembangkan lagi sehingga mencakup kosakata yang lebih banyak.

DAFTAR RUJUKAN
Analisis Hubungan Lingkungan Kerja Dan Motivasi Kerja
Dengan Prestasi Kerja Guru SMAN I Kota Jambi

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Abstrak
Penelitian ini bertujuan untuk membuktikan hubungan variabel lingkungan kerja, \( (x_1) \) dan prestasi kerja \( (y) \), baik sendiri-sendiri ataupun bersama-sama. Penelitian dilaksanakan di SMAN I Kota Jambi dari bulan Januari sampai dengan Maret 2015. Sampel dalam penelitian ini adalah 30 orang guru yang dipilih secara purposive random sampling. Hasil penelitian memperlihatkan terdapat hubungan yang signifikan antara variabel \( x_1 \) dan \( y \) dimana hubungan lingkungan kerja dan prestasi kerja persamaan regresi \( y=30,29+0,76 x_1 \) dengan koefisien korelasi \( r_{yx_1}=0,717 \) artinya 71%-72% lingkungan kerja \( x_1 \) dan prestasi kerja \( y \) memiliki persamaan regresi \( y=30,29+0,76 x_1 \) dengan koefisien korelasi \( r_{yx_1}=0,717 \) artinya 71%-72% lingkungan kerja yang baik akan meningkatkan prestasi kerja. Hubungan motivasi kerja \( x_1 \) dan prestasi kerja \( y \) memiliki persamaan regresi \( y=39,71+0,68 x_2 \) dengan koefisien korelasi \( r_{yx_2}=0,669 \) artinya 66%-67% motivasi kerja yang tinggi akan meningkatkan prestasi kerja. Hubungan lingkungan kerja \( x_1 \) dan motivasi kerja \( x_2 \) secara bersama-sama dengan prestasi kerja memiliki persamaan regresi \( y=16,97+0,25 x_1 +0,35 x_2 \) dengan koefisien korelasi \( r_{x_1 x_2}=0,763 \) artinya 76% lingkungan kerja dan motivasi kerja yang baik secara bersama-sama akan meningkatkan prestasi kerja guru SMAN 1 KOTA JAMBI. Sisanya 24% di pengaruhi oleh variabel lain yang belum diteliti dalam penelitian ini.

Kata kunci : lingkungan kerja, motivasi kerja, dan prestasi kerja guru

PENDAHULUAN

Setiap guru memiliki prestasi kerja yang berbeda-beda. Hal ini disebabkan karena setiap individu memiliki kemampuan yang berbeda dalam hal yang menangkap suatu pengatuhuan dan keterampilan. Selain sifat individu guru itu sendiri juga banyak berpengaruh terhadap kemampuan guru. Hal itu disebabkan adanya perbedaan dalam tingkat kemampuan dan sifat individual.

Prestasi kerja guru berkaitan dengan pengembangan sumber daya manusia yang merupakan kunci keberhasilan suatu organisasi/sekolah. Sumber daya manusia yang berkuailitas akan mampu meningkatkan prestasi kerja guru, sehingga prestasi kerjanya pun akan tinggi pula.

Lingkungan kerja perlu diciptakan dalam bentuk situasi yang mendorong kesediaan dan kemampuan memecahkan masalah, terutama yang menyangkut faktor manusia dalam organisasi. Melalui lingkungan kerja baik, dapat dihindari kekurangharmonisan dalam pelaksanaan tugas, yang pada akhirnya dapat mengatasi kelancaran sekolah.

Motivasi kerja guru dalam bekerja memiliki berbagai macam tingkatan. Seorang guru yang memiliki motivasi kerja yang tinggi akan rajin mengerjakan segala tugas yang diembankan kepadanya. Guru juga akan datang tepat waktu dan puang sesuai dengan jam kerja, sehingga pada akhirnya akan mampu mengerjakan semua tugas-tugas yang diembankan kepadanya. Seorang guru yang memiliki motivasi kerja yang rendah akan malas untuk bekerja sehingga akan berpengaruh juga terhadap prestasi kerja guru.

Perumusan masalah
Berdasarkan uraian latar belakang yang telah di kemukakan terdahulu, maka masalah penelitian ini dibakukan sebagai berikut :
Apakah terhadap hubungan antara lingkungan kerja dan prestasi kerja guru di SMAN 1 kota Jambi?

Apakah terdapat hubungan antara motivasi kerja dengan prestasi kerja guru di SMAN 1 kota Jambi?

Apakah terdapat hubungan antara lingkungan kerja dan motivasi kerja guru secara bersama-sama dengan prestasi kerja guru di SMAN 1 kota Jambi?

Variabel Prestasi Kerja (Y)

Freud menyatakan Prestasi kerja seseorang dapat dilihat dari nproaktivitas kerjanya. Kemampuan seseorang dapat dilingkatkan sesuai dengan pendidikan yang ada pada yang bersangkutan, indikator sebuah prestasi dapat dilihat dari hasil kerja dan upah (salary) yang diterima, serta sederet prestasi yang diperoleh dalam bekerja.

Dari teori diatas prestasi dapat dilihat dari Daftar Penilaian Pekerjaan apa saja yang telah dilakukannya, dan berapa beban kerja yang telah dilakukannya.

Variabel Lingkungan Kerja (X1)

Nitisemito menyatakan lingkungan kerja adalah segala sesuatu yang ada di sekitar pekerja dan yang dapat mempengaruhi dirinya dalam menjalankan tugas yang dibebankan.

Dari teori-teori yang telah dibahas diatas, maka yang dimaksud lingkungan kerja guru adalah : (1) Faktor lingkungan fisik yang terdiri dari ruang kerja dan peralatan kerja; (2) Hubungan kerja yang terdiri dari komunikasi, kerja sama, suasana kerja dan sikap.

Variabel Motivasi Kerja (X2)

Menurut Maddox, “Motif merupakan penyebab tingkah laku manusia untuk mencapai tujuan tertentu”. Sedangkan menurut Coefar yang mengutip pendapat Atkinson, motivasi merupakan proses menimbulkan aksi, mendorong aktifitas dan mengatur pola kegiatan”. Dari kedua pendapat di atas, dapat disimpulkan bahwa motivasi sebagai rangsangan, dorongan dan pembangkit tenaga atau daya, prosesnya berlangsung di dalam diri, namun dapat dilihat dari tingkah laku yang nyata.

Teori Hierarchy Kebutuhan Manusia

Teori Maslow menjabarkan tingkatan kebutuhan manusia, yaitu:

Kebutuhan fisik (physiolological needs),

Kebutuhan rasa aman (safety and security needs),

Kebutuhan sosial dan kasih sayang (belongingness and loves needs),

Kebutuhan untuk dihargai (esteen needs),

Kebutuhan mengaktualisasikan diri (self actualizatio needs)

Hipotesis Penelitian

Terdapat hubungan positif antara lingkungan kerja dengan prestasi kerja guru SMAN 1 kota Jambi.

Terdapat hubungan positif antara motivasi kerja guru dengan prestasi kerja guru SMAN 1 kota Jambi.

Terdapat hubungan positif antara lingkungan kerja dan motivasi kerja guru secara bersama-sama dengan prestasi kerja guru SMAN 1 kota Jambi.

METODOLOGI PENELITIAN

Tujuan Penelitian

Secara rinci penelitian ini bertujuan untuk:

Mengetahui bentuk hubungan antara lingkungan kerja dengan prestasi kerja guru SMAN 1 kota Jambi.

Mengetahui bentuk hubungan antara motivasi kerja dengan prestasi kerja guru SMAN 1 kota Jambi.

Mengetahui bentuk hubungan antara lingkungan kerja dan motivasi kerja secara bersama-sama dengan prestasi kerja guru SMAN 1 kota Jambi.

Tempat dan Waktu Penelitian

Penelitian ini dilaksanakan di SMAN 1 kota Jambi selama 3 (tiga) bulan, yaitu dari bulan Januari sampai dengan Maret 2015.

Metode Penelitian

Metode penelitian yang akan di gunakan adalah metode survei. Metode Survei dapat digunakan untuk menyelidiki hubungan atau untuk menguji hipotesis-hipotesis.
Berdasarkan bentuk permasalahannya, maka penelitian ini termasuk peneliti deskriptif korelasional sebab semua variabel yang akan diamati dideskripsikan, selanjutnya di korelasikan antara variabel bebas dengan variabel terikat baik secara sendiri-sendiri maupun secara bersama-sama.

- **Populasi dan sampel**
  Populasi dalam penelitian ini adalah semua guru SMAN 1 kota Jambi yang berjumlah 60 orang. Sampel diambil sebanyak 30 orang atau 50% dari populasi terjangkau. Sampel dipilih dengan teknik purposive random sampling.

- **Instrumen Penelitian**
  Instrumen penelitian yang berupa angket (kuesioner) variable lingkungan kerja, motivasi kerja dan prestasi kerja guru secara rinci akan diuraikan sebagai berikut:

  **HASIL Penelitian**

  Berdasarkan hasil analisis, maka diketahui bahwa persamaan regresi pasangan data antara variabel lingkungan kerja dengan prestasi kerja guru adalah linier, karna \( F_{hitung} \) yang di peroleh lebih kecil dari \( F_{table} (1,30 < 2,48) \). Regresi linier sederhana \( Y = 30,20 + 0,76X_1 \).

  Untuk mengetahui apakah koefisien korelasi \( r_1 \), yang dioreholeh signifikan atau tidak, dilakukan oenguji dengan menggunakan analisis uji "t". Hasil analisis uji "t" dapat diperoleh besaran \( t_{hitung} \) sebesar 5,443. Jika besaran Ini dikonsultasikan dengan besaran \( t_{table} (0,01) \) dipeoleh besaran 2,467 yang menunjukkan bahwa koefidien kolerasi antara lingkungan kerja (variabel \( X_1 \)) dengan prestasi kerja guru pengetahuan (variabel \( Y \)) sangat signifikan.

  **Tabel 1 : Rangkuman Hasil analisis regresi pasangan data variabel lingkungan kerja dan prestasi kerja**

<table>
<thead>
<tr>
<th>N</th>
<th>( r_{Y1} )</th>
<th>( t_{hitung} )</th>
<th>( t_{table} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>0,717</td>
<td>5,443**</td>
<td>2,467</td>
</tr>
</tbody>
</table>

\( \alpha < 0,01 \) korelasi sangat signifikan \( (r_{hitung} > r_{table}) \)

Hasil analisis hubungan sederhana tersebut berarti bahwa terdapat hubungan yang positif antara lingkungan kerja dengan prestasi kerja guru.

**Hubungan antara Motivasi Kerja dengan Prestasi Kerja Guru**

Berdasarkan hasil analisis regresi linear sederhana didapat persamaan regresi antara variabel motivasi kerja dengan prestasi kerja guru adalah \( Y = 39,71 + 0,68X_2 \). Analisis Varians (uji-F) persamaan regresii \( Y =39,71 + 0,68X_2 \) dapat digunakan untuk menjelaskan dan mengambil kesimpulan lebih lanjut mengenai hubungan antara motivasi kerja dengan prestasi kerja guru.

Berdasarkan pada tabel diatas, maka dapat diketahui bahwa persamaan regresi pasangan data antara motivasi kerja dengan prestasi kerja guru adalah linear, karena \( F_{hitung} \) yang dioreholeh lebih kecil dari \( F_{table} (0,97 < 2,60) \).

Berdasarkan grafik di atas, maka dapat diartikan bahwa setiap perubahan satu unit motivasi kerja akan dapat mengakibatkan perubahan prestasi kerja guru sebesar 0,68 pada konstanta 39,71.

Perhitungan korelasi sederhana terhadap pasangan data variabel motivasi kerja (X2) dengan variabel prestasi kerja guru (Y), menghasilkan harga koefisien korelasi \( r_{Y2} \) sebesar 0,68. Ini menunjukkan bahwa koefisien korelasi antara motivasi kerja (variabel X2) dengan prestasi kerja guru pengetahuan (variabel Y) sangat signifikan.

**Tabel 2 : Rangkuman hasil analisis korelasi sederhana antara motivasi kerja dengan prestasi kerja guru dan uji signifianstis t**

<table>
<thead>
<tr>
<th>( n )</th>
<th>( r_{Y2} )</th>
<th>( t_{hitung} )</th>
<th>( t_{table} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>0,0669</td>
<td>4,760**</td>
<td>1,701</td>
</tr>
</tbody>
</table>

\( ** \alpha < 0,01 \) korelasi sangat signifikan \( (r_{hitung} > r_{table}) \)

Hasil analisis hubungan sederhana tersebut berarti bahwa terdapat hubungan yang positif antara motivasi kerja dengan prestasi kerja guru.

Kekuatan hubungan antara motivasi kerja (variabel \( X_2 \)) dengan prestasi kerja guru (variabel \( Y \)) dapat dihitung dari hasil perhitungan koefisien determinasinya. Besaran koefisien determinasi tersebut adalah sebesar 0,45. Besaran ini memberikan pengertian bahwa 45% variasi prestasi kerja guru dapat dijelaskan oleh variasi motivasi kerja.
Hubungan antara Lingkungan Kerja dan Motivasi Kerja Secara Bersama-sama dengan Prestasi Kerja Guru

Berdasarkan hasil analisis regresi ganda antara pasangan data lingkungan kerja (variabel $x_1$) dan motivasi kerja (variabel $x_2$) secara bersama-sama dengan prestasi kerja guru (variabel $Y$), diketahui bahwa nilai koefisien regresi ganda $b_1 = 0.52$ dan $b_2 = 0.35$ dengan nilai konstanta $a$ sebesar $16.97$. Dengan demikian bentuk hubungan antara variabel lingkungan kerja (variabel $X_1$) dan motivasi kerja (variabel $X_2$) dengan prestasi kerja guru (variabel $Y$) digambarkan oleh persamaan regresi, yaitu: $Y = 16.97 + 0.52X_1 + 0.35X_2$.

Analisis korelasi ganda pasangan data lingkungan kerja dan motivasi kerja dengan prestasi kerja guru menghasilkan koefisien korelasi $R$ ganda sebesar 0,763. Hasil analisis pada lampiran tersebut menunjukkan bahwa besaran koefisien korelasi $R$ sebesar 0,763 berarti lingkungan kerja dan motivasi kerja secara bersama-sama mempunyai hubungan yang positif dengan prestasi kerja guru. Dengan demikian berarti makin baik lingkungan kerja seorang guru dan makin tinggi motivasi kerjanya, makin tinggi pula prestasi kerja guru tersebut.

Dengan demikian hipotesis ketiga yang menyatakan terdapat hubungan positif antara lingkungan kerja dan motivasi kerja secara bersama-sama dengan prestasi kerja guru diterima dan hasil pengujian dapat dinyatakan signifikan.

Untuk mengetahui besaran sumbangan variabel lingkungan kerja dan motivasi kerja terhadap prestasi kerja guru dapat dilakukan dengan menguadratkan besaran koefisien korelasi, hasil penguadratan tersebut diperoleh besaran sebesar 0,58. Dengan demikian dapat disimpulkan bahwa besaran sumbangan lingkungan kerja dan motivasi kerja secara bersama-sama terhadap prestasi kerja guru adalah 58%, dalam arti bahwa 42 persen lainya dipengaruhi oleh variabel lain yang tidak diamati dalam penelitian ini.

Pembahasan Hasil Penelitian

Pertama, pengujian hipotesis pertama menyimpulkan bahwa terdapat hubungan positif yang sangat signifikan antara lingkungan kerja dengan prestasi kerja guru yang ditunjukkan oleh nilai $t_{hitung}$ sebesar 5.443 jauh lebih besar daripada nilai $t_{tabel}$ pada taraf signifikasi alpha 0,01 yaitu 2,467 atau 5.443 $>$ $t_{0.01} = 2,467$. Pola hubungan antara kedua variabel ini dinyatakan oleh persamaan regresi $Y = 30.29 + 0.76X_1$. Persamaan ini memberikan informasi bahwa setiap perubahan satu unit lingkungan kerja akan mengakibatkan terjadinya perubahan prestasi kerja guru sebesar 0,76 pada konstanta 30,29.

Kedua, pengujian hipotesis kedua menyimpulkan bahwa terdapat hubungan positif yang sangat signifikan antara motivasi kerja dengan prestasi kerja guru yang ditunjukkan oleh nilai $t_{hitung}$ sebesar 4.760 jauh lebih besar dari pada nilai $t_{tabel}$ pada taraf signifikasi alpha 0,01 yaitu 2,467 atau $t_{hitung} > t_{0.01} = 2,467$. Pola hubungan antara kedua variabel ini dinyatakan oleh persamaan regresi $Y = 39.71 + 0.68X_2$. Persamaan ini memberikan informasi bahwa setiap perubahan satu unit skor motivasi kerja akan mengakibatkan terjadinya perubahan akor prestasi kerja guru sebesar 0,68 pada konstanta 39.71.

Ketiga, pengujian hipotesis menyimpulkan terdapat hubungan positif yang antara lingkungan kerja dan motivasi kerja secara bersama-sama dengan prestasi kerja guru yang ditunjukkan oleh nilai $F_{hitung}$ sebesar 18.79. Nilai ini jauh lebih besar dari nilai $F_{tabel}$ pada taraf signifikasi alpha 0,01 yaitu 4.760 atau $F_{hitung} > F_{0.01} = 18.79$. Pola hubungan antara ketiga variabel yang dinyatakan oleh persamaan regresi ganda $Y = 16.97 + 0.52X_1 + 0.35X_2$. Persamaan ini memberikan informasi bahwa setiap perubahan satu unit skor lingkungan kerja dan motivasi kerja akan mengakibatkan terjadinya perubahan prestasi kerja guru sebesar 0,52 atau 0,35.

Hasil analisis korelasi ganda antara lingkungan kerja dan motivasi kerja diperoleh nilai koefisien korelasi ganda sebesar $R_{y12}$ sebesar 0,763. Nilai ini menunjukkan bahwa keterkaitan antara lingkungan kerja dan motivasi kerja secara bersama-sama dengan prestasi kerja guru cukup dan positif.

Kesimpulan

Pertama, terdapat hubungan positif antara lingkungan kerja dengan prestasi kerja guru SMAN 1 Kota Jambi. berdasarkan pengujian koefisien korelasi dengan menggunakan rumusan analisis uji t diperoleh $t_{hitung} = 5.443$ sedangkan harga $t_{tabel}(0.01)$ sebesar 2,467. Dengan
demikian dapat dikatakan bahwa terdapat hubungan yang positif antara lingkungan kerja dengan prestasi kerja guru, karena kriteria perhitungan adalah \( t_{hitung} > t_{table} \) (5.443 > 2.467).

Kedua, terdapat hubungan positif antara motivasi kerja dengan prestasi kerja guru SMAN 1 Kota Jambi. Berdasarkan pengujian koefisien korelasi dengan menggunakan rumus analisis uji t diperoleh nilai \( t_{hitung} = 4.760 \) sedangkan harga \( t_{table}(0.01) \) sebesar 2.467. Dengan demikian dapat dikatakan bahwa terdapat hubungan yang positif antara motivasi kerja dengan prestasi kerja guru, karena kriteria perhitungan adalah \( t_{hitung} > t_{table} \) (4.760 > 2.467).

Ketiga, terdapat hubungan positif antara lingkungan kerja dan motivasi kerja secara bersama-sama dengan prestasi kerja guru SMAN 1 Kota Jambi. Hasil uji "F" diperoleh besaran sebesar 18.79. Besaran ini dikosultasikan dengan besaran tabel (0.01) diperoleh besar 5.49, yang menunjukan bahwa koefisien korelasi antara lingkungan kerja dan motivasi kerja secara bersama-sama dengan prestasi kerja guru sangat signifikan.

- Saran-Saran
  - Dalam rangka menigkatkan motivasi kerja, pihak pimpinan perlu meningkatkan kualitas kepemimpinannya terutama dalam mendorong guru lebih berprestasi.
  - Lingkungan kerja yang nyaman dan upaya untuk mengefektifkan pekerjaan telah banyak dilakukan oleh pihak SMAN 1 KOTA JAMBI. Dengan penambahan atau mengganti peralatan kerja sesuai keperluan. Kebijakan ini perlu dipertahankan dan diperluas lagi jangkauan untuk lebih meningkatkan efektivitas kerja guru, agar dapat meningkatkan prestasi kerja guru.

DAFTAR PUSTAKA


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Abstract: This research is concerned on the effects of coherent instruction strategy towards writing ability on report paragraphs to the eleventh grade students of SMAN 3 Palembang. The problem of the study is to investigate the effects of coherent instruction strategy towards writing ability on report paragraphs to the eleventh grade students of SMAN 3 Palembang. This is a quantitative study. The data collection is deliberated by adopting test and Calculation of r Product Moment is used to analyze the data. Findings show that there is effect of coherent instruction strategy towards their writing ability on report paragraph. Therefore, alternative hypothesis (H₁) is accepted while null hypothesis (H₀) is rejected. The conclusion suggests that coherent instruction strategy was significantly effective to improve students writing ability.

Keywords: Effect, coherent, instruction, and writing.

INTRODUCTION

Writing is one of direct communications between writers and the printed texts which are produced by the writers themselves. Delivering the writer's idea, thoughts, meaning, and any other understanding of some cases is happening in writing. Smaiabang (2016:87) states that writing is categorized under productive skill. Writing is one of the four language skills where language learners express or communicate in writing and give a written account material. It is a multi-facet task that involves the use and coordination of many processes. According to Linse (2005:98), writing is a combination of process and product.

Writing does not only focus on the result, but also focuses on consideration between process and product of the writing itself. In writing activity, the students must learn how to express or communicated their ideas. It could also provide information for the readers, even persuade them. The students should make an interesting idea or information in order to make the readers interested in reading about what they have written. They should also consider about ideas or information that will be delivered, so that the readers are not confused because they express their readers in writing. In spite of the importance of writing skill, writing is still considered as a difficult skill especially for students in English classrooms because the student should balance many issues such as content, organization, purpose, audience, spelling, and mechanics. Students sometimes find it difficult to find an idea to write. They also cannot provide good sentences in writing.

Besides, writing is an activity that takes much time and needs attention in vocabulary and grammar. However, if students know about the rules of writing and characteristics of good writing, they will enjoy the writing activities. There are many strategies in teaching writing skill. One of the strategies is coherent instruction strategy. According to Spack (1995), coherent instruction is a writing strategy in which the writer frames, or joins two or more free writing passages and then reflects on what the writer has written. Furthermore, Smalzer (2005) states that coherent instruction is a way of free writing in which the writer considers and writes about new main ideas that arise as the writer writes. In addition, Gallagher (2006) states that coherent instruction is a useful strategy to help students to explore their thinking through writing. This strategy enables students to move from unfocused to focused writing.
RESEARCH METHODOLOGY

The method applied in this study was experimental method with one group pre-test and post-test design. Experimental method is a treatment in the classroom. In experimental class a pre-test was given to the sample before conducting the treatment in order to measure their writing ability before the experiment. Arikunto (2013:173) states that population is a set (collection) of all elements processing one or more attributes of interest. The population may be all of the individuals of a considerable type or more restricted part of the group. The population in this study was all of the eleventh grade students of SMAN 3 Palembang. There were consist of 7 classes and the total number of the population is 248 students. According to Arikunto (2013:174), sample is a part of population that was observed. According Fraenkel, Wallen & Hyun (2012:91), Sample is a group in a research study on which information obtained. In this study, the writer used the purposive sampling. Purposive sampling is different from convenience sampling in that researchers do not simply whoever is available but rather use their judgment to select a sample that they believe. Based on prior information, will provide the data they need (Fraenkel, Wallen & Hyun, 2012:100). There were 30 students as the sample in this study. The reason for choosing this sample was because this class is a heterogeneous class consisting of the students with the various level of intelligence.

FINDING AND INTERPRETATION

FINDING

This study shows that the effect of coherent instruction strategy towards writing ability on report paragraph of the eleventh grade students of SMAN 3 Palembang was effective. The effect of coherent instruction strategy is useful in learning English especially in writing. Students find it easier to understand about how to make good paragraphs. It was found that the average score of students in the pre-test was 66.13 and the average score in the post-test was 73.25. Before administering the post-test, the students were given the pre-test in order to know their students’ mastery in writing. Their writing were tested and scored for their accuracy, grammar, coherence, vocabulary and punctuation. After the tested had been analyzed, it was found that the highest score of the students in the pre-test was 81 achieved by one student. The average a score in the pre-test was 66.13.

After the students had been given the pre-test, they were given the post-test in order to know their mastery in writing. The students’ writings were tested and scored for their accuracy, grammar, coherence, vocabulary and punctuation. After the test had been analyzed, it was found that the highest score of the students in the post-test was 84 achieved by one student and the lowest score was 54 achieved by one student. The average of the students’ score in the post-test was 73.25. The average scores of the students in the post-test were higher than the average scores of the students in pre-test. The average scores in the pre-test was 66.13 and the average score in post-test was 73.25. Therefore, there was a difference between the pre-test scores and the post-test scores of the students.

INTERPRETATION

In relation to the findings in this study, it shows that the use of coherent instruction strategy was effective and significant in teaching writing on report paragraph to the eleventh grade students of SMAN 3 Palembang. The students’ average score in the post-test was 73.25 which was higher than the score in the pre-test (66.31). It means that they knew what they were going to write based on the theme of paragraph. It made the students though creatively and improved the students’ ability especially in writing. The application of Coherent instruction Strategy allowed students to have interest in generating their skill in writing and provided excellent language support as they achieved mutual understanding on the paragraphs. From the result of t-test. It showed that the alternative hypothesis (Ha) was accepted because the result of the calculation of the matched t-test was 7.38, it was higher than 1.699 as its critical value at significance level of 5% with
degree of freedom of 29. It was concluded that it was effective to teach writing ability on report paragraph using coherent instruction strategy to the eleventh grade students of SMAN 3 Palembang.

CONCLUSION
In relation to the finding discussed in the previous chapters and calculation of t-test, it can be concluded that teaching writing ability on report paragraph by using coherent instruction strategy to the Eleventh Grade Students of SMAN 3 Palembang was effective. The students who were taught by using coherent instruction strategy got better scores than before they got the treatment. The teacher of English can use coherent instruction strategy in teaching writing in the classroom.

REFERENCES
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