

IMPROVING THE STUDENTS' ABILITY IN SPEAKING BY USING DEBATE TECHNIQUE AT THE TENTH GRADE OF SMK NEGERI 1 ARAMO

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ABSTRACT

This research was carried out at SMK Negeri 1 Aramo. The research subject is the tenth grade of 16 students. The research objects are the implementation of Debate Technique and the students' ability in speaking. It was conducted by using Classroom Action Research (CAR) through four stages, they are planning, action, observation, and reflection. The data is analyzed both qualitatively and quantitatively. The data analysis result in the first cycle is not satisfied but there is an improvement in speaking in the second cycle. One student was in the less level, 4 students were in adequate level, and 11 students were in good level. The average of the students' score is 65. Then, the results of field notes in the first meeting showed that 75% students were active, 69% were creative, and 63% were cooperative. Meanwhile, in the second meeting, 94% students were active, 94% were creative, and 100% were cooperative. The average of the students' score in the second cycle gets improvement and reaches the Minimum Competence Criterion (MCC). The result show that Debate Technique is an active and a creative learning process in teaching speaking, working in a group and also sharing knowledge and ideas to others.

Key words: students' ability in speaking, debate, teaching technique

ABSTRAK

Penelitian ini dilakukan di SMKN 1 Aramo. Subjek penelitian ini adalah kelas 10 yang terdiri dari 16 siswa. Objek penelitian ini adalah implementasi teknik debat dan kemampuan siswa dalam berbicara. Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang terdiri dari 4 langkah, yaitu perencanaan, tindakan, pengamatan, dan refleksi. Data dianalisis secara kualitatif dan kuantitatif. Hasil data analisis pada siklus pertama tidak memuaskan, namun terdapat perkembangan pada kemampuan berbicara di siklus kedua. Pada siklus kedua, kemampuan berbicara siswa mengalami peningkatan, yaitu satu siswa pada level kurang, 4 siswa pada level cukup, 11 siswa pada level bagus. Rata-rata siswa mendapatkan nilai 65. Kemudian, hasil catatan lapangan pada pertemuan pertama, presentasi siswa yang aktif adalah 75%, kreatif sebesar 69% dan kooperatif sebesar 63%. Sementara pada pertemuan kedua, presentasi siswa aktif sebesar 94%, kreatif sebesar 94% dan kooperatif sebanyak 100%. Rata-rata nilai siswa pada siklus kedua mengalami peningkatan dan mencapai target Kriteria Ketuntasan Minimal (KKM). Hasil penelitian menunjukkan bahwa teknik debat

merupakan proses belajar aktif dan kreatif dalam pengajaran berbicara, bekerja dalam kelompok dan juga berbagi pengetahuan dan ide kepada yang lain.

Kata kunci: kemampuan berbicara siswa, debat, teknik pengajaran

INTRODUCTION

English is an international language which is very important to be mastered well. As an international language, it claims everybody to speak English every time and everywhere. Besides, people are facing a free market era in which everything is expressed in English as an international language. That's why people have to learn English more to be able to communicate in it.

In Indonesia, English is taught as a foreign language while Indonesian language is as second language. The government also takes part in establishing curriculum as good as possible with the aim to enable students to master the four skills in language, they are speaking, listening, reading and writing. One of them is speaking skill. Jefferson (2007:41) stated that "Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". In speaking, one may express their brilliant ideas inside of mind, feeling, and thought. Similarly, Philips (2007:26) stated that "Speaking is an interactive process constructing meaning that involves producing and receiving and processing".

Speaking is one of the basic skills that has a significance role in communication. People will be able to participate in the wider world of interaction and can carry out conversations. Jordan (2009) proposed that speaking is the process of conveying both ideas and feelings in expressed in spoken words. It means that people need to master the kind of

teaching speaking activities to be able to speak well.

Based on the competence standard in syllabus of the tenth grade of SMK Negeri 1 Aramo, "The students are expected to be able to express all the kinds of the purposes", while the basic competence states that "The students are able to communicate English language as far as novice level". It means that the students are hoped to be precisely able to tell about arguments or opinion and to state arguments well. Furthermore, the minimum standard of competence in the tenth grade of SMK Negeri 1 Aramo, the students must be achieved the score 60.

In fact, the goal of the standard competence and the Minimum Competence Criterion (MCC) above are not achieved well. Students get difficulty to speak English. Based on the researcher's observation and also the information from English teacher in SMK Negeri 1 Aramo, students are not able to be active and creative in speaking skill. Students just listen and keep silent in the process of teaching speaking. They are not able to show and to express their ideas. Finally, the researcher concludes that the students cannot achieve the minimum standard of competence caused by these reasons.

Based on the statements above, the researcher should design the instruction well. The instruction process must be interesting to stimulate the students' motivation. The researcher tries to search a new technique which is also used in teaching speaking, that is, a debate technique. It is seen as an active learning process in constructing and

creating, working in a group and also sharing knowledge.

A debate technique is a competition where two opposing sides argue over a particular topic. Each side's goal is to defend its position and persuade its opponent. This technique can involve all students to be active, not only debate performer. It persuades the people to express ideas and thought in communication.

Based on the explanation above, the researcher intends to carry out this study to see how this technique can significantly improve the students' ability in speaking. Hopefully by this way, the teachers will consider use this technique in their teaching process to get the students' ability in speaking.

Speaking skill is the ability to perform the linguistic knowledge in the actual communication. By speaking with other, we are able to know what kinds of situation are in the world. Stated by Hughes (2003), there are five components of testing speaking ability by interviewing that consist of six-points scale for each component, namely: Accent, Grammar, Vocabulary, Fluency, and Comprehension. Here the proficiency description according to Hughes, namely:

a. Accent

6. Native pronunciation, with no trace of "foreign accent".
5. No conspicuous mispronunciations, but would not be taken for a native speaker.
4. Marked "foreign accent" and occasional mispronunciations that do not interfere with understanding.
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

2. Frequent gross errors and a very accent make understanding difficult, require frequent repetition.

1. Pronunciation frequently unintelligible.

b. Grammar

6. No more than two errors during the interview.

5. Few errors, with no patterns of failure.

4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.

3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

2. Constant errors showing control of very few major patterns and frequently preventing communication.

1. Grammar almost entirely expect in stoke phrases.

c. Vocabulary

6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

4. Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.

3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

2. Vocabulary limited to basic personal and survival areas

(time, food, transportation, family, etc).

1. Vocabulary inadequate for even the simplest conversation.

d. Fluency

6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Speech is effortless and smooth, but perceptively non – native in speech and evenness.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.

3. Speech is frequently hesitant and jerky; sentences may be left uncompleted.

2. Speech is very slow and uneven expect for short or routine sentences.

1. Speech is so halting and fragmentary that conversation is virtually impossible.

e. Comprehension

6. Understands everything in both formal and colloquial speech to be expected; of an educated native speaker.

5. Understands everything in normal educated conversation expect for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.

4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.

3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

2. Understands only slow, very simple speech on common social

and touristic topics; requires constant repetition and rephrasing.

1. Understands too little for the simplest type of conversation.

Debating is an important and interesting way to discuss issues facing our society. However, debating is necessarily an artificial way of doing this-debaters are expected to follow recognized structures, and teams are told which sides of what issues they must support. Therefore, although we debate about important public issues, debating is not designed to be a public forum: debates don't necessarily reflect the most important issues in society, and speakers are not invited simply to speak their mind. Debating is important, interesting and relevant, but debating is also a game.

Sumartini (2011) in her research about the implementation of debate technique in teaching English speaking to the third year students of SMA N 3 Salatiga revealed about to how the procedure of teaching speaking is conducted and what strengths and weaknesses of teaching speaking involved by using debate technique. The results show that the students in implementing debate technique are that they found challenging to be able to think smart, more active, and more creative. Moreover, she affirmed that debate technique could increase the willingness of the students to express their opinions or ideas.

METHOD

As Blevins (2007:203-204) states that a debate is a discussion in which two teams argue opposite positions on an issue. To debate means to argue one side of an issue, using logic, persuasion and proof. Before we debate an issue with another person, we must first develop a good argument. A

good argument depends on logic, persuasion and proof.

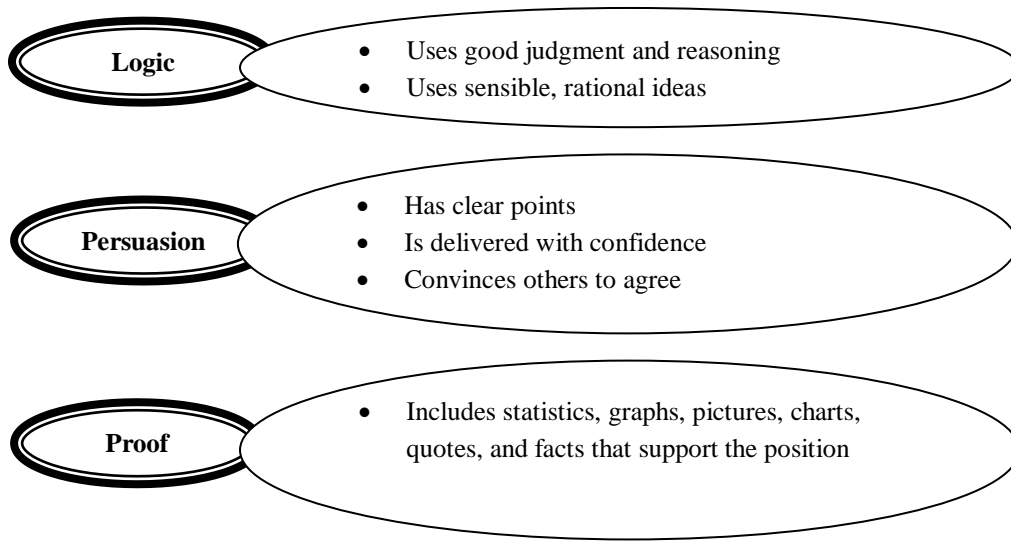


Figure 1
Principles in Debates

The purpose of the debate is not to declare winners and losers, but to help the students practice making claims and defending them with reasons, even when others defend different claims. Working with claims, reasons and arguments; debating ideas without attacking people.

There are some steps to conduct debate technique as follows:.

Step 1: Prepare a binary question. To have a debate, you need a binary question—that is, a question that has a yes/no answer. The researcher thinks of a question that will truly divide the students’ opinions, and puts the question on the chalk board for all to see. (If you are not sure the question will divide the students roughly equally, ask for a show of hands on each side of the issue before proceeding with the debate.)

Step 2: The students think about the question and discuss it freely.

They may first jot down their response on a piece of paper, and after some minutes share their answer with a partner in order to stimulate more ideas.

Step 3: The class is divided into some groups. Those who believe one answer to the question is right should go stand along the wall on one side of the room; those who think the other is right should stand along the wall on the other side. Those who are truly undecided (that is, after thinking about it, they believe both sides are partially right or neither side is right) should stand along the middle wall.

Step 4: The researcher explains the two ground rules:

- a. Students must not be rude to each other. (The researcher may have to explain and demonstrate what this means.)
- b. If students hear an argument that makes them want to

change their minds, they should walk to the other side (or to the middle).

- Step 5: The students on each side have three or four minutes to decide why they are on that side. Then the researcher asks them with a sentence that states their position. The researcher asks the students on each side to appoint someone to say that sentence.
- Step 6: One person from each side (including the undecided group) states that group's position.
- Step 7: Now anyone on any team may say things (counter-arguments or rebuttals) in response to what the other team has said, or more reasons in support of their own side.
- Step 8: The researcher monitors the activity to make sure the tone stays away from negative attacks. The researcher asks for clarification. He offers an idea or two as necessary from the devil's advocate position. He changes sides. He encourages the students to change sides if they are persuaded to.
- Step 9: When the debate has proceeded in some minutes, the researcher asks each side to summarize what they have said.
- Step 10: The researcher "debriefs" the debate by reviewing the ideas and arguments that came to light. Or she may ask each student to write an argumentative, writing down what she believes about the issue and why.

RESULTS AND DISCUSSION

This research was conducted in SMK Negeri 1 Aramo. It was located at

Aramo village, Aramo sub District. Before doing this research, firstly the researcher communicated to the headmaster of SMK Negeri 1 Aramo and based on the agreement and the consideration, the researcher got permission to do the research.

The total of the students in this school was 82 persons. The subject of this research was the students of tenth grade which consists of two classes. The researcher observed the students in Class X, majoring in Pertanian which were 16 persons. This Classroom Action Research (CAR) was carried out by implementing debate technique. The procedures of research were conducted as follows:

1. **Planning**, preparing the lesson plan, the observation paper, the field notes, material for teaching and the schedule of the research.
2. **Action**, doing the teaching-learning process by using debate technique.
3. **Observation**, this was done by asking English teacher to help the researcher to observe the students' and also the researcher's activities during the teaching-learning process.
4. **Reflection**, it was done after the class over for making improvement in the next meeting or cycle.

1. The Explanation of Each Cycle in Improving the Students' Speaking Ability by Using Debate Technique

In doing the research, the researcher did two cycles, such as below:

a. First Cycle

First cycle consisted of two meetings by covering some procedures as described below:

1) First Meeting

The total number of this class consisted of 16 persons and the allocation of time was 2 x 45

minutes. The material of first meeting was “Expressing and giving opinion”.

First meeting was done by following the procedures, as follows:

a) Planning

In this phase, the researcher prepared the lesson plan as the compass of conducting the teaching-learning process, the material, the observation paper of the researcher’s and students’ activities and the field notes of the students’ activities.

b) Action

After planning, the researcher conducted the action in the classroom. The teaching-learning process covered pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. Entering the classroom, the researcher greeted the students, checked the students’ preparation, introduced himself to the students and checked the students’ attendance list. After that, the researcher applied the procedures of implementing debate technique, such as presented the material to the students and explained the main goal would be achieved. Then the researcher divided the students into groups, the researcher gave some statements or instructions that were going to be discussed by the students.

Moreover, the researcher asked the students to practice the conversation together with their peers while the researcher facilitated them during the learning process. In this process, the students were expected to be able to practice the conversations, the researcher gave chance to the

students to pay attention, analyze and do the conversations. However in the first meeting they could not yet show the improvement. The students were passive; they seemed lack of confidence, and having no creativities. From these problems the researcher asked the students’ difficulties and then, the researcher explained it. In the last, the researcher took a conclusion and asked the students to study the material and prepare themselves for the next meeting.

c) Observation

This observation covered the students’ and the researcher’s activities and field notes of the students’ activities.

- (1) The students’ observation paper
- Based on the students’ observation paper which consisted of some aspects to be observed for the students in first meeting, the students did not do all of the aspects well. It can be described below:
- (a) The students who had done the first aspect of assessment: 9 persons (56%) of 16 students.
 - (b) The students who had done the second aspect of assessment: 8 persons (50%) of 16 students.
 - (c) The students who had done the third aspect of assessment: 9 persons (56%) of 16 students.
 - (d) The students who had done the fourth aspect of assessment: 7 persons (44%) of 16 students.
 - (e) The students who had done the fifth aspect of assessment: 7 persons (44%) of 16 students.

- (f) The students who have done the sixth aspect of assessment: 5 persons (31%) of 16 students.
 - (g) The students who had done the seventh aspect of assessment: 5 persons (31%) of 16 students.
 - (h) The students who had done the eighth aspect of assessment: 4 persons (25%) of 16 students.
 - (i) The students who had done the ninth aspect of assessment: 5 persons (31%) of 16 students.
 - (j) The students who had done the tenth aspect of assessment: 4 persons (25%) of 16 students.
- (2) The researcher's observation paper
The researcher's observation paper in first meeting consisted of 33 activities of aspects to be observed in the research (See Appendix 6a). The researcher got 0% for the first option of aspect, 6% for the second option of aspect, 15% for the third option of aspect, and 79% for the fourth option of aspect.
- (3) The field notes of the students' activities in the first meeting, it can be seen below:
- (a) The students who were active: 5 persons (31%) of 16 students.
 - (b) The students who were inactive: 11 persons (69%) of 16 students.
 - (c) The students who were creative: 5 persons (31%) of 16 students.
 - (d) The students who were uncreative : 11 persons (69%) of 16 students.

(e) The students who were cooperative : 6 persons (38%) of 16 students.

(f) The students who were uncooperative: 10 persons (63%) of 16 students.

d) Reflection

In this phase, the researcher did not evaluate the students because the material was still unclear to be understood by the students and it would be continued in the second meeting. The students were not able to speak to express their ideas and they were inactive, uncreative and uncooperative because the students were stiff and afraid to express their ideas during the teaching-learning process, so they could not do Debate Technique. Therefore, the researcher improved the weaknesses of the students by giving them motivation to study hard and then the researcher asked them to ask some questions about the lesson material that they did not understand.

2) Second Meeting

The researcher did the second meeting as a continuation of the first meeting. The material of this meeting was still same in first meeting, namely "Expressing and giving opinion".

The second meeting was done by following procedures, such as below:

a) Planning

The researcher prepared the lesson plan, the observation paper of the researcher's and students' activities; field notes of the students' activities and the camera and hand phone.

b) Action

In this research, the researcher continued the material that had

been discussed in the first meeting. The teaching-learning process covered pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. The researcher presented the material and divided the students in their groups that consisted of various good students and weak students. The researcher gave a statement or instruction that was going to be discussed by the students. While the researcher monitored and facilitated the groups while conducting the Debate Technique, the researcher gave the chance to the students to pay attention, to analyze and to discuss the statement.

The researcher gave the chance to the students to express their opinion based on what they had discussed, the researcher also asked the difficulties that the students found. In this meeting, the students got enthusiasm; they were active, creative and cooperative; one by one they expressed their thinking by asking questions. From the students' comments or opinions, the researcher explained material according to the target which had been reached. And then, the researcher took a conclusion.

c) Observation

This observation covered the students' activities, the researcher's activities and the field notes of the students' activities.

- (1) The students' observation paper
Based on the students' observation paper which consisted of ten aspects of assessment to be observed by the teacher-collaborator in the second, the result of the students' observation paper can be described below:

- (a) The students who had done the first aspect of assessment: 11 persons (69%) of 16 students.
 - (b) The students who had done the second aspect of assessment: 10 persons (63%) of 16 students.
 - (c) The students who had done the third aspect of assessment: 12 persons (75%) of 16 students.
 - (d) The students who had done the fourth aspect of assessment: 8 persons (50%) of 16 students.
 - (e) The students who had done the fifth aspect of assessment: 7 persons (44%) of 16 students.
 - (f) The students who had done the sixth aspect of assessment: 5 persons (31%) of 16 students.
 - (g) The students who had done the seventh aspect of assessment: 6 persons (38%) of 16 students.
 - (h) The students who had done the eighth aspect of assessment: 7 persons (44%) of 16 students.
 - (i) The students who had done the ninth aspect of assessment: 5 persons (31%) of 16 students.
 - (j) The students who had done the tenth aspect of assessment: 5 persons (31%) of 16 students.
- (2) The researcher's observation
In the second meeting, the researcher's observation paper consisted of 33 activities of aspects to be observed in the research. The researcher got 0% for the first option of aspect, 3% for the second option of aspect,

12% for the third option of aspect, and 85% for the fourth option of aspect.

(3) The field notes of the students' activities

The result of the field notes of the students' activities in the second meeting can be seen below:

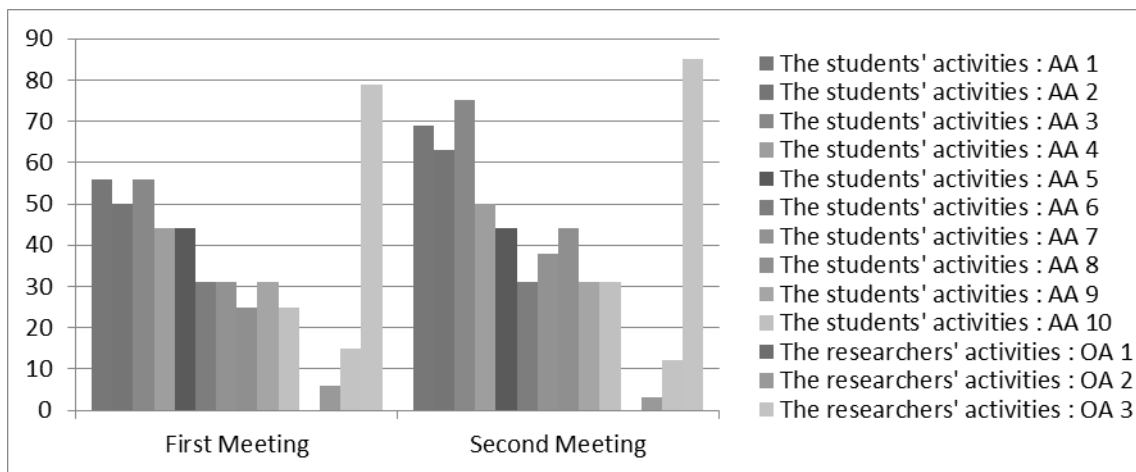
- (a) The students who were active: 7 persons (44%) of 16 students.
- (b) The students who were inactive: 9 persons (56%) of 16 students.
- (c) The students who were creative: 7 persons (44%) of 16 students.
- (d) The students who were uncreative: 9 persons (56%) of 16 students.

(e) The students who were cooperative : 9 persons (56%) of 16 students.

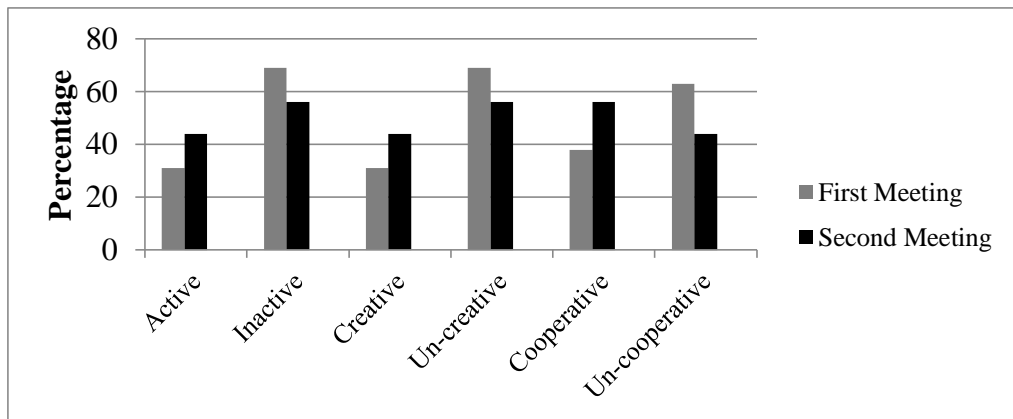
(f) The students who were uncooperative: 7 persons (44%) of 16 students.

d) Reflection

In this last phase, the students could do the debate technique but they still had to prove it because the result of students' speaking ability in this cycle did not achieve the Minimum Competence Criterion (MCC). So, the research would be continued in the next cycle. The result of the observation paper of the students' and the researcher's activities and the field notes in first meeting and second meeting, it will be showed in the following graphics as follows.



Graphic 1
The Result of the Students' Observation Paper and the Researcher's Observation Paper in the First Cycle



Graphic 2
The Field Notes of the Students' Activities in the First Cycle

Based on the students' speaking ability from the first meeting until the second meeting, the researcher took their results as described in table 1 below:

Table 1
Improving the Students' Speaking Ability by Using Debate Technique at the Tenth Grade of SMK Negeri 1 Aramo in the First Cycle

No.	Fluency Level	Frequency	Percentage
1.	1	7	44 %
2.	1+	4	25 %
3.	2	1	6 %
4.	2+	3	19 %
5.	3	1	6 %
Total		16	100%

Based on the data above it shows that:

1. 7 students who got fluency level 1
2. 4 students who got fluency level 1+

3. 1 student who got fluency level 2
4. 3 students who got fluency level 2+
5. 1 student who got fluency level 3

The results above show that the students were still unable to speak in a good speaking because 44% of the students who got average score 30 by classification level was less, 25% of the students who got average score 35 by classification level was less, 6% of the students who got average score 46 by classification level was less and 19% of the students who got average score 59 by classification level was less and 6% of the students who got average score 65 by classification level was adequate. Whereas, no one who got the classification in good and very good level. The data from the available table will be showed in the graphic below:



Graphic 3
The Results of the Students' Speaking Ability in the First Cycle

The students' weaknesses found in the first cycle were as follows:

1. The students were still worried and afraid to express their ideas.
2. The students are lack of vocabularies in order that, the students were not able to arrange the sentence.
3. The students were unable to construct their oral expression correctly and grammatically.
4. The students could not speak English so they got difficulties to understand and to comprehend the sentence by sentence.

All of the students' weaknesses above were caused by the students who could not do debate technique seriously; they were still stiff and afraid of expressing their thoughts. Then, the researcher's weaknesses found in the first cycle is that the researcher was still unable to apply the whole procedures of debate technique. Therefore, the advantages found in this cycle were as follows:

1. The students became enthusiasm to study.
2. The students were able to work cooperatively.

b. Second Cycle

This cycle consisted of two meetings by covering some procedures as described below:

1) First Meeting

The material of the first meeting in Second Cycle was "Expressing and giving opinion".

First meeting was done by following the procedures, as follows:

a) Planning

In this phase, the researcher prepared many things such as the lesson plan, the material, the observation paper of the students' and the researcher's activities and the field notes of the students' activities.

b) Action

The teaching-learning process covered pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. As usual, the researcher explained about speaking skill and the procedures in conducting Debate Technique and explained the main goal could be achieved. After that, the researcher conveyed lesson material. The researcher asked the students to follow his speech in order to check the students' pronunciation. Then, researcher gave time to the students to ask some questions. The students were divided into their groups. The researcher gave some statements that were going to discuss by the students.

The researcher gave the chance to the students to pay attention, analyze, and discuss the statement. After that, the students expressed their opinions based on what they had done. From the students' comments and opinions, the researcher explained the target which would be reached. During the teaching-learning process, the students were seen more actively, creatively, and cooperatively in their study. They could show their braveness and seriousness. And also, they could follow the material. Before ending the class, the researcher took the conclusion and asked the students to prepare themselves for the next meeting.

c) Observation

This observation phase covered the students' activities, the researcher's activities and the field notes of the students activities, as follows:

- (1) The students' observation paper
The students' observation paper consisted of some aspects of assessment to be observed for

the students in the first meeting.
It could be described below:

- (a) The students who had done the first aspect of assessment: 14 persons (88%) of 16 students.
 - (b) The students who had done the second aspect of assessment: 12 persons (75%) of 16 students.
 - (c) The students who had done the third aspect of assessment: 13 persons (81%) of 16 students.
 - (d) The students who had done the fourth aspect of assessment: 9 persons (56%) of 16 students.
 - (e) The students who had done the fifth aspect of assessment: 11 persons (69%) of 16 students.
 - (f) The students who had done the sixth aspect of assessment: 8 persons (50%) of 16 students.
 - (g) The students who had done the seventh aspect of assessment: 6 persons (38%) of 16 students.
 - (h) The students who had done the eighth aspect of assessment: 12 persons (75%) of 16 students.
 - (i) The students who had done the ninth aspect of assessment: 14 persons (88%) of 16 students.
 - (j) The students who had done the tenth aspect of assessment: 10 persons (63%) of 16 students.
- (2) The researcher's observation paper
The researcher's observation paper in the first meeting consisted of some activities of

aspects to be observed in the research. The researcher got 0% for the first option of aspect, 9% for the second option of aspect, 3% for the third option of aspect, and 88% for the fourth option of aspect.

- (3) The field notes of the students' activities

The result of the field notes of the students' activities in the first meeting, it can be seen below:

- (a) The students who were active: 12 persons (75%) of 16 students.
- (b) The students who were inactive: 4 persons (25%) of 16 students.
- (c) The students who were creative: 11 persons (69%) of 16 students.
- (d) The students who were uncreative: 5 persons (31%) of 16 students.
- (e) The students who were cooperative: 10 persons (63%) of 16 students.
- (f) The students who were uncooperative: 6 persons (37%) of 16 students.

d) Reflection

The students could follow the procedures in conducting debate technique. The researcher motivated and facilitated them to be more active and creative to improve their ability in speaking and also to achieve the Minimum Competence Criterion (MCC).

2) Second Meeting

In the second meeting, the researcher continued to apply debate technique as a continuation of the first meeting, in which the total number of this class consisted of 16 persons. The allocation of time was 2 x 45 minutes. The material of the first

meeting was “Expressing and giving opinion”.

This meeting was done by following procedures, such as below:

a) Planning

In this phase, the researcher prepared the lesson plan, the observation paper of the students’ activities, the researcher’s activities, the field notes of the students’ activities and the camera as a tool of test.

b) Action

In this phase, the researcher continued the material from the first meeting. This meeting was done by applying the procedures of debate technique. Teaching-learning process covered pre-teaching-learning activities, whilst-teaching-learning activities and post-teaching-learning activities. The researcher presented the material and divided the students in their groups that consisted of various good students and weak students. This group was divided in Pro and Contra group. Each group consisted of 8 persons.

After that, the researcher invited the students to do the debate with the statement that had been conveyed in the first meeting. Furthermore, the researcher facilitated them well. In this phase, the students could show their ability in speaking and creativeness in their study. In the last time, the researcher did the interview test to the students and then the class was ended after researcher took the conclusion.

c) Observation

This observation phase covered of the students’ activities, the researcher’s activities and the field notes of the students’ activities.

- (1) The students’ observation paper
The students’ observation paper consisted of some aspects of assessment to be observed for

the students in the second meeting. It can be described below:

- (a) The students who had done the first aspect of assessment: 16 persons (100%) of 16 students.
 - (b) The students who had done the second aspect of assessment: 15 persons (94%) of 16 students.
 - (c) The students who had done the third aspect of assessment: 16 persons (100%) of 16 students.
 - (d) The students who had done the fourth aspect of assessment: 15 persons (94%) of 16 students.
 - (e) The students who had done the fifth aspect of assessment: 16 persons (100%) of 16 students.
 - (f) The students who had done the sixth aspect of assessment: 16 persons (100%) of 16 students.
 - (g) The students who had done the seventh aspect of assessment: 15 persons (94%) of 16 students.
 - (h) The students who had done the eighth aspect of assessment: 16 persons (100%) of 16 students.
 - (i) The students who had done the ninth aspect of assessment: 16 persons (100%) of 16 students.
 - (j) The students who had done the tenth aspect of assessment: 15 persons (94%) of 16 students.
- (2) The researcher’s observation paper
Based on the researcher’s observation paper in the second meeting, it consisted of some

activities of aspects to be observed in the research. The researcher also had done all of the observation aspects during the teaching-learning process was going on. The researcher got 0% for the first option of aspect, 3% for the second option of aspect, 0% for the third option of aspect, and 97% for the fourth option of aspect.

(3) The field notes of the students' activities

The result of the field notes of the students' activities in the second meeting, it can be seen below:

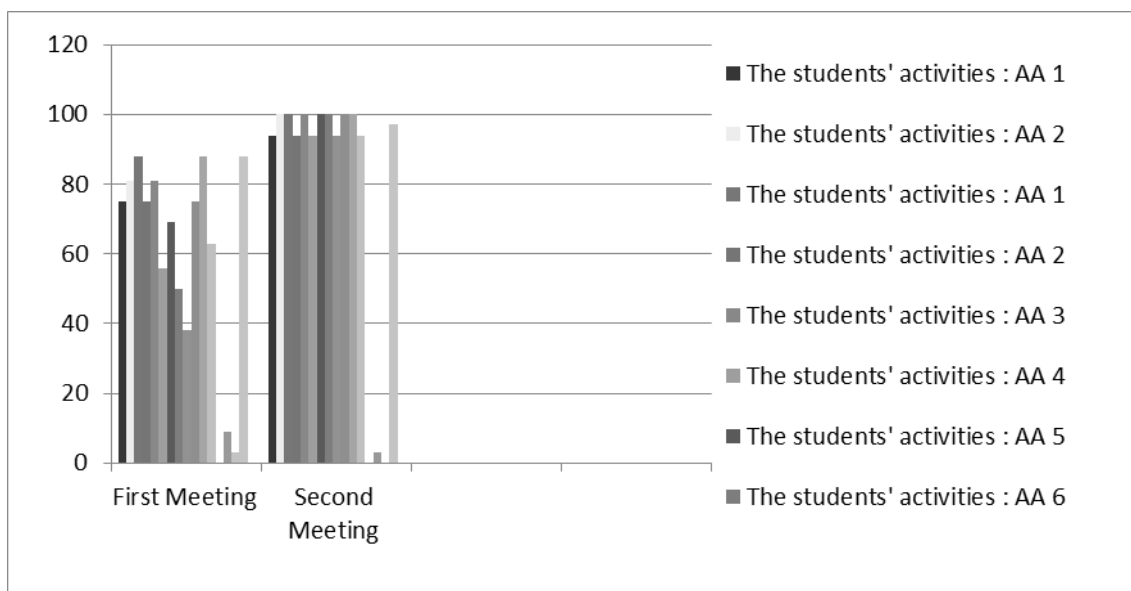
- (a) The students who were active: 15 persons (94%) of 16 students.
- (b) The students who were inactive: 1 person (6%) of 16 students.

- (c) The students who were creative: 15 persons (94%) of 16 students.
- (d) The students who were uncreative: 1 person (6%) of 16 students.
- (e) The students who were cooperative : 16 persons (100%) of 16 students.
- (f) The students who were uncooperative: 0 person (0%) of 16 students.

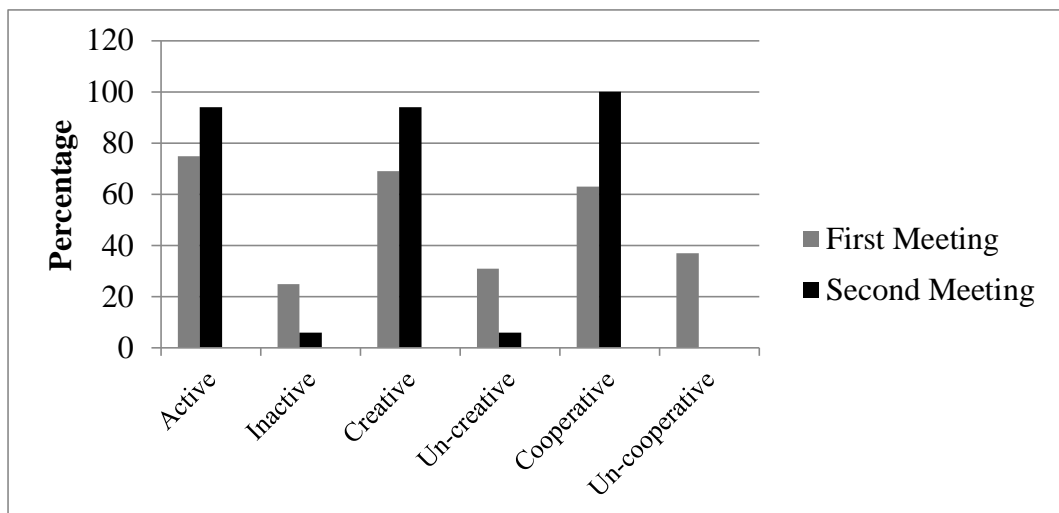
d) Reflection

In the second meeting showed the students could follow the teaching-learning process by implementing debate technique, they did it well and they achieved the Minimum Competence Criterion (MCC).

The result of the observation paper of the students' and researcher's activities and the field notes in the first meeting and second meeting, it will be showed in the following graphics as follows:



Graphic 4
The Students' Observation Paper and the Researcher's Observation Paper in the Second Cycle



Graphic 5
The Field Notes of the Students' Activities in the Second Cycle

Based on the students' speaking			
No.	Fluency Level	Frequency	Percentage
1.	2	1	6%
2.	2+	4	25%
3.	3	8	50%
4.	3+	3	19%
Total		16	100%

ability from the first meeting until the second meeting in the second cycle, the researcher took their results as described in Table 2 below:

Table 2
Improving the Students' Speaking Ability by Using Debate Technique at the Tenth Grade of SMK Negeri 1 Aramo in the Second Cycle

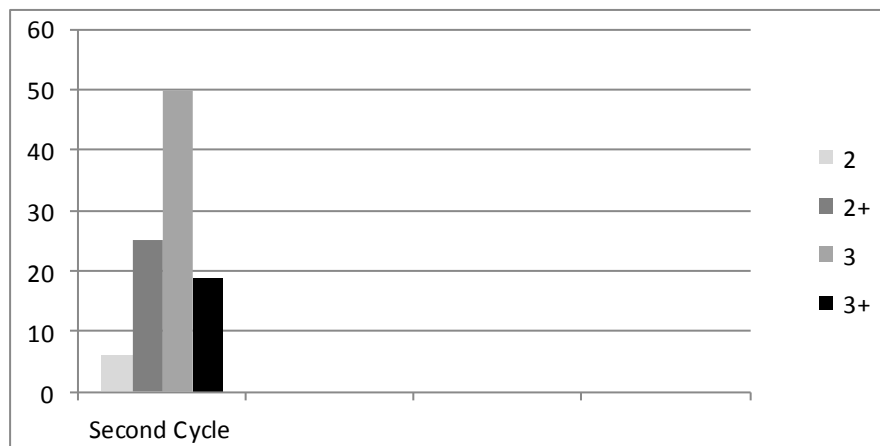
Based on the data above, it shows that:

- 1 student who got fluency level 2.

2. 4 students who got fluency level 2+
3. 8 students who got fluency level 3
4. 3 students who got fluency level 3+

From the results above show, 6% of the students who got average score 51 by classification level was less, 25% of the students who got average score 60 by classification level was adequate, 50% of the students who got average score 65 by classification level was good and 19% of the students who got average score 78 by classification level was good.

In accordance to the result above showed that this result in the second cycle was better than the first cycle, therefore the researcher stopped doing the research in the second cycle, because the students were able to speak in a good speaking and they achieved the Minimum Competence Criterion (MCC). The data from Table 2 explained above will be showed in the graphic below:



Graphic 6
The Results of the Students' Speaking Ability in the Second Cycle

2. The Classification of the Students' Speaking Ability

Based on the results of the data analysis, below in tables 3 and 4 were the classification of the students' activities and the activeness, creativity and cooperation of the students' activities and the students' speaking ability by using Debate Technique.

Table 3
The Classification of the Students' Activities in All Cycles

No.	Cycle	Meeting	The Students' Activities	Percentage
1.	First Cycle	First Meeting	AA 1	56%
			AA 2	50%
			AA 3	56%
			AA 4	44%
			AA 5	44%
			AA 6	31%
			AA 7	31%
	Second Meeting	AA 8	25%	
		AA 9	31%	
		AA 10	25%	
		AA 1	69%	
		AA 2	63%	
		AA 3	75%	
		AA 4	50%	
AA 5	44%			
AA 6	31%			
AA 7	38%			

2.	Second Cycle	First Meeting	AA 8	44%
			AA 9	31%
			AA 10	31%
		Second Meeting	AA 1	88%
			AA 2	75%
			AA 3	81%
			AA 4	56%
			AA 5	69%
			AA 6	50%
			AA 7	38%
AA 8	75%			
AA 9	88%			
AA 10	63%			
2.	Second Cycle	Second Meeting	AA 1	100%
			AA 2	94%
			AA 3	100%
			AA 4	94%
			AA 5	100%
			AA 6	100%
			AA 7	94%
			AA 8	100%
			AA 9	100%
			AA 10	94%

Table 4
The Classification of the Result of the Field Notes of the Students' Activities in All Cycles

No.	Cycle	Meeting	Criteria	Percentage
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1.	First Cycle	First Meeting	Active	31%
			Inactive	69%
			Creative	31%
			Un-creative	69%
	Second Meeting	Un- Cooperative	Un- cooperative	38%
			Active	62%
			Inactive	44%
			Creative	56%
2.	Second Cycle	First Meeting	Un-creative	44%
			Cooperative	56%
			Un- cooperative	56%
			Active	44%
	Second Meeting	Un- Cooperative	Active	75%
			Inactive	25%
			Creative	69%
			Un-creative	31%
Second Meeting	Un- Cooperative	Un- cooperative	63%	
		Active	37%	
		Inactive	94%	
		Creative	6%	
Second Meeting	Un- Cooperative	Un-creative	94%	
		Cooperative	6%	
		Un- cooperative	100%	
		Active	0%	

Table 5
The Classification of the Students' Speaking Ability by Using Debate Technique in All Cycles

No.	Cycle	Fluency	Frequency
1.	First Cycle	1	7
		1+	4
		2	1
		2+	3
		3	1
2.	Second Cycle	2	1
		2+	4
		3	8
		3+	3

In doing and getting the data in this research, there were some limitations:

- a. Debate technique improved the students' speaking ability at the tenth grade only.

- b. This research just applied debate technique in teaching speaking, no in other language skills.
- c. This research just searched at the tenth grade of SMK Negeri 1 Aramo.
- d. The result of this research was possible to be different, if the subject and the problem of this research would be changed.

CONCLUSION

Based on the result of the research as explained above, the researcher draws some conclusions as follows:

1. Debate technique is appropriate to be used in teaching speaking.
2. Debate technique improves the students' speaking ability. It can be seen of the result of tests from the first cycle to the second cycle.
3. Debate technique can motivate students' thinking, moreover, if they must defend their opinion which is in contradiction with conviction to themselves.
4. By using debate technique, the students enjoy the teaching-learning process and they find challenging to be able to think smart, more active, and more creative.
5. By using debate technique, the students are active, creative, and cooperative. It can be proven from the result of students' observation paper and the field notes of the students' activities during implementing the actions.

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BOOSTING INTERSUBJECTIVITY BY DIGITAL VIDEO RECORDING PROJECT IN EFL CLASSES

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ABSTRACT

One challenge that modern English teachers face is the how effectively design an interface that monitors output, notices weaknesses, and provides accurate feedback. The ephemeral nature of speech obstructs assessment, peer review, and self-reflection of L2 spoken output for both students and teachers. This study sought to determine if the use of video recording would help solve this problem that offers direct benefits to learners. This study collected data for one academic semester from undergraduate students at two universities; 48 South Korean university students and 37 Pakistani university students. The data was analyzed using a mixed method approach and was collected in the form of participants' speech recordings, feedback comments to their peers, self-reflection, and responses from interviews. A meticulous comparison was also provided between all of the university students' attitudes and performances in speech classes using video recording as a pedagogical tool for peer-feedback, self-reflection, and assessment. Additionally, a comprehensive description was also provided that revealed the students' perceptions towards recording as a tool to enhance speech skills, the effects of video-recorded in-class speeches, reflection tasks, and online peer feedback. The results concluded that learners had their speaking production skills advanced from using video-recorded speeches.

Keywords: video recorded speeches, digitization, online feedback, peer assessment, self-reflection

ABSTRAK

Salah satu tantangan yang dihadapi guru bahasa Inggris di era modern adalah seberapa efektif merancang media yang memantau keluaran, memperhatikan kelemahan, dan memberikan umpan balik yang akurat. Karakteristik belajar menunjukkan adanya hambatan dalam penilaian, penilaian sejawat dan refleksi diri dari output L2 yang diucapkan oleh mahasiswa dan guru. Penelitian ini berusaha untuk menentukan apakah penggunaan perekaman video akan membantu memecahkan masalah yang menawarkan manfaat langsung kepada mahasiswa. Studi ini mengumpulkan data untuk satu semester akademik dari mahasiswa sarjana di dua universitas; 48 mahasiswa Korea Selatan dan 37 mahasiswa Pakistan. Data dianalisis menggunakan pendekatan metode campuran dan dikumpulkan dalam bentuk rekaman

tanggapan dari wawancara. Perbandingan juga disediakan antara semua sikap dan penampilan mahasiswa di kelas bicara menggunakan rekaman video sebagai alat pedagogis untuk umpan balik teman, refleksi diri, dan penilaian. Selain itu, deskripsi komprehensif juga disediakan yang mengungkapkan persepsi mahasiswa terhadap perekaman sebagai alat untuk meningkatkan keterampilan berbicara, efek dari rekaman video di kelas yang direkam, tugas refleksi, dan umpan balik teman online. Hasilnya menyimpulkan bahwa mahasiswa memiliki keterampilan berbicara yang lebih baik dari menggunakan pidato yang direkam dengan video. siswa aktif sebesar 94%, kreatif sebesar 94% dan kooperatif sebanyak 100%. Rata-rata nilai siswa pada siklus kedua mengalami peningkatan dan mencapai target Kriteria Ketuntasan Minimal (KKM).

Kata kunci: rekaman video pidato, digitalisasi, umpan balik online, penilaian sejawat, refleksi diri

INTRODUCTION

The exponentially rising rate of availability to the internet to every corner of the world and the digitization of video recording tools have enormously improved the viability of integrating these tools in language instruction. Recently, digital technological tools allow learners to video record their verbal output and transmit video files for assessment, correction, and further review. Video recordings of their verbal productions proved to be a great tool that offered multiple advantages to learners, such as providing an accurate record of what was said, being a great opportunity for peers to be rewatch the video for detailed student-to-student assessment and online feedback, and allowing students to contemplate on how their skills are developing. This is also supported by well-researched studies which demonstrate the correlation between the various applicabilities of video-recorded speeches in content-based instruction (Gimeno-Sanz, 2015).

Furthermore, Brown (2012) researched speech and self-assessment with video recording devices. Post project questionnaire results strongly indicated that learners enhanced their intelligibility, attitudes, and perceptions

of improvement through recording as a tool for speaking and self-assessment. Aoki (2014) argued that learners showed high interest in asynchronous speech recording exercises. This engagement helps them to focus more on negotiation of meaning which in turn encourages their peers to take more risks. In terms of grammatical accuracy in oral output, learners generally performed better after self-reflection (Cooke, 2013).

Oral presentation skills are considered an essential component in the workplace (Omar et al., 2012) where workers are often asked to deliver progress-reports, present proposals, elucidate the output of projects, explain product descriptions to vendors, and conduct oral briefings (Devi, Amir & Krish, 2014). Therefore, in order to maintain a sustainable business, employers look for diligent graduates with sound academic backgrounds and exceptional oratory and presentation skills in English (Devi, Amir & Krish, 2014; Singh & Singh, 2008). At the university education level, oral presentations are an important part of class throughout the world (Alwi & Sidhu, 2013; Campbell, et. al., 2001). It is quite common in EFL classrooms for teachers to ask for live oral

presentations in front of the whole class in order to help learners enhance their English public speaking skills (Hinkelman, Rian & McGarthy, 2012). Public speeches enhance communicative competence, assist learners to observe, investigate, arrange, and build new knowledge as well as help them to gain autonomy in class (King, 2002).

However, in-class speeches are the least volunteered in activities in class because of the difficulty associated with them (King, 2002). Most EFL learners consider in-class speech activities to be the most feared and daunting tasks (Guo, 2013). A majority of Asian students, who are timid and tend to stay quiet in class (Kim, 2006), perceive public speech activities as the most intimidating tasks in class (Tajizan et al., 2012). The main reasons for EFL learners' avoidance of in-class speeches include the fear of public speaking, conducting mistakes, being ridiculed by others, and their lack of confidence in making English speeches (Guo, 2013). Besides the many challenges for EFL students associated to in-class speeches, assessment of oral presentations remains an issue for instructors (Yang & Scharff, 2013). The subjective judgment in the absence of any concrete proof makes assessment a bigger challenge for instructors (Yamkate & Intrat, 2012). The instructors face challenges assessing EFL learners' in-class speeches, and the students also struggle to identify their own weaknesses and mistakes in their speeches (Guo, 2013).

In order to address the above mentioned issues, it is important to develop more sustainable methods that offer a creative environment for EFL students to improve on their in-class speeches, get reflection on their oral

production, provide peers constructive feedback, and reduce the constraints faced by instructor to perform transparent assessment and to provide feedback to learners. Video recording of in-class speeches helps learners to get more useful feedback, provide chances for self-reflection, give more accurate teachers' assessments, and generate feelings of achievement (Balakrishnan & Puteh, 2014).

Discussion Questions

1. Does video recording of EFL learners' speeches improve their oral skills?
2. What are the learners' perceptions towards in-class video recording of their speeches?

According to Bennett (2011), 98% of East Asian students at the university level have access to some sort of digital devices. Most of them own a smartphone or a computer, the rest of them have reliable access to computers or other digital devices at their school library. With the surging popularity of online resources (e.g. Social Networking Sites, Chat apps, online discussion boards), the number of internet users is now in the billions (Smith, 2011). Among all of the various types of technologies, micro-blogging has most rapidly made its way into education (Bennett, 2011). Online discussion boards are increasingly present in language classrooms as well. Therefore, some studies (Junco et al., 2010) have examined the effect of online resources on language learning pedagogies in the classroom, especially on the learners' linguistic ability, attitude, or content acquisition in an EFL context.

Due to the internet revolution, electronic devices such as smartphones, tablet PCs, and laptop computers are a ubiquitous part of human lifestyles across the globe. Data from the

International Telecommunication Union (2014) showed that the rate of using mobile phones in South Korea in 2014 was 111%, which means there are more mobile phones than there are people. Despite this, the penetration rate for smartphones among mobile-phone users in the whole country was 82.3% at the end of June 2015, while more than 97% Korean university students possessed smart phones (Choi & Kim, 2015). Similarly, in Pakistan, one of the fastest developing countries, the use of digital devices is on the rise. Javed (2012) reported that a majority of Pakistani university students possess a digital device of some sort, the rest of the students access the internet at the school library. This shows that, in this global cellular phone market, the smartphone is gaining momentum and becoming more and more of an essential part of human life, especially for college students.

Based on the data provided above regarding the emergence of digital devices in Korea and Pakistan, it seems as though bringing these digital devices into the EFL context by educating students about their potential usefulness is a realistic pedagogical strategy as opposed to offering resistance towards the use of smartphones, considering them distractions to learning. Choi and Kim (2015) suggested that an average Korean university student spends 3~4 hours per day using a smartphone for different purposes like browsing the internet, reading news, or accessing social media. On the other hand, a majority of Pakistani university students spend an average of 90 minutes to two hours per day using digital devices (Javed, 2012). With this greater investment of time associated to smartphones, social scientists in the EFL field (e.g. Warschauer, 2013) are

convinced that EFL students need to be encouraged to utilize digital devices, considering their potential to enhance EFL learning. This study attempted to provide EFL students a perspective, away from the traditional approach, in which they can use digital resources as a part of their EFL learning. This will not only facilitate EFL students' oral skills enhancement, but also learners can integrate these digital resources into their overall learning.

METHOD

A mixed method approach was used for the data analysis that was collected through a 16-week academic semester. Data was collected from 48 Korean and 37 Pakistani university sophomore EFL learners registered for a presentation course. Learners ages ranged from 20 to 22 years. Their average English proficiency level was intermediate mid, according to the ACTFL guidelines (American Council on the Teaching of Foreign Languages). All learners possessed an elementary understanding of how to use computers and the internet. Quantitative data was collected in the form of learners' speech recordings and their feedback comments. Whereas, qualitative data was gathered through self-reflection, and interviews were conducted with 10 randomly selected participants at each university.

A quantitative research methodology was used to analyze learners' speech recording data by using a comparison approach. Their speech scores were compared with their previous speeches and examined to see if there was any improvement. The feedback comments provided by their peers were also analyzed and determined if the speakers had addressed the feedback comments in their speeches. Self-reflection and

interview responses were used to qualitatively analyze participants' feelings and attitude towards video-recording as a tool to enhance speech production.

As mentioned above, the initial part of this pilot study was designed to reveal students' attitudes and perceptions towards the video-recording of their speeches. It also evaluated the effects of in-class video-recorded speeches, usefulness of the reflection tasks, the practicality of peer assessment, and the effectiveness of online peer feedback. The effect of video recording as a tool for EFL learners' public speaking skills development was analyzed using seven variables including: speech duration, fluency, confidence (eye-contact, gestures, and posture), pronunciation, preparedness, audience engagement, and responses to audience's questions.

The findings were used to analyze if/how the video-recorded speeches helped learners increase their speaking skills. The second part of this study outlined practical techniques and activities for setting up a video-recording infrastructure for speech classes. This approach further provided support that the above-mentioned strategies could likely be expanded to all conversation based classes in general English and content based learning programs from elementary schools to universities.

A four-speech project was the main part of the credit course for a semester in addition to the regular class instruction for learners' speech skill development. For each speech, students were able to choose the topic following the guidelines and parameters for each speech provided by the teacher. The length for each speech was from 4 to 6 minutes. Through a systematic approach, they prepared their speeches

in class and outside of class. They were asked to bring their recording devices (e.g. smartphone) on the speech day and set their smartphone/tablet on the tripod provided by the researcher before their speech. Those students, who did not have a functional device or complained about low battery power, were asked to borrow their peer's smartphone for the recording.

After completing their speeches, they had to upload their recorded speech to class website on the same day. Each student was required to provide 2 other students feedback within 2 days of the speech session. Therefore, they visited the class website and watched two videos to comment on them after the class. They were required to provide both complements and constructive feedback. Compliments helped speakers to see what amused or impressed the audience, whereas the constructive comments pointed out their weaknesses and guided them toward future improvements.

Each speaker wrote out a reflection form after watching their speech video. Both the peer feedback and the self-reflection helped them to reflect upon their work. The instructor assessed the speech roughly in class while the speaker was presenting. However, the instructor also watched the speech video again for a comprehensive assessment of each speech. This helped the instructor to give a more accurate in evaluation. Besides the peer feedback that included complements and constructive feedback, learners were asked to complete an assessment form for the speakers who they had previous given feedback. This helped learners to examine the assessment criteria carefully and to overcome their own weaknesses as well.

RESULTS AND DISCUSSION

The findings indicated that most Korean and Pakistani participants showed minuscule amounts of hesitation towards recording their own speeches in the beginning of the course. However, they changed their perception and showed positive attitudes towards video recording as a tool for their public speech skill improvement. In addition, the data suggested that learners enhanced their public speaking skills gradually based on peer assessment, peer feedback comments, self-reflection, and instructor's feedback.

Digital video recording gave an opportunity for EFL students to experience verbal and mental progress when giving a speech or presentation. Oral feedback from the instructor, written comments from peers, and self-reflection on video recorded speeches helped learners to make simple changes in their speeches for gradual improvement throughout one academic semester. Offering learners a chance to be an evaluator for others' speeches helped them to reflect on their own speech style, quality, language use, and preparedness.

Having such an opportunity to evaluate and offer constructive feedback to their peers led students to express a sense of inclusiveness and fairness regarding the evaluation process. Peer evaluations were a major source of scaffolding and skill development throughout the course. Subsequently, students were open in evaluating their peer's speeches by justifying their comments with the reasons for their assessment scores within the categories and ranges from the approved rubric. Through this process, students' evaluations of peer speeches became more aligned to those of the instructor's as the semester progressed, and yet they still were able to maintain their identity

and uniqueness in their feedback comments.

With the emergence of internet technologies around the world and the digitization of video recording tools, EFL classroom instructions are going through a phase of transformation. The results of this study suggested that learners improved in-class speeches through a comparison approach using video recording as a tool for their public speaking improvement. The results also revealed that both Korean and Pakistani EFL learners showed positive responses towards the use of video recording for in-class speeches. These findings correspond with the findings of Balakrishnan & Puteh (2014) that suggested video recordings helped learners to get more useful feedback that helped them to plan for their future speeches more carefully and thoughtfully.

The result of the second research question showed that Korean and Pakistani EFL learners showed positive responses towards the use of video recording as a tool for the improvement of their speech skills. This supported Watkins (2012) who proposed that video recording for speech classes could offer EFL learners feelings of improvement. Following the benefits of video recording for in-class speeches that this study examined, learners realized the importance of constructive peer-feedback that they received after their speeches. Aoki (2014) claimed that EFL learners show high engagement in asynchronous speech recording that helped them watch recorded speeches of their peers carefully for constructive feedback. This helps them to focus more on the negotiation of meaning, which in turn encourages their peers to take more risks.

The most important aspect that was discussed in this study was assessment. Instructors' feelings of satisfaction in terms of transparent assessment through the use of video recording was recorded. This relates to the research of Watkins (2012) that claimed more accuracy in instructor's assessments resulted through watching learners' video-recorded speeches. The results also supported the idea that learners gained grammatical accuracy in oral output through self-reflection (Cooke, 2013).

CONCLUSION

Digital video recording of speech classes can be a mandatory part of the assessment of speech classes. This helped learners to be more precise and effective while providing peer feedback and completing the self-reflection sheets. This tool would be valuable not only in speech classes, but it could also be included into daily classroom applications. Then learners could experience immediate benefits. When coupled with peer feedback and self-reflection strategies, presentation techniques can be improved drastically through video recordings within a very short period of time. Peer-to-peer assessment and offering constructive feedback after watching recorded videos not only helped participants reflect upon their oral skills but also provide learners autonomy in class. Peer assessment provided them with a chance to closely look into the assessment criteria and plan their future speeches carefully based on the evaluation requirements. Video-recording proved to be a great tool that not only to enhance learners' performance, but also it gave instructors a chance to watch the video again and evaluate students' speeches with a higher degree of accurately.

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COLLEGE STUDENTS' PERCEPTION OF SCHOOLGY IN COMPUTER ASSISTED LANGUAGE LEARNING COURSE

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ABSTRACT

This study aims to determine the perceptions of students as prospective teachers of Schoology in Computer Assisted Language Learning (CALL) subject in undergraduate classes. Schoology is a web-based learning media commonly called the Learning Management System. Schoology is one of the free web platforms in the form of the social web and easy to use as Facebook. This study uses a qualitative descriptive method and approach with data collection method in the form of interviews. The interviewer interviewed nine informants, sixth-semester students in Computer Assisted Language Learning subjects with a Schoology discussion. Informants acted as instructors in their groups randomly selected. The results of the interview show that all informants already know the Schoology and its features. Informants will also use Schoology when they become teachers. The obstacle faced by 44% of students were when making material in the form of quizzes. They usually forget to arrange the quiz so the quiz does not appear on the student's account. The obstacle was to download the value and print it. However, overall, the students' perceptions of Schoology in CALL courses were ethical. This research will be further developed at the school level, Schoology, in the view of teachers and students.

Keywords: perceptions, Schoology, technology, CALL

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa sebagai calon guru terhadap Schoology pada mata kuliah Computer Assisted Language Learning. Schoology adalah media pembelajaran berbasis web yang biasa disebut dengan Learning Management System. Schoology merupakan salah satu laman web gratis yang berbentuk web sosial dan mudah digunakan seperti Facebook. Penelitian ini menggunakan metode dan pendekatan deskriptif kualitatif dengan metode pengumpulan data berupa wawancara. Pewawancara mewawancarai sembilan informan yaitu mahasiswa semester enam pada mata kuliah Computer Assisted Language Learning dengan pembahasan Schoology. Informan berperan sebagai instruktur di kelompoknya yang dipilih secara acak. Hasil wawancara menunjukkan bahwa seluruh informan telah mengetahui Schoology dan fitur-fiturnya. Informan juga akan menggunakan Schoology ketika menjadi guru kelak. Kendala yang dihadapi 44% mahasiswa adalah ketika membuat materi berupa kuis. Mereka biasanya lupa untuk mengatur kuis sehingga kuis tidak muncul di akun mahasiswa. Kendala yang lainnya adalah untuk mengunduh nilai dan mencetaknya. Namun secara keseluruhan persepsi mahasiswa terhadap Schoology

pada mata kuliah CALL adalah baik. Penelitian ini akan dikembangkan di tingkat sekolah, Schoology dalam pandangan guru dan siswa.

Kata Kunci: persepsi, Schoology, teknologi, CALL

INTRODUCTION

Technology has become an important part of people's lives (Costley, 2014). Almost all aspects of life today involve the role of technology. The development of science and technology also has an impact on education and learning. There have been many changing aspects of education due to the development of information technology (McKeachie, 1994). The importance of using technology in the field of education indicated the demand for competencies that must be mastered by students in the 21st century, namely the ability to utilize information media effectively and integrate technology in learning (Greenstein, 2012).

One form of technology that is widely used today is social networking. There are many social networking sites that are accessed by people at various age levels such as Facebook, Twitter, LinkedIn, Edmodo, Schoology, Kelase, and so on. Initially, social networking sites were only seen as a way or tool for friends. However, over time social networking sites have added benefits to being tools for sharing information (McClain, Brown, & Price, 2015). In 2008 a social networking site called Edmodo was developed specifically to meet the needs in the field of education (Manowong, 2016).

Schoology is a school-based environment that was developed by Nicolas Borg and Jeff O'Hara in 2008. Schoology is intended for teachers, students, and parents. Schoology has more complete specifications than Edmodo and Moodle. Schoology is complete with a variety of learning tools

that are done in the real world, ranging from checking attendance, tests, and quizzes to student task collection (Amiroh, 2013). Schoology allows the collaboration of various individual, group, and class discussions so that the Schoology is suitable as a supporting learning media of e-Learning. The attitude of students towards the use of Schoology as a learning media influences the success of students in learning. The attitude of students shows how to respond to an object consistently (Dayakisni & Hudaniyah, 2006).

The control of information technology, especially the Schoology application, has not been maximized. Lecturers often experience problems when teaching with Schoology online. Internet network access is also considered still expensive and slow by students. It makes online learning disrupted.

Research results of Teacher professionalism in implementing information and communication technology in Nganjuk district show that elementary, middle, and high school teachers lack the mastery of Information and Communication Technology (Syukur, 2014). Based on the results of a survey conducted at SMK Negeri 1 Sukoharjo, it was shown that Digital Simulation learning was not optimal. That the use of e-learning in learning is not maximal (Tigowati, Efendi, Agus, Budiyanto, & W, 2014). Khoirunnisa's research in the SMPN throughout Bekasi concluded that teacher competence was quite good, except evaluation and learning outcomes, there were still teachers who

could not accept pluralism and multiculturalism and the lack of knowledge of teachers about information technology (Khoirunissa, 2012). The development of the ongoing professionalism of certified teacher educators in technical vocational schools in Greater Malang is still relatively low (Sujianto, 2013). The internal problem lies in the educator himself because he is often found by educators who do not fulfill the qualifications as teachers or lecturers so that in his teaching practice, it becomes less exciting and not inspiring for his students. Second, external problems. In this case, the government as the decision-maker, must improve and evaluate the aspects of education that are lacking (Rohman, 2016).

The students' perceptions of their educational environment have been studied at all levels of educational systems (Arzuman H, 2010). Perception is a direct response from a person's absorption or process in knowing several things through sensing (Poerwadarminta, 1990). Therefore, the researcher wonders what the student's perceptions on Schoology are. It is essential to ensure that the learning done is fun, motivating, and meaningful for students.

METHOD

In this study, the research study used is a qualitative approach because problems related to humans are fundamentally dependent on observation. According to (Moeleong, 2010):

“Qualitative research is research that intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation, actions and others holistically and by

way of description in the form of words and language, in a special context that is natural and with utilizing various natural methods.”

While the definition of a qualitative approach, according to (Sugiyono, 2016):

“Qualitative research methods are methods based on the philosophy of postpositivism, while to examine natural objects, where the researcher is a key instrument, the technique of data collection is done by triangulation (combined). Data analysis is inductive or qualitative, and research results emphasize meaning rather than generalization”.

Descriptive methods were chosen because the research carried out was related to ongoing events and concerning current conditions. (Nazir, 2014) described, “a descriptive method as a descriptive method is a method in examining the status of a human group, a subject, a set of conditions, a system of thought or class of events in the present. The purpose of this descriptive study is to make a description, description or painting systematically and the relationship between the phenomena investigated”.

The focus of this research is the Students' Perception of Schoology Implementation in Computer Assisted Language Learning courses at the 6th semester of 2019 Universitas Indraprasta Jakarta students. Before applying the application of Schoology, students participated in Computer Assisted Language Learning courses. It was delivered offline learning and web-based online learning. The students will conduct learning simulations with roles as administrators, educators, and

students. Thus students can apply the application of Schoology.

The research instrument in qualitative research is the researcher itself, (Sugiyono, 2016) stated that qualitative researchers as human instruments, serves to determine the focus of research, choose informants from data sources, collect data, assess data quality, analyze data, interpret data and make conclusions for his findings. (Basrowi, 2008) stated that using humans as a tool (human instrument) is more likely to make adjustments to the realities that exist in the field and relate directly to the respondent or other objects so that they can understand the relation between reality in the field.

According to Lofland and Lofland (Moeleong, 2010) the primary data sources in qualitative research are words and actions; the rest are additional data such as documentation and others. Even though it is said that the source of data outside of words and actions is additional data, it is clear that the data source cannot be ignored — data collection techniques with interviews. The interviews were structured in a manner similar to informal conversations. (Nasution, 1996) stated, "Interviews in naturalistic qualitative research, especially for beginners, are usually unstructured. The aim is to obtain detailed and in-depth information about the views of others".

Qualitative research obtains data from various sources, using various data collection techniques that are carried out continuously until the data is saturated. Data analysis is done by organizing data, describing it into unit units, synthesizing, arranging into patterns, choosing which ones are important to learn, and making conclusions that will be told to others.

The data analysis technique refers to Huberman's opinion

(Sugiyono, 2016) mentioned that the activities in qualitative data analysis are carried out continuously until the data is saturated. Systematically the steps can be explained as follows:

1. Data Reduction
Reducing data means choosing the main things, focusing on the essential things, looking for themes and patterns and throwing out unnecessary ones. Thus the reduced data will provide a clear picture and make it easier for researchers to collect further data. Apart from that, researchers also provide codes in certain aspects to facilitate the process of recording in the field.
2. Data Display
After the data has been reduced, the next step is to create a data display. Display data is a way of classifying data into groups that are presented either in the form of graphs or matrices so that data is easy to read and understand and describes the whole or certain parts of the research.
3. Draw Conclusions and Verification
Drawing conclusions is done from the beginning to the end of the research process to make it easier for researchers to get the meaning of each data that is still collected. The conclusions taken were initially temporary and even in doubt. Therefore, conclusions were always verified throughout the study to be a level of trust in research.

In analyzing data, researchers interpret or interpret data that had been described and compare it with relevant theories so that the data has meaning.

RESULTS AND DISCUSSION

1. Identification of Informants

The subjects of this study were 6th-semester students who were studying Computer Assisted

Language Learning courses with Schoology. Informants 1 through 9 informants were students randomly selected. The following is the informant's data:

Table 1
Informants

No.	Informan	Nomor Mahasiswa	Pokok
1.	Informan 1	201612500524	
2.	Informan 2	201612500489	
3.	Informan 3	201612500028	
4.	Informan 4	201612500154	
5.	Informan 5	201612500113	
6.	Informan 6	201612500094	
7.	Informan 7	201612500737	
8.	Informan 8	201612500662	
9.	Informan 9	201612500219	

2. Description of Research Data

Data is something that is obtained through a data collection method. It will be managed and analyzed by a precise method. In this study, data was obtained through interviews. The following is the core of the interview:

Table 2
Interviews

No.	Questions
1.	How do you know web-based learning models?
2.	Did you obtain web-based learning information from lecturers?
3.	Did you obtain web-based learning information from other sources?
4.	What do you need to prepare to run the application of web-based learning?

5. Do you know Schoology?
6. Do you know Schoology features?
7. Do you any problems with making the course/class?
8. Do you have any problems with uploading material?
9. Do you have any problems with making quizzes?
10. Do you have any problems with making gradebooks?
11. Do you have any problems with printing results?
12. Do you want to use Schoology when you become a teacher?

After conducting interviews with all informants with the above questions, the data obtained is as follows:

Table 3
Perception

Informan	Responses											
	1	2	3	4	5	6	7	8	9	10	11	12
1	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y
2	Y	Y	Y	Y	Y	Y	N	N	N	N	Y	Y
3	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y
4	Y	Y	Y	Y	Y	Y	N	N	N	N	N	Y
5	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y
6	Y	Y	N	Y	Y	Y	N	N	N	N	Y	Y
7	Y	Y	Y	Y	Y	Y	N	Y	N	N	N	Y
8	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y
9	Y	Y	Y	Y	Y	Y	N	N	N	N	N	Y

3. Description of Data Analysis Results

The results of the interviews that have been conducted are illustrated in the following table form:

Table 4
Results

No.	Perception	Persentase
1.	Student Knowing the web-based learning model	100%
2.	Students Get web-based learning information from lecturers	100%
3.	Students Get web-based learning information from other sources	78%
4.	Students Know the preparation for the application of 100% web-based learning	100%
5.	Students Know 100% Schoology	100%

6.	Students Know the features - 100% Schoology features	100%
7.	students have problems making courses/classes	22%
8.	students have problems uploading materials	44%
9.	students have problems in making quizzes	33%
10.	Students Have Problems Making Gradebook	11%
11.	students have problems in printing 44% results	44%
12.	students will apply Schoology when they become teachers	100%

From the table data above, it is clearly illustrated that 9 informants had responded to 12 interviewer's questions. From the table, it is also known that all informants have known web-based learning. All informants get information about web-based learning from lecturers and as many as 78% of informants also get information from other sources. All information also knows or recognizes web-based learning with its features. Even though they are familiar with Schoology and its features, there are still 22% of informants who still have problems in making classes. Whereas in uploading the material, there were 44%, especially on the quiz setting for publishing and the slow internet access. In making quizzes, there were still 33% of informants who had problems in multiple-choice and matching quizzes. The informant needs to try several times to understand it. There is 11% of informants had problems in making gradebooks when Grade Setup. Informants also have problems with printing results, especially the way to export from Schoology to ms. Excel then prints it. The encouraging thing is that all informants will use Schoology when becoming teachers as web-based learning media.

CONCLUSION

From the results and discussion above it can be concluded as the followings:

1. Good perceptions obtained from the results of interviews proved that almost all respondents answers were satisfactory.
2. All informants already knew what is Schoology and its features.
3. They will use Schoology when they become teachers.
4. The first obstacle faced by some informants was uploading material because they forgot to set the quiz.
5. The second obstacle is downloading and printing. This is because students must edit the results that have been downloaded.
6. Common constraints also occur in web-based learning, namely a slow internet network, so that activities also become disrupted.

Although the results of this study show that the good perceptions of students on Schoology. The students got benefit from it. Several weaknesses limited the research. First, the sample size of a student may be considered to be insufficiently large enough to indicate sufficiently strong results, whether the same results will be obtained if the number of samples is enlarged. Larger sample sizes are

needed in future research. The second weakness is the presence of uneven students so that informants were randomly selected from students whose attendance was more than 85%. A non-optimal presence makes students not understand the material because learning is still based on face to face.

The third weakness is the slow internet network, making students not optimal in learning this web-based learning material. This is a common concern because of the need for high internet facilities in this country.

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THE USE OF FLASHCARDS FOR TEACHING WRITING TO ENGLISH YOUNG LEARNERS (EYL)

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ABSTRACT

The aim of this research is to know about the use of flashcards in improving the English Young Learners' writing skills. English has four skills to be learned; they are listening, speaking, reading, and writing where writing skill is the most difficult skill to be taught and learned. Flashcard is one of the ways to improve the learners' skill, especially EYL writing skill. The participants of this research are English Young Learners (EYL) of the English Course at Gading Serpong, Tangerang. Classroom Action Research (CAR) was used as the method of the research and the English Young Learners' (EYL) story papers were used as the instruments of the research. The results of the research are: (1) most learners are excited when they are asked to see the colorful flashcards; (2) learners who have good writing skill could make the story by completing the missing words and answer the questions then arrange the answer sentences well; and (3) learners who are not really master in writing, get some difficulties not only in completing the missing words but also answering then arranging the answer sentences well.

Keywords: flashcard, writing skill, English Young Learners (EYL)

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui penggunaan flashcards dalam meningkatkan keterampilan menulis para pembelajar muda Bahasa Inggris. Bahasa Inggris memiliki empat keterampilan yang dapat dipelajari, yaitu: keterampilan menyimak, berbicara, membaca dan menulis, dimana keterampilan menulis adalah keterampilan yang paling sulit untuk diajarkan dan dipelajari. Flashcard adalah salah satu cara untuk meningkatkan keterampilan, khususnya keterampilan menulis. Partisipan dari penelitian ini adalah para pembelajar muda bahasa Inggris di salah satu tempat kursus bahasa Inggris di Gading Serpong, Tangerang. Metode penelitian tindakan kelas adalah metode yang digunakan dalam penelitian ini dan kertas-kertas latihan para pembelajar muda bahasa Inggris tersebut digunakan sebagai instrumen penelitian. Hasil dari penelitian ini, yaitu: (1) sebagian besar pembelajar sangat senang ketika diperlihatkan flashcards berwarna-warni; (2) para pembelajar yang memiliki keterampilan menulis yang baik dapat membuat cerita dengan melengkapi kata-kata yang hilang dan menjawab pertanyaan-pertanyaan lalu menyusun kalimat-kalimat jawaban tersebut dengan baik; dan (3) para pembelajar yang tidak begitu menguasai keterampilan menulis, menghadapi beberapa kesulitan tidak hanya dalam melengkapi kata-kata yang hilang tetapi juga dalam menjawab lalu menyusun kalimat-kalimat jawaban dengan baik.

Kata Kunci: flashcard, kemampuan menulis, para pembelajar muda Bahasa Inggris

INTRODUCTION

English has become international language which is used in every aspect in life, such as entertainment, business, education, and so forth. Because of that reason, now many people study English. English has four skills which have to be learned and mastered, they are: listening, speaking, reading, and writing. Writing is the most difficult skill in learning English. Writing becomes difficult because what we say is different with what we write.

There are some factors which make English, especially writing skill looks difficult. Writing skill is related to vocabulary, spelling, grammar, punctuation, and so on. Writing also relates to some factors, such as suffixes, prefixes, infixes, ablaut, and reduplication. It is also related to some linguistics branches, such as Morphology, Syntax, Semantics, Sociolinguistics, and Psycholinguistics. Thus, before started writing, the learners should master the theories of writing to avoid the mistakes that will be made.

Lately, there are many ways to improve English skill, especially writing. The teachers or educators should find appropriate method to teach and to improve the learners', especially English Young Learners' (EYL) writing skill. Flashcard is one of the teaching media to teach and to improve the learners', especially EYL writing skill. Flashcard can be used to teach and to improve not only the learners' listening, speaking, reading and writing but also the learners' vocabulary, pronunciation, grammar, spelling, and so forth. It is used to teach and to improve the EYL writing skill because it is usually colorful which can attract the EYL's attention. Flashcard is also attractive as there are many series of the flashcards which can be used to teach and to improve the EYL's writing skill.

Flashcards play a special role in teaching writing because they are characterized by originality and eagerness. Teaching writing by using flashcards can

also be fun because usually the flashcards are colorful so the flashcards themselves can attract the learners' attention. There are some types of flashcards, they are: imperative and implementation cards, question and answer cards, games cards that are used in box games, theoretical game or names game and then the flashcards.

Teaching writing to EYL needs special approach as EYL also has special characteristics. Teaching writing to EYL needs step-by-step process. They need to be taught through step-by-step process as the EYL still does not know how to express the idea well. So, the use of flashcard is one way that can be used to teach and to improve the EYL's writing skill.

Flashcard is a picture card that comes with the words introduced by Glenn Doman, a brain surgeon from Philadelphia, Pennsylvania. The pictures on the flashcards grouped in several series: animals, fruits, colors, shapes, alphabet, numbers, professions and so on. The cards are played by children and shown to rapidly read out for each card. The cards are usually displayed with a variety of attractive colors because children prefer objects.

Flashcard is one of the simplest and effective teaching materials for teaching EYL due to the fact that flashcards are full colored pictures which attractive for EYL. Flashcard consists of devices that are grouped by type or class, for example, groups of pictures of food, fruits, vegetables, household items, transportation, and apparel in addition. Flashcards are a set of cards bearing information, such as words, pictures, or numbers, on either or both sides, used in classroom drills or in private study (Teng and He, 2015).

He also mentioned that through using flashcards, teachers can help students improve autonomy in three ways: first, by instructing students how to select words. They can self-select words for

study, which is crucial for learners because EFL students tend to encounter more words than they could possibly memorize at short notice. Second, flashcards can give learners choices of what information to include for a new word. After being instructed as to the different kinds of information, e.g., synonyms, antonyms, collocations, example sentences, pictures, that are available, students may be able to choose for themselves which piece of information is appropriate for their learning. Third, flashcards can be used to facilitate memorization by way of spaced repetition. The process of creating flashcards may exercise the mental processes of active recall. It may also present different ways for students to monitor and evaluate their learning processes.

Flashcard can also be used to teach and to improve the learners, especially EYL English skill as it is difficult to make engagement with YL in English teaching and learning because EYL have different mood, self-motivation, and self-confidence which influenced to the willingness in grasping the lesson.

The characteristic of flashcards is a picture that accompanied the words as a caption. The goal of the method is to train the right brain's ability to remember images and words, so that the vocabulary and reading skills that the children can be trained and improved at an early age. In fact, in infants, the method of flashcards will help stimulate the development of visualization that can enhance the power of imagination, curiosity, concentration, and ability to pay attention to a particular object. Along with its development, flashcards are now easily found in book stores at affordable prices. This will make it easier for every child to learn English at home and at school.

Susilana and Riyana (2009) stated that flashcard is a teaching tool which is made from card and consists of pictures with the size of 25 x 30 cm. The pictures are made with hand, photo or by using

available pictures then stick them on the cards. Meanwhile, Arsyad (2011) has different opinions about flashcard. He said that flashcard usually appears with the size of 8 x 12 cm or it is made based on the size of the classroom. Then those cards consist of pictures of animals, things, fruits, and so forth. Izzan (2009) stated that flashcard is a teaching tool which is made from the newspaper with the size of 18 x 16 cm which has attractive pictures, words or sentences. Permadi and Suryana (2000) explained that flashcard is one of educative games in cards which contains pictures and words made to improve the learners' aspects.

Flashcards can be bright and colorful and make a real impact on visual learners. These are simply cards that display the written word. Flashcards are really handy resources to have and can be useful at every stage of the class. They are great tools to present, to practice and to recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups.

There are also some benefits of using flashcard to teach and to improve the learners', especially EYL skill. The benefits are:

1. Reading

By using flashcards, love of children in reading increases, because their new series of words and new vocabulary knowledge also increase. Thus, a positive attitude towards children's books as resources can be developed. In accordance with the development of age, each child will experience several stages in the ability to read as follows: stage magic, self-concept stage, the stage of the reader, take-off phase, and independent stages.

2. Listening

By using flashcards, children will facilitate the mastery of English listening because children are socialized and are introduced to

pronunciation of a word in the English language correctly. Therefore, the child will more easily understand what the other person means.

3. Speaking

With a variety of new vocabulary and vocabulary are more derived from the introduction of flashcards, then automatically, the child will be easier to speak the English language. Children increasingly understand that communication is done verbally though begins with children's language simple.

4. Writing

By using flashcards, children will be easier to increase the ability they wrote. In addition, children will understand the concept that writing can be used as a medium to communicate. In accordance with the development of age, each child will experience writing abilities as stages: the stages of strike out and scratch, linear repetition, random letters, phonetic, phase transitions spelling and conventional spelling.

The four languages skills and components should be known by the learners or students in learning English. It is very important for the learners or students, especially EYL to be able to write in English for their future life. Informal writing can be used as a start to learn to write, and flashcard can be used to accommodate this.

Writing is the most difficult part in English subject as what it is said different from what it is written. Ron and Ardnt (2011) stated that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its right. Therefore, before the learners starting to write an English composition, they should master the English pattern correctly.

Writing is one of the skills in learning English. Writing skill is related to the learners' competence. It emphasizes on

writing ability such as the production of a variety of genres and rhetorical features, but also including language-specific abilities like the use of a range of vocabulary and syntactic structures. Some learners, especially EYL have difficulties to express their ideas through writing. The difficulties are sometimes about choosing the topic of their writing. Therefore, they need some help to find out the inspiration about what to write so they can express their ideas through writing easily. A good technique in writing should be chosen to ease the teaching learning process.

Writing can be said well if it can give information or messages clearly and creates effective verbal dialogue to readers. It aims to give point of view of the ideas in text where it organizes in different way of writing such as narration, description, exposition, and argumentation. When students write a paragraph, they try to explore what they are thinking in mind, and they also concern with the language, meaning, and the structural of context related to English language acquisition as second or foreign language.

Writing must be related to the content; the language and grammatical rule are related to writing. They should be done well in order to avoid a misunderstanding so the learners have to use correct sentences by creating a well written text and giving attention to the arrangement of words their composition to express their idea and to give the value of the writing to readers.

Writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as an extension of grammar-a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.

Developing writing is related to the writer's knowledge of language and writing exposure, and writing process is the way the writers give their ideas and messages to readers in the form of text. Various ways of writing such as narration, description, classification, comparison and contrast, argumentation and so on can be used to express or share the writers' ideas. Here are some ways to express and share the writers' ideas, (1) Narration. It is a basic writing strategy for presenting past event or activities. It can be used for a variety of purposes such as to illustrate and to support ideas with anecdotes, to entertain readers with revealing stories, to analyze causes and possible effects with scenarios, and to explain procedures with process narrative; (2) Description. It is a strategy used to create a dominant impression. For example, describing a place in order to set a scene and to make readers aware of its atmosphere and to describe people to show a kind of person's performance; (3) Classification. It aims to classify number of items or ideas into a small number of classes. In a classification of paragraph, it is important to set up adequate categories and to define what goes into categories; (4) Comparison and contrast are to compare similar aspects or to contrast different aspects of two subjects, people or things, and (5) Argumentation. It is to argue ideas or opinion by giving some argues to proof the concept or research. A good paragraph must give readers complete information and unified by a controlling idea. It is organized form and can be understood what the paragraph is going to be about.

There is a phenomenon in learning English. Learning English has started in the early age. It has happened since the second half of the century. It is also happened because now English is used in order to face the global demand which its emphasis is on the need for communication skills.

The information process between EYL and adult is different. Children, start

from an early age, begin to sort out words involving concrete subjects. It happens when EYL study about vocabulary. They need objects which they can see or handle. EYL do not comprehend abstract subjects such as grammar. Bourke (2006) notes that young learners do not have a concept of ideas such as parts of speech, discourse or phonology. Cameron (2003) says that some differences are immediately obvious: children are more enthusiastic and lively as learners. They want to please the teacher rather than peer-groups. They will have a go at an activity even when they do not quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy to use language to talk about language; in other words, they do not have the same access as older learners to meta-language that teachers can use to explain about grammar or discourse. Children often seem embarrassed than adults at talking in a new language, and their lack inhibition seems to help them get a more native-like accent.

EYL's characteristics are necessary to be known and understood by EYL's teachers. It is done because it will influence many aspects in teaching English to EYL. The aspects are: teaching style, methods, teaching materials, lesson plan and the way of getting along with them. The aspects become important to be understood by EYL's teachers as EYL usually want to know about everything, as Pinter (2006) says that young learners have a great curiosity to try new things and to explore concrete to abstract things. Harmer (2001) also explains that young learners get their understanding not only from explanation but also from what they see and hear, learn when they have a chance to touch and interact with (experience it).

Juhana (2014) states that teaching English as a foreign language to young learners needs special approach since

young learners have special characteristics. It is stated that the improvement of abilities to learn foreign language is started from the early age. Teaching EYL needs interesting materials. It is done in order to get the EYLs' attention as EYLs' knowledge, especially about language, is limited. Slattery and Willis (2001) affirm that young learners have a quite short attention span and are easy to get bored. So, comprehending the EYL's characteristics and selecting the suitable materials are important in order to be successful in teaching EYL.

METHOD

The participants of this research were the English Young Learners (EYL), which the age between 10-12 years old, from one of the English Courses at Gading Serpong, Tangerang. The data for this research was taken from the learners' story papers and there were about 5 pieces of the learners' story papers used as the samples. The method used in this research is Classroom Action Research (CAR). According to Wallace (1998), Classroom Action Research (CAR) is a type of classroom research carried out by the teacher in order to solve problems or to find answer toward context-specific issues. It means that before implementing the Classroom Action Research (CAR), the

researcher or the teacher needs to identify any problems real found in the classroom before implementing the CAR. Recognizing, completing the missing words, answering the questions then arranging the answer sentences were done as the procedures of the research. They were carried out in order to know about the effectiveness of using flashcards for teaching writing to English Young Learners (EYL).

RESULTS AND DISCUSSION

Some findings were found in the research. The findings then were interpreted in order to give clear explanations related to the topic which was being discussed. The findings were also used to teach and to improve the learners', especially EYL's English writing skill. Based on the results which were taken from the learners' writing, it can be seen that the learners could make the story well as they were given the questions guidance. The questions guidance was related to the flashcard. The learners were asked to recognize the flashcard given then the learners were given and asked to complete the sentences by using the words given in the box.

The followings are the EYL's writing related to the flashcard.

In the Kitchen



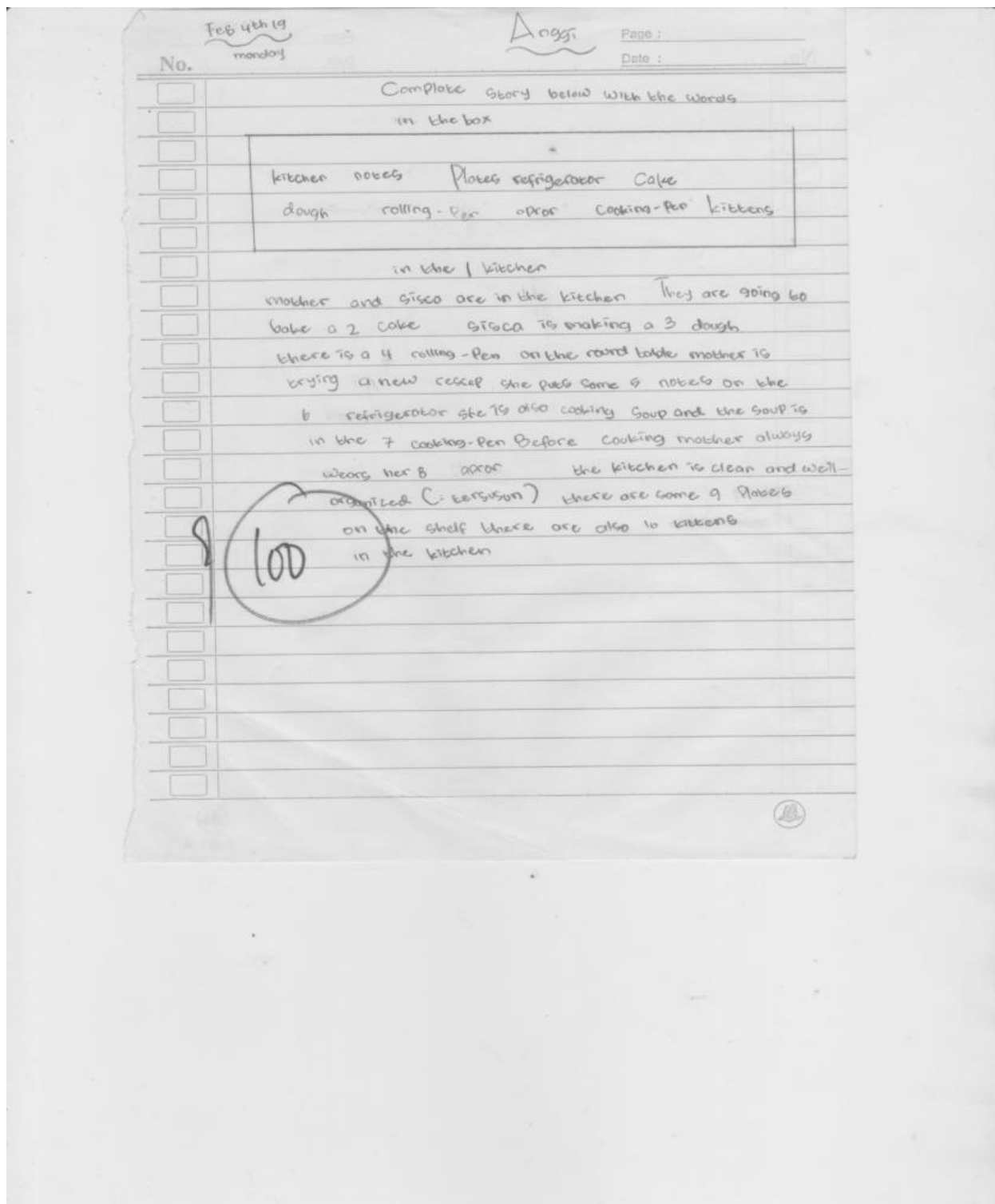


Figure 1
Anggi's Story

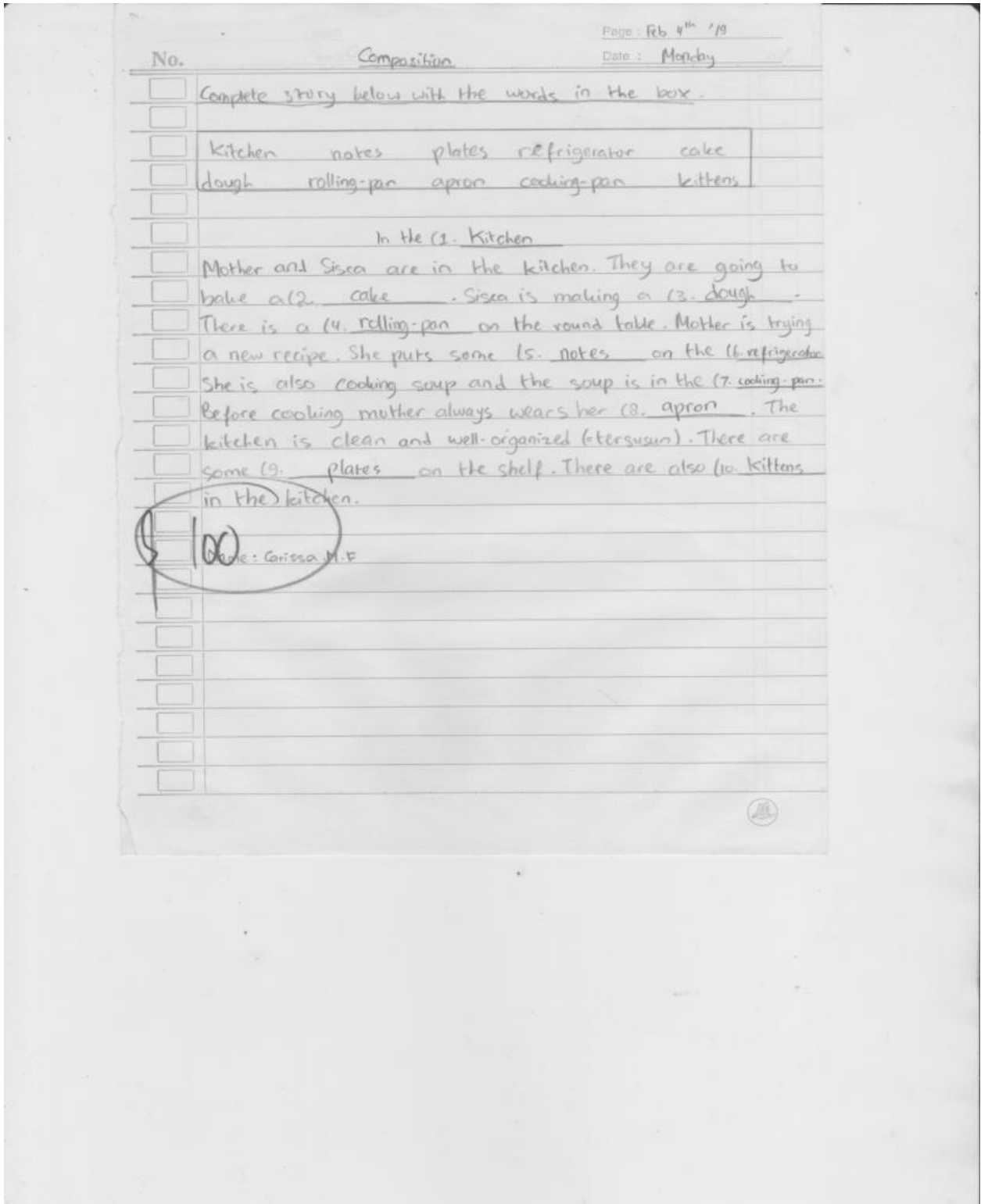


Figure 2
Carissa's Story

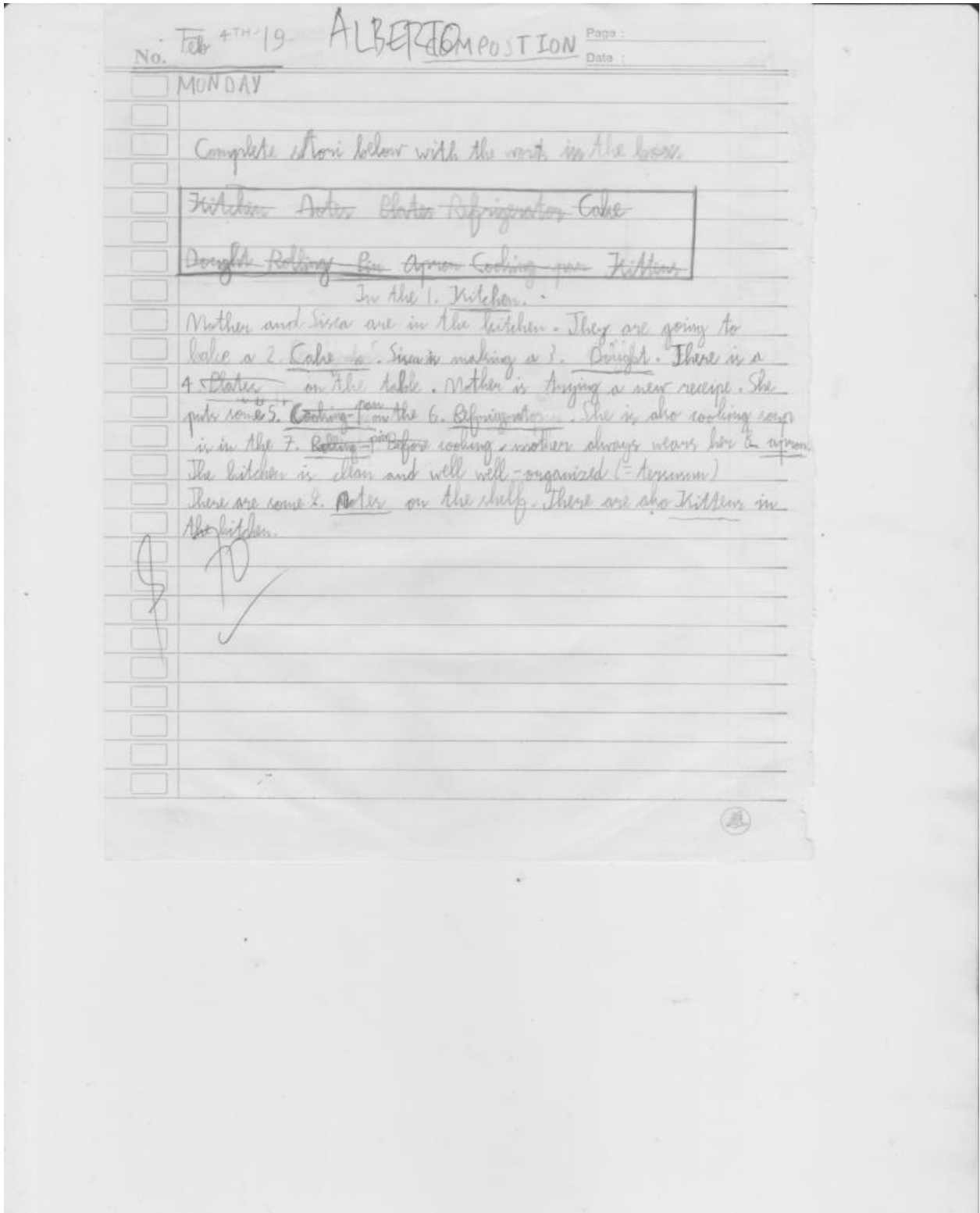


Figure 3
Alberto's Story

ALFREDO

Page :

Date :

No.

Feb 4th '19

COMPOSITION

Monday

Complete story below with the words
in the box

kitchen notes plates refrigerator cake

dough rolling-pin apron cooking-pan kitten

In the Kitchen

Mother and Sisco are in the kitchen. They are going to bake a

2 cake. Sisco is making a 3. dough. There is a 4.

4 rolling-pin on the round table. Mother is trying a new recipe.

She puts some 5. apron on the 6. refrigerator. She also cooking

soup and the soup is in the 7. plates. Before cooking,

mother always wears her 8. notes. The kitchen is clean and

well-organized (it is a sun). There are some 9. cooking-pan on the

shelf. There are also 10. kittens in the kitchen.

9

60

Figure 4
Alfredo's Story

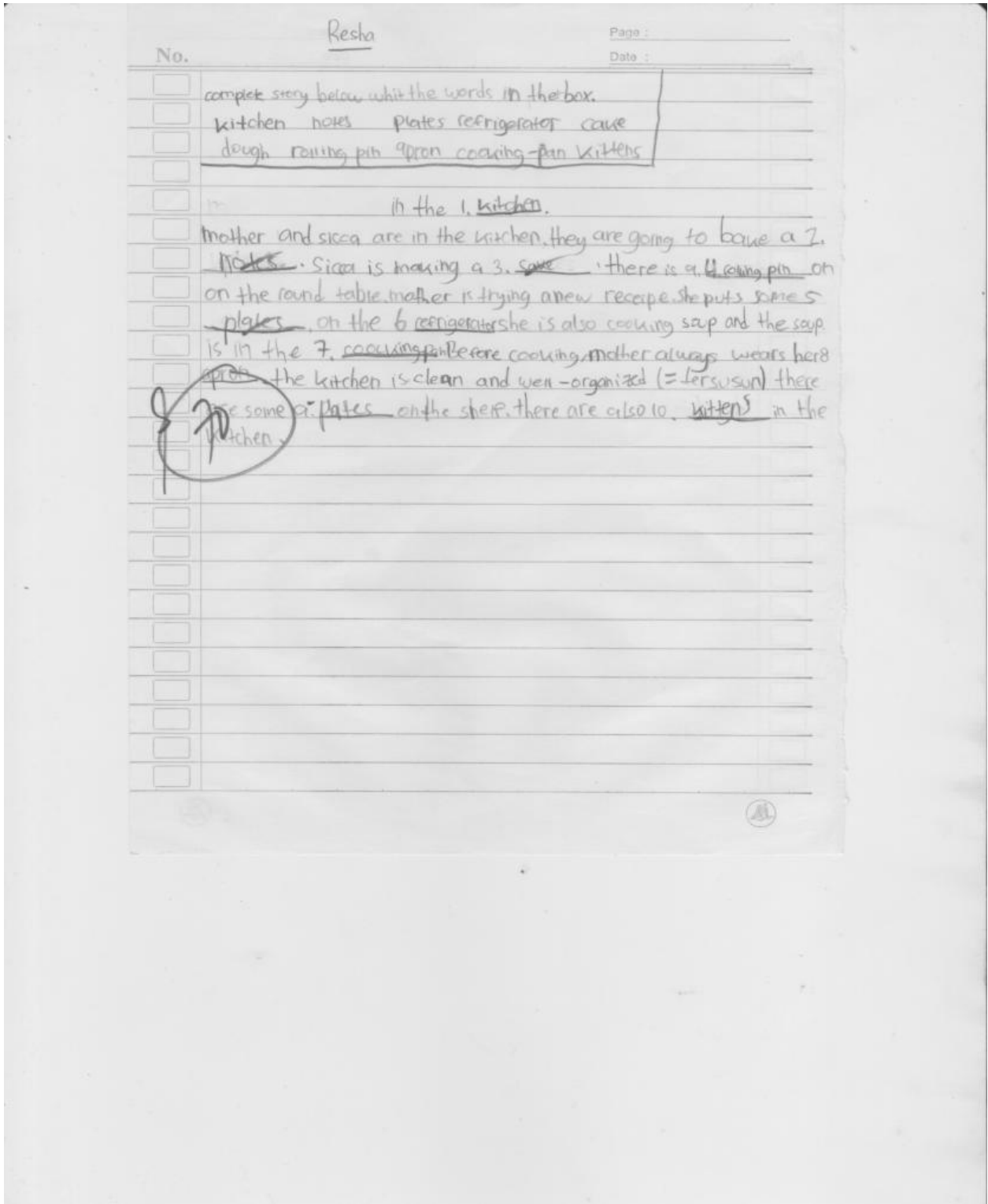


Figure 5
Resha's Story

Based on the results above, it can be concluded that not all the learners could make a story in written well. Some of them

could not complete the missing words well.

In the Living Room

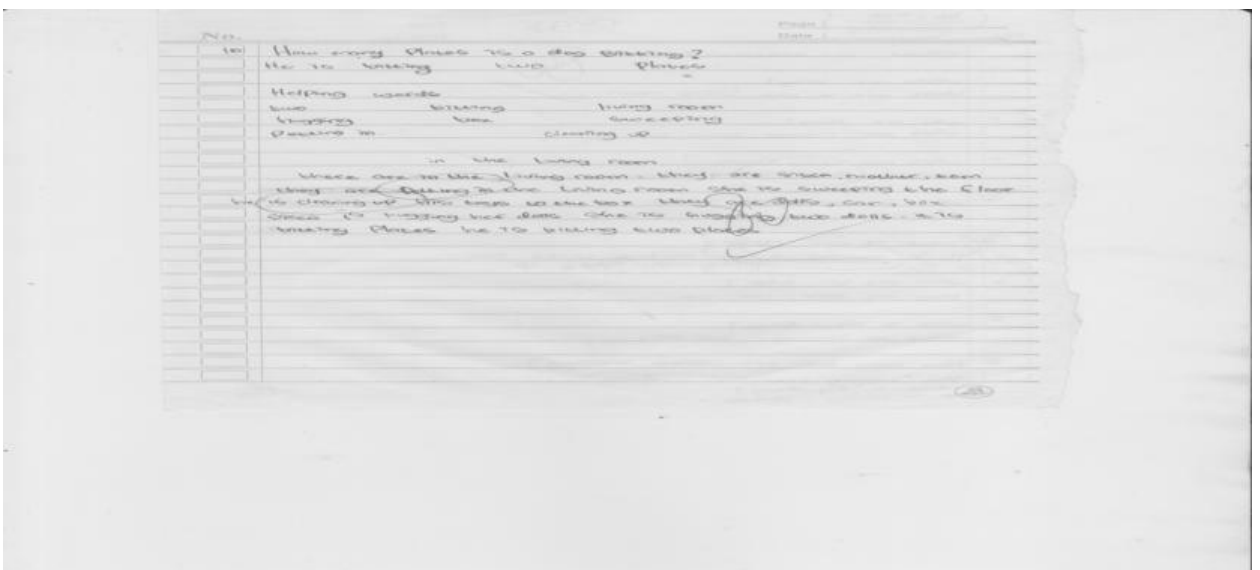


Figure 6
Anggis's Questions and Story

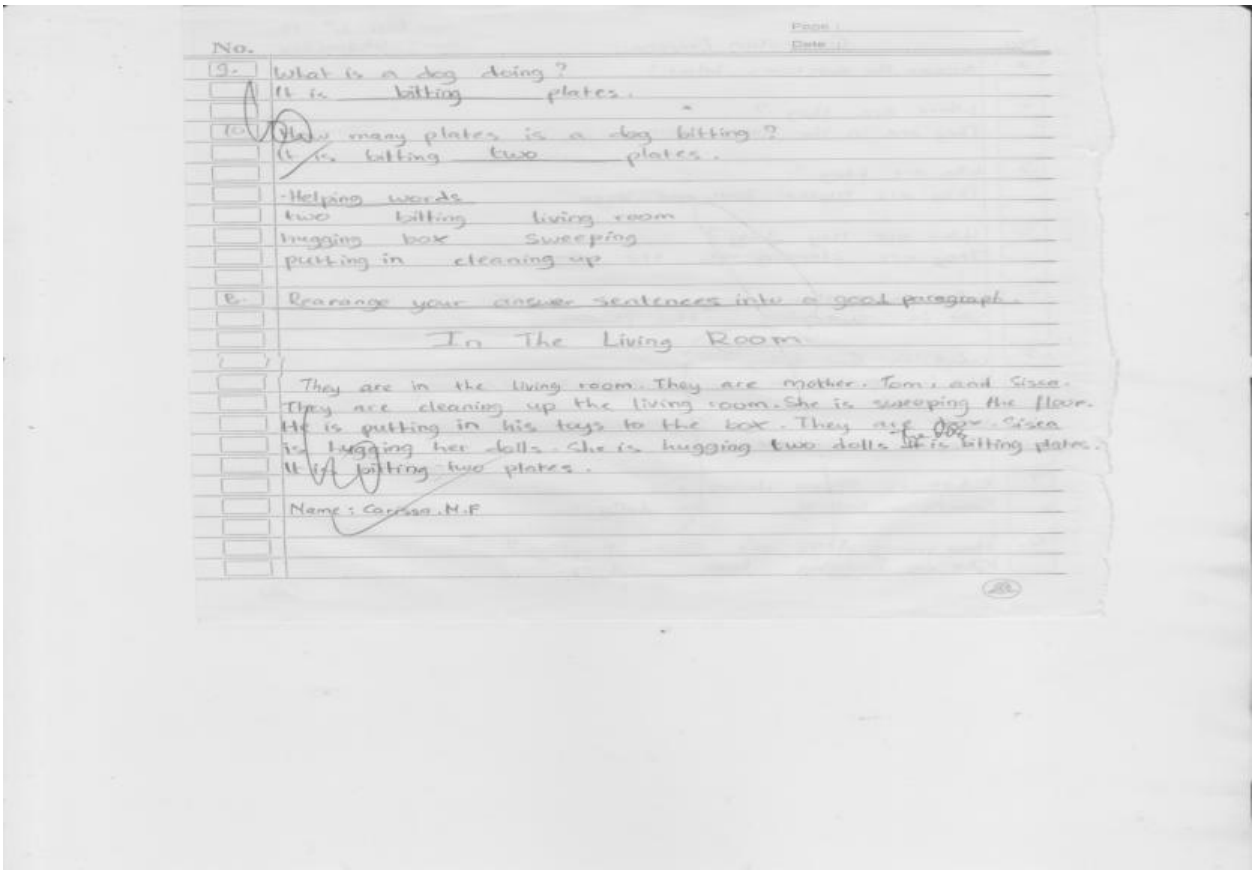
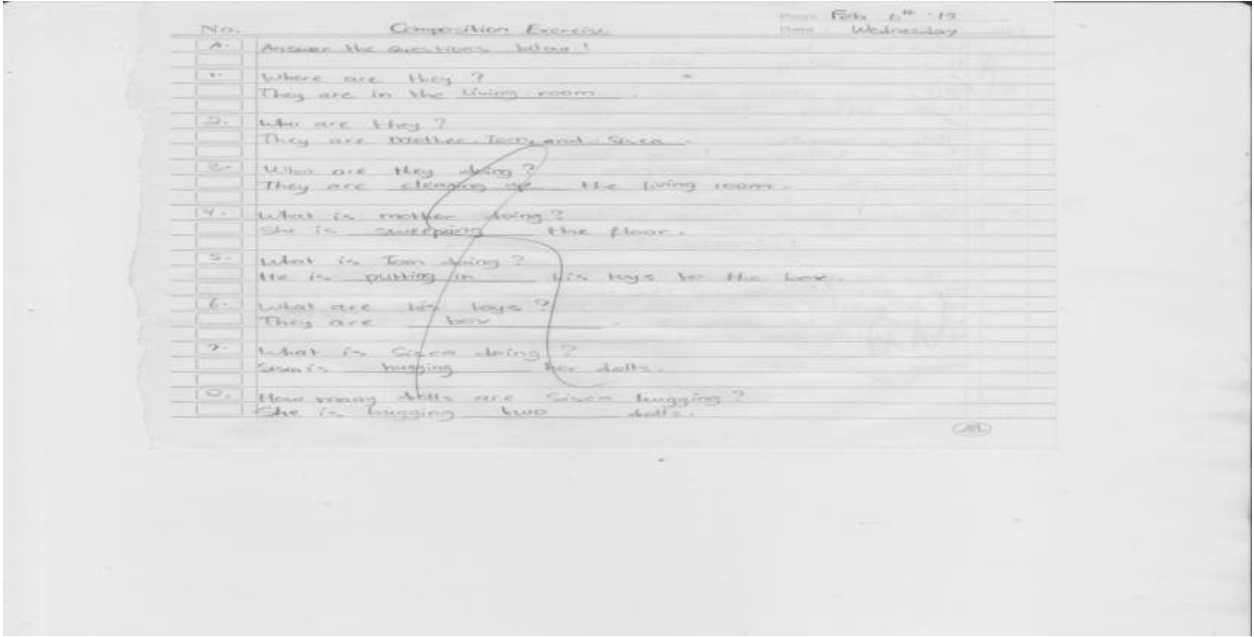


Figure 7
Carissa's Questions and Story

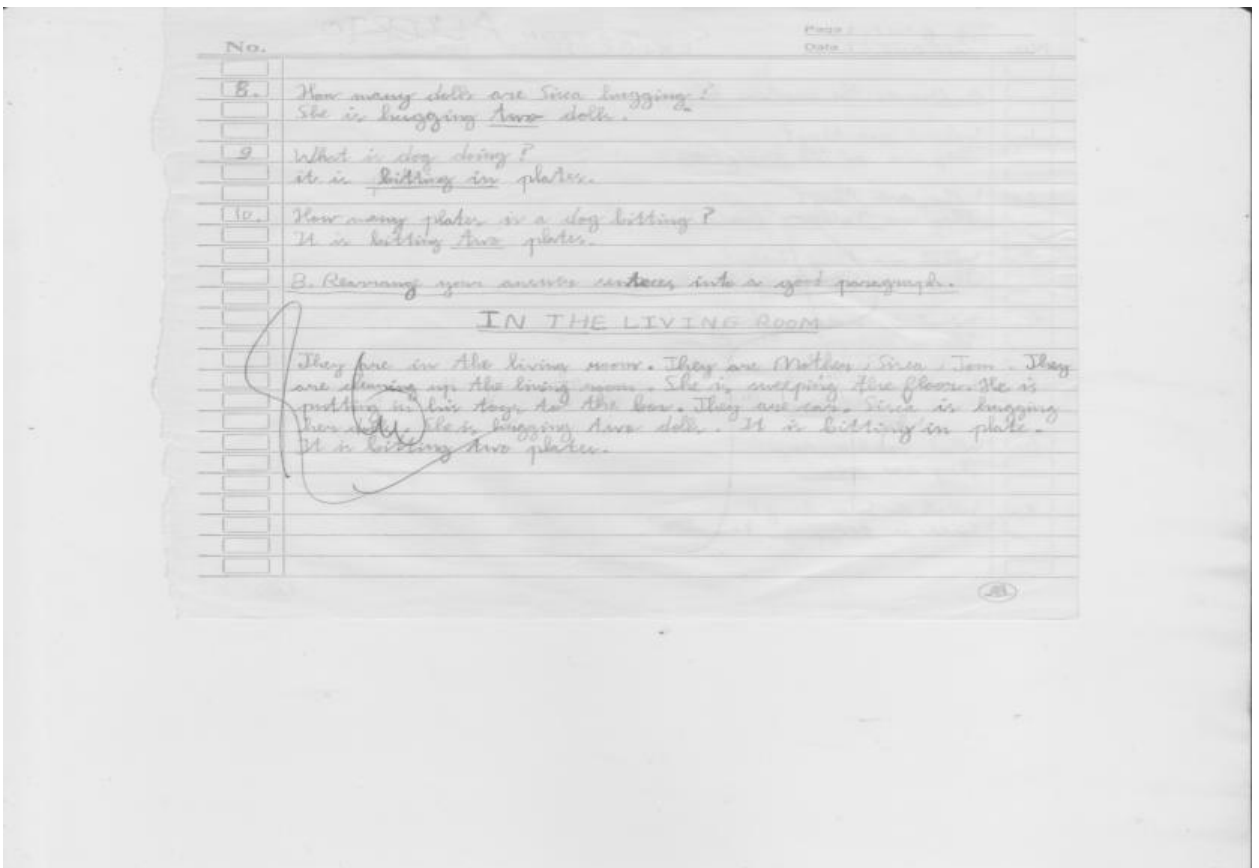
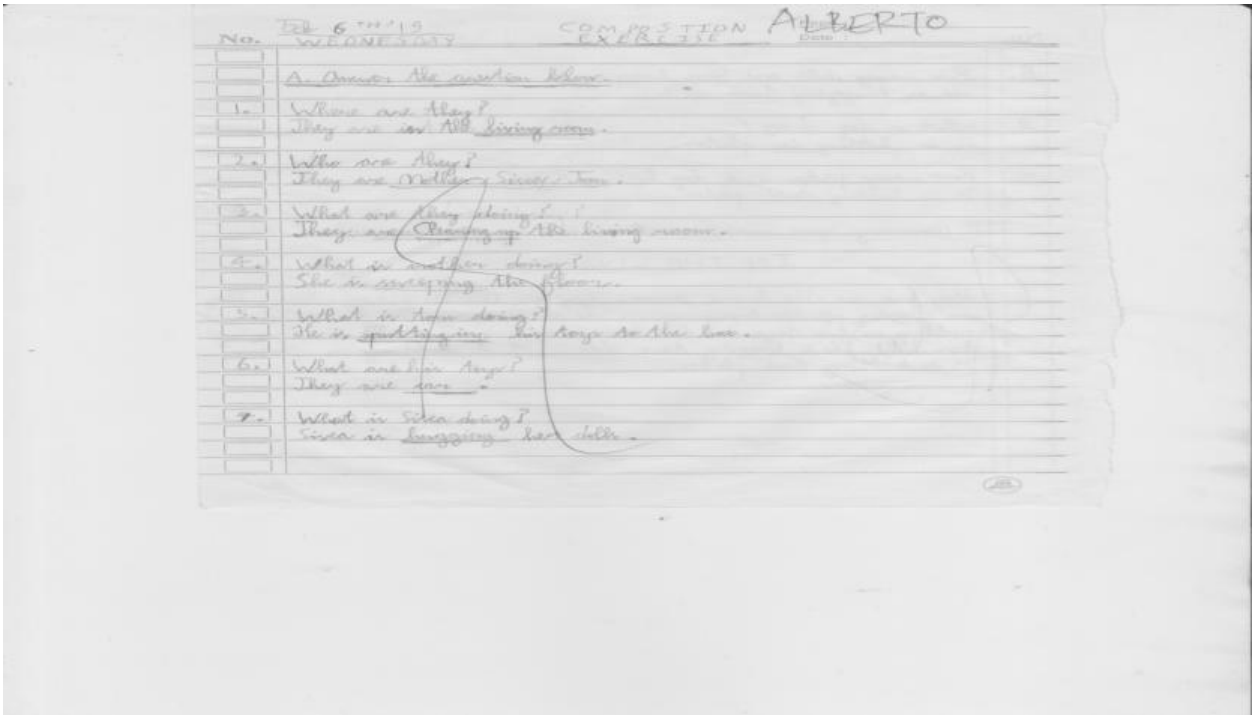


Figure 8
Alberto's Questions and Story

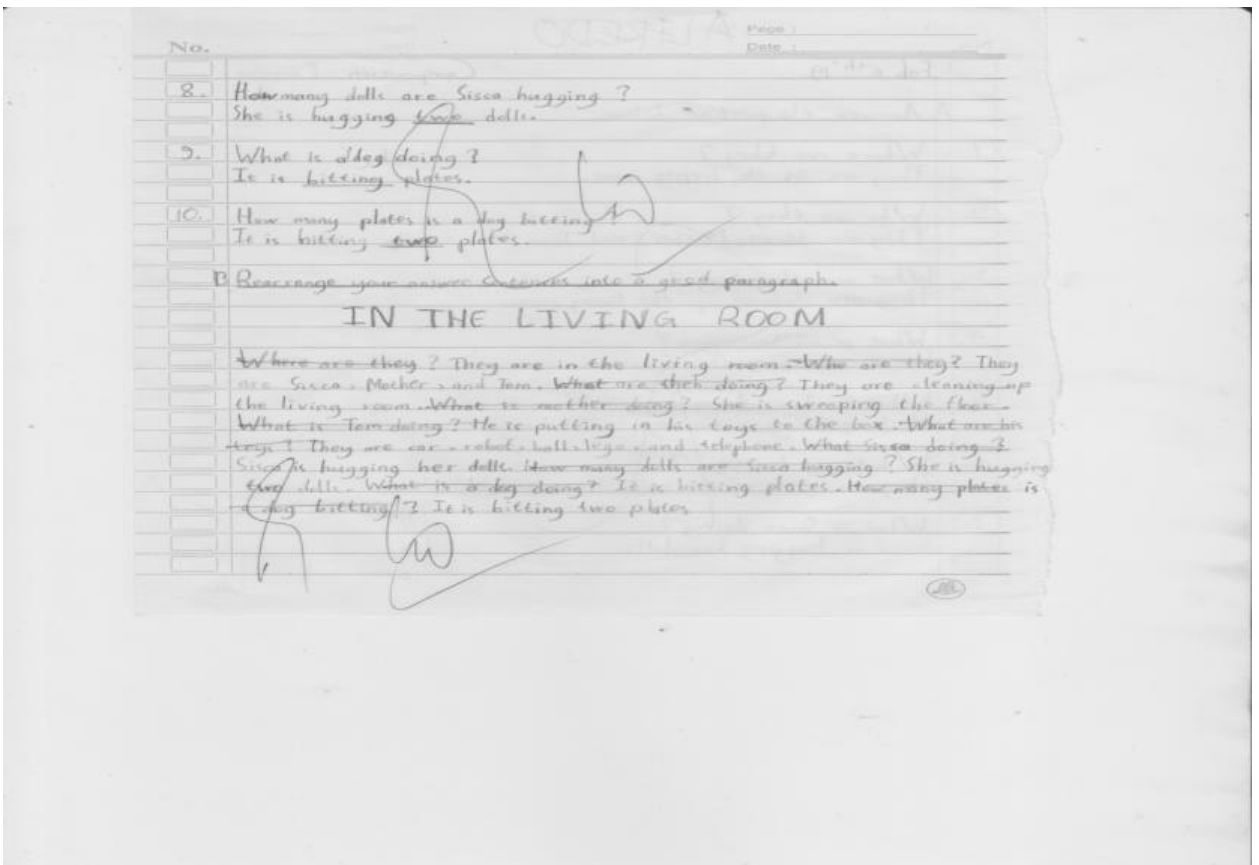
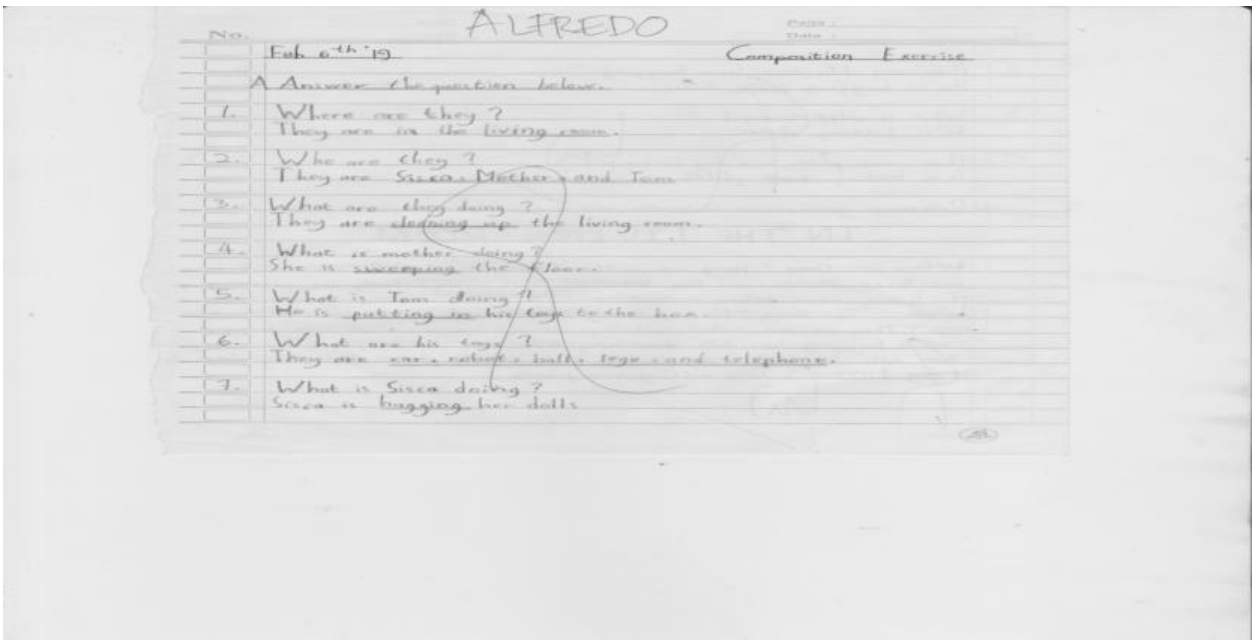


Figure 9
 Alfredo's Questions and Story

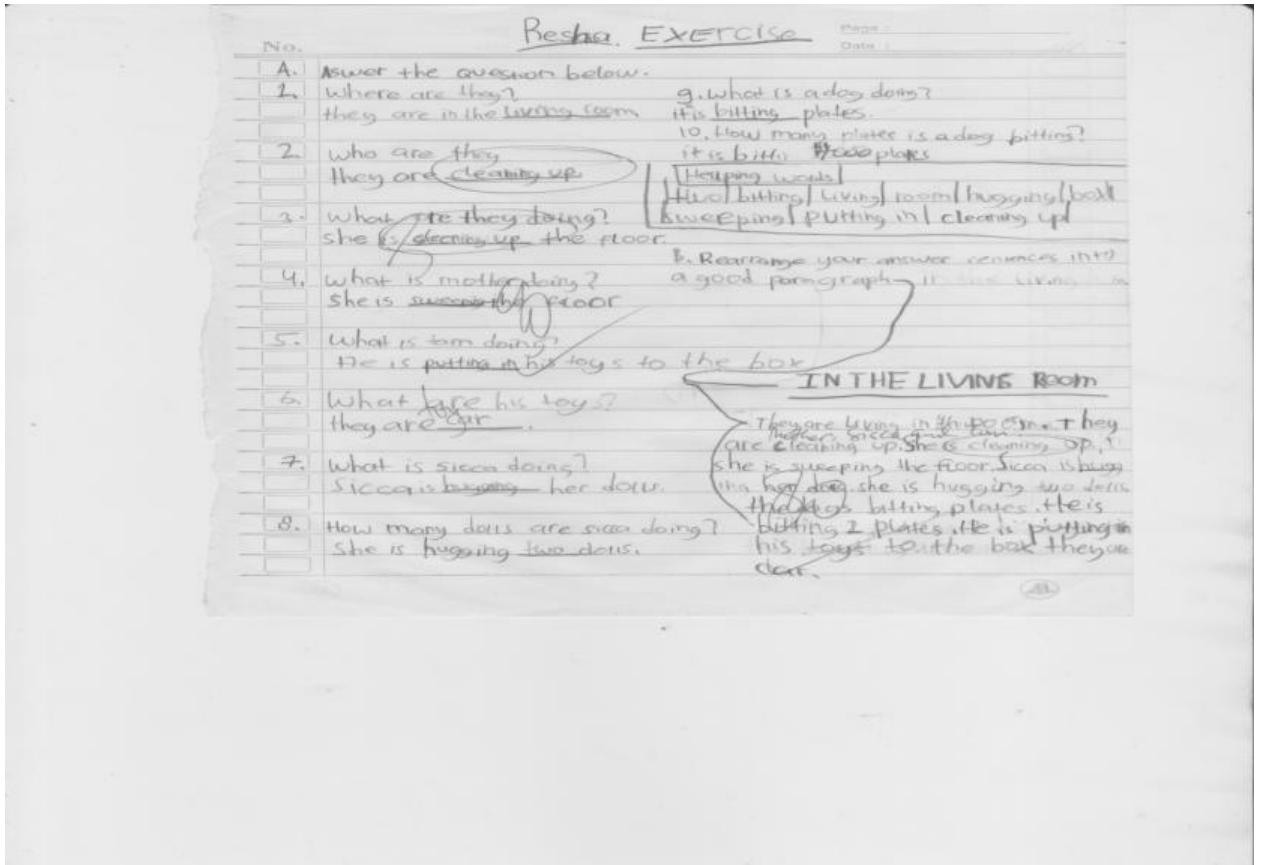


Figure 10
Resha's Story

There were 2 flashcards used to do the research. Both of them have questions related to the flashcards but the questions are in different form. The first flashcards were about completing the missing words and the missing words were provided in the box. Then, the second flashcards were about answering the questions. Next, after answering the questions, the learners were asked to arrange into a story which was still related to the flashcard.

The results were:

Figure 1 & 6: Anggi's story. In the first flashcard, she could make a story well. She could complete the missing words given in the box, but in the second

flashcard, she could not answer the questions and arrange the story well. The story was by arranging the answer sentences.

Figure 2 & 7: Carissa's story. Both in the first and second flashcards, she could not only complete the missing words but also answer then arrange the answer sentences into a story as well.

Figure 3 & 8: Alberto's story. In the first flashcard, he could not complete the missing words but in the second flashcard, he could not only answer the questions but also

arrange the answer sentences well.

Figure 4 & 9: Alfredo's story. He did the same as Alberto. In the first flashcard, he could not complete the missing words well. He made some errors. But in the second flashcard, he could not only answer but also arrange the story well.

Figure 5 & 10: Resha's story. In the first flashcard, he could not complete the missing words well, but in the second flashcard, he made a little improvement. He could answer the questions then arranging them into a story.

Based on the results above, it can be summarized that most of the learners could make a story related to the flashcards well. Even when they were given and were asked to make a story with two types of making a story, the first type is about completing the missing words by using the words in the box and the second type is about answering the questions then arranging them into a story.

CONCLUSION

Based on the theories and research above, it can be summarized that writing is the most difficult part, among other English skills such as listening, speaking and reading, in learning English. Studying and learning English need the suitable way to be taught and understood. There are many ways of studying and learning English and flashcard is one of the teaching tools that can be used to teach and to improve the learners, especially EYL's English writing skill. Flashcards can

also help the educators and teachers in teaching writing activity. There are also many ways of using flashcard to teach and to improve English skill. Flashcards can be used to teach and to improve listening, speaking, reading and also writing. It also can be used to study and to improve the learners' vocabulary, pronunciation, spelling, grammar, and so forth.

There are two types of using flashcards in this research, that is, to complete the missing words and to answer the questions then to arrange the answer sentences into a story. Different type has different result. In the first type, which is to complete the missing words, the learners, especially EYL could not complete the missing words well. It happened because some of them still did not know the meaning of the words well and they still got difficulties in putting the words into the correct sentence. The second type of using flashcard, the learners, especially EYL, started to show a significant improvement. They could answer then arrange the answer sentences into a story well. It could happen because before arranging the story, the learners have given the clues about making the story. They were asked to answer the questions given then arrange the answer sentences into a story.

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STORYTELLING METHOD TO IMPROVE STUDENT'S VOCABULARY IN RA SEMBILAN BINTANG CITAYAM

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ABSTRACT

Vocabulary is an important component in teaching English in addition to other components such as structure, pronunciation and intonation. Vocabulary has a very significant role. If a student is weak in the habit of using vocabulary, then the student cannot communicate his thoughts and ideas as accurately as he wants both oral and written. The method of storytelling is a method for developing students' language skills, while the function of storytelling is to help the development of children's language skills, by adding vocabulary, saying words, training in composing sentences in accordance with the stage of development. The method of storytelling was chosen by the researchers to demonstrate it in front of RA Sembilan Bintang students, which is located in Citayam, West Java. The results of exposure to the classroom action research data point out that the teaching of vocabulary is quite effective and increasing student's language acquisition before and after the learning process significantly.

Keywords: PAUD students, vocabulary, storytelling, language

ABSTRAK

Kosakata adalah komponen penting dalam pengajaran bahasa Inggris di samping komponen lain seperti struktur, pengucapan dan intonasi. Kosakata memiliki peran yang sangat vital. Jika seorang siswa lemah dalam kebiasaan menggunakan kosakata, maka siswa tidak dapat mengkomunikasikan pikiran dan idenya secara akurat seperti yang ia inginkan baik lisan maupun tulisan. Metode mendongeng adalah metode untuk mengembangkan keterampilan bahasa anak-anak, sedangkan fungsi mendongeng adalah untuk membantu pengembangan keterampilan bahasa siswa, dengan menambahkan kosakata kosa kata, mengucapkan kata-kata, pelatihan menyusun kalimat sesuai dengan tahap perkembangannya. Metode mendongeng dipilih oleh para peneliti untuk mendemonstrasikannya di depan siswa RA Sembilan Bintang, yang berlokasi di Citayam, Jawa Barat. Hasil penelitian dengan penerapan penelitian tindakan kelas ini menunjukkan bahwa pengajaran kosakata dianggap sangat efektif dan dapat meningkatkan pemerolehan bahasa siswa sebelum dan setelah proses pembelajaran kosakata secara signifikan.

Kata Kunci: siswa PAUD, kosakata, mendongeng, bahasa

INTRODUCTION

Education is not only obtained in the family environment, but also in the social environment of the community as well as from school. Understanding education in the school environment has a broader meaning than teaching. Teaching is more focused on the process of transforming affective knowledge. Education is a two-way communication process which is not only a process of transforming knowledge but also the process of internalizing character values. The character of each student is different and must be mastered by a teacher if the learning process of teaching in the classroom can be successful. It is the teacher's job to understand each student's character, because each student has a different way of understanding and mastering the material presented by the teacher.

“Early Childhood Education is an education organized to develop personal, knowledge, and skills that underlie basic education and develop themselves in full in accordance with the principles of education as early as possible and for life” (Suyanto, 2005:45). The aspects developed in Early Childhood Education are aspects of developing behavior with habituation which includes social, emotional, independence, moral and religious values as well as the development of basic abilities which include physical, motor, cognitive, and language development (Arikunto, dkk., 2009). Language is a very important communication tool. Humans in their lives cannot be separated from language as a communication tool. Language will make it easier for humans to get along, to communicate and to adjust themselves to the environment. Thus, it is clear that language has a very

important role for humans (Suhartono, 2005).

Children's language develops from the first cry until the child speaks the words. The child's language development period is divided into two periods, namely the Pre-Linguistic period 0 until 1 year old, and the Linguistic period 1 year until 5 years old. During the Pre-Linguistic era, the child makes sounds and babbling that cannot be understood and understood. Whereas in the Linguistic period the child begins to speak one or two words that can already be understood and understood. If in this Linguistic period many children are given language stimulation, then the child's language development will be rapid and optimal (Musfiroh, 2005).

English is one of the languages from many languages in the world. English is an international language and the official language used by various countries around the world to communicate and to share it verbally both formally and informally. If someone is in another country, not in his own country, then the first communication tool used is English. Every country must know about English so it will ease a communication between individuals despite different ethnicities, races, nationalities and cultures. English can unite people in the world and all information and communication can be achieved with English, therefore English plays a very important role.

English in the world of education has long been held. English began to be taught to elementary, middle, high school and college students. The current position of English in the curriculum is not a main subject. Each school is given the authority to organize learning English or not. If you find a school that does not

teach English and there are schools that teach English it is a different policy that is applied from each school.

Childhood is an important time to adjust to the environment for children's development and growth. Children have unique characteristics, because the children themselves have differences from one child with another. Early childhood education is a learning process using the principle of "Playing while learning or learning while playing" in accordance with the characteristics and aspects of early childhood development. One good learning method is to use the method of storytelling.

Musfiroh (2005:58) argues that "Storytelling is regarded as one of the appropriate methods of developing children's vocabulary to be applied in PAUD". One of the methods of storytelling is to develop children's language skills, while the function of storytelling is also to help the development of children's language skills by adding vocabulary, saying words, practicing sentence arrangement in accordance with the stages of their development. The effect of storytelling method is also a gift of learning experience.

In learning a foreign language, like English, learning English in PAUD or kindergarten places are more emphasized on the vocabulary learning. Vocabulary, which is taught at every different grade level. This is because vocabulary learning is adjusted to the characteristics of students and students' age so that students can achieve maximum learning. The vocabulary taught in early childhood English learning, such as students in PAUD, generally takes the form of an introduction to English vocabulary.

Meanwhile, Birch (2015) argues that poor readers avoid reading,

and lack of reading practice means they do not improve. By reading, the vocabulary will increase. This proposition is also supported by Tierney & Readence (2005) who state: "Without a doubt there exists a strong relationship between vocabulary knowledge and reading comprehension". In short, vocabulary building can be reached also by doing more reading practices.

At an early age language development is very important because early childhood is a sensitive period for children and English is an international language. Lately the government has launched an international standard education starting from the level of basic education to higher education. Learning delivered at international standard schools uses English instruction. This is done by the government as an effort to improve human resources who have reliability in English. Children need to master a foreign language, especially English; therefore, English is introduced from an early age, especially at Children's Education institutions early age. This is based on the assumption that children learn foreign languages faster than adults (Santrock, 2007).

Language acquisition requires a lot of vocabularies and adequate forms of grammar. Vocabulary mastery influences in making English sentences and in understanding English. Mastery of English vocabulary is important to teach at the age of elementary students because students can remember and understand more vocabulary. Vocabulary mastery will affect sentence making, content suitability and expected explanation in English. The mastery of English vocabulary also affects the conversation, grammar and tenses of English in the next level. Vocabulary mastery is the basis of the concept of understanding in English.

In this research, the researcher took the place of research at PAUD Raudhatul Athfal Bintang, which is located in Citayam, which is under the auspices of the Ministry of Religion. This research is conducted to seek, to shape and to develop all the physical and psychological potentials and abilities of children by using learning methods in RA education, which are guided by program activities that have been prepared. Learning in PAUD must be presented by playing, playing with fun, and using interesting media. This is in accordance with the principles of learning in PAUD namely “playing while learning and learning while playing”. Therefore, learning is made and designed so that children are interested in learning English. Play provides an element of fun and happiness in children. Playing provides opportunities for children to solve problems experienced. Playing is a way for children to imitate people and master adult behavior to reach maturity.

From the above background, it is clear that English needs to be taught early on and it should be delivered with interesting methods and media. Language is an important communication tool for humans. Humans think with their brains, but for others to know their intentions, these thoughts must be expressed. Language as a tool to express thoughts, feelings and desires for humans to others. Language also contributes greatly to the development of early childhood.

Early childhood grows and develops into an adult human who can mingle in the midst of society by using language. This is consistent with the opinion of Suhartono (2005:8) who states that “With the help of language, children grow from biological organisms become personal in the group”. Furthermore, Suhartono

(2005:8) argues that “Language is a series of sounds that symbolize human thoughts, feelings, and attitudes”.

In addition, according to Arikunto, dkk. (2009:65), “Children's language has a meaning that is the language used by children to convey desires, thoughts, hopes, requests, etc. for their personal interests”. This proposition implies that language is a very important communication tool. To every student, especially in early childhood education, language learning must be given appropriately, so that the children are better to able to master the functions of the language. In fact, the language owned by an individual's experience development continuously in accordance with the age level.

Language is obtained from anywhere and can be learned. The first language that students recognize is a mother tongue. Students experience stages of development so that they are able to learn a second language. Anyone, especially children can have the ability to speak two or more languages with all. The person is said to have bilingualism. Lado in Suhartono (2005:102) states that “Bilingualism is the ability to speak two languages equally or nearly as well”. Hence, bilingualism is the interchangeable use of two or more languages, through the use of two languages by a speaker or the community. In analyzing the learning of English, and the technique of storytelling, the researchers see that in this research a theory of listening must also be used.

The process of introducing a foreign language consists of several language components, which are parts of a language program. In general, the language component consists of three, namely: grammar, vocabulary, and pronunciation. This is in line with the statement from Suyanto (2005:43) who

states that “Vocabulary is a collection of words owned by a language and gives meaning when we use the language”. From some of the opinions mentioned above it can be concluded that vocabulary is a part of a sentence that is owned by someone. In general, children learn words or vocabulary faster when supported by visual aids, such as pictures or objects. Learning vocabulary and English grammar will be better if it is in the context related to the world of children, so it is easy to practice or to communicate.

METHOD

This research employs Classroom Action Research. The purpose of this study is to improve PAUD students’ English vocabulary. This research leads to the natural field setting. The scope of research is very limited and action research is more aimed at making changes to all participants and changes in the situation of the research site. This was done to achieve continuous improvement in practice. The exposure of Classroom Action Research in this present research is carried out by through stages, namely: planning, implementing, reflecting collaborative and participatory actions with the aim of improving teacher performance, so that student learning outcomes can improve. The type of class research used is collaborative research. Suhardjono in Arikunto, dkk. (2009) argues that one of the distinctive features of Classroom Action Research is the collaboration or collaboration between teachers, principals, students and students’ parents. The selection of partners in community service activities is based on the needs of teachers to improve their ability in mastering English and understanding the importance of

English, especially in the field of education.

RESULTS AND DISCUSSION

Analysis on increasing the mastery of English vocabulary through the use of storytelling techniques to students of PAUD RA Bintang Sembilan discusses the description of the situation and research location, the description of early stage observations, the research implementation and the observation of learning English in PAUD RA Bintang Sembilan. This observation is carried out to find a picture of the learning process before the research is carried out and to identify the problems that occur in the classroom during the learning process.

During the learning process, it appears that the teacher has not used the appropriate media in delivering the material. The teacher gives the meaning of words about the vocabulary taught verbally and students are randomly asked to answer questions from the teacher about the meaning of the word verbally as well. Students are asked to read a vocabulary that is listed in the package book at a glance and has not found an understanding for students. Students are not given the opportunity by the teacher to write vocabulary that has just been learned in their respective books during the learning process until the end of learning, so there is no student practicing a vocabulary.

Based on the preliminary observations made, it is known that students’ mastery of English vocabulary is still low. This initial condition is supported by conducting an assessment of every aspect of English vocabulary mastery in the initial proficiency test. The average value of students in every aspect of mastering English vocabulary before taking action is as follows. For example, if students hear the word

“Animal”, the researchers will bring their thoughts, about the name of animals, such as: cat, duck and so on, which can be seen in the following chart:

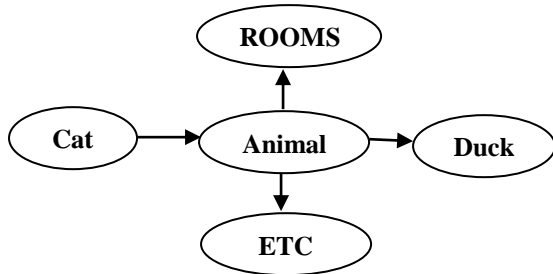


Figure 1
Vocabulary Assessment

Through story telling techniques like this, students will not be surprised that they are learning, but they are playing. English learning is easily absorbed by the child’s brain and children’s vocabulary improvement is also good. This is in accordance with the opinion of Vygotsky in Musfiroh (2005:14) who states that “Children need to play because it is in play that children firstly find knowledge in the social world which then becomes part of children thinking and solving problems”. It is during playing that the child shows his ability everyday. It is that he is someone playing.

Play encourages children to engage in flexible thinking processes and creative problem solving processes. Because children focus on the play process, they play an active role in combining ideas and solutions they use to solve problems accordingly. Children construct knowledge, relate it to social contexts, and use their skills to solve problems. From this non-class research, the researchers get the results, the ability is a learning process that supports children’s development.

The indicator of success in this study is to improve the ability of children to recognize English vocabulary seen during the learning

process, as well as from an increase in the percentage of children’s ability outcomes. The success of this class action assessment is marked by a change towards improvement. The success will be seen if the activities to recognize English vocabulary using the media of the flannel board have increased. The criterion for success in this study is if 80 percent from the number of children scored with good criteria.

In addition to be influenced by the strategy of playing pictures, the success of English learning is also influenced by supporting methods in the form of giving instructions on how to speak. This supporting method also plays quite a lot because through this method can minimize problems and boredom experienced by children. This method of giving instructions can help children to more easily interpret the knowledge they get into the memory of their brain. The increase in each cycle does not show stability. While students are learning to know English vocabulary, the teacher and researcher observe and record the child’s development, especially in the ability to recognize English vocabulary. Based on observations in learning, especially aspects of language knowing English vocabulary, it can be seen that learning is less done in a pleasant atmosphere.

In English according to the picture, it can be seen that some children take part in imitating utterances even though there is still the sound of incorrect pronunciation, and children have difficulty when saying BIRD (birds), most children say BIRD (birds). However, there were also children who played alone and did not participate in imitating utterances, so teachers must warn children to participate in imitating spoken English words according to what is said by researchers and teachers.

In addition, it is not uncommon, children, who do not want to say the words according to the picture and do not listen to the teacher.

The application of the storytelling method is expected to succeed and to reach the level as expected and can improve the vocabulary ability through the method of storytelling, namely the type of child. The first type is students do not pay attention, so they do not remember the vocabulary given. Then, in the second type, the child has noticed and does not understand 1 to 2 given vocabulary. Then, there are also types of students who have noticed and understood 1 to 2 of the vocabulary given. In the next type, there are children who already understand 1 to 2 vocabulary given, but do not know the meaning. The last type is students who already understand 1 to 2 given vocabulary and understand its meaning.

The criterion of the results of this study, the success of using the storytelling method in improving the mastery of English vocabulary of children aged 3 to 6 years in PAUD RA Sembilan Bintang as follows:

1. The ability of children to recognize 20 written English vocabulary parts of the body, like spelling vocabulary from the name of animals.
2. The child's ability to pronounce correctly. The twentieth English vocabulary the name of animals, in pronouncing vocabulary from the name of animals.
3. The ability of children to understand twenty meanings of English vocabulary.

CONCLUSION

Based on the results of exposure to the classroom action research data conclusions can be drawn as follows:

1. The teaching of vocabulary through three stages of teaching that is applied in R.A Sembilan Bintang Citayam is quite effective and increasing student acquisition before and after the learning process is quite meaningful (significant).
2. Vocabulary learning through these three stages of teaching in R.A Sembilan Bintang Citayam progressed increasingly, after researchers gave the storytelling method.
3. Students should be involved in the learning process, which prioritizes the development of Student's vocabulary abilities.

Finally, the use of storytelling method is an effective learning method for learning English Early Childhood vocabulary. This is because playing pictures is a learning strategy that is in accordance with the principles of learning in early childhood. Moreover, by storytelling, those students do not feel that they are, indeed learning something. They think that they are playing. Through playing, children can build knowledge, can interact socially with friends, feel free without burdens and feel happy. This encourages children to actively participate in learning so as to improve English vocabulary of early childhood..

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THE CONTRIBUTION OF ANXIETY TO ENGLISH TEXT COMPREHENSION ABILITY

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ABSTRACT

This study aims to understand how anxiety as a variable contributes to affecting the ability to comprehend English texts using the ex post facto method, with eleventh grade high school students in Jakarta as the respondents. Students' anxiety is measured based on behavioral and cognitive characteristics listed on the questionnaire given to respondents along with the English test. The results show that there is indeed a difference in anxiety levels on students in working on the various English text comprehension tests given. The results of the English text comprehension tests are generally influenced by the anxiety variable, although the effect is found to be small. Teachers are recommended to use multiple teaching methods, and to teach and to motivate the students to read more. Teachers are also recommended to apply multiple variations of ability evaluation in measuring the students' English text comprehension by using multiple test modes.

Keywords: student's anxiety, English text comprehension, ex post facto method

ABSTRAK

Penelitian ini bertujuan untuk memahami bagaimana kecemasan sebagai variabel berkontribusi mempengaruhi kemampuan memahami teks-teks bahasa Inggris menggunakan metode ex post facto dengan siswa sekolah menengah kelas sebelas sebagai responden. Kecemasan siswa diukur berdasarkan karakteristik perilaku dan kognitif yang tertera pada kuesioner yang diberikan kepada responden bersamaan dengan tes bahasa Inggris. Hasilnya menunjukkan adanya perbedaan tingkat kecemasan pada siswa dalam mengerjakan berbagai tes pemahaman teks bahasa Inggris yang diberikan. Hasil tes pemahaman teks bahasa Inggris umumnya dipengaruhi oleh variabel kecemasan meskipun efeknya ditemukan hanya sebagian kecil. Guru disarankan untuk menggunakan berbagai metode pengajaran dan untuk mengajar serta memotivasi siswa untuk membaca lebih banyak. Guru juga disarankan untuk menerapkan beberapa variasi evaluasi kemampuan dalam mengukur pemahaman teks bahasa Inggris siswa dengan menggunakan beberapa mode tes.

Kata Kunci: kecemasan siswa, pemahaman teks bahasa Inggris, metode ex post facto

INTRODUCTION

Language is a tool to deliver one's mind, ideas, or feelings. As it is mentioned by Setiadi (2006:10), "Language is a system to express meaning. One may deliver what he feels to others through the use of language". For instance, anger, joy, happiness, sorrow, and so on can be expressed with language so that others understand what one feels.

English plays the role of a pivotal international communication media capable of creating the proper and conducive atmosphere for discussion amongst those who learn the language. English is the official language of many commonwealth countries and is understood and widely used around the world. English is thus one of the most commonly used languages in the world.

Hence, English education becomes one of the mandatory curricula for students in Indonesia, especially for high schools in Jakarta. Scrivener (2005) believes that English education should be designed to give the chance for the students to improve their skills in using the language, dubbed language skills. These language skills are described as what we do with the language. One's ability in comprehending English texts is among the important factors in learning a language, because realistically, daily activities tend to require one to tune in and to understand the point of what another tries to communicate to them through the extensive use of said language. Thus, English education requires understanding in regards to language skills, especially in the context of learning activity.

Comprehending English texts can be learned through learning to read properly and carefully to discern ideas, points, and the general feelings that the writer intends to convey. Understanding the contents of a sentence is not simply knowing the meaning of each and every word in the text, but also to understand the general content of said English text. The ability to comprehend English texts on

students can be properly detected through continuous evaluation of the students' studies. Ebel in Somadoyo (2010) stated that there are factors that influence a student's potential text comprehension capability and their interest on reading, such as (a) the student's predispositions, (b) their family, (c) their cultural background, and (d) their school situations. The inability to properly concentrate may be caused by the aspect of anxiety, which may cause the students to fail to understand the contents of a message or news in an English text.

A student's true ability can be seen through their performance in a test administered to them. The results, in the form of scores, can then be converted into their grades, which can then be fitted into criteria ranging from excellent to very bad. However, these scores do not necessarily reflect the students' true capabilities. The results can also be a product of the students (a) cheating, (b) working in a hurry, (c) making careless or carefree mistakes, (d) underestimating the test's difficulty level, (e) feeling anxious about a particularly difficult item, and so on and so forth.

Study examinations as an evaluation platform is known to be diverse. Multiple-choice test, for example, is known to be among the most commonly used type of test, given that it has certain characteristics: (a) it is quick to correct and to evaluate, (b) it can be used for large amounts of students to measure their abilities at once, and (c) it can be quickly processed to also quickly discern the students' ability levels. The items of multiple-choice tests have certain advantages over other tests. For example, this type of test allows for measuring the different variance in learning outputs among students, from the simple to the complex, and its form and function is adaptable to suit the contents of the evaluated learning material. This involves a wide range of applications and special uses, to the point that some standardized tests use the multiple-choice format.

The measurement of foreign language anxiety is based on the development and integration of the idea of psychological anxiety as formulated by Stuart and developed by Horwitz and Cope (1986). Stuart classified foreign language anxiety into four scales of Likert measurement, which are Not Anxious, Typical, Anxious, and Panicking. In the other hand, Horwitz and Cope classified it into five Likert scales in 33 items, aiming to investigate the students' experience of anxiety in regards to foreign language anxiety in the classroom. He developed this into the Foreign Language Classroom Anxiety Scale (FLCAS).

The measurement of foreign language anxiety is based on the students' capability of speech and their attitude, in line with Horwitz's and Cope's ideas as follows: Foreign language anxiety concerns performance evaluation within an academic and social context. It is useful to draw parallels between it and three related performance anxieties: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. Due to its emphasis on interpersonal interactions, the construct of communication apprehension is quite relevant to the conceptualization of foreign language anxiety. This research aims to analyze anxiety as a variable that influences students' English text comprehension on high school students in Jakarta.

METHOD

The research uses ex post facto method, taking data of the students' test results while also giving them relevant questionnaires with the research instruments. The gathered research data will be analyzed to discover the contribution of anxiety in affecting the students' performance in various multiple-choice English text comprehension tests on

eleventh grade high school students in East Jakarta.

Research was performed in the duration of five months, beginning from October 2018 and finishing at February 2019. The locations used as research objects are the national high schools SMAN 93, SMAN 50, and SMA Pusaka in East Jakarta. Sampling method used in this research is cluster random sampling, resulting in the said three high schools. In total, 125 students are the representative samples used in this research.

The data gathered in this research is quantitative in nature. They are obtained from the questionnaire that students fill about their anxiety in working on English text comprehension in several test varieties, namely multiple-choice (MC), fill-in-the-blank (FTB), and true/false (TF) tests. Meanwhile, the anxiety data is obtained from the questionnaire distributed in the end of the English text comprehension tests given out by the class teacher.

RESULTS AND DISCUSSION

Student's anxiety is measured through behavioral aspects and the cognitive characteristics which can be discerned in the questionnaire instrument, which was given after the students finished their English text comprehension tests. Indicators of anxiety on behavioral aspects and cognitive characteristics can be seen in the analysis results of the students' answers, which are a) feeling uncomfortable about working on English tests, b) feeling nervous, c) feeling uneasy after working on a test, d) fearing bad grades or failing the test, e) perspiring more than usual, and f) not entirely focused in working on the English test.

Results of the descriptive data analysis show that there is indeed variance in students' anxiety in working on English text comprehension tests.

Table 1
Descriptive Data Summary

Anxiety		English test score		Regression equation	R ²
Mean	Stdev	Mean	Stdev		
79,38	12,25	62,56	16,75	$Y = 64,5 + 0,238 X$	10,6%

The summary above showed that there is variance of students' anxiety score means in working on the various English text comprehension tests. The anxiety reported averages at 79.38, which signifies high levels of anxiety. This means the students are feeling uncomfortable about working on

English tests, feeling nervous, feeling uneasy after working on a test, fearing bad grades or failing the test, which hinder their ability to focus on the test entirely. The distribution of students' anxiety on working the English text comprehension test can be seen on the figure below.

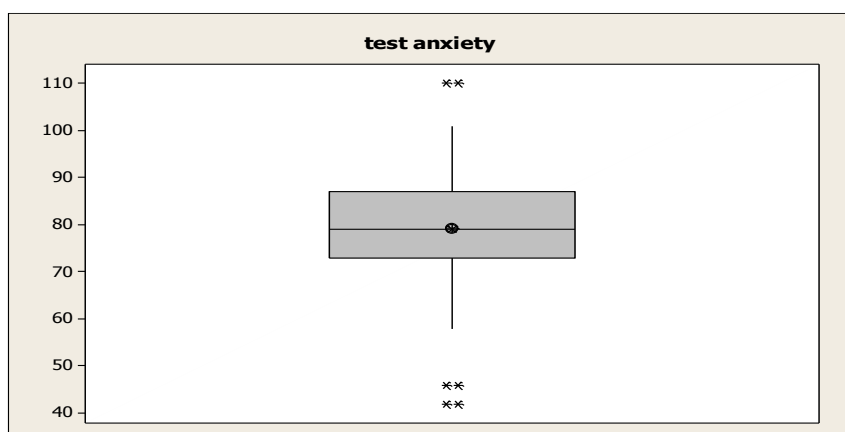


Figure 1
Students' Anxiety Distribution

These results are similar with Hidayati in Mardhatillah (2015), which used the foreign language anxiety scale with indicators for cognitive, affective, and psychomotor manifestations; mental stress, difficulties concentrating, confusion in answering test items, and excessive fear and nervousness; and fear of negative evaluation with indicators for anxiousness due to assumptions regarding the social situation and being judged by others, not gaining the approval of others, doing something embarrassing in public, being criticized, and being unsupported or rejected.

These results show consistency with the views expressed by Budiman (2015), who stated that anxiety is a normal reaction to particularly press situations in one's life. Aside from being a normal reaction, anxiety is also a psychological or mental symptom in preventive measures against unexpected or undesired things or events, and the discomfort in one's emotional condition is marked by other psychological signs, such as fear, worry, anxiety, nervousness, lack of self-esteem, all the way to the higher levels, which are stress, depression, and panic.

Along the same lines, Ramsay (2003:1) stated that "Anxiety is a

feeling of fear, dread, or uneasiness, and some anxious people suffer from conditions, phobias, stress, sadness, panic, and depression”. Anxiety is the feeling of fear and nervousness, and people with anxiety also tend to suffer from conditions like phobia, stress, sorrow, panic, and depression.

In a research, Mardhatillah (2015) stated that foreign language anxiety arises because of psychological factor, namely lower self-efficacy in comparison to one’s actual ability. Furthermore, it is mentioned that there is a negative relationship between self-efficacy and foreign language anxiety. In other words, the higher the self-efficacy, the lower a student’s foreign

language anxiety is; vice versa, the lower the self-efficacy, the higher the foreign language anxiety. Mardhatillah (2015) concluded that self-efficacy is a factor that influences foreign language anxiety.

Meanwhile, the results of English text comprehension test produce a mean result of 62.56 with a standard deviation of 16.75, meaning that the MC type test has a variance in students’ score distribution. The influence of anxiety to the MC type test results is found to be 10.6%, or that 89.4% is influenced by other variables aside from anxiety.

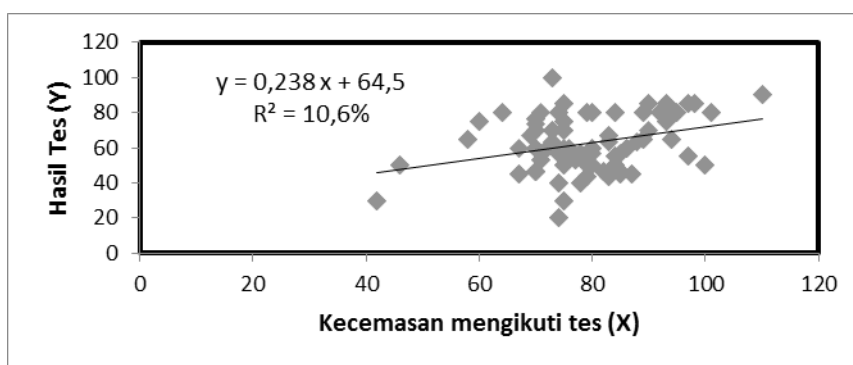


Figure 2
Students’ Anxiety (X) Related to the Test Results (Y)

The characteristics of an MC test includes several options to pick as the answer and that there is also the element of distraction options, which may influence a student to lose their concentration due to anxiety over their own capabilities, which may hinder them from performing optimally and obtaining proper grades. Suseno (2017) explained that the characteristics of MC test allows for multiple different options that have a certain degree of similarity to be fitted into the item, making it harder to find the proper answer to the question because some of the options may seem ‘almost right’. Although the influence of anxiety to the test results is

relatively small, these presses the role of the teachers to give the students more confidence in working on MC tests.

In an attempt to reduce nervousness and fear when students face a classroom language situation, the techniques commonly used to relax is to take one or two deep breaths, which then leads to the students collecting themselves and staying calm. “By being relaxed, it is likelier for the students to be able to function cognitively, and therefore perform in a more controlled and structured way” (Sembodo, 2018:9).

Said anxiety can cause the students to go through a particularly bad

experience in classroom foreign language use, or to cause them to worry about their seeming lack of knowledge and fluency in regards to the language, which means that language anxiety itself can influence achievements in learning, and inadequate ability can cause anxiety, worry, fear, and loss of concentration. An individual will fear making mistakes and fear becoming the butt of a joke to the audience who see them using a second language. This echoes the statement by Spielberg (2004) that foreign language anxiety is a feeling that arises within an individual in the form of tautness, fear, nervousness, and worry, which were all connected to the autonomic nervous system. One of the factors influencing anxiety is, indeed, self-efficacy.

Clarke, et. al. (1996:38) explained that "Reading is connected to lexical understanding and content understanding". Lexical understanding regards the process of how one recognizes the written symbols and translate them to the spoken language. Content understanding regards the understanding of how the words and sentences connect to become a readable text.

Arguments about why anxiety cases tend to happen in the classroom of second or foreign language is put forth by Guiora in Sembodo (2018), who made it clear that language learning is a worrying psychological problem because it directly threatens one's concept of self and worldviews. The anxious students tend to believe that learning a language is always difficult, so they tend to feel down and incapable when learning a second or foreign language. This assumption is partly influenced by a history of frustration in language learning, which in turn would drive the students into difficulty in learning language. Apart from the

possibility that anxiety in testing also contributes to when they take the test, their low grades show that the materials taught are not absorbed and processed.

The most rational alternative solution to minimize the amount of anxiety the students go through can be done by creating a fun learning method, by using more varieties to evaluate their English text comprehension ability, and by encouraging the teachers to teach the students to read more as a hobby to pique interest. When the basic principles of English teaching can be sustained and continuously used, students' results will be optimal because of the minimized anxiety. In terms of increasing students' English text comprehension ability, alternatives such as reading strategies can be used in order to stimulate cognitive growth through six steps, which are fully understanding a text, understanding the meaning within context, to think and deduce the meaning, to contextually seek the meaning, to further investigate the meanings, and to return to thoughts of lexical meaning (Supeno, Suseno and Alhamidi, 2017).

CONCLUSION

Student's anxiety in the studies are marked by nervousness, worry, and baseless fear that undesired or unexpected things would happen. We found a 10.6% contribution of anxiety to the students' English text comprehension test results. On the measurement scale, their anxiety can be classified as high. Students can try to minimize anxiety when starting the test, for instance by taking a deep breath. The teachers should also take the proactive role in minimizing student anxiety through fun learning and applying active-student learning method, where the students are encouraged to be participate actively in

the learning process. The teachers can also use other methods such as increasing the number of variants for English capability evaluations by utilizing multiple test types, and by inciting interest among students to read more language text books.

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AN ENGLISH ACTION RESEARCH FOR A BETTER LIFE (EBL)

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ABSTRACT

English is a foreign language in this country which is needed by all sides especially by teenagers since English, both competence and performance, will be always needed by workers in all kinds of jobs. The teenagers in kelurahan Cipedak Jagakarsa South Jakarta have been united in a teenagers organization which is called Karang Taruna. They were enthusiastic to engage in an English Action Research called EBL (English for A Better Life). EBL was an activity as an English action being carried out by implementing an Oral Questioning Guidance in L1 (OQIGIL) method. This OQIGIL method aimed at improving the awareness of teaching of a teacher to increase his students' communication skills. An OQIGIL method developed from time to time was based on a systematic procedure and focused on a certain quality or a standard, an accurateness and a certain efficiency as well. After this EBL was undertaken several times, the students' competence and performance improved better.

Keywords : an English action research, EBL, OQIGIL

ABSTRAK

Bahasa Inggris adalah bahasa asing yang sangat dibutuhkan oleh semua pihak khususnya generasi muda. Sebab kemampuan bahasa Inggris baik sebagai ilmu pengetahuan ataupun suatu keterampilan akan selalu dibutuhkan dalam dunia kerja. Remaja kelurahan Cipedak Jagakarsa Jakarta Selatan yang sudah terhimpun dalam wadah Karang Taruna sebagai pembelajar sangat antusias mengikuti dan terlibat dalam kegiatan tindakan bahasa Inggris yang disebut sebagai EBL (English for A Better Life). Kegiatan EBL sebagai tindakan bahasa Inggris secara operasional melaksanakan penerapan metode Oral Questioning Guidance in L1 (OQIGIL) agar pengajar bahasa Inggris selalu menginstrospeksi diri untuk meningkatkan kualitas pengajarnya sehingga peserta didiknya mampu berbicara dalam bahasa Inggris setelah mengikuti kegiatan ini. Model pembelajaran Oral Questioning in L1 (OQIL) berkembang berdasarkan prosedur secara sistematis berdasarkan pada kualitas, atau standar, ketepatan dan keefisienan tertentu. Sesudah English For A better Life tahap ini berjalan pada beberapa kali pertemuan, sikap dan kemampuan berbahasa Inggris pembelajar mengalami peningkatan.

Kata Kunci: penelitian tindakan Bahasa Inggris, EBL, OQIGIL

INTRODUCTION

The teenagers in RT 001/RW 02 kelurahan Cipedak Jagakarsa South Jakarta having been united in Karang

Taruna Organization that had studied English in the first level of EBL program taken more or less three months were not able to communicate

in English. It was because some of them such as the leader of Karang Taruna was very busy in his campus and the other participants were too. The other case was that there were five participants in one group which could not attend the class since their leader was absent and so were her members. It happened to her, since she was grade 12 in of one private vocational high schools and she had an overlapping schedule as well. In fact, this group members attended EBL program temporarily. They looked unconfident since the English grammar was complicated to learn. At last, they were ashamed of attending this EBL program.

It was one of the issues which was discussed by the head of RT 01 RW 02 kelurahan Cipadak Jagakarsa South Jakarta. Then, he suggested that the teenagers be boosted to learn on a second EBL program since there was no an activity to activate the teenagers to get a special skill. If not, they would waste the time; consequently, they could abuse the drug.

The head of RT 01 RW 02 added that some of the teenagers were seldom active to cooperate in a positive activity. In general, they were in their house and went to school as usual. There was no friend in their environment except they went to their classmate's house in different area. In fact, some of the other ones usually chatted in the corner of the house to waste their time without getting anything. According to the head of RT 01 RW 02 that Karang Taruna is an organization of teenagers to unite them. There was an EBL program which was needed by them to prepare their future. The head of RT 01 highly appreciated this EBL program. Therefore, one of his daughters joined this EBL program enthusiastically.

Furthermore, English is an international language which is needed by the teenagers such as (1) to improve their English scores in their report cards, (2) to prepare their national passing grades since English is one of the subjects which is examined, (3) to prepare them to entrance exam of university, (4) to get a better job both in domestic and overseas, (5) to be promoted in all level of jobs both state and private company, (6) for TOEFL preparation when they apply for a job anytime.

In addition, an adolescence started 12-15 years which is regarded as an unstable age (Sriyono, 2011). There are many problems coming up in their minds occasionally. Yusuf in Sriyono (2011) stated that the teenagers grew a motivation in their souls to survive and they need friends to overcome their problems. There are many kinds of problems that are being faced by teenagers when they are an adolescence namely, how to handle their desire while they have many things to do in their everyday life. Consequently, they are stressful. Yusuf in Sangabakti (2011) said that stress is a bad mood as a response of individual on stressor that against or endanger, desire, safety, interest or welfare of their life.

There are many strategies which can be done to help the teenagers who are in trouble in English. One of them is a study guidance. According to Shertzer and Stone in Sriyono (2011:112) that a study guidance is "A process of helping an individual to understand himself and his world". Such guidances come up as solutions. One of them is a peer group. It can be the same age, their senior or a teacher. A teacher in this case should accommodate a good teaching strategy which can create active learning situation in many different learning

style (James in Supriyanto, 2006). Yet, it is a trusted person who can help to overcome the problem. Sukardi in Sangabakti (2011:139) said that "Counseling was meant to enable the students to get the best solution from all sides especially from their counselor teacher". It is not only as an individual, a student, a family member and also a citizen of society.

It is a need for learners to expose themselves to the target language as they will be imposed to be native like in interaction with mates (Blake, 2009). Therefore, the students are asked for closer and closer to inform or to express their problems to their friends. After they have expressed their issues to their friends, they are expected to be not stressful anymore. Their advisor has an important role to facilitate it accurately, honestly, and intelligently and full of affection. Gladding in Sangabakti (2011:139) said that "The role of group leader was needed to consider the detail issues especially regarding with a type, an expectation, a dead line, a function and a leader role, a sigma structure, a secret, a group measurement, a membership, a duration in implementing peer groups process". By practicing a lot, learners can develop their English language competence easily as they hear and speak their words habitually (Lightbrown and Spada, 1999).

It was referred to a peer group, this action research was based on an initiative of a participant left who kept on having a high spirit since after they had learnt this EBL. The researcher found that their English mastery increased. The indicators of the participants were confident to communicate in English. Therefore, the researcher had a meeting on Sunday, september, 30 th 2018 with the head of RT 01 RW 02 kelurahan Cipedak

Jagakarsa Jakarta Selatan and Mushola Nur Thoha chairman located in Mushola.

In fact, it was approved by the head of RT 01 for EBL (English for A Better Life) were needed for the teenagers in the second levels; furthermore, an agreement among the the head of RT 01 Bapak Naim/the head of RW 02 Cipedak Bapak Amsari and Mushola community, Bpk Dedi Khairullah the second level of EBL was made to declare that the second EBL was continued. It was aimed to improve the teenagers' English skills so that it was expected that the participants who took part someday can get a better job. Consequently, the researcher and his team prepared the certificates for the participants. The other goal of this EBL was how the teenagers to get used to be positive attitude such as hospitality and so forth. Last but not least, the teenagers who joined were expected to worship (salat) to their God Allah SWT in Mushola Nur-Thoha since all of them were muslims.

The objectives of this study are (1) to improve the grammar understanding of the teenagers and (2) to enrich the teenagers' vocabulary of Karang Taruna of RT 001/RW 02 Cipedak Jagakarsa South Jakarta. Through applying this oral Questioning Guidance in L1 (OQIGIL) method, the English teachers always introspect themselves to improve their teaching quality from time to time based on the latest method especially the OQIGIL method so that their students are able to communicate in English after attending this EBL class. The learning method of Oral Questioning in L1 (OQIGIL) was developed by this researcher based on procedure systematically from one tried out to another one which fulfilled a standard, a quality, an accuracy and a certain efficiency.

METHOD

In this case, serving the people to get a better life through action research was a special treatment, so that the classification of this EBL implementation was used an action research. It is clear that the main objective of action research is to apply for an English professional teaching which is toward to a good outcome for learners. Meanwhile, Mills in Creswell (2012:577) said that "Action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning".

On the other hand, an action research design is a systematic procedure implemented by English teachers (or other teachers in education) to collect informations, to improve the operational of education implementation especially their teaching process, included learning students involving the role of their teachers. The objective of this action research in education, according to Ary (2010), was to create the attitude of investigation by questioning what the teachers have done in the classroom setting to fulfill their learners' needs. It is a must for English teachers especially since it is their main job included how to get used to teaching culture learning in their students' daily life.

The respondents of this action research were 13 teenagers of Karang Taruna members in Gang Resmi RT 001/RW 02 Cipedak South Jakarta. This action research was carried out from October to December 2018. The instrument used to collect the data was a postest and an interview in English or notes of anecdotal of observing during

facilitating this action research. A piece of taking notes of anecdotal was an observing view report of observers as a collaborator of research team of this English action research.

The data obtained from the result of attitude observation of teenagers of RT 01/RW 02 Gang Resmi of EBL Program was taken by notes when this model was conducted by the reaserch chair since this OQIGIL method belongs to him and it has been registered in HKI No 028345 July 14, 2005. This action research was started in October to December 2018 taking more or less three months.

RESULTS AND DISCUSSION

The method used in this English for A better Life (EBL) was an Oral Questioning Guidance in Students' First Language (L1) (OQIGIL). In the first ten minutes, English grammar was explained by a special way such as a subject was like a mother. Mother consists of two. The new couple (a junior mother) which consists of "she, he, it". Adverb of frequency does not influence a predicate at all because it is regarded as a regular activity. Predicate consists of two. First it is called "father" second it is called "step father". The character of father is always moving to earn for his family. Example, the word "eat" if someone eats. He/she has to move especially his mouth and his teeth. If there is none or whatever after "mom" as a subject does not move, step father or is, am, are is placed there. Example: "I at home". Home does not move. So the step father which consists of (tobe: is, or am, are) is placed there which functions as a step father. The right sentence is: "I am at home". "Am" as a step father.

Furthermore, junior mother which has a special character "s" since "she" there is "s" so does "he, and it".

Consequently, she, he, and it (a junior mother) are followed by “s” in the predicate or a father of the sentence. Example, she usually goes to school. “she” there is “s”, “she is, there is “s”. If it is followed by father, the father must be added by “s” it is like a ring for a new couple, Mom has a ring, dad must have a ring, too. Example. The dog is junior mom, run is a father. So, the father is added by “s”. The sentence is “the dog usually runs after the cat”. It is only effective for a father who has a character “moving” to earn. Step father “is, am, are” is not added by “es/s.” There is no rings for a step father. Next, there are two kinds of family. First. Transitive, A complete family, there is a mom, daddy, and children. Example. The child always eats breakfast. Second, intransitive, there is no any children. There are a mother and a father only. Example. The old man always gets up late.

Then, there are many kinds of servants. First, a servant who is paid by a father called “do” if a subject is a junior mother (she, he, it) “does” why does because, “es” belong to a father’s ring to pay the servant. So father does not have “s” or es” anymore. The

servant is used to make a question word like what, why, where, when. Example. Why do you usually come. Where does she live? Remember. “do” is paid by (1) a father. After question words must be followed by a servant. If it is negative (not). The servant “do” must come after a subject or a mom. Example. The girl does not come here today. Remember “not” is not a father, not a mother, not a child in the family. So, it is needed “ a servant” to help. If there is no father. Father is replaced by a step father. A step father is tobe (is, am, are). Step father can be a servant. Example. She is not sick. (sick is not verb or father). Where is she, and so on.

A review is very important because it makes the learner aware of the sentence and its servant. Practice makes perfect. It is done by a researcher in this OQIGIL method. The participants were directed to speak English grammatically. If they forgot, the researcher reminded and helped them choose vocabulary and the grammar appropriately. Therefore, there were some steps to process the learners by OQIGIL method to communicate in English as follow:

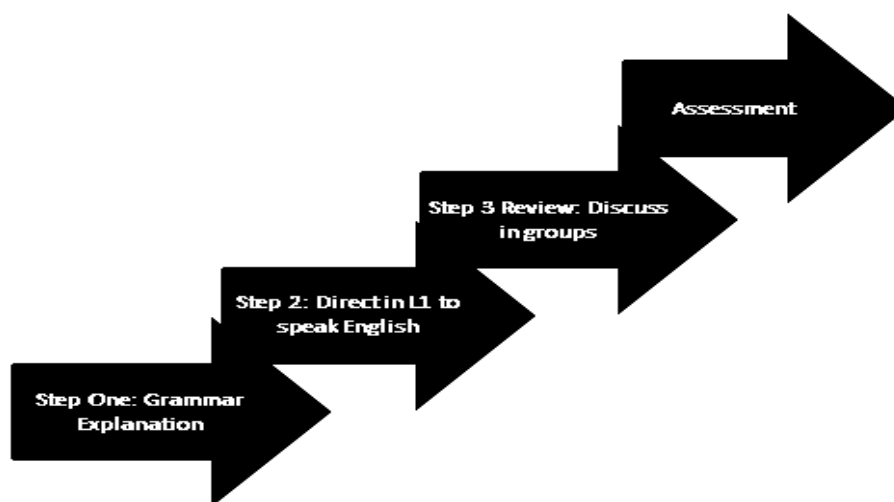


Figure 1
Steps in OQIGIL

While the implementation of OQIGIL method in this EBL action research was below:

1. Opening and courtesy: the researcher introduced the standard of Muslim association and leadership. Next, looking at the attending list, and calling the participants' names one by one, and saying basmallah to start the opening.
2. The second session. The researcher explained the grammar during more or less ten minutes. Then he described how to make a right statement, ask and answer. Next, he directed the participants in L1 to speak English well. He reminded the grammar if they forgot and mentioned the right vocabulary if the students doubted. The researcher kept directing the participants by OQIGIL method to make them speak English appropriately. If the participants forgot, the researcher helped remind them. It took more or less 3 x 120 minutes (first to the third sessions).
3. The Fourth sessions. It was a review of the second sessions. The researcher enriched the participants' vocabulary and improved their grammar understanding by implementing OQIGIL method included to ask and to answer grammatically in English.
4. The fifth sessions. The researcher examined the participants' competence and performance to see how far they had understood grammar and how much vocabulary they had had. Then, the best, two or three students were appointed to be the leaders in peers groups to lead their peers to understand grammar

and to enrich their vocabulary by using OQIGIL method with the textbooks in their hands. The researcher stood by to help the groups leaders direct their peers to understand grammar and to enrich the vocabulary. So, the researchers tried to form the new habit among of the participants to cooperate to do something. On the other hand, the participant not only got the competence and performance, but also the affection in their souls were grown by the researcher well. In the same time, the researcher assessed the learners' pronunciation, grammar and vocabulary used.

5. The sixth sessions. The researcher explained the next grammar (parts of speech) and also enriched the participants' vocabulary by using OQIGIL method. The participants were directed to speak English grammatically. If they forgot, the researcher reminded or helped them. It helped them speak English which consisted of two forms. First, they spoke English based on statements. Second, they asked and answered in English loudly. At last, some of them were confident to speak English grammatically. They talked based on some stories which contained "changing of verb included parts of speech adopted from the authentic ones especially taken from L.G Alexander Practice and Progress text book". It took around 20 minutes. Then, the researcher let them exchange their mind to each others.

6. The seventh sessions. The researcher evaluated the participant based on the materials given in the previous lessons. First, the researcher asked them in English.

Second, the participants were asked to write a composition in English. Third, they were asked to perform to speak English after topic given in front of their peers. From there, they were accustomed to speaking English grammatically. At last, they were hoped to be confident to speak English well.

CONCLUSION

The findings of data analysis based on anecdotal notes are obtained a conclusion as follows: 1) The participants were active to study English since they enjoyed learning by this OQIGI method, 2) Three of the participants changed their learning style better; consequently, all of them got the third rank among thirty students in their class. In fact, they never got the third rank previously, 3) One of the learners always spoke English in his house since his father often asked him in English, 4) A university student, Miss Suci Nasution (Universitas Negeri Islam Jakarta semester 7 informed that she became an English private teacher to teach one of famous artists, 5) The last one who had been graduated senior high school got a job. It means that EBL (English for A Better Life) become true because the participants who joined in this EBL have got a better life.

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