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# THE EFFECTIVENESS OF COLLABORATIVE STRATEGIC READING (CSR) FOR TEACHING READING COMPREHENSION AT MUHAMMADIYAH UNIVERSITY OF SIDOARJO

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## Abstract

*The study deals with the effectiveness of Collaborative Strategic Reading (CSR) strategy in teaching reading comprehension. The strategy is the combined-strategies instruction that draws on both reciprocal teaching and cooperative learning. Specifically, the study is aimed at finding out the significant improvement of students' reading comprehension achievement after being taught using Collaborative Strategic Reading (CSR). Based on the calculation of a t-test, the results show that there is a significant improvement in the students' achievement after they got treated using Collaborative Strategic Reading (CSR) strategy when studying reading comprehension in the classroom. The t-test indicates that the score of the  $t_{value}$  is higher than  $t_{table}$  ( $2.18 > 2.021$ ). Here, the experimental group represents a better improvement after they received the treatment.*

*Key words: Collaborative Strategic Reading (CSR), Reading Comprehension*

## A. INTRODUCTION

The teaching of reading at Muhammadiyah University of Sidoarjo seems to be inadequate satisfying. Many students have low motivation in learning English, especially in reading class. Since the researcher as one of the English teachers at Muhammadiyah University of Sidoarjo, she has interviewed Management Department of the Faculty of Economics students informally. Many students say that English is not an interesting subject. For that reason, they follow English class because it is a compulsory subject for them to pass semester 1 and semester 2. As a result, the students turn into less active readers and at the end they might become less competent in reading skill.

Additionally, the students also consider that reading is very difficult to learn. One of the problems faced by the students is the linguistics knowledge of English text. In this case, it is often difficult to prove, for the students of English as a foreign language, that texts in English can be understood even though there are structures that the students have never seen before. Hedge (2000: 192) explains that in processing texts, the second language readers will find difficulties when they find unfamiliar aspects of the English language.

For example, inability to understand cohesive devices in a text will impede their understanding of the functional relationships of sentences. Accordingly, cohesive devices include such things as reference items (for

example, 'they' and 'this'); lexical cohesion through a chain of synonyms (for example, 'funding ... financing ... resourcing'); or deletion of items such as relative pronouns (for example, 'which' and 'that'). It is clear that the language knowledge should not be ignored in reading subject. By understanding language knowledge, the learners find it easier to grasp the meaning of a particular text.

Another major difficulty that may be experienced by the students of English as a foreign language in mastering reading skill is mastery vocabulary items. Grabe (2009: 333) explains that if students are to become good readers with a wide range of texts, they need to understand in acquiring a great number of vocabulary items. In addition, they need to recognize about "95 percent" of the words they might encounter in text for instructional purposes. Nations (2006 in Grabe, 2009: 333) insists that independent fluent reading generally occurs when a reader can recognize "98-99 percent" of the words in a given text. However, it is often found that most learners worry about the meaning of a particular word in a text being read. As a result, the students never achieve the minimum standard of mastery level to read texts in English.

Furthermore, most of the students have not found the urge of English for their field of study. As a result, they may de-motivate in learning English. In addition, the classrooms at Muhammadiyah University of Sidoarjo are overcrowded. Usually, each class consists of more than 25 students. This condition is not effective for the teaching and learning process, especially for English subject. The teacher may find it difficult to control the class. As a result,

the teaching and learning processes do not run well.

English in non English Department is classified into English for Specific Purposes (ESP). In relation to ESP context, reading ability is vital for students to understand scientific texts written in English. Here, the teaching of ESP emphasizes on reading skill. With adequate reading proficiency, students are expected to develop their knowledge concerning with a specific context given to them to learn. They are also expected to be able to extract meaning from specific clues in the text, get the gist of it, and obtain specific information from the reading text.

In teaching ESP reading, the English teachers are demanded to provide students with a good reading foundation in order to make them obtain adequate proficiency in scientific reading texts related to their field of study. To achieve this aim, the ESP teachers need to devise learning and teaching activities that are suitable with students' need and interest.

Dealing with the problems above, the ESP teachers as the key factor in the learning process should motivate the students to attend actively in reading class. For this reason, the teacher may offer guidance in helping students to engage in the thinking process (Brown, 2001: 340).

However, there have been a number of problems faced by the teacher in the teaching of reading. One of them deals with learning strategy. An appropriate strategy, which provides interesting activities, will encourage students to be active and realize the demand they are supposed to have.

Considering the above conditions, it is necessary to provide a model of teaching strategy that may help students create a good learning atmosphere to take

part actively in the classroom activity in order to increase their reading comprehension. In this case, the researcher proposes Collaborative Strategic Reading (CSR) as a technique of teaching in ESP reading class. This technique is particularly interesting from second language standpoint because it is effective with students, including language minority students. Moreover, it is assumed that the technique is the best method to solve the EFL classroom's problem on reading comprehension and give benefits to learning process such as in motivating the students, improving social interaction in the classroom, creating a positive learning environment, and improving reading skill.

The CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (Klingner, 1998). This technique is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension. Grabe (2009: 233) claims that CSR is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning, and that has been used with both L1 and L2 students. Various lines of research on this approach indicate that CSR is an effective teaching tool that has the potential to enhance reading comprehension of (a) students with learning disabilities, (b) low- and average achieving students, and (c) English language learners (Bryant, Vaughn, Linan-Thompson, Ugel, Hamff, & Hougen, 2000; Klingner & Vaughn, 1996; Klingner, Vaughn, & Schumm, 1998).

Here, students are working in groups and they are taught to activate their prior knowledge, to make prediction,

to monitor their comprehension difficulties, to clarify information, to restate important ideas based on the text, to summarize the text, and to form appropriate questions about the text. The group work is organized around cooperative learning principles with each student in a group assigned a responsibility for the task.

Such activities of running CSR in the classroom are observed in ESP classes at Muhammadiyah University of Sidoarjo. The observation is then developed into a scientific research under the title of *Collaborative Strategic Reading (CSR) for Teaching Reading Comprehension*.

## **B. COLLABORATIVE STRATEGIC READING**

### **1. Collaborative Strategic Reading (CSR) Approach**

CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively (Klingner, 1998). This technique is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension.

In addition, according to Grabe (2009: 233), CSR is a promising approach to combined-strategies instruction that draws on both reciprocal teaching and cooperative learning, and this approach has been used with both L1 and L2 students. Here, students are working in groups and taught to activate prior knowledge, make predictions, monitor their comprehension difficulties, clarify information, restate important ideas, summarize the text, and form appropriate questions about the text.

To use this approach, first, the teacher presents the strategies to the

whole class using modeling, role playing, and teacher think-aloud (students are prompted to voice their thoughts before, during, and after reading). After students have developed proficiency to use the strategies, the teacher then assigns the students to heterogeneous cooperative learning groups (Johnson and Johnson, 1989; Kagan, 1991, in Klingner, 2007: 139). All the students are actively involved, and everyone has the opportunity to contribute as group members learn from and understand the text with CSR.

In more specific way, Spielberger (2002: 17) explains that CSR combines instruction in comprehension strategies and study skills with collaborative peer practice. Students learn four strategies through direct instruction and teacher modeling: (a) *preview* (i.e., preview and predicting), (b) *click and clunk* (i.e., monitoring for understanding and vocabulary knowledge), (c) *get the gist* (i.e., understanding the main idea, and (d) *wrap-up* (i.e., self questioning for understanding). It is believed that CSR has been successful in improving reading proficiency in regular education, multilevel, inclusive, and special education settings. Originally, CSR designed for use with expository text in content area textbooks, but it can also be applied to narrative material.

The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that later maximize students' participation. Formerly, CSR developed to help English language learners and students with learning disabilities in order to make them become more confident and competent readers in heterogeneous classrooms. Furthermore, CSR has also proven to be a valuable approach for students at varying achievement levels

because it provides students with a more independent way to learn.

## **2. The Implementation of Collaborative Strategic Reading (CSR)**

In CSR, learning is scaffolded by both teacher and students. Here, scaffold means temporary support and guidance in problem solving (Spielberger, 2002: 329). The teacher provides instruction in strategies, assigns group roles, and provides a guide for reading and discussion. Here, the teacher gives students multiple opportunities to practice the strategies before asking them to apply the strategies on their own in cooperative learning groups. Meanwhile, students then scaffold each other's learning by providing immediate feedback.

There are two phases in implementing CSR in the reading class. An overview of how to apply CSR in classroom provided in the following sections.

### **a. Phase 1: Teaching the Strategies**

The teacher provides explicit instruction to students to teach the CSR reading comprehension strategies. Here, as with reciprocal teaching, the teacher conveys the value in learning different comprehension strategies, emphasizing that these strategies are what good readers use to help them understand what they read, and that by learning the strategies, everyone can become a better reader.

Moreover, as with reciprocal teaching, the students are exposed to all the strategies on the first day, so that they can get a sense of CSR-style strategic reading looks like. The teacher then provides additional instruction in each strategy, teaching students why, when, and how to apply each one.

In this phase, according to Klingner (1998: 32), in CSR students

learn four strategies: *preview*, *click-and-clunk*, *get the gist*, and *wrap-up*. *Preview* is used only before reading the entire text for the lesson. Meanwhile, *wrap-up* is used only after reading the entire text for the lesson. The other two strategies, *click-and-clunk* and *get the gist*, are used many times while reading the text, after each paragraph or two.

For more detail, an overview of how to teach each of the strategies provided in the following sections.

#### 1). *Preview*

The goals of previewing are to (a) help students identify and learn as much about the passage as they can in a brief of time (2-3 minutes), (b) activate their background knowledge about the topic, and (c) help them make predictions about they will learn. Previewing serves to motivate students' interest in the topic and to engage them in active reading from the beginning.

Here, the teacher helps the students with previewing by reminding them to use all the visual clues in the text, such as pictures, charts, or graphs, and to look at the headings and subheadings used throughout the passage. This way will help students do two things: (a) brainstorm what they know about the topic, and (b) predict what they will learn about the topic.

In addition, the teacher might help the students connect the topic to their own experiences and also preteach key vocabulary that is important to understanding the text but that does not show directly to the click-and-clunk fix-up strategies. The teacher gives opportunity to the students to write down everything they have already known about the topic in their CSR Learning Logs (see

the description of CSR Learning Logs in "Materials" section). Then, students share their responses with one another. Next, they write down their predictions of what they might learn, and they share their best ideas.

#### 2). *Click-and-clunk*

Students use click-and-clunk process to monitor their comprehension of the text. When students understand the information, it "clicks"; when it does not make sense, it "clunks." For example, when students do not know the meaning of a word, it is a clunk.

Clicking and clunking are designed to teach students to pay attention to when they understand – or fail to understand – what they are reading or what is being read to them. In this strategy, the teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading.

Students work together to identify clunks in the text and use fix-up strategies to help them "declunk" the word or concept. The clunk expert facilitates this process, using clunk cards. A different strategy for figuring out the clunk word, concept, or idea is printed on each card:

1. Reread the sentence and look for key ideas to help you understand the word.
2. Reread the sentence with the clunk and the sentences before or after the clunk, looking for clues.
3. Look for a prefix or suffix in the word.
4. Break the word apart and look for smaller words you know.

Then, students record their clunks in their learning logs with their teacher and peers.

### 3). *Get the gist*

Getting the gist means that students are able to state the main idea of the paragraph or cluster of paragraphs in their own words. In this way, students learn how to synthesize information, taking a larger chunk of text and showing it into a key concept or idea. Students are taught to identify the most important *who* and *what*, leaving out details. Many teachers require that the students state the main point of the paragraphs in 10 words or less (Klingner, 2007: 145).

The goal of getting the gist is to teach students to restate the most important point in their own words as a way of making sure they have understood what they have read. Furthermore, this strategy can improve students' understanding and memory of what they have learned.

### 4). *Wrap-up*

Students learn to “wrap-up” by formulating questions and answer about what they have learned and by reviewing key ideas. The goals of this process are to improve the students' knowledge, understanding, and memory of what they have read.

Students generate questions about important information in the passage. They learn to use question starters to begin their questions: *who*, *what*, *when*, *where*, *why*, and *how* (“the five Ws and H”). As with reciprocal teaching, students pretend they are teachers and think questions they would ask on a test to find out if their students really understood what they have read. Meanwhile, other students should try to answer the questions. If a question cannot be

answered, that might mean it is not a good question and it needs to be clarified.

In addition, students are taught to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not right in the passage but “in your head” (Raphael, 1986 in Klingner, 2007: 145). In other words, students are required to ask questions that involve higher-level thinking skills. In this case, the teacher may provide questions stems to facilitate students' ability to generate higher level-questions as follow:

- What do you think would happen if ...?
- What do you think caused ... to happen?
- What other solution can you think of for the problem of ...?
- What are the strengths (or weaknesses) of ...?
- How were ... and ... the same (different)?

In order to review, students write down the most important ideas they have learned from the day's reading assignment in their CSR learning logs. Then, they take turns sharing what they have learned with the class. Many students can share their “best idea” in a short period of time, providing the teacher with valuable information about their level of understanding.

## **b. Phase 2: Cooperative Learning Group Roles**

When students are proficient in using the comprehension strategies with the support of the teacher, they are ready to learn how to implement the strategies

while working in heterogeneous cooperative learning groups. Johnson and Johnson (1989 in Klingner, 2007: 146) explains that cooperative learning should promote and include five main characteristics: (a) positive interdependence, (b) considerable face-to-face interaction among students, (c) individual accountability, (d) positive social skills, and (e) self as well as group evaluation or reflection.

In cooperative groups, students do not simply work together on the same assignment; each person must have a key role to play and everyone is responsible for the success of the group. Students are told that they have two responsibilities: to make sure they can learn the material and to help everyone else in their group learn it, too. In this stage, students who have not previously worked in cooperative learning groups may need preparation in order to work productively and effectively.

Most experts on cooperative learning suggest that teacher-selected groups work best, at least until students become proficient at collaboration (Richards, 2007: 54). Teacher-selected groups aim to achieve a heterogeneous mix. In this case, the heterogeneous mix helps students break down barriers among them.

In accordance with CSR, in cooperative groups students discuss what they have read, assist one another in the comprehension of the text, and provide academic and affective support for their classmates. Here, everyone has a chance to try out all of the roles. These roles may include (Klingner et al., 2001):

1. *Leader*

The role of leader is leading the group in the implementation of CSR by saying what to read next and what strategy to apply next.

2. *Clunk expert*

The role of clunk expert is using clunk cards to remind the group of the steps to follow when trying to figure out a difficult word or concept.

3. *Gist expert*

The gist expert guides the group toward the development of a gist and determines that the gist contains the most important idea(s) but no unnecessary details.

4. *Announcer*

This student calls on different group members to read or share an idea. He or she makes sure everyone participates and only one person talks at a time.

5. *Encourager*

This student watches the group and gives feedback. He or she looks for behaviors to praise. The student encourages all group members to participate in the discussion and assist one another. He or she evaluates how well the group has worked together and gives suggestions for improvement.

6. *Timekeeper*

This student sets the timer for each portion of CSR and lets the group know when it is time to move on (the teacher might do this instead of students).

Of those six, *leader*, *clunk expert*, and *gist expert* are essential; meanwhile, the other three can be combined. Those three roles may be done by one student in each group as well as *announcer*, *encourager*, and *timekeeper*.

Dishon and O'Leary (1993 in Richards, 2007: 57) explain that in cooperative learning groups should stay together from 4 to 8 sessions. It will give students a chance to become comfortable with one another, allow them to form



group identity and bond, and give them opportunity to learn how to overcome difficulties they have working together. In this study, the writer assigns the experimental group to cooperative learning groups for 10 meetings.

### **C. METHODS**

Since the present study is to measure the effect of CSR towards the students' reading comprehension achievement, it is classified into quantitative research. Here, the writer collected numerical data by comparing the results of pre-test and post-test between two groups of experimental study – control and experimental groups. The data is used to investigate whether there is a significant increase in students' reading comprehension achievement after being given the CSR treatment in reading class.

The subjects of the study were the second semester students of Management Department of the Faculty of Economics at Muhammadiyah University of Sidoarjo in the academic year 2010/2011 who took ESP program (English for Business 2). There were three parallel classes in Management Department: class A = 30 students, class B = 33 students, and class C = 31 students. Here, the grouping of the students followed the already grouping decided by the University.

Since the subjects of the study were too large, the writer selected the sample by using simple random sampling. Basically, each member of the class had the same possibility to be the sample of the research. In this case, the writer took the sample through lottery to get the experimental and control groups. The lottery was done toward the three groups of the population. The result of lottery showed that class A was chosen as the experimental group and class B as the control group. Later, the pre-test and

post-test were administered in those classes.

In a practical sense, the members of the experimental and control group were selected on the basis of the criteria of selecting the samples through the questionnaire. Thus, the samples of this research were the students who were currently enrolled as the students of the Faculty of Economics, Muhammadiyah University of Sidoarjo. The number of the female and male students was equal, with their age ranged from 18 to 20 years old.

To avoid being biased in their competence in English, the selected students should be proved to have never been attending private English courses, and they had not either got any chance to get along with English native speakers. By applying these considerations, it was decided that there were 41 students who could comply with the considerations: 20 students from class A became the members of experimental group and 21 students from class B belonged to the control group.

In constructing the instrument, the writer developed a 40-item reading comprehension test. The test was constructed by drawing on the reading comprehension level proposed by Westwood (2001), which consisted of literal comprehension or reading the lines, interpretative comprehension or reading between the lines, and applied comprehension or reading beyond the lines. Here, the writer developed the test in different formats: true/false, gap filling, matching, and short answer.

In this present study, the writer tried to minimize the students' guessing in answering the test. For example, in constructing the true/false items, the writer put the additional instruction for the students to support their answers by stating the paragraph from the passage. In

addition, in developing matching items, the writer put more choices than the test items. This technique was useful to reduce the possibility of students' guessing.

The analysis of the effectiveness of CSR in students' reading comprehension achievement was done through several steps. First, the writer collected the answer sheets of students' reading comprehension pre-test and post-test for both control and experimental group. This was followed by the second step in which the two tests are marked and given the score following the scoring system that had been already set up.

The third step was tabulating the students' pre-test and post-test scores based on their groups, the control and experimental group. Here, tabulation was the process of transferring data from the data-gathering instruments to the tabular form in which they might be systematically examined. The writer organized the data in an array, that was, arranging the data in descending order of scores. By using this way, the highest score, the lowest score, and the middle score were easily identified.

The fourth step was measuring the means scores of each group. It was computed by dividing the sum of all scores by the number of subjects of the study. Here, the means (*M*) of pre-test and post-test scores of the groups were compared to find out the progress before and after the treatments. If the mean score of pre-test was the same or higher than the mean score of post-test in the experimental group, it indicated that CSR did not contribute to the increase of the students' reading comprehension achievement. However, if the mean score of the post-test was higher than the mean score of pre-test in the experimental group, it showed that CSR had

contributed positively to the increase of the students' reading comprehension achievement.

The last step was analyzing the students' reading comprehension score of the pre-test of the experimental and control groups by using the *independent t-test* to know whether the subjects of experimental and control groups had significantly different or equal level before the experiment was conducted. In addition, the similar statistics measure was applied to the students' reading comprehension score of the post-test of the experimental and control groups to know to what extent was the difference between students who were taught using CSR and those who were taught using conventional teaching reading activities.

#### **D. RESULTS**

From the calculation of the pre-test of the experimental group that consists of 20 students, it is found that the *Mean (M)* of the pre-test scores for this group is 66.6 which can be interpreted that on average 66.6 students of control group are able to answer about 67% of the whole pre-test items. The *minimum score* is 60 and the *maximum score* is 80. In other case, it is found that the *Median (Md)* score of the pre-test for this group is 63.7 which can be interpreted that 50% of the students' scores are below 63.7 and 50% students' score are above 63.7.

Meanwhile, the result of pre-test of the control group is calculated which comes up with the *Mean (M)* scores of 64. This can be interpreted that on average 64 students of control group are able to answer about 64% of the whole pre-test items. The *minimum score* is 60 and the *maximum score* is 82.5. In other case, it is found that the *Median (Md)* score of the pre-test for this group is 62.5 which can be interpreted that 50% of the students'

scores are below 62.5 and 50% students' score are above 62.5.

From the results of the calculation of the scores of the post test, it can be found that the *Mean (M)* score of the post-test of the students in the experimental group is 74.3. In a practical sense this figure can be interpreted that the students of the experimental group are able to answer about 74% of the whole post-test items, compared to the mean score of the pre-test (i.e., 67%). The difference between the two scores indicates temporarily that there is a significant increase in the students' achievement in reading comprehension. In addition, the *Median (Md)* score is 72.5 which suggests that 50% of the students' scores are below 72.5 and 50% are above 72.5). It is also found that the *minimum score* is 67.5 and the *maximum score* is 90.

In other case, the calculation of the students' scores in post-test of the control group result the *Mean (M)* score of 67.6. This figure can be interpreted that about 68% of the whole post-test items can be answered by the students of control group. If it is compared with the pre-test result of the control group, it indicates temporarily that there is no significant increase between the two scores. In addition, the *Median (Md)* score is 65 which may be interpreted as 50% of the students' scores are below 65 and 50% of the students' score are above 65. Moreover, the *minimum score* is identified to be 60 and the *maximum score* is 85.

#### **E. DISCUSSION OF THE RESULTS**

The results of the analysis of the data of this research indicate that the use of CSR strategy is 'effective' to increase the students' achievement in teaching reading comprehension for the students of

Management Department of the Faculty of Economic, Muhammadiyah University of Sidoarjo. This can be seen from the significant increase in the scores of the post-test for students in the experimental group, compared to the scores of the post-test for the students in the control group who did not receive any treatment with CSR strategy.

The attempt to identify the effectiveness of CSR strategy for increasing the students' achievement in reading comprehension in this research is also conducted through the calculation of the *t-test* of post-test scores of the students in the experimental and control groups. The result of the calculation of the *t-test* value indicates that the *t<sub>value</sub>* is higher than the *t<sub>table</sub>* ( $2.18 > 2.021$ ), which can be interpreted that  $H_1$  is accepted. In other words, that CSR strategy is found to be helpful and effective to improve the students' achievement in reading comprehension, especially the students Management Department of the Faculty of Economic, Muhammadiyah University of Sidoarjo.

#### **F. CONCLUSION**

Considering the importance of developing students' reading skill, especially at the tertiary level of education, this research is designed in such a way to seek for the effectiveness of the use of CSR strategy to help students improve their competence and achievement in reading comprehension class. The major question raised in this research is that the teaching of reading at the tertiary level (i.e., Muhammadiyah University of Sidoarjo) seems to be inadequate satisfying. Many students have low motivation in learning English, especially in reading class. The students seem to consider that reading is very difficult to learn which may be brought

about by the lack of not only in the linguistic knowledge but also in the mastery of vocabulary items of English texts.

The application of CSR strategy in teaching reading comprehension (i.e., ESP reading comprehension) is made the major concern in this research because this strategy is effective with students, including language minority students. Moreover, it is assumed that the technique is the best method to solve the EFL classroom's problem on reading comprehension and give benefits to learning process such as in motivating the students, improving social interaction in the classroom, creating a positive learning environment, and improving reading skill.

In addition, CSR is an excellent teaching technique for teaching students reading comprehension and building vocabulary and also working together cooperatively. This technique is a way to help second language learners engage with difficult text and use the key reading strategies to improve comprehension. This is proved by fact that various lines of research on this approach indicate that CSR is an effective teaching tool that has the potential to enhance reading comprehension of (a) students with learning disabilities, (b) low- and average achieving students, and (c) English language learners.

This research is intended to measure and to investigate whether there is significant improvement of students' reading comprehension achievement after being taught using CSR. The data of this research are mainly in the forms of the students' scores in answering both pre-test and post-test assessments. The students are grouped into experimental group and control group who are then assigned to attend reading classes with different teaching strategy; the students in

the experimental group are taught reading comprehension with CSR strategy, while those in the control group discussed the reading topics without applying the principles of CSR strategy.

The results of the analysis of the students' pre-test and pos-test scores derived from both the experimental and control groups indicate that CSR is found to be an effective strategy to help students improve their achievement in reading comprehension. This happens at least to the students of the Faculty of Economics, Muhammadiyah University of Sidoarjo in studying ESP reading comprehension. All analysis approaches come up with the figure indicating that there is a significant increase in the students' reading achievement (from the point of view of pre-test and post-test as well as the control and experimental groups).

The analysis of the results of pre-test for the experimental and control groups indicate on average 66.6 students of experimental group are able to answer about 67% of the whole pre-test items. Meanwhile, the result of pre-test of the control group shows that on average 64 students of control group are able to answer about 64% of the whole pre-test items. The calculation of the scores of the post test suggest that the students of the experimental group are able to answer about 74% of the whole post-test items, compared to the mean score of the pre-test (i.e., 67%). The difference between the two scores indicates that there is a significant increase in the students' achievement in reading comprehension.

In other case, the analysis of the students' scores using the t-test provides further evidence that the score of the  $t_{value}$  is higher than  $t_{table}$  ( $2.18 > 2.021$ ). This means that there is a significant improvement in the students' achievement after they got treated using

CSR strategy when studying reading comprehension in the classroom. Thus, it can be concluded that CSR strategy contributes very much to the increase of the students' achievement in the teaching and learning processes for reading comprehension at the Faculty of Economic, Muhammadiyah University of Sidoarjo.

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# EMBEDDING ICT IN THE TEACHING OF WRITING: WEBLOG AS AN ALTERNATIVE TOOL

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## Abstract

*The arrival of digital technology has done much to change the way in which learning is displayed, shared, and analyzed in multimedia, as well as hypermedia environments. The adoption level of emerging web technologies is on the rise in academic settings. Students become more technologically literate and the trends of writing are shifting from paper-based texts to screen based texts. This paper first points out the teaching of writing in the digital age, with the integration of Information and Communication Technologies where Weblog is used as a promising tool. Toward this end, this paper further explains briefly about Weblog in writing course, its features and types, and technical matters concerning how to use weblog for writing instruction. The advantages of using Weblog are also described in this paper, carrying out the idea of utilizing Weblog in the writing subjects in the higher level of education.*

*Key words: Information and Communication Technologies, Weblog, Teaching of Writing.*

## A. INTRODUCTION

Technology in the digital age has affected our everyday lives in general and education in particular. It can be seen from the rapid developments in information and communication technologies (ICT), the multitude of Web-based tools available to institutions of learning, and the ever-increasing technical skills of students, which change the ways in which we teach and learn (Peretz, 2005). Recently, attention has turned to integrating technology into the curriculum, recognizing that being a competent user of technology is different from knowing how to teach with technology. The new vision of teaching practices and new roles of a teacher depart radically from the conventional teaching approaches and the traditional

roles of a teacher in school to the IT and Web-based teaching and learning.

It is no doubt that one of the most powerful IT tools is the Internet, or, more specifically, the World Wide Web (Web). Many tertiary institutes around the world have started using Web as an instructional environment for both primary means of communication delivery and a supplement to classroom teaching (Hiltz and Wellman, 1997, cited in Ng and Leung, 2002). In the era of globalization and lifelong learning, the web is increasingly being used to promote learning free from constraints of time and place. Becker (1999), cited in Ng and Leung (2002), explained that “Web search has become the third most common use of computers by students at school after word processing and the use of CD-ROM.”

Every year students come to school seemingly more wired than the year before. In fact, it is a rarity to find any student who does not have access to a computer. As students become more technologically literate, the trends of reading and writing are shifting from paper-based texts to screen based texts. Methods of writing instruction are following suit and teachers are implementing technology to facilitate these new teaching methods. It seems that one of the more popular technologies used is the Web-log, or blog, an online journal which allows anyone with access to a World Wide Web connected computer to publish their writing with little or no experience.

Given that students have access to the Internet, weblogs can easily replace traditional classroom uses of the private print journal. While weblogs are normally public, free tools such as Blogger can be used for private, expressive writing. Students need only choose “no” when Blogger asks if they want a public blog site, keep their site’s location on the web secret, and exchange the URL only with the teacher, resulting in a private electronic writing space where they can be free to express the personal (Lowe and Williams, 2004). Weblogging can be distinguished from formal writing by reckoning that it is primarily for fluency, and is for active conversation with others who are interested in the topic.

Considering that the arrival of ICT in the form of Weblog nowadays becomes popular for writing which can facilitate students to write well, this paper presents some viewpoints discussing the implementation of Weblog in writing course, its features and types, and technical matters concerning how to use weblog for writing. By embedding ICT

and Weblog in the teaching of writing, it is expected that students would be more interested in writing and finally improve their writing performance.

## **B. WEBLOG FOR WRITING**

### **What Is Weblog?**

Weblogs have existed online for almost a decade. However, it wasn’t until the second half of the 1990s that weblogs began to grow in popularity. The term “weblog” was first used in December 1997 by Jorn Barger to describe personal sites that are continuously updated, with commentary and links. Weblogs or “blogs” for short, began as websites that listed annotated hyperlinks to other websites containing interesting, curious, hilarious and/or generally newsworthy content located by the publisher of the weblog. These blogs generally are the result of wide-ranging online *and* offline research and often provide alternative perspectives on a topic or issue.

Started as a way to allow people to easily keep an online journal, Blog became popular as a means to self-publish. Blog is the simple version of a website with graphics, videos, animations, and links to other pages of blogs or websites. Blog allows the owner, or blogger, to type-in any kinds of information based on their interests. Most of the topics are about personal life; therefore blog is popular as an online diary (Bauer, 2003).

### **Features of Weblog**

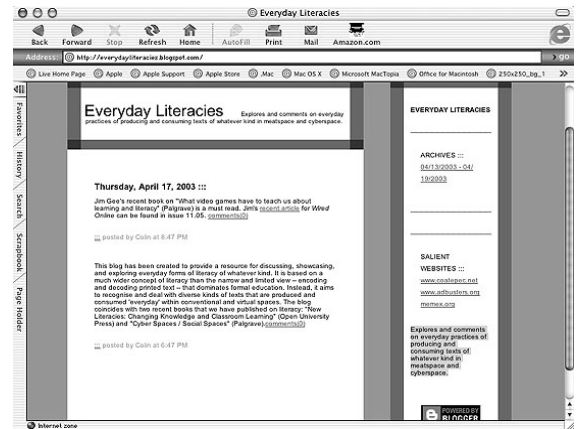
Winer (2003) describes some of the important features of blog:

1. **Weblog Posts.** Weblog posts are the contents of a blog in form of subject title and body message. Posts can be relatively short in length such as one or two paragraphs, or they could be

long paragraphs. The posts comprise a variety of media objects, including text, pictures, graphics, or multimedia. These posts have timestamps to denote time and date of the posts.

2. **Comments.** Readers of a blog have an opportunity to respond to the post, through a comment or feedback link. These comments create a thread as many readers can comment on a single post (Winer, 2003). They contain a timestamp and are viewable to the public. Bloggers can also respond back to reader comments.
3. **Archives.** The front page of a blog contains only some posts. For bloggers who have maintained their blogs for longer periods of time, they can store past blog posts in an archive. Archives can be organized by month, by week, or even by number of posts.
4. **Templates.** Another useful feature for bloggers is presentation tool that allow pages to be built from preset templates. Bloggers can choose from a variety of graphical layouts, typography and color schemes. This allows a complete customization and feeling of personalization for bloggers without any sophisticated technical expertise.

Pictures of the general layout of a blog:



## Types of Weblog for Writing Instruction

The first type is **tutor blog** through which the class teacher can produce special texts for reading and vocabulary activities by considering the students proficiency levels. Creating a tutor blog, the language teacher can also direct the students towards English websites and guide them in their self-study by creating “links to online quizzes, English news sites, key-pal networks, audio and video files for listening practice and interactive websites” (Campbell, 2003, cited in Simsek, 2009).

The second is **learner blog** run by individual learners. Campbell (2003), as cited in Simsek (2009) claims that this type of blog “may be best suited for reading and writing classes” and he explained the function of learner blogs in writing as follows: Individually, blogs can be used as journals for writing practice, or as free-form templates for personal expression. The idea here is that students can get writing practice, develop a sense of ownership, and get experience with the practical, legal, and ethical issues of creating a hypertext document. In addition, whatever they write can instantly be read by anyone else and, due





to the comment features of the software, further exchange of ideas is promoted (Farmer, 2006).

The last type Campbell (2003, cited in Simsek, 2009) advises for use with language classes is **class blogs** a collaborative work through effort of an entire class. It can serve like a free form bulletin board for learners to share thoughts on a common topic assigned as homework. It can also prove to be useful for an international language exchange.

### Activities Using Weblog in Writing Class

So, how do we get started implementing blogs in teaching writing? Like many aspects of teaching writing, the success of using blogs to supplement composition lessons relies on the directions and methods of the teacher. There are some steps that should be paid attention to when implementing blogging as strategy in improving writing skills. The steps are as in the following:

1. *Signing up on blogs.* Teachers and students should register to blogs in order to participate in blogging activities. Establishing a personal weblog is a relatively straightforward progress and can be done in about 10 minutes. In every meeting, teacher can ask students to access [www.blogspot.com](http://www.blogspot.com), and log-in to their blogs. Teachers and students should be familiar with commands and features in blogs.

2. *Writing on blogs.* This activity is also known as composing post on the blog. During this activity, students should develop their essays by typing in the composing field. Teachers can respond to students' questions during the typing-in activities.

3. *Utilizing the search engine.* This activity is intended to aid students in finding and expressing ideas for their

writing or blog post. Students should browse the internet to find websites or blogs covering topics which can support their essays.

4. *Browsing English dictionary and grammar websites.* This activity is directed to help students in using the appropriate vocabulary and correct English grammar. Students may acquire new vocabulary and lessen the errors or mistakes in their writings.

5. *Publishing blog posts.* This activity is the process of displaying students' writings on their blog pages. As this activity is performed, teachers and students can access blogs in order to see the essays developed by students.

6. *Giving comments, corrections, or suggestions to peers' writings.* This activity is aimed at having students to read their peers' blog posts. The teacher can ask students to click on links to their peers' blogs and then read their peers' writing. Teacher then asks students to make comments, suggestions, or corrections on the textbox of their peers' blog. Through reading on peers' essays, students are expected to learn how their peers choose topics, elaborate ideas, use appropriate vocabularies, and write effective sentences.

Meanwhile, Fauzan (2009) conducted a Classroom Action Research on the use of Weblog to improve students' writing skills in developing example essays. All of the activities were done in the computer laboratory, as described in the table below:

Meeting	Activity
Meeting 1	Giving materials Example Essay
Meeting 2	Giving materials of blog, signing up to <a href="http://www.blogspot.com">www.blogspot.com</a>

Meeting 3	Writing Example Essay on the blog
Meeting 4 2 (Students 11-20)	Writing Example Essay on the blog
Meeting 5 (Students 1-10)	Giving comments, suggestions, corrections to peers' blogs
Meeting 6 (Students 11-20)	Giving comments, suggestions, corrections to peers' blogs
Meeting 7 (Students 1-10)	Revising the Essay based on comments, suggestions, corrections
Meeting 8 (Students 11-20)	Revising the Essay based on comments, suggestions, corrections
Meeting 9 (Students 1-10)	Writing Example Essay on the blog
Meeting 10 (Students 11-20)	Writing Example Essay on the blog
Meeting 11 (Students 1-10)	Giving comments, suggestions, corrections to peers' blogs
Meeting 12 (Students 11-20)	Giving comments, suggestions, corrections to peers' blogs

### C. ASSESSMENT OF STUDENTS' WRITING

Teachers can use various types of scoring rubrics in assessing students' writing included in their Weblogs. Each of these types has a different purpose and focus in instruction and will provide different information for teachers and students (O'Malley and Pierce, 1996).

#### 1. *Holistic scoring*

O'Malley and Pierce (1996) explained that holistic scoring uses various criteria to produce a single score. They stated that holistic scoring system is used because in judging a written text to have a good quality is not merely from the sum of its components.

Holistic scoring is usually in the form of rubric which provides bands of descriptions corresponding to particular proficiency or rhetorical criteria (Hyland, 2003). Some ESL teachers, as mentioned by O'Malley and Pierce (1996),

developed a holistic scoring rubric which consists of four dimensions, they are: idea development/organization, fluency/structure, word choice, and mechanics. Other ESL teachers, cited in O'Malley and Pierce, developed another holistic scoring rubric which has six levels. Each level has five dimensions: meaning, organization, use of transitions, vocabulary, and grammatical/mechanical usage. Another well-known holistic scoring rubric for ESL is the scale used for TOEFL Writing Test (TWE) (Weigle, 2002).

#### 2. *Analytic scoring*

"In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score" (Weigle, 2002:114). According to Hyland (2003), it is beneficial since by rating each category, the features are not collapsed into one, so that more information will be gathered rather than a single holistic scoring. Analytic scoring is also usually in the form of rubrics.

According to O'Malley and Pierce (1996), analytic scoring has two advantages. The scoring provides feedback to students on aspects in their writing, and valuable information for teachers in planning the instruction. It also provides positive feedback on components of writing on which they have progressed most rapidly. However, Weigle (2002) claimed that the major disadvantage is that it takes longer than holistic scoring, since readers need to consider more than one aspect for every script.

#### 3. *Primary trait scoring*

O'Malley and Pierce (1996) noted that primary trait scoring focuses on features that are demonstrated in writing with respect to the teacher's instruction.

In other words, the main consideration of primary trait scoring is whether or not students show the features instructed by the teacher in their scripts. The primary trait, as mentioned by O'Malley and Pierce, could be language-based or content-based.

Hyland (2003) claimed that primary trait scoring lacks generalizability and needs a very detailed scoring guide for each specific writing task. In second language writing assessment, as indicated by Weigle (2002), primary trait scoring is not commonly used.

Meanwhile, concerning the assessment, Fauzan (2009) focused on the content of students' example essays, not the feature of their Weblogs, because Weblogs only serve as facilitator or tool to make the students interested in writing more fluently. He used a modified analytic scoring rubrics, as presented in the table below:

CRITERIA	SUB-CRITERIA AND POINTS		
Introductory Paragraph	(3) Provides all essential background information	(2) Provides some essential background information	(1) Provides minimal background information
	(3) Introduction creates interest and shows engagement with topic	(2) Introduction creates some interest and shows some engagement with topic	(1) Introduction creates little interest and shows little engagement with topic
	(3) Thesis statement is clear and insightful	(2) Thesis statement is clear and logical	(1) Thesis statement is somewhat unclear or lacking in logic
	(3) Rich, effective vocabulary and language use	(2) Effective vocabulary and language use	(1) Simple vocabulary and language use
	(3) Spelling, punctuation, capitalization enhance clarity	(2) Spelling, punctuation, capitalization are mostly correct	(1) Some errors in spelling, punctuation, capitalization, diminish clarity
Body Paragraphs	(3) Topic sentence is clear and insightful	(2) Topic sentence is clear and logical	(1) Topic sentence is somewhat unclear or lacking in logic
	(3) Transitions between paragraphs or sentences are logical and enhance meaning	(2) Transitions between paragraphs or sentences are logical but do not enhance meaning	(1) Transitions between paragraphs or sentences are insufficient
	(3) Example, explanation, or evidence are comprehensive	(2) Example, explanation, or evidence are fairly enough	(1) Example, explanation, or evidence are minimal
	(3) Rich, effective vocabulary and language use	(2) Effective vocabulary and language use	(1) Simple vocabulary and language use
	(3) Spelling, punctuation, capitalization enhance clarity	(2) Spelling, punctuation, capitalization are mostly correct	(1) Some errors in spelling, punctuation, capitalization, diminish clarity

Concluding Paragraph	(3) Conclusion thoughtfully and effectively ends the essay and goes beyond mere summary	(2) Conclusion effectively ends the essay and includes some observation beyond mere summary	(1) Conclusion ends the essay with summary and repetition only
	(3) Conclusion shows engagement with topic	(2) Conclusion shows some engagement with topic	(1) Conclusion shows little engagement with topic
	(3) Rich, effective vocabulary and language use	(2) Effective vocabulary and language use	(1) Simple vocabulary and language use
	(3) Spelling, punctuation, capitalization enhance clarity	(2) Spelling, punctuation, capitalization are mostly correct	(1) Some errors in spelling, punctuation, capitalization, diminish clarity

### Example of Students' Response to Blog

Bloggling represents the interaction of a community in the sense that all posts are subject to concerns about audience. In a classroom that uses weblogs extensively for posting content, as well as discussion and feedback from peers, the ongoing conversation becomes the voice of that community, which can make itself heard over the voice of any one, including the teacher. With the teacher no longer the overly predominant active reader and responder of student texts, students, as a community, take more ownership of their writing. Writing teachers should remember that much of the purpose of private writing is to create a teacherless writing space where students take ownership. Peter Elbow (1998) arrived at free writing as a means of escape from the anxieties created by a history of writing instruction. Private writing created a comfortable place where he could find himself as a writer; public writing through weblogging can do the same. One student wrote:

When I first looked over the syllabus for the class before the first day of school and I saw the word 'blog' all over the place, I was like what??? I had never ever heard of the word blog... So I got a little nervous, but I realized that I probably wasn't the only one who didn't know what a blog was, so I decided not

to freak out and keep a positive outlook on the class. Now, 3 weeks into the class, I love blogging! It's really cool! I really like how you can read what other people wrote, and other people can comment on what you wrote so you get some feedback from your class mates. It's also a really good way of communication and you get to know people in a sort of different way, other than meeting them face to face.

Another student wrote:

What I have enjoyed most about blogging is that even though we have certain topics to expand upon, I can post my own thoughts and feelings in a relaxed environment. As I have already stated in a previous blog, being in relaxed environment when you write is probably one of the best things for your writing. You can always write how you feel about the desired topic that you have to blog about.

### **Advantages of Using Weblog**

There are numerous benefits that Writing teachers and students can get. One of them is that Blogs provide the space for students to express themselves through text-based medium. Blogs are best implemented to *activate students' learning independence*. Blog can be a forum for students to express themselves, reflect on what has been learned in the class, engage in critical thinking and express opinion.

Blog also provides a writing space for a student to claim ownership like no other medium of writing. Similar to a journal, the student has complete control over the discourse and can choose what audience they might direct their writing towards, but unlike journals, which has an audience of primarily the author and a

select number of readers, the audience can be anyone with access to a computer connected to the World Wide Web. Not only will students be able to experiment with writing for an unknown audience, they will receive critical and "real" feedback from their audience (Wentzell, 2009).

According to Leverett (2006), A crucial difference between students' publishing work on weblogs and preparing paper copies of finished work is that anyone can read the weblogs at any time, and people do. While most writing teachers hold the English-speaking world as the ideal, if abstract, audience of essays and research papers, those who publish on weblogs experience this audience first hand. If our ultimate goal is integration into an English-speaking discourse community, we have at least shown them one, and begun the process, in marked contrast to the private-exchange model, where a student's paper is seen primarily by one teacher (a private reader) - who may, by virtue of knowing the student, be more tolerant of his/her writing weaknesses than the typical English-speaking reader, or their academic teacher.

Fellner and Apple (2006) investigated the improvement of students' writing through blogging activities. They compared the number of words and word frequency levels in students' blogs at the beginning and at the end of the program. At the beginning, the students' blog posts average word count was less than 35 words. By the end of the program, there was nearly a 350% increase in the number of words used in students' blog posts. Fellner and Apple believe that using blog as part of an intensive English CALL program would *promote writing fluency* because students can recycle

vocabulary and notice their language use.

Here are other advantages of using weblog:

- weblog foster active learning.
- weblog eliminate physical storage problems.
- weblog are accessible and easy to upgrade. Teachers and students can tap into the blog wherever there is an internet connection.
- weblog are interesting in form and content as it can store multiple media.
- weblog motivate students, especially in improving their writing ability.
- weblog are instruments of feedback and discussion on student performance.
- weblog allow cross-referencing of student work.

### **Shortcomings in Using Weblog**

Weblogs have come into their own as an educational tool and are beginning to be used more often in ESL/EFL settings in a variety of ways. However, a major obstacle in the practice of web-based instruction is the limited understanding of learners' characteristics and perceptions about technology use (Saeed, N., Yang, Y., & Sinnappan, S., 2009). Thus there is a need to understand the relationship between students' learning styles and their preferences for instructional strategies, including the use of emerging web technologies. Since learning styles provide information about individual differences in learning preferences they can suggest how instruction can be best designed to support the learning preferences.

Another difficulty in using Weblog is that not every school or institution has a good computer lab. Although almost all schools have computer lab, only some are connected to

Internet. However, this shortcoming does not prevent creative teachers to use weblog. They do not always have to use weblog or internet connections every time they teach writing in the class. They can give students homework to post their final draft of writing on their blogs, at the end of the meeting schedule. Most of the students do this kind of homework at the weekends at home or in the nearest cybercafé.

### **D. TIPS FOR WRITING TEACHERS USING WEBLOG**

Wentzell (2009) suggested the following activities to start using Weblog for writing teachers:

1. *Consider blogging yourself.* To understand the finer details of blogging, starting and maintaining a personal or professional blog is advised. This technology presents an opportunity for hands-on experience and may spark ideas for how to best apply blogging to your writing lesson plans. Blogs are analogous to blank sheets of paper. They are tools which students use to compose, but unlike a piece of paper, blogs have the unique characteristics of continuous feedback, collaboration outside of the classroom, and a broader audience.
2. *Start by modeling blogging for your students.* Like other mediums of writing there are successful blogs, and not so successful blogs. Showing students what is expected of their blogs, and participation in the reading and commenting of other blogs will reduce confusion and misunderstanding.
3. *Make the blogs more public.* One of the more significant and unique aspects of blogging is the opportunity for students' writing to be published

for, and commented on, by an authentic public audience. One method of making a student's blog more public is to have the students read other writers blogs, make comments, and then invite them to read their blogs. Before long, students may find they have a network of readers commenting and recommending their blogs.

4. *Explain the "reach" of blogs to your students.* Just as there are benefits to having students' writing being made public, there are also downfalls, but these pitfalls can be avoided with the explanation that what is published can be read by anyone including teachers, parents, current or eventual employers, school administrators, and even police. To these suggestions might be added that a teacher give purpose behind the blogs. A common misuse of blogs is letting students set their own agenda for what writing they might choose to do. Students do need the direction of the assignment to write.

## **E. CONCLUSION**

In the era of globalization and lifelong learning, the computer, Internet and Web are increasingly being used to promote learning free from constraints of time and place. Moreover, Web search has become the third most common use of computers by students at school after word processing and the use of CD-ROM. As a result of the availability of ICT, the teaching of writing is undergoing modification, for both native and non-native writers.

Blogging is an authentically collaborative medium of public writing. In relation to the teaching of writing, some articles published on the internet show that blog is best implemented to

increase students' performance in writing skills. It allows students to develop and maintain control of their discourse, and teachers to develop assignments and activities that promote a democratic classroom that encourages student writers to collaborate, critique, and define knowledge. Used effectively, blogs address both these virtues of writing and give students' ownership of writing and a responsive audience that is authentic in cyberspace.

There are three types of blog used for writing: tutor blog, class blog and learner blog. Some activities which are crucial in the teaching of writing using Weblog are signing up on blogs, writing on blogs, utilizing the search engine, browsing English dictionary and grammar websites, publishing blog posts, and giving comments, corrections, or suggestions to peers' writings.

Among all the advantages of using Blog for writing is that Blogs can be used to facilitate directive based assignments or projects where the teacher sets the agenda of the discussion and writing, or where the student is free to exercise their own methods of discourse, similar to writing in a journal, but with a difference of having an audience that is not limited by the relatively minimal availability of the text.

Moreover, Blogs provide a writing space for a student to claim ownership like no other medium of writing. Unlike journals, which have an audience of primarily the author and a select number of readers, the audience of Blogs can be anyone with access to a computer connected to the World Wide Web. Not only will students be able to experiment with writing for an unknown audience, they will receive critical and "real" feedback from their audience.

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**DESIGNING EPT TRAINING SYLLABUSES  
FOR NON-ENGLISH DEPARTMENT STUDENTS  
OF UNIPDU JOMBANG  
(A STUDENTS' NEEDS ANALYSIS)**

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**Abstract**

*The EPT test is an internationally accepted standard of English that measures the academic English proficiency of a non-native speaker of English. This research is aimed at designing EPT training syllabuses and workbooks that meet the needs of non-English department students of UNIPDU Jombang with low level of English proficiency. In general, the contents of the syllabuses based on the students' needs analysis are as follows: 1. Listening comprehension: PART A: meaning questions, suggestion, prediction, implication, inferences, PART B: topics of conversations, details of conversations, PART C: topics of talks/lectures, details of talks/lectures; 2. Structure and Written Expression: a. Incomplete sentences: conjunctions, comparisons, subject missing, adjective clauses, b. Underlined words: count/non-count nouns, banana rule, adjectives, prepositions, noun-pronoun agreement, singular/plural nouns; 3. Reading Comprehension and Vocabulary: References, passage organization, exception, inferences, topics, main ideas.*

**Keywords: EPT, students' needs, syllabuses**

**A. INTRODUCTION**

The EPT (ENGLISH PROFICIENCY TEST) is a test of standard English that is used to measure the academic English proficiency of a non-native speaker of English. EPT is organized by UNIPDU to measure the ability of its students to use and understand English as it is spoken, written and heard in college and university settings. EPT uses PBT TOEFL format as the model of the test. It consists of three Sections: Section 1. Listening Comprehension, Section 2. Structure and

Written Expression, and Section 3. Reading Comprehension and Vocabulary.

In preparing non-English department students for the EPT test, the EPT trainers at UNIPDU often face some difficulties. First, they come from different English language background and, by and large, have insufficient English skills. Second, there are so many topics or problems to discuss while the time allotted for the class preparation is limited. At UNIPDU, the EPT training is only conducted in 20 and 30 hours (13 – 19 meetings). Such situation, of course, often makes EPT trainers at UNIPDU have difficulty deciding which topics

should be addressed in the training and which ones should not. As a result, the students often do not get what they actually need which in turn makes their scores on EPT remain low. Therefore sound syllabuses and teaching materials which comply with the students' needs are urgently needed.

The first and most important factor to be considered when constructing teaching materials is the learners. If the points of the materials are relevance, interest, motivation, and meeting specific students' needs, then clearly syllabus developers must ensure they know their learners well. Any consideration of syllabus or materials design must begin with a needs analysis.

Meeting students' or learners' needs is one of the effective and efficient ways in ESL teaching (Richards, 2003: 51). Students' needs are often described in terms of linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do. One of the basic assumptions of curriculum development is that a sound educational program should be based on analysis of learners' needs (Richards, 2003: 51). Procedures used to collect information about learners' needs are known as needs analysis.

This research is aimed at designing EPT training syllabuses that meet the needs of non-English department students at UNIPDU with low level of English proficiency. An important advantage of specifying the target readers is contextualization. A key criticism of commercial materials, particularly those produced for the world-wide market is that they are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational context. Thus by specifying the target

readers, the problem of lack of 'fit' of the course book will be able to overcome.

## **B. FINDINGS**

### **1. The results of question items analysis**

#### **a. Listening Comprehension**

After conducting an analysis on 300 listening questions in Part A. Listening Section (Short Conversations), it is found out that nine problems are present in this part. Out of them, five are regarded as commonly found problems: meaning question, implication, inference, suggestion, and prediction.

In Part B Listening Section (Longer Conversation), there are 81 questions analyzed. Among the questions, it is identified that 6 kinds of problems exist. However, as can be seen in the table above, there are only two problems that can be said as commonly found in this part.

In part C Listening Section, there are 119 questions analyzed. Among the questions, 5 kinds of problems are identified, and only two problems are categorized as commonly found in this part: details and topic.

#### **b. Structure and Written Expressions**

##### **1) Incomplete Sentences**

Questions number 1 to 15 in Structure and Written expressions section are called 'incomplete sentences'. Here the test takers are required to complete a sentence with one of four possible answers provided. In this type of question, out of 150 questions analyzed, 35 problems are identified and nine problems can be categorized as commonly found problems: Adjective clauses, conjunctions, verbs, subject missing, S+V missing, comparisons,

adverbs, participial phrases, and appositives.

## 2) Underlined Words

Questions number 16 to 40 are underlined words. The test takers are to choose the incorrect words/phrase among four underlined words/phrases. There are 250 questions analyzed. Out of them 37 problems are identified. As can be seen in the table above, 16 problems can be said as commonly found problems. They are adjectives, prepositions, noun forms, singular/plural nouns, articles, adjective clauses, passive voice, adverbs, subject-verb agreement, conjunctions, noun-pronoun agreement, count/non count nouns, banana rule, word order, tenses and phrasal verbs. The problems can be grouped into seven groups: sentence patterns, phrasal construction, connectors, verb tenses, preposition, word classes, and agreement.

### c. Reading Comprehension

After analyzing 500 reading questions, it is found out that 12 problems exist. Out of them, eight are regarded as commonly found are obtained.

problems: vocabulary, details, reference, topic, exception, inference, passage organization, and main idea.

## 2. The students' weakness points

After conducting the test to the respondents based on the common problems found in EPT, the following results

### a. Listening Comprehension

#### 1) Listening: Part A

In part A, it is found out that the respondents had difficulty on all kinds of

problems. The following table shows the list of students' weakness points from the most problematic to the least one.

No.	Problems	Number of students	Percentage
1	inference	3	6.82
2	meaning question	5	11.36
3	suggestion	5	11.36
4	prediction	6	13.64
5	implication	11	25.00

#### 2) Listening: Part B

In part B Listening Section, as discussed earlier, there are two common types of problems: topics and details. On these types of problems, it is identified that the students mainly had problem on topic questions. Out of 44 respondents, 39 students had trouble figuring out the conversational topics.

The following table shows the list of students' weakness points in Part B. Listening from the most problematic to the least one.

No.	Problems	Number of students	Percentage
1	topics	5	11.36
2	details	16	36.36

#### 3) Listening: Part C

In Part C, the most difficult problem for the respondents is details of the talks/lectures where only 6 students (13.64 %) had no problem on it. The nature of the talks or lectures which are commonly long may contributable to the students' errors. On the other hand, many respondents did not have any difficulty identifying the topics of the talks/lectures. 30 students (68.18 %) could handle the questions well.

The following table shows the list of students' weakness points in Part C. Listening from the most problematic to the least one.

No.	Problems	Number of students	Percentage
1	Details	6	13.64
2	Topics	30	68.18

## b. Structure and Written Expression

### 1) Incomplete Sentences

The most problematic question for the respondents is that on participial phrases. There were only 2 students (4,55 %) who could answer the questions well. Constructing a participial phrase is one of difficult rules in English and is of advanced level. The knowledge on '-ed' and '-ing' is a must to be able to answer the questions of this problem. The least troublesome problem is verb missing. Some questions ask the correct form of the verb and some ask which verb that agrees with the subject. On this problem, many respondents (52.27 %) could handle the problem suitably.

The following table shows the list of students' weakness points in 'Incomplete Sentences' type of questions from the most problematic to the least one.

No	Problems	Number of students	Percentage
1	participial phrases	2	4.55
2	comparisons	8	18.18
3	subject missing	12	27.27
4	conjunctions	13	29.55
5	adjective clauses	14	31.82
6	S+V missing	16	36.36

7	appositives	18	40.91
8	adverbs	20	45.45
9	verb missing	23	52.27

### 2) Underlined words

The following table shows that the most challenging problem in 'underlined words' type of question is count/non-count nouns. Out of 44 respondents, only 1 student (2.27 %) could answer the questions. The least troublesome problem is subject-verb agreement. Here 25 students (56.82 %) could answer the questions well.

The following table shows the list of students' weakness points in 'Underlined Words' type of questions from the most problematic to the least one.

No	Problems	Number of students	Percentage
1	count/non count nouns	1	2.27
2	noun-pronoun agreement	3	6.82
3	adjectives	4	9.09
4	prepositions	5	11.36
5	banana rule	5	11.36
6	tenses	5	11.36
7	singular/plural noun	6	13.64
8	articles	7	15.91
9	phrasal verbs	8	18.18
10	word order	9	20.45
11	conjunctions	9	20.45
12	adverbs	10	22.73
13	noun forms	11	25.00
14	adjective clauses	16	36.36
15	passive voice	17	38.64
16	subject-verb agreement	25	56.82

### c. Reading Comprehension

The following table shows that locating references is the most difficult problem for the respondents. The least difficult problem is that on details of the passage. Many respondents seemed to be able to apply their scanning technique quite well. At least it is indicated by the number of the respondents who could manage such questions.

The following table shows the list of students' weakness points in Reading Comprehension from the most problematic to the least one.

No	Problems	Number of students	Percentage
1	References	10	22.73
2	exceptions	11	25.00
3	inferences	11	25.00
4	referring to the passage	11	25.00
5	topics	17	38.64
6	main ideas	20	45.45
7	vocabularies	23	52.27
8	details	29	65.91

## C. DISCUSSION

EPT test is aimed at measuring a student's English proficiency in academic setting. Academic English refers to the language used by the educated people and is needed to function at the university level and beyond.

### 1. Listening Section

The listening section of EPT test focuses on measuring the test takers' understanding of spoken English especially that in academic setting (class discussion, lectures, etc). Sharpe (2007: 67-152) suggests four academic skills a student must possess to succeed in his/her study. The skills are taking notes, paraphrasing, summarizing, and

synthesizing. In EPT listening, the skills are represented and tested by different types of questions. As described earlier, the common problems found in Listening section are meaning questions, implication, inference, suggestion, prediction, topics and details of conversation/talks/lectures.

In EPT Listening, the taking notes skill is tested by the questions on details of conversation/talks/ lectures. Sharpe (2007: 67) explains that this skill refers to how well a student identifies important information including all the main ideas and major facts of what he/she hear/read it.

The second academic skill tested in EPT Listening is paraphrasing. Paraphrasing means using different words to express the same meaning (Sharpe, 2007: 87). In EPT Listening, the paraphrasing skill is represented by the questions on meaning, suggestion, implication, and inferences.

The skill of summarizing in EPT Listening is tested by questions on topic and inferences. According to Sharpe (2007: 14), summarizing is related to paraphrasing because the test takers should use their own words to express an idea they have heard. To be successful academically, the students must be able to find the gist of a lecture or talks.

In short, it can be said that the EPT Listening questions are aimed at measuring three test takers' academic skills (taking notes, paraphrasing, and summarizing). Through the testing on such skills, the result of the EPT listening test should give a description of a student's ability in understanding spoken English.

In relation with the respondents' listening skill, it can be concluded that the respondents are not ready to follow a lecture or talk delivered in English yet. At

least it can be seen from the respondents' test results. Among the common listening skills tested, the students have difficulty in all EPT listening problems. Firstly they show a lack of taking notes skills as indicated by their poor test results on details questions. Secondly, they show a lack of paraphrasing skill, as indicated by the test results on meaning, suggestion, implication, and inference questions. Finally, they also don't have ability in understanding a gist of a conversation or lecture as indicated by their poor results on topic questions.

## **2. Structure and Written Expression Section**

Section 2 of the EPT Test deals with grammatical problems. Based on the findings discussed earlier, the common problems found in EPT can be classified into seven groups: sentence patterns, phrasal constructions, connectors, verb tenses, classes of words, degrees of comparison, and agreement. According to Wishon and Burks (1980) the seven grammar problems are the major theme a student should master to be able to write well in English.

Considering the common problems found, it can be concluded that Section 2 of EPT mainly assesses the test takers' ability in developing English sentence patterns of written English in their simple and expanded forms and in the major transformations of those forms. The results of the test will not only give description about the test takers' writing skills but also their reading comprehension – as we know many researches show a close relationship between grammatical competence and writing competence (Fatemi, 2008) or reading competence (Lopez, 2008).

Considering the respondents' test results, it can be concluded that the

respondents have difficulty in writing good English. Among the common grammar skills tested, the students have problem in almost all EPT grammar problems. In general, it can be seen from their test results on three important grammatical points: sentence pattern, phrasal construction, and classes of words. Firstly, they don't have good knowledge on English sentence patterns as indicated by their poor test results on the questions of subject verb missing, S+V missing, and passive voice. Secondly, they have problems with phrasal constructions, as shown by their poor test results on appositives, participial phrases, and phrasal word order. Thirdly, the respondents also don't have good knowledge on English classes of words as can be seen from their unsatisfying test results on articles, nouns, adjectives, verbs, prepositions, and adverbs.

## **3. Reading Section**

The EPT Reading section focuses on measuring the test takers' understanding of written English especially that in academic setting (e.g. scientific, social passages, etc). The EPT Reading questions relate to the academic skills, namely note taking, paraphrasing, summarizing, and synthesizing. In EPT Reading, the skills are represented and tested by different types of questions. As described earlier, the common problems found in Reading section are references, exceptions, inferences, passage organization, topics, main ideas, vocabularies, and details.

Firstly EPT Reading assesses the taking notes skill. Sharpe (2007: 67) explains that this skill refers to how well a student identifies important information including all the main ideas and major facts of what he/she read it. In EPT

Reading, the taking notes skill is tested by the questions on details, main ideas, exception and passage organization.

The second academic skill tested in EPT Reading is paraphrasing. Paraphrasing means using different words to express the same meaning (Sharpe, 2007: 87). In EPT Reading, the paraphrasing skill is represented by the questions on vocabulary and references. The vocabulary questions will ask the test takers to identify the correct synonym of a word.

The skill of summarizing in EPT Reading is tested by the topic and inference questions. According to Sharpe (2007: 14), summarizing is related to paraphrasing because the test takers should use their own words to express an idea they have read. To be successful academically, the students must be able to find the gist of a lecture or talks.

In short, it can be said that the EPT Reading questions are aimed at measuring three test takers' academic skills (taking notes, paraphrasing, and summarizing). Through the testing on such skills, the result of the EPT Reading test should give a description of a student's ability in understanding English texts.

Considering the respondents' test results, it can be concluded that the respondents are lack of three academic skills in reading: taking notes, paraphrasing, and summarizing. Among the common reading skills tested, the students have difficulty in all EPT reading problems. Firstly they show a lack of taking notes skills as indicated by their poor test results on the questions of details, main ideas, exception and passage organization. Secondly, they show a lack of paraphrasing skill, as shown by the test results on vocabulary and references. Finally, they also don't have ability in

understanding a gist of a conversation or lecture as indicated by their poor results on topic and inference questions.

## **D. THE IMPLICATION ON THE SYLLABUSES MAKING**

### **1. The syllabuses**

Concerning that this study would like to build teaching materials which help students get better scores on EPT, the following course rationale is constructed.

*This course is designed for the students who would like to take EPT test or any tests like EPT. This course seeks to enable the students get EPT score of 475 up. It teaches the problems (in Listening, Structure, and Reading) which are commonly found in EPT. This course is designed to give the students the materials which are suitable to their strengths. It provides them with many practices resemble to the actual questions in EPT, in order that they will be familiar with the question formats. It also seeks to develop the students' skills in independent learning outside the classroom.*

The syllabuses constructed apply the topical or content-based framework. This is a syllabus that is organized around themes (Richards, 2003: 157). With a topical syllabus, content rather than grammar, functions, or situation is the starting point in syllabus design. This framework is chosen in line with the nature of the course that would be developed. The course as mentioned in the course rationale above would like to teach the common EPT problems to the participants/students.

The content of the course will depend on the learners' proficiency levels (Richards, 2003: 148). The information gathered during needs analysis will contribute to the planning of course contents..

Finally, considering the common problems found, the weakness points of the students on EPT, and the number of meetings allocated for each section/parts, the following problems will be included in the teaching process (the complementing materials will include the practices on other commonly found problems that can be self-studied by the students).

#### **a. The suggested syllabuses for 20-hour training**

Considering the number of meetings allocated, the number of common problems found and the students' weakness points, all problems can be accommodated in the teaching process with the following topical breakdowns.

#### **Section 1. Listening Comprehension (5 meetings)**

1. Part A: 3 meetings  
Meeting 1: meaning questions  
Meeting 2: suggestion, prediction  
Meeting 3: implication, inference
2. Part B: – 1 meeting  
Meeting 4: topics of conversations, details of conversations
3. Part C: – 1 meeting  
Meeting 5: topics of talks/lectures, details of talks/lectures

#### **Section 2. Structure and Written Expression (5 meetings)**

1. Incomplete sentences: – 2 meetings

Meeting 6: conjunctions, comparisons,

Meeting 7: subject missing, adjective clauses

2. Underlined words: – 3 meetings

Meeting 8: count/non-count nouns, banana rule

Meeting 9: adjectives, prepositions

Meeting 10: noun-pronoun agreement, singular/plural noun

#### **Section 3. Reading Comprehension and Vocabulary**

1. Common problems in TOEFL

Reading: – 3 meetings

Meeting 11: reference, passage organization

Meeting 12: exception, inferences

Meeting 13: topics, main ideas

#### **b. The suggested syllabus for 30-hour training**

In general there is no significant difference between the syllabus for 20-hour training and that for 30-hour. The main difference is that on the composition of problems in Structure and Written expressions and Reading Comprehension where there are more problems accommodated. The process of selecting the contents of the syllabus is still the same: Considering the number of common problems found, the students' weakness points, and the number of meetings allocated for each section.

The syllabus for the 30-hour training is thus as follows:

#### **Section 1. Listening Comprehension (7 meetings)**

- 1) Part A: – 4 meetings  
Meeting 1: meaning questions  
Meeting 2: suggestion  
Meeting 3: prediction  
Meeting 4: inference, implication



- 2) Part B: – 2 meetings  
Meeting 5: topics of conversations  
Meeting 6: details of conversations
- 3) Part C: – 1 meeting  
Meeting 7: topics and details of conversations

## **Section 2. Structure and Written Expression (7 meetings)**

- 1) Incomplete sentences: – 3 meetings  
Meeting 8: conjunctions, comparisons  
Meeting 9: subject missing, S+V missing  
Meeting 10: adjective clauses, participial phrases
- 2) Underlined words: – 4 meetings  
Meeting 11: articles, banana rule  
Meeting 12: adjectives, prepositions  
Meeting 13: noun-pronoun agreement, tenses  
Meeting 14: singular/plural nouns, count/non count nouns

## **Section 3. Reading Comprehension and Vocabulary (5 meetings)**

- Meeting 15: vocabulary
- Meeting 16: reference, passage organization
- Meeting 17: details, exception
- Meeting 18: inference
- Meeting 19: topics, main ideas

## **E. CONCLUSION**

An important advantage of specifying the target readers is contextualization. A key criticism of commercial materials, particularly those produced for the world-wide market is that they are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational

context. Thus by specifying the target readers, the problem of lack of ‘fit’ of the course book will be able to overcome.

Another important advantage of creating teaching materials (textbooks, workbooks, etc) which suit the students’ needs is that the teachers will not be busy preparing the teaching materials every time they begin a class. With the teaching materials already in hand, they will be able to devote their time to teaching rather than material production (Richards, 2003: 255).

The term *needs* is sometimes used to refer to *wants, desires, demands, expectation, motivations, lacks, constraints, and requirements* (Brindley 1984: 28). Needs are also often described in terms of a linguistic deficiency, that is, as describing the difference between what a learner can presently do in a language and what he or she should be able to do (Richards, 2003: 54).

This research is aimed at designing EPT training syllabuses and workbooks that meet the needs of non-English department students of UNIPDU Jombang with low level of English proficiency. The main problem faced by the teachers in giving training on EPT is the time constraint. They usually have very limited time to teach while at the same time they have many topics to deliver. Therefore they often have difficulty deciding which topics that should be given and which ones are not. The problem is even worse when the students have low proficiency of English.

In relation with the nature of EPT questions, it can be concluded that the questions are aimed at assessing the readiness of the students in studying in college or university. The listening and reading sections concern with three academic skills: taking notes, paraphrasing, and summarizing. The

grammar section tests the knowledge of the students in building good English sentences.

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# THE EFFECTIVENESS OF CALLA MODELS ON IMPROVING ENGINEERING STUDENTS' COMMUNICATIVE COMPETENCE.

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## Abstract

*This research was intended to meet the objective of the study: to examine the effectiveness of CALLA Models in improving students' communicative competence. This study revealed several important findings. Firstly, group of students who receive CALLA Model is more effective in improving students' communicative competence compared to control group who do not receive Strategies-Based Instruction. The statistical computation also shows that there was enough evidence to reject the null hypothesis. Based on the result of this study, there were some suggestions made by the writer which are addressed to English teacher, students and future researchers. It is hoped that English teachers could not only know how to teach the language, but also know how to develop students' learning strategies. Thus, learners are demanded to learn and use more learning strategies. The students may try or use any learning strategies which enable them to be better in speaking English. For the researchers, it is suggested to take the findings as well as the limitation of the present study for different level of students. Similar research could also be conducted in different field, such as science.*

*Key Words: CALLA Models, Communicative Competence*

## A. INTRODUCTION

Speaking is one of language skills that should be mastered in learning English. This skill is the most significant indicator for students' success in learning a language. By mastering speaking skill, students can communicate their ideas in school and especially when they have worked.

Moreover learning how to speak English fluently and accurately is always a grand task for students who graduate from a university. The university outcomes are demanded to have speaking competence to compete in finding a good job. They have to be able to talk their ideas and clarify their thinking in spoken

form. Considering the demands of communicative competence, English teachers need to pay more attention to the development of learners' communicative competence and focus on a more effective and successful method.

Considering the quality policy of *Politeknik Perkapalan Negeri Surabaya (PPNS)* in performing a qualified vocational education to produce high competitive graduations (<http://www.ppns.ac.id/index.php/tentang-ppns/kebijakan-mutu.html>), the *PPNS* graduations are expected to master not only technical skills but also soft skill that is their communicative competence

that can support their competencies in facing working world.

As a vocational education institution, *Politeknik Perkapalan Negeri Surabaya (PPNS) ITS*, has strict learning schedule. Talking about English, it is only a minor subject in this institution. In fact, the English Subject is only learned in a very limited time by PPNS students. Students only learn English once a week in two hours. Surely, it is not enough compared with the competency should be mastered by the students. Therefore, it can be concluded that the limited time is one of the problem faced in learning English.

Another problem found in English learning is *PPNS* students' low motivation in learning English. It is mainly caused by the position of English as a minor subject. Students are already burdened by so many assignments from engineering subjects that are considered more important than English subject. Therefore, English are sometimes neglected and considered not very important.

Generally, students don't have intention to add their knowledge by following any English course outside the classroom. It means that students only learn English in classroom. Thus, it can be assumed that the very limited time in classroom with their teacher become a very valuable moment in their English learning. So, the role of teacher in using their valuable time is very important. Teachers should be able to use the very limited time to be a meaningful learning that can increase the student's competence.

Moreover, students learn English without using any learning strategy. In fact, they are not aware that they have to use specific learning strategy match with

their learning style to be successful in learning a language. They only learn English by doing any assignment given by the teachers. Therefore teachers should make the students aware their specific language learning strategies and urge them to use those strategies in optimizing their competence. Thus the writer believes that by developing students' use of their learning strategies can improve their communicative competence.

Because of those conditions and factors, in this study the researcher designs the English learning in classroom based on student's language learning strategies by adopting the five phases of the CALLA (Cognitive Academic Language Learning Approach) instructional sequence (Chamot & O'Malley, 1994; Chamot *et al.*, 1999, as cited in Chamot, 1999).

The writer believes that **CALLA Models** can help students "learn better" by raising students' awareness of language learning strategies, by highlighting the relationship between strategy use and language learning tasks, and by increasing students' existing language learning strategies. By implementing Strategies-Based Instruction in classroom, the students' learning strategies can be improved.

Therefore, this study aims to point out the efficiency of language learning strategies on students' communicative competence. This study also illustrates a useful way for language learners and teachers to know how to make good use of language learning strategies in promoting communicative competence.

Moreover, this study also gives a clear method in implementing CALLA (Cognitive Academic Language Learning Approach) model in language learning process. This implementation could be

seen in the lesson plan organized by the teachers. Thus, it is very useful for the students to improve their communicative competence with more effective and efficient ways by using their specific language learning strategies.

Based on the background above, the researcher formulates the following questions:

1. Does the use of CALLA models in language learning process improve the students' communicative competence?
2. How is the effectiveness of CALLA models in improving students' communicative competence?

In accordance with the problem stated above, this study is designed to examine the effectiveness of CALLA models in improving students' communicative competence. It is hoped that by the use of CALLA model in implementing language learning strategies employed by the students to the learning process in classroom, the students' communicative competence can be improved. Thus, the way this method is organized in classroom learning would give benefit to other teachers in collaborating the students' learning strategies.

The writer adopts CALLA model in developing Strategies-Based Instruction to implement the students' learning strategies in the learning process. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research. The Cognitive Academic Language Learning Approach (CALLA) is investigated by Chamot and O'Malley. It is designed to develop the academic language skills of

the students with limited English proficiency. CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks. (Chamot, 2005)

The CALLA (Chamot, 2005; Chamot *et al.*, 1999) model is composed of five steps, namely:

#### **1) Preparation.**

In this stage, the teacher identifies students' current learning strategies for familiar tasks, such as recalling their prior knowledge, previewing the key vocabulary and concepts to be introduced to the lesson;

#### **2) Presentation.**

In this stage, the teacher models, names, explains new strategy; asks students if and how they have used it, such as selective attention, self-monitoring, inference, elaboration, imagery and note-taking strategies;

#### **3) Practice.**

In this stage, the students practice new strategy; in subsequent strategy practice, the teacher fades reminders to encourage independent strategy use by being asked to check their language production, plan to develop an oral or written report or classify concepts;

#### **4) Evaluation.**

In this phase, the students evaluate their own strategy use immediately after practice, determining the effectiveness of their own learning by summarizing or giving a self-talk, either cooperatively or individually;

#### **5) Expansion activities.**

In this phase, the students transfer the strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies and integrate them

into their existing knowledge frameworks.

## B. METHODS

The design of the study is using quantitative research methods. This study is to accomplish the task by performing an experimental research design. The variables are manipulated and their effects upon other variables are observed. It refers to the cause of implementing CALLA Model that is hoped has a positive and significant effect in increasing student's communicative competence. Therefore, this study will be best conducted in an experimental research design, because it is the only truly reliable method of establishing cause and effect.

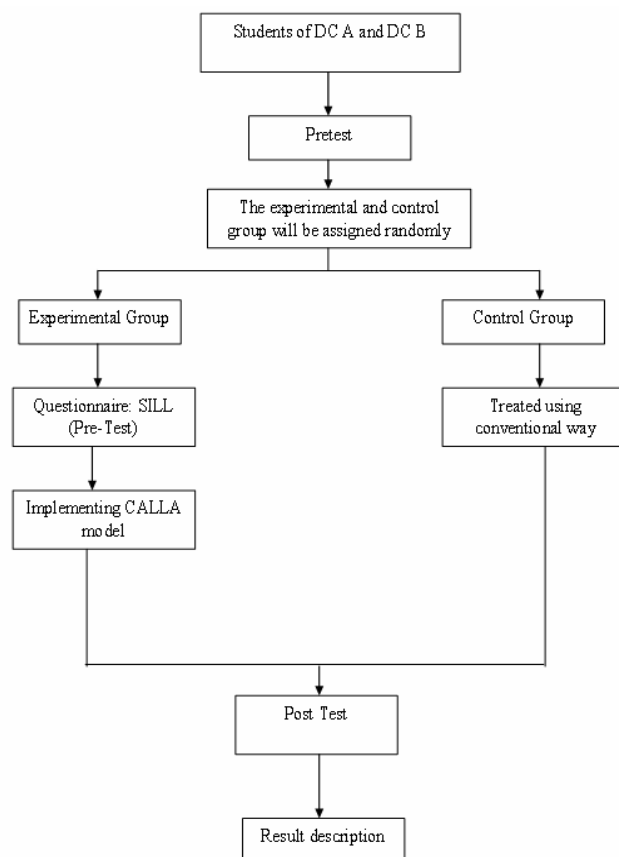
In this study, the experimental group is a group of students, which is treated by implementing CALLA (Cognitive Academic Language Learning Approach) model in increasing student's communicative competence. The control group is a group of students which is treated using the 'conventional' ways in learning process. The 'conventional' ways of teaching means the common teaching and learning process without implementing CALLA (Cognitive Academic Language Learning Approach) model. This control group serves as the baseline against which the effect of the manipulated condition can be compared.

Thus speaking test is also needed to know the effectiveness of strategy-based instruction in improving students' communicative competence. The tests consist of pre-test and post-test. These tests are recorded to get the data.

The population of this study is the students of non-English Department, *Politeknik Perkapalan Negeri Surabaya ITS*. The researcher took two classes as the subject of the study, they were DC A and DC B of Design Construction Department. Those classes were chosen

because both of the classes have the same entry behavior levels. It is proven by the homogeneity tests from the pre speaking tests. So it is possible to choose one of them as an experimental group and a control group randomly.

The subjects of this study are 58 students, 29 students are from DC A class and the other 29 students are from DC B class. Both of these classes, experimental and control group are not taught by the researcher but by another teacher who has been trained by the researcher how to teach learning strategies. The teacher has received practical training in techniques to raise awareness of individual differences and learning strategies preferences, introduce systematic strategy use in the classroom, integrate strategies-based activities into daily lesson plans, and facilitate discussions of strategy effectiveness. Thus, the teacher teaches both classes with different treatments.



### C. FINDINGS

During the implementation of Strategies-Based Instruction in experimental class, the researcher was observing the teaching learning process. Thus, the observation shows that the learning process was running well. There are some phases that were observed in teaching process; Preparation, Presentation, Practice, Evaluation and Expansion. In Preparation phase, the teacher has already asked students to describe the strategies they already use and included activities such as discussions to help students become aware of their strategies. By doing these preparations, students are more ready in learning new strategies.

In Presentation phase, the teacher has already selected strategies to teach that are appropriate for the task and explained it. But the teacher rarely tell students why and when to use the strategy. She only models how to use the strategy with the same kind of task.

In Practice phase, the teacher has already chosen challenging tasks for students and provided activities for students to practice the strategies. She keeps reminding the students to use the strategy or strategies that have been taught.

In Evaluation phase, students have been encouraged to evaluate their own use of strategies by discussing with students which strategies they find most useful for the tasks they have just completed.

In Expansion phase, it seems that the teacher rarely suggested to students how they can use the strategies in other subjects and in daily life. It seems that the teacher only concerned with the subject taught.

Based on the observation, it can be said that the teacher has done five

phases of CALLA models well. Moreover, the observation also shows the implementation of CALLA Models in classroom is effective.

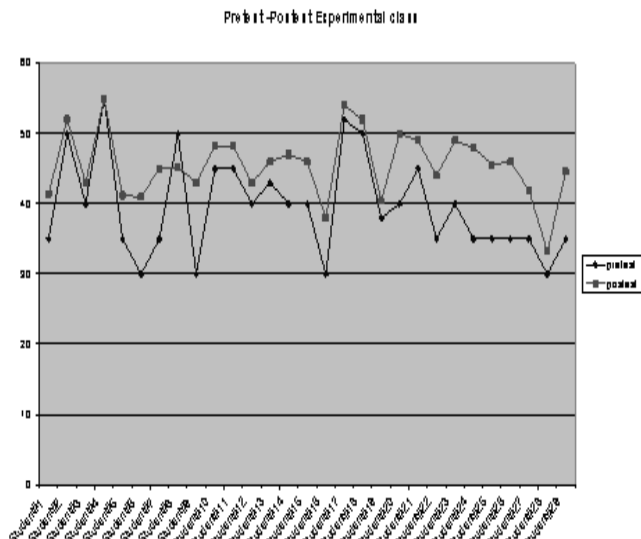
To examine more about the effectiveness of CALLA Models in improving students' communicative competence, the writer analyzes the students' scores of pre-post speaking tests. As mentioned above, the writer held this research by teaching learning process that has been done at two classes that are DC II B as control class and DC II A as experiment class. And the writer got the data from pre-test and post test. The pre-test was given before the lesson began and the post-test was given after the lesson finished.

In experimental group, the result of pre-test is gained with range score between 30 and 50 and the mean score is 39.6. Meanwhile in the post-test, the range score is between 32 and 55 and the mean score is 45.6.

### Appendix7. Pre-Post Speaking Tests of Experimental Class

No	Student	PreTest	Post Test	Gained
1	Student#1	35	41.4	6.4
2	Student#2	50	52	2
3	Student#3	40	43	3
4	Student#4	55	55	0
5	Student#5	35	41.2	6.2
6	Student#6	30	41	11
7	Student#7	35	45	10
8	Student#8	50	45.2	-4.8
9	Student#9	30	43	13
10	Student#10	45	48.2	3.2
11	Student#11	45	48.2	3.2
12	Student#12	40	43	3
13	Student#13	43	46	3
14	Student#14	40	47	7
15	Student#15	40	46	6
16	Student#16	30	38	8
17	Student#17	52	54	2
18	Student#18	50	52	2
19	Student#19	38	40.4	2.4
20	Student#20	40	50	10
21	Student#21	45	49	4
22	Student#22	35	44	9
23	Student#23	40	49	9
24	Student#24	35	48	13
25	Student#25	35	45.6	10.6
26	Student#26	35	46	11
27	Student#27	35	42	7
28	Student#28	30	33.2	3.2
29	Student#29	35	44.6	9.6

The data calculation and raw scores of the pre-pos tests of experimental class can be described as follows:



**Figure 1 Diagram of Students' pretest-posttest results from experimental group**

The result of pre-test in control class is gained with range score between 30 and 55 and the mean score is 37.5.

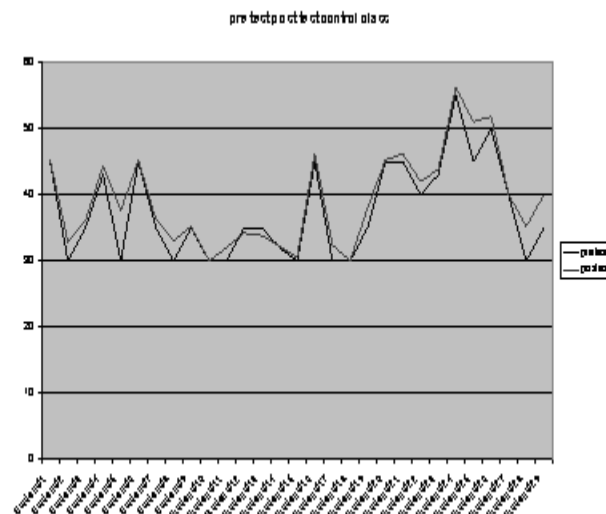
**Appendix 8. Pre-Post Speaking Tests of Control Class**

No	Student	Pre Test	Post Test	Gained
1	Student#1	45	45.2	0.2
2	Student#2	30	32.8	2.8
3	Student#3	35	36	1
4	Student#4	43	44.4	1.4
5	Student#5	30	37.6	7.6
6	Student#6	45	45.2	0.2
7	Student#7	35	36.2	1.2
8	Student#8	30	33	3
9	Student#9	35	35.2	0.2
10	Student#10	30	30	0
11	Student#11	30	32	2
12	Student#12	35	34.2	-0.8
13	Student#13	35	33.8	-1.2
14	Student#14	32	32.2	0.2
15	Student#15	30	30.6	0.6
16	Student#16	45	46.2	1.2
17	Student#17	30	32.4	2.4

18	Student#18	30	30	0
19	Student#19	35	38	3
20	Student#20	45	45.2	0.2
21	Student#21	45	46.2	1.2
22	Student#22	40	42	2
23	Student#23	43	43.8	0.8
24	Student#24	55	56.2	1.2
25	Student#25	45	51	6
26	Student#26	50	51.8	1.8
27	Student#27	40	40	0
28	Student#28	30	35.2	5.2
29	Student#29	35	40	5

Meanwhile, the result of post-test is gained with range score between 30 and 56.2 and the mean score is 39.2. Based on the pre-post tests scores finding of control classes, it can be described as follows:

**Figure 2 Diagram of Students' pretest-posttest results from control group**



From the diagrams above, it can be seen that generally there are some improvements from the students' communicative competence in both groups. It is clearly presented by the movement of the red curves (posttest) if it



is compared to the blue curves (pretest). Based on the diagram, some improvements are gained by experimental group and control groups. However, the improvements in experimental groups are bigger than the improvements in control group.

Based on the result of students' pre test and post test scores from both experimental and control class, the descriptive analysis was continued to the computation done through SPSS. Thus, the description of the pretest's result from both groups can be seen below:

**Table 1 Group statistic**

groups	N	Mean	Std. Deviation	Std. Error Mean
pre test scores experimental	29	39.5862	7.01283	1.30225
control	29	37.5172	7.20427	1.33780

The group statistics table shows that there are twenty nine (29) students for each group. Thus, the mean of experimental and the control method group are 39.5, and 37.5. The standard deviation CALLA group and the Conventional group are 7.01 and 7.20.

Before calculating the t-test, firstly the researcher tested the data normality and the data homogeneity. In experimental research, the data normality and data homogeneity are very important steps to be done before the testing of the hypothesis is processed. The Kolmogorov-Sminov analysis is used to determine the normality of the data. Thus, the normality test is done on speaking products from the control and experiment class.

**Table 2 Test of Normality (One-Sample Kolmogorov-Sminov Test)**

		pre test for experimental group	post test for experimental group	pre test for control group	post test for control group
N		29	29	29	29
Normal Parameters <sup>a,b</sup>	Mean	39.5862	45.5517	37.5172	39.1862
	Std. Deviation	7.01283	4.77722	7.20427	7.14501
Most Extreme Differences	Absolute	.192	.083	.223	.146
	Positive	.192	.083	.223	.146
	Negative	-.119	-.071	-.148	-.099
Kolmogorov-Sminov Z		1.032	.449	1.200	.780
Asymp. Sig. (2-tailed)		.237	.988	.112	.578

a. Test distribution is Normal.  
b. Calculated from data.

The table shows that the value of Asymp.Sig. (2-tailed) is bigger than 0.05, therefore it can be said that the data distribution is normal (Ghozali, 2007).

Next, the data is also calculated using Lavene test to know the homogeneity of the data. The result of the Lavene test can be seen in detail in this following table.

**Table 3 The result of Normality and Homogeneity Tests**

Source of Variance	Result of Lavene Test	Significance (p-level)	Result of Variance
Speaking competence	0.453	0.504	Not difference of variance (homogeneous variance)

Table 4.3 shows that F-Levene test of speaking ability is 0.453 with the probability of 0.504. Since the p-level value is bigger than 0.05, it can be concluded that the data is homogeneity meaning that the variance between the control class and the experimental class for speaking competence is not different (homogeneity). In other word it can be said that this data is equal variances assumed.

The results of the homogeneity and normality test above can be used as the reason to use T-test in testing hypothesis in order to know the difference of the speaking achievement between the control class and experiment class).

After the normality and homogeneity of the data are proven, the statistical analysis can be done to test the hypothesis. The data of test hypothesis can be seen in Table 4.4

**Table 4.4 T-test between Experimental and control groups' post tests**

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
posttest scores	Equality of variances assumed	7.627	.008	3.3988	56	.000	6.36952	1.59604	3.18026	9.56277
	Equality of variances not assumed			3.3988	48.886	.000	6.36952	1.59604	3.15793	9.57311

The T-test results show that the value of t is 3.3988 with sig 0.000 which is smaller than 0.05. Therefore it can be said that there is significant difference between the posttest of experimental and control test.

Based on the statistical analysis, it is also found that the t-test value is 3.3988. And the degree of freedom (df) is 56. since there is no degree of freedom from 56, so the writer uses the closer df and it is 60. Based on the table the value of t-table from 60 is 2.00.

Then the writer compared the value of t-test and the t-table that if the value of t-test > t table it means that H0 is rejected and H1 is accepted, but when the value of t-test < t-table it means that Ho is accepted and H1 is rejected.

Since the t-test value is 3.3988 and it is bigger than 2.00, it can be concluded that the value of t-test > t-table. Based on the result, Ho is rejected

because t-test > t-table. It means that there is influence or significant. Or it can be said that there is a significant influence of using CALLA Models in teaching speaking.

It can be concluded that teaching speaking through CALLA Models is quite success. Moreover, it can also be seen on the table of the students' speaking scores that the students who learn speaking through CALLA Models and Conventional Method have a significant difference. It means that there is a significant influence of using CALLA Models in teaching speaking.

Therefore, the conclusion is that the students' speaking scores taught by CALLA Models are better than taught by Conventional Method. In other words, the use of CALLA Models in teaching speaking has a significant difference to the students' achievement in speaking skill at *PPNS* students.

## D. CONCLUSIONS AND SUGGESTIONS

Based on the research findings of the present study, the writer concludes that the group of students who receive CALLA Models is more effective in improving students' communicative competence compared to control group who do not receive Strategies-Based Instruction. The statistical computation also shows that there are enough evidences to reject the null hypothesis.

Thus learners are suggested to learn and use more learning strategies. The students may try or use any learning strategies which enable them to be better in speaking English. Teachers are demanded to know not only know how to teach the language, but also know how to develop students' learning strategies. In

other words, they have to implement CALLA Models in class.

Although the findings of this study have convincingly proven that CALLA Models can improve students' communicative competence, other future researchers, replication of such studies in other regions all over Indonesia are still needed. This experimental study is conducted for University students. It is not yet known whether an experiment conducted in lower levels also yields the same results. For other levels, Senior High, Junior High and Elementary schools need to be proven.

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# GRAMMATICAL OVERGENERALIZATION MADE BY LEVEL 1 LEARNERS OF FIRDAUS ENGLISH COURSE (FEC) PATIANROWO, NGANJUK

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## Abstract

Besides the influence of first language (L1), learners' poor knowledge of second language (L2) often leads to mistakes (errors). The phenomenon of second language acquisition errors (L2) caused by the second language (L2) is called overgeneralization (negative intralingual transfer). This study describes grammatical overgeneralization often made by Level 1 students' of Paradise English Course (FEC) Patianrowo, Nganjuk and the factors causing them. The errors at least can be categorized into twelve kinds of errors: tense-related errors, modal-related errors, infinitive-related errors, gerund-related errors, present participle-related errors, noun clause-related errors, pronoun-related errors, article-related errors, preposition-related errors, singular and plural-related errors, and word order-related errors. Those errors are caused by two aspects, they are inductive and deductive reasoning.

**Keywords:** transfer, intralingual transfer (overgeneralization), level 1 students

## A. BACKGROUND

Each language has its own special rules and constraints of grammar needed to form and interpret sentences. Basically, the grammars of all Languages are the same in a case of complexity. According to O'Grady and Dobrovolsky (1989: 4 – 5), all languages have a grammar. The grammars of all languages are essentially equal in terms of overall complexity. This also occurs in the English language; for instance, the use of be verb “was/were” in the nominal sentence of past tense like “I was happy yesterday” or “She was in the restaurant last week”. However, we can not apply this to some verbal sentences like “I felt happy” or “he

slept soundly”. There is an exception to form the sentences in the English language.

This kind of phenomenon frequently becomes a problem and results in errors for the English language learners, especially the young learners. They often fall into an assumption that to indicate past events, for example, it needs be verb “was/were”. They apply the previous knowledge and subsumers to subsequent learning within the target language (negative intralingual transfer). Therefore, it is not unfamiliar to hear or read expressions like “I was felt happy”/ tired/hungry”. They are prone to generalize that to show the past events use the verb be” was/were. These sentences are

obviously incorrect. Here, the be verb “was or were” is unnecessary. So, the sentences above should be “I felt happy/ tired/ hungry”.

Such case can be referred to as overgeneralization. Brown (2000: 95) states that to generalize means to infer or derive a law, rule, or conclusion, usually from the observation of particular instances. The process of this overgeneralization occurs as the second language learner acts within the target language, generalizing a particular rule or item in the second language.

Thus, a research on overgeneralization is exceedingly important to do. Brown (2000: 97) says that overgeneralization is the incorrect application – negative transfer – of previously learned second language material to a present second language context. Therefore, English teachers are expected to make use the results of this study to identify the common grammatical errors made by the young learners in constructing English sentences due to overgeneralization. In addition, they can formulate the appropriate formula to overcome the errors.

This study will focus on the grammatical overgeneralization commonly made by the young learners and how such errors occur. For this purpose, written tasks are going to be administered to the level 1 students of Firdaus English Course (FEC), Patianrowo Nganjuk to see which parts of English grammar they often make errors. The students of this level like to talk about themselves, and their lives as main topics in the classroom and they frequently make errors. Besides, an in-depth interview is also being conducted to have general description of how they make errors as a result of

overgeneralization. The test and interview will be done in March and April 2011

## **B. RESEARCH DESIGN**

This study is designed as a descriptive qualitative research and is a case study conducted to six students taking an English course at Firdaus English Course (FEC), Patianrowo Nganjuk. This Study will describe kinds of the grammatical overgeneralization produced by the students and the grammatical aspects of English that cause errors. In addition, the data collected are not in the form of numbers, instead of text or words. As stated by Miles and Huberman (1994: 9) that qualitative data, usually in the form of words rather than numbers. Similarly, Creswell (2003: 181) explains that qualitative research, the data collected involve texts (or word) data and images (or pictures) data.

## **C. SOURCES OF THE DATA**

The data in this study are taken from the respondents’ written tasks (the results of the writing tasks done by the respondents) and the results of the interview with the respondents. The respondents come from FEC Patianrowo Nganjuk, one of the leading English courses in Nganjuk.

## **D. LOCATION**

Firdaus English Course (FEC) is located in Patianrowo Nganjuk. It was established in July 2003. The students of FEC are from the Elementary, the Junior High School, the Senior High School, the University and the public. The level 1 learners at FEC are those who start learning English at FEC or they usually learn English at FEC for one to twelve months. In the classroom, the learners of this level are fond of talking about

themselves, and discussing their own lives as main topics.

## **E. RESPONDENTS**

There are six respondents in the study. They are Iza Mazida (14 years old), Nilna Arja Rakhmatika (16 years old), Ikrima Ulul Azmi (16 years old), Vita Sari Gilang (15 years old), Gadis Malina Assyabana (15 years old), and Nailia Maghfiroh (14 years old). They are Junior High School Students. The respondents in this study are selected using criterion-based selection technique, which means that the respondents selected must meet criterion of young learners (the level 1 students of FEC Patianrowo Nganjuk).

## **F. INSTRUMENTS**

The instruments used to gather the data are the forms of the written tasks (the writing tasks), namely: a task to tell about an unforgettable experience, my mother's/ father's daily activities, if I have a lot of money, my parts of body and my favorite pet and the results of the interview with the participants: face -to-face/ one on one/ in- person interview.

## **G. FINDINGS**

### **1. Tense-related errors**

Using tenses in English seems to be difficult for the young learners as there are many tenses in English. Each tense has its own special rules which are different from the others'. In using tenses in English, the students may fall into these kinds of errors :

#### **a. Simple present tense-related errors**

The simple present tense in English often becomes a great difficulty for the young learners, especially in the case of adding the final -es or -s for singular third person. As a result, when they are not sure which verbs that should

be added by the final -es or -s, they tend to generalize the rule that whenever there is a verb preceded by singular third person, they immediately add the final -es or -s to any present verbs. In using the final -es or -s for singular third person, the students may fall into four kinds of errors : the use of the final -es instead of -s, the use of a final -s instead of -es, unnecessary final-s, and omission of -s or -es.

The final -es is used when the student constructs the English sentence for third person singular in the simple present, for example, in the sentence 'My mother *escortes* me', this error is related to alternating forms because the student uses free alternation of various members of a class with each other. The error occurs when the student adds the final -es to the verb ending in '-rt'. In this case, the correct inflectional ending should be -s the verb ends in such consonants (e.g. My mother *escorts* me). Therefore, the construction of the sentence 'My mother *escortes* me' is definitely incorrect because the verb 'escort' is inflected by the final '-es' instead of '-s'.

Another error is related to the use of the final -s. In the sentences 'She *watchs* on TV' and 'She always *teachs* my little brother', such error is related to regularization since the regular mark is used in place of the irregular one. The student is clearly prone to over generalize the final -s to form the present verbs. In this matter, the verbs that end in '-ch' must be added by the final '-es' (e.g. 'She *watches* on TV' and 'She always *teaches* my little brother'). According to Thomson and Martinet (1986: 159), verbs ending in *ss*, *sh*, *ch*, *x*, and *o* must be added by -es, instead of -s alone, to form the third person singular. Thus, the sentences 'She *watchs* on TV' and 'She always *teachs* my little brother' are

clearly incorrect since the verbs 'watch' and 'teach' are added by the final '-s' instead of '-es'.

Besides, the final -s error occurs when the student constructs the negative English sentence for third person singular in the simple present, for instance, 'my mother *doesn't buys* rice'. This error may be called double marking as a concept is expressed twice when the language requires its expression only once. The error occurs when the student adds the final -s to the verb 'buy' followed by the negative construction 'doesn't'. It seems that the student follows the subject of singular third person 'my mother' and the simple present regardless the existence of the helping verb 'does'. In this case, the final -s is unnecessary as the sentence contains a helping verb 'doesn't'. In English grammar, the construction of the negative sentence for singular third person in the simple present tense is : subject (He, She, it) + does + not + V<sub>1</sub> (Azar, 1993: 3). Thus, the sentence 'my mother doesn't buys nice' is obviously incorrect. It should be 'my mother doesn't buy rice'.

In addition, the students often omit the final -s. The expression 'It *like* play balls' is definitely incorrect. This error can be categorized as 'misformation' because the item is not supplied at all. The error occurs when the student does not supply the final -s to the verb 'like' which should be 'likes' as the subject is singular 'it' and the tense is the simple present. Thomson and Martinet (1986: 159) state that in the affirmative the simple present has the same form as the infinitive but adds an *s* for the third person singular (e.g. 'he/she/it works').

Lastly, the omission -es error occurs when the student produces the English sentence in the simple present, for example, 'it *go* to my neighbor's

house'. This kind of error is included misformation as the item is not supplied at all. The error occurs when the student does not add the final -es to the verb 'go' which should be 'goes' since the subject is singular 'it' and the tense is the simple present. According to Azar (1993: 8), final -es is added to *do* and *go* (e.g. 'do → does', 'go → goes').

### **b. Past tense-related errors**

The rules concerning verb-forming that indicates the past event in English can be problematic for the young learners. It is due to the fact that there are two forms of verb-forming : regular verb-forming and irregular verb-forming. These frequently lead the students into errors when forming English verbs to show past activities.

The rules of verb-forming that indicate past tense in English are various. Some verbs require the suffix '-t' (e.g. *sleep* becomes *slept*, *leave* become *left*, etc.), and this rule often results in errors. The error occurs when the student adds the suffix '-ed' to the verbs (e.g. 'I *sleped*' and 'I *leaved*'). Such error is related to regularization since the regular mark is used in place of the irregular one. In this case, the student is overgeneralizing the verbs to the regular ones, such as *opened*, *closed*, etc. Therefore, the sentences they create come to errors.

Some verbs in English require the change of vowel to form past verb (e.g. *strive* → *strove*). This irregularity often causes the students come into error. The student often generalizes the verb 'strive' to the regular one by adding the suffix '-ed' (e.g. 'I *strived*'...) instead of changing the 'i' into 'o'. This error is related to misformation because the student gives the wrong form of the morpheme.



The next error which is in line with verb-forming to indicate the past occurrence occurs. In the sentence 'the ghost was *laught*', the student is apt to over generalize the verb 'laugh' to the irregular verb by adding the suffix '-t'. This kind of error is concerned with misformation as the student supplies the wrong morpheme. It seems that the student is influenced by the previous experience (e.g. 'bought'). In this case, the verb 'laugh' is included the regular verb. Therefore, it should be added by the suffix -ed 'laughed'.

## 2. be verb-related errors

English has different rules in constructing non-verbal sentences and verbal sentences. To construct non-verbal sentences, we need be verb (e.g. is, am, are, was, were, etc.) that functions as predicate. On the contrary, to construct verbal sentences, we do not need any be verb. However, not all verbal sentences do not need any be verb. Some verbal sentences need it. One of the examples is past progressive. These rules often make the beginner learners fall into errors.

Firstly, unnecessary be verb occurs when the student produces the verbal sentence in present tense, for example, 'The people of Jawa *are have* brown skin'. This error may be called 'simple addition' since the student uses the item which should not appear in a well formed utterance. The error occurs when the student uses be verb 'are'. Here, the student follows the plural subject 'the people'. Besides, the student seems to categorize it as a non-verbal sentence. In this, the sentence above is categorized as a verbal sentence because the word 'have' is included a verb. Thus, the be verb 'are' in the sentence 'The people of Jawa are have brown skin' is unnecessary. It

should be omitted (e.g., The people of Jawa have brown skin).

Secondly, unnecessary be verb occurs when the students construct verbal sentences in past tense (e.g. *I was felt* happy/ tired/ hungry). This error may be called double marking as a concept is expressed twice when the language requires its expression only once. The error occurs when the students use be verb 'was'. The students regard that to express past events, it needs be verb 'was/were'. In this matter, the sentences above are categorized as verbal sentences since there is a word 'felt' which is a verb category before the adjective. Therefore, the be verb 'was' in the sentences 'I was felt happy/ tired/ hungry' is unnecessary. It should be omitted (e.g. 'I felt happy/ tired/ hungry').

Thirdly, the error concerning the construction of the verbal sentences in past tense also occurs when the student uses be verb 'was' to mark the past event and the present form of a verb 'get on' (e.g. *we was get on* in the bus). This error can be categorized as misformation because the student uses the wrong form of the structure. This sentence is clearly incorrect. It is categorized as a verbal sentence because the word 'get on' is in a verb category. Thus, to construct this sentence the be verb 'was' should be omitted and the form of present verb 'get on' should be changed into the past form 'got on' (e.g., *we got on* the bus).

Next, the use of be verb in English leads the beginner learners into errors. The errors can be seen in sentences (e.g. '*we was* disappointed' and '*we was* tired'). This error is concerned with alternating forms since the student gives free alternation of various members of a class with each other. The student seems to over generalize be verb 'was' to the subject 'we' followed by adjectives that

means to indicate nominal past tense. The error occurs as not all nominal past tense in English use be verb 'was'. For the plural subject 'we' we should use be verb 'were'. Therefore, the sentences above should be 'we were disappointed' and 'we were tired'.

Then, be verb choice error occurs when the student produces the English sentence (e.g. 'There *are* steep *slope* river bank'). This kind of error may be called 'alternating forms' because the student uses free alternation of various members of a class with each other. Here, the student seems to overgeneralization 'there are'. This sentence is definitely incorrect. The error occurs when the student uses the be verb '*are*' (plural) while the noun is singular '*slope*'. In English, to show that the noun is singular, we have to use the be verb 'is'. Thus, the expression '*there are*' in the sentence above should be '*there is*'.

Besides, the student is prone to use the singular be verb '*is*' instead of the plural be verb '*are*'. For instance, 'the name of my 2 best friends is Ariska and Ngubud'. This error can be categorized as 'alternating forms' as the student gives free alternation of various members of a class with each other. The error occurs when the student uses the be verb '*is*' while the noun is plural '*2 best friends*'. The student tends to over generalize the be verb '*is*' which means 'adalah'. This is due to the fact that sometimes to say 'adalah' in English we need the be verb '*is*'. In this case, we must use the plural be verb '*are*' since the noun is plural. Therefore, the expression above should be 'The names of my 2 best friends *are* Ariska and Ngubud'.

In addition, the error related to the use of be verb in English occurs when the students are apt to use the present be verb instead of the past be verb while the

expression is for the past event, for example, '*There are many tourists* from different countrys'. This error is related to alternating forms since the student uses free alternation of various members of a class with each other. In English, to indicate that the noun is plural in the simple past we need the be verb '*were*'. Thus, the construction 'There *are*, many tourists....' Should be 'There *were* many tourists .....'.

The last error concerning the use of be verb occurs when the student constructs the past progressive expression (e.g. 'when we *was* still walking .....'). This error is included alternating forms as the student gives free alternation of various members of a class with each other. The error occurs when the student uses be verb 'was'. Obviously, the be verb 'was' used is incorrect as the subject is plural 'we' which should be 'were'. Accordingly, the expression above should be 'when we were still walking .....'.

### 3. Modal-related errors

Using modals in English seems troublesome for the students. When they construct English sentences using modals they are apt to form the verbs depend on the subjects or the tenses following them. In using modals, the students may fall into three kinds of errors : the present tense form of a verb'-s' following a modal, past tense form of a verb following a modal, and present modal used instead of past modal.

To form a verb following a modal we do not need any final-s even though when the subject is singular third person 'She'. Azar (1989: 68) states that modals do not take a final -s, even when the subject is *he, she* or *it* (e.g. 'He can do it'). The error concerning the use of modals occurs when the student generalizes to construct the sentence in

present tense by adding a final -s on a verb 'has' after a modal preceded by singular third person 'She' (e.g. 'she must *has* a sunset prayer'). This kind of error may be called 'simple addition' since the student uses the item which should not appear in a well-formed utterance. In this case, this sentence is incorrect. The construction of the verb 'has' should be the simple form of a verb 'have' since it is preceded by a modal 'must' (e.g. 'She must have a sunset prayer').

Another error related to the use of modals occurs when the student generalizes to construct the past form on a verb 'went' following a past modal 'had to' (e.g. 'we had to *went to* fruit market'). This error may be called double marking as a concept is expressed twice when the language requires its expression only once. This error occurs because the student follows the simple past. In this case, we do not need to construct the verb 'go' to be the past form 'went' as it is preceded by a modal 'had to'. According to Azar (1989: 68), 'have to' is immediately followed by the simple form of a verb. Thus, the expression above should be 'we had to go to fruit market'.

The next errors concerning the use of modals occur when the students tell about past events. The students are prone to form the past form on a verb following a present modal, instead of changing the present modal to the past modal then following it with the simple present of a verb (e.g. 'we still *must walked*' and 'I *won't* ever *forgot* him'). These errors are related to misformation as the student uses the wrong form of the structure. In English, to construct past occurrences followed by a modal, we must change the present modal form to the past modal form and follow it with the simple form of a verb. Accordingly, the sentences above should be 'we still had to walk

and 'I wouldn't ever/ would never forget him'.

#### 4. Infinitive-related errors

Some rules related to infinitive may be difficult for the students. In English, infinitive follows some verbs and adjectives and has some rules. This often leads the students into errors. Instead of using infinitive, the students are frequently prone to form the verbs depend on the subjects or the tenses following the sentence. In using infinitive, the students many fall into four kinds of errors : the use of a final - (the simple present form for singular third person) instead of an infinitive, the use of a final -s (the simple present form for singular third person) following an adjective instead of an infinitive, the use of past form of a verb following a purpose, and the use of past form of a verb following a transitive verb and nouns instead of an infinitive.

Constructing English sentences is frequently problematic for the learners. They often fall into errors due to the fact that in English, there are some verbs that must be followed by infinitives. One of the examples is the verb 'wait' that must be immediately followed by an infinitive. As stated by Azar (1989: 169) that the verb 'wait' is followed immediately by an infinitive (to + V<sub>1</sub>). (e.g. 'I will *wait to hear* from you'). The error concerning the use of an infinitive occurs when the student constructs the English sentence in present tense by adding the final '-s' on a verb 'prays' preceded by the verb 'wait' (e.g. 'she always waits to *prays*'). This error is included simple addition since the student gives the item which should not appear in a well-formed utterance. The student seems to follow singular third person 'she' and the tense 'the simple present'. Certainly, this sentence is

incorrect. Here, the simple present form of a verb –s ‘prays’ should be in the form of an infinitive ‘to pray’. Thus, the sentence ‘she always waits to pray’ should be ‘she always waits to pray’.

Sometimes, to form a verb in English preceded by an adjective we need an infinitive. As explained by Azar (1989: 175) that the adjective ‘ready’ is followed by an infinitive (to + V<sub>1</sub>). Generally, the students follow the subject and the tense to form a verb when producing English sentences. But, this is not always true, for instance, ‘My mother takes a bath and *ready to goes* to school’). This error may be called ‘simple addition’ because the student uses the item which should not appear in a well-formed utterance. Here, the student is apt to over generalize the final -es when constructing the simple present followed by singular third person. In this case, the verb ‘go’ does not need a final -es ‘goes’ because it is preceded by an adjective ‘ready’. Therefore, the correct construction should be ‘*ready to go* to school’.

Another error related to the use of infinitive occurs when the student constructs the English sentence in the simple past. The student tends to over generalize the past form on verbs in a sentence (e.g. ‘last year I went to the Yogyakarta *to followed* the program study tour’). This sentence is definitely incorrect. This error can be categorized as double marking as a concept is expressed twice when the language requires its expression only once. In this matter, we need an infinitive to construct that sentence since there is a purpose. Thomson and Martinet (1986: 294) say that purpose is normally expressed by the infinitive (e.g. ‘He went to France *to learn* French’). Accordingly, the sentence constructed by the student should be ‘Last year I went to Yogyakarta to follow ..’.

Besides, the errors related to the use of infinitive occur. When the students tell about past events that contain a purpose, they often make misformation on the verbs. The students are inclined to form the purpose in the past form of a verb, while the main verb is formed in the simple present, for instance, I drop in the mosque *to prayed* Isya’. This sentence is obviously incorrect. This error is related to misformation since the student uses the wrong form of the structure. In English to tell about past activities containing a purpose we should form the main verb into the past form, while the purpose should be the infinitive (to + V<sub>1</sub>). Therefore, the sentence ‘I drop in the mosque *to prayed* Isya’ should be I dropped in the mosque *to pray* Isya’.

The construction concerning infinitive is also prone to an error when the learner over generalizes the past form on verb in a sentence, for example, ‘*He invited we to went* to TMII’. This error is included ‘simple addition’ because the learner gives the mark that should not be needed. The learner seems to follow the simple past. This sentence is clearly incorrect as the verb ‘go’ is constructed in the form of past ‘went’ instead of an infinitive ‘to go’. In this case, the verb ‘go’ is followed by a transitive verb ‘invited’ and two nouns (the subject *He* and the object *us*) which should be an infinitive ‘to go’. Wishon and Burks (1980: 277) state that some verbs are followed by infinitive phrases containing a subject and an object. These verbs are transitive. The sentence pattern is noun + verb + noun (e.g. ‘The chairperson invited the committee members to vote’). Thus, the sentence ‘He invited we to went to TMII’ should be ‘*He invited us to go* to TMII’.

## 5. Gerund-related errors

Using gerund in English seems to be problematic for the student. The error occurs as the student over generalizes the past form of a verb to express the past occurrence after a preposition, for example, 'After arrived in my home .....'. This expression is obviously incorrect. This kind of error may be called 'misformation' as the student uses the wrong form of the morpheme. In this case, we must use -ing form (gerund) because there is a preposition 'after' before the verb 'arrive'. According to Thomson and Martinet (1986: 96), after (preposition) must be followed by a noun, pronoun, or gerund. Thus, the expression 'After arrived in my home ....' should be 'After arriving in my home....'.

## 6. Present participle-related errors

The use of present participle in English can be problematical for the students. To tell about the past event the student is prone to over generalize the verb into the past form (e.g. 'when arrived there.....'). This expression is clearly incorrect since the verb 'arrive' is constructed to be the past form 'arrived' instead of present participle 'arriving'. This error can be categorized as 'misformation' since the student supplies the wrong form of the morpheme. This kind of error occurs because to express past events in English, we need to use V<sub>2</sub>. But, in this case, there is an exception. We must use -ing form (present participle) as there is a conjunction 'when' before the verb 'arrive'. Mas'ud (2005: 201) states that participle is usually used after the following words : After, Before, Since, When, As, While, Whenever, Once, Until, and On (e.g. 'After having annoyed everybody, he went home'). Thus, the construction

'when arrived there' should be 'when arriving there'.

## 7. Noun clause-related errors

Sometimes, to make questions in English we need to place the verb *be* in front of the subject, for example, 'who is she?'. However, we must put the be verb 'is' after the subject 'she' when that expression becomes an object, for instance, 'I don't know who she is'. In this case, 'who she is' becomes a noun clause since it is the object of the verb 'know'. Azar (1989: 264) suggests that we do not use question word order in a noun clause. In a noun clause, the subject precedes the verb'. These rules often makes the students fall into errors.

The error occurs when the student constructs question word order instead of a noun clause. For example, in 'my father asked who is this?'. This error is related to misformation as the student uses the incorrect form of the structure. The error occurs as the student does not construct the expression 'who is this' to be a noun clause which should be 'who this is', while the position of this expression is the object of the verb 'asked'. Here, it seems that the student over generalizes the question rule.

## 8. Pronoun-related errors

Some rules regarding how pronouns are used in English can be problematical for the students owing to the fact that in English there are many kinds of pronouns. One of them can be categorized as personal pronoun. In using personal pronoun, the students may fall into two kinds of errors: the use of a subject pronoun instead of an object pronoun and the use of an object pronoun instead of a subject pronoun.

The error concerning object pronouns occurs when the students

construct English sentences, for example, 'He invited *we* to went to TMII'. This kind of error is included archi-forms because the student selects one member of the class of personal pronouns to function for several others in the class. The error occurs when the student uses the subject pronoun 'we' while its position is as the object of the verb 'invited'. Here, the student seems to overgeneralize the subject pronoun in constructing English sentences. In English, the object pronoun of we is 'us'. Thus, the sentence above should be 'He invited *us* to go to TMII'.

Besides, the students often use subject pronouns instead of object pronouns in constructing English sentences, for instance, 'And father agree, then *me* and my family went to Jakarta'. This kind of error may be called 'archi-forms' since the student selects one member of the class of personal pronouns to function for several others in the class. The error occurs when the student uses the object pronoun 'me' while its position is as the subject of the verb 'went'. In English, the subject pronoun of me is 'I'. Therefore, the pronoun 'me' in the sentence above should be 'I'.

## 9. Article-related errors

Some rules related to the use of articles in English Frequently lead the students into errors. It is due to the fact that there are three articles : *the* (the definite article), *a* and *an* (the indefinite article) in English that have different usage. Here are some errors made by the students concerned with the use of articles :

### a. Article *the* (the definite article)-related errors

Using article *the* (the definite article) in English seems very hard for the

students since it has various usages. As a result, when students are not sure whether to use an article for a certain thing, they often overgeneralize it or omit it. In using article *the* in English, the students may fall into five kinds of errors : unnecessary *the* before famous cities or countries (places), unnecessary *the* before indefinite numeral adjective, unnecessary *the* before possessive adjective, omission of *the* before famous books, and omission of *the* before a noun made definite by the addition of a phrase.

Unnecessary 'the' error occurs when the students use it in constructing English sentences, for examples, 'I went to *the Surabaya*' or 'I want invite my parents in *the America*'. This error can be categorized as 'simple addition' as the student use the item which should not appear in a well-formed utterances. The error occurs when the students use an article 'the' before the name of a city 'the Surabaya' or a country 'the America' while it is unnecessary to use one. It seems that the students over generalize an article 'the' to show a place. According to Mas'ud (2005: 307), no article is used before names of cities and countries with a few exceptions: the Hague, the Soviet Union, the United States, the Congo, and the Sudan. In addition, Thomson and Martinet (1986: 21) state that the definite article (the) is not used before names of places except names of seas, rivers, group of islands, chains of mountains, plural names of countries, deserts and regions. Therefore, the article 'the' in the expressions 'I went to *the Surabaya*' and 'I want invite my parents in *the America*' should be omitted.

Another error is related to an unnecessary article 'the' which occurs when the students use it before an indefinite numeral adjective, for example, 'I went home. Because we were tired, *the*

*all students* were slept'. This error is related to simple addition because the student gives the item which should not appear in a well-formed utterance. The error occurs when the student uses an article 'the' before noun 'students' preceded by an indefinite numeral adjective 'all'. Here the student seems to overgeneralize an article 'the' to show nouns. In this case, we do not need the article 'the' since the noun 'students' is preceded by an indefinite numeral adjective, 'all'. Thus, the article 'the' in the expression '*the all students*' above should be 'all students'.

The other errors concerned with an unnecessary article 'the' occur as the student uses it before a possessive adjective, for instance, '*The my face*' or '*The my hand*'. This error can be said as simple addition since the student adds the item which should not appear in a well-formed utterances. The error occurs when the student uses an article 'the' before the nouns 'face' and 'hand' preceded by a possessive adjective 'my'. It seems that the student overgeneralizes an article 'the' to show nouns. This is due to the fact that in English, to indicate nouns we usually need an article 'the' (e.g. 'the book'). In this case, we do not need any article because the nouns 'face' and 'hand' are preceded by a possessive adjective 'my'. Therefore, the expressions 'The my face' and 'the my hand' should be 'My face' and 'My hand'.

Article missing error occurs when the students do not use an article 'the' in constructing English sentences while it is necessary to use one, for example, 'she recites Al-qur'an'. This error may be called 'misformation' as the item is not supplied at all. The error occurs when the student does not use the article 'the' before a famous book 'Al-qur'an' which should be 'the Al-qur'an'.

Lou (2005: 137) says that *the* is used before famous books, for examples: the Bible, the Koran, the Odyssey, the Ramayana.

Besides, the error related to omission of '*the*' occurs when the student does not use it before a noun 'scenery' made definite by the addition of a phrase 'in Lamongan', for example, '*Scenery in Lamongan* was very good and amazing'. This sentence is obviously incorrect. This error can be categorized as 'misformation' because the item is not supplied at all. In this case, we need an article *the* before the noun 'scenery' which should be 'The scenery' since it becomes definite after being followed by a prepositional phrase 'in Lamongan'. According to Thomson and Martinet (1986: 19), *the* (the definite article) is used before a noun made definite by the addition of a phrase or clause.

#### **b. Article *a/an* (the indefinite article)-related errors**

Some rules regarding how the indefinite article *a/an* are used in English can be problematical for the learners. It is due to the fact that both articles are used to indicate a singular noun. However, they have different rules. This often leads the students into errors. In using the indefinite article *a/ an* in English, the students may fall into four kinds of errors: *a* used instead of *an*, omission of *a* before a singular countable noun, unnecessary *a* before plural nouns, and unnecessary *a* before the name of a country.

The indefinite article choice error occurs when an indefinite article is used to construct English sentences, for example, 'she must have *a* afternoon prayer'. This kind of error may be called 'archi-forms' since the student selects one member of a class of forms to represent others in the class. The error occurs when

the student uses the indefinite article 'a' before the word beginning with a vowel 'afternoon' instead of 'an' which should be 'an afternoon prayer'. Here, the student seems to overgeneralize the indefinite article 'a' to show a singular noun. In this case, we need the indefinite article 'an' as it is followed by a word beginning with a vowel. Thomson and Martinet (1986: 15) state that the form of *an* is used before words beginning with a vowel (a,e,i,o,u) or words beginning with a mute *h*.

Next, the students often omit the indefinite article 'a' while it is necessary to use one, for instance, 'Rabbit is beautiful animal'. This kind of error can be categorized as 'misformation' as the item is not supplied at all. This sentence is definitely incorrect. The error occurs when the student does not use the indefinite article 'a' before a singular countable noun 'beautiful animal'. In this matter, we need the indefinite article 'a' since the noun is singular 'animal'. Thomson and Martinet (1986: 15) say that *a/an* is used before a singular noun which is countable. In addition, the word 'anima' is preceded by an adjective beginning with a consonant 'beautiful'. Thomson and Martinet (1986: 15) also explain that the form of 'a' is used before a word beginning with a consonant, or a vowel with a consonant sound. Thus, the expression above should be 'Rabbit is a beautiful animal'.

Unnecessary 'a' error occurs when the student construct English sentences, for example, 'I will buy a souvenir and I will buy a some clothes'. This kind of error is related to simple addition because the student uses the item which should not appear in a well-formed utterance. This expression is of course incorrect. The error occurs when the student uses the indefinite article 'a'

before plural nouns 'some clothes'. In this case, we do not need the indefinite article 'a' since the noun is plural. As stated by Thomson and Martinet (1986: 16) that *a/an* is omitted before plural nouns. Therefore, the correct, sentence should be 'I will buy a souvenir and I will buy some clothes'.

In addition, the student is inclined to overgeneralize the indefinite article 'a' before the name of a country, for instance, 'I will visit in a Singapore'. This construction is obviously incorrect. This kind of error is included simple addition since the student adds the item which should not appear in a well-formed utterance. The error occurs when the student uses the indefinite article 'a' before the name of a country 'Singapore' instead of omitting it. In this case, we do not need any article. According to Mas'ud (2005: 307), no article is used before names of cities and countries. Thus, the expression 'a Singapore' in the sentence above should be 'Singapore'.

## 10. Preposition-related errors

Sometimes, the use of preposition in English Leads the students into errors. The error can be seen in the expression 'I will visit in a Singapore'. This error may be called 'simple addition' as the student supplies the item which should not appear in a well-formed utterance. The error occurs when the student uses the preposition 'in' after the word 'visit'. The student seems to over generalize the preposition 'in' following a place as in 'in Jakarta'. In this case, we do not need the preposition 'in' since it is preceded by the verb 'visit'. In English, the verb visit is immediately followed by a person or a place. Thus, the expression above should be 'I will visit Singapore'.



## 11. Singular and plural-related errors

Some rules regarding how a noun is made plural in English may be difficult for beginner learners. It is due to the fact that, English has many rules in making the plural of a noun. Usually the plural of a noun is made by adding *s* to the singular. But, there are many nouns that can not be made plural so. They are called 'irregular plural nouns'. These rules often lead the students into errors. Students are frequently prone to use a final *-s* in any situation when making plural of a noun.

The rule concerning a final *-s* or *-es* to make a noun plural in English often makes the students confused. For most countable nouns, a final *-s* added is to make them plural (e.g. 'book → books'). However, there is an exception for words that end in *-y*. Azar (1989: 198) states that if *-y* is preceded by a consonant, the *-y* is changed to *-i* and *-es* is added (e.g. 'cry → cries'). In the data collected the plural form error can be seen in the expression 'different *countries*'. This kind of error can be categorized as 'archi-forms' because the student selects one member of the class of forms to represent others in the class. Here, the word '*countries*' is definitely incorrect because it is added by the final *-s* only while the *-y* is preceded by a consonant *r*. In this case, we must change the *-y* to *-i* and then add *-es*, which should be '*countries*'.

Some rules related to irregular plural nouns in English can be problematical for students. It is because there are various forms of irregular plural nouns (e.g. 'foot → feet', or 'tooth → teeth'). It can be clearly seen that the plural form of nouns is a vowel change. The error occurs when the students use a final *-s* to the words categorized as irregular nouns to indicate plural nouns (e.g. 'two foots' or 'thirty two tooths')

which should be (e.g. 'two feet' or 'thirty two teeth'). Such error is related to regularization since the regular market is used in place of the irregular one.

Additionally, the students often use an unnecessary final *-s* when making plural of English nouns, for example, 'three *childrens*'. This error can be said as simple addition as the student uses the item which should not appear in a well-formed utterance. Here, the student overgeneralizes the final *-s* to the word that has been plural '*childrens*'. In this case, we do not need to add the final *-s* since the word '*children*' is plural. The singular form of the word '*children*' is '*child*'. Thus, the expression 'there *childrens*' should be 'three *children*'.

## 12. Word order-related errors

English has some rules related to a singular noun and possessiveness. In English, to show a singular noun beginning with a consonant, we need an article *a*. The article *a* is put before the noun as in 'a special food'. Then, to indicate possessiveness, we may use the preposition *of*. But, the *of* does not need to be translated as in 'a special food of the Indonesian people' (makanan istimewa orang Indonesia). Djuharie (2004: 216) says that *a noun phrase* with *of* that indicates words before the *of* refers to possession after the *of*, the word *of* does not need translating.

The error occurs when the student does not use the article *a* and the preposition *of* in expressing English phrase, for example, '*steep slope river bank*' which means '*sebuah lereng tepi sungai yang curam*'. This kind of error can be categorized as 'misformation' because the items are not supplied at all. The error occurs in the form of '*steep slope*' which should be '*a steep slope*' because the noun is singular '*slope*' and it

is preceded by the modifier (adjective) 'steep' which begins with a consonant *s*. Besides, the error occurs when the student does not use the preposition *of* which should be 'a steep slope *of* the river bank' to show possession.

## H. GENERAL DISCUSSION

### 1. Inductive and deductive reasoning that leads to overgeneralization

There are two polar aspects that lead to over generalization: inductive and deductive reasoning. In the case of inductive reasoning, one store a number of specific instances and induces a general law or rule or conclusion that governs or subsumes the specific instances (Brown, 2000: 97). Besides, induction is a method of logical reasoning that obtains or discovers general laws from particular facts or examples (Crowther, 1995: 607). For example, to indicate past events it needs the past verb. The error occurs when the students take some specific instances (e.g. 'open → *opened*' or 'close → *closed*') categorized as regular verbs and then induce to a general conclusion that to show past activities, the verbs are added by the final *-ed*. They apply it to irregular ones (e.g. 'sleep → *sleped*', 'strive → *strived*', and 'leave → *leaved*').

In addition, deductive reasoning leads to overgeneralization. According to Brown (2000: 97) deductive reasoning is a movement from a generalization to specific instances: specific subsumed facts are inferred or deduced from a general principle. Next, deduction is the process of reasoning from general principles to a particular case (Crowther, 1995: 303). This process of reasoning can be seen in the expression 'my' father

asked *who is this?*'. Here, the student seems to over generalize a question construction to any situation after obtaining a general rule that to construct an English question, the auxiliary/ be verb should be put before the subject. The student does not know that this construction is a noun clause that the be verb should be placed after the subject. Another process of this reasoning can be read in the expressions 'three chindrens' or 'two foots'. In this case, the students tend to over generalize the final-s to any situation after gaining a general rule that to from the plural nouns in English the final-s is added after the noun.

### 2. Implication on teaching processes

This study provides a view and indication of grammatical overgeneralization produced by level 1 learners of FEC Patianrowo Nganjuk in their writing tasks. It can be clearly seen that when learners move forward in the second language, their previous experience and existing subsumes start to include structures within the target language itself. Errors in overgeneralization can help teachers find correct ways to improve students' learning. Particular errors such as in the case of incorrect choice of *-s/-es* noun clause errors, article errors, and singular-plural errors require well-designed problem solving methods. Such errors must be anticipated by teachers in teaching English to young learners.

## I. CONCLUSION

Based on the analysis in chapter IV, it can be concluded that over generalization do occur in the production of written tasks made by the level 1 learners of FEC, Patianrowo Nganjuk. The errors at least can be categorized into

twelve kinds of errors: tense-related errors (e.g., ‘my mother doesn’t buys rice.’), be verb-related errors (e.g., ‘I was felt happy.’), modal-related errors (e.g., ‘I won’t ever forgot him.’), infinitive-related errors (e.g., ‘I went to Yogyakarta to followed .....’), gerund-related errors (e.g., ‘After arrived in my home.....’), present participle-related errors (e.g., ‘when arrived there .....’), noun clause-related errors (e.g., ‘.....my father asked who is this?’), pronoun-related errors (e.g., ‘He invited we to went to TMII.’), article-related errors (e.g., ‘I went to the Surabaya’), preposition-related errors (e.g., ‘I will visit in a Singapore.’), singular and plural-related errors (e.g., ‘two foots’), and word order-related errors (e.g., ‘steep slope river bank’).

Those errors are caused by two aspects, they are inductive and deductive reasoning. In the process of inductive reasoning, the learners take some specific instances and then induce to a general conclusion as in the case of past tense markers. While, in the process of deductive reasoning, the students infer a general principle to specific instances as in the case of noun clause.

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# TEACHING ENGLISH TO YOUNG LEARNERS (PENGAJARAN BAHASA INGGRIS PADA ANAK USIA DINI)

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## Abstract

*Pendidikan anak usia dini pada dasarnya bertujuan untuk memberikan rangsangan dalam semua aspek perkembangan anak termasuk perkembangan fisik, intelektual, sosial, emosional dan bahasa untuk berkembang secara optimal. Untuk memberikan pendidikan yang baik pada anak usia dini kita harus memahami karakteristik dan kebutuhan mereka sesuai dengan tingkat perkembangan anak. Jadi kita harus menyediakan kegiatan yang sesuai dengan kebutuhan anak didik dan menyampaikannya dengan cara yang tepat pula. Sesuai dengan dunia anak usia dini, anak belajar melalui bermain (learning through play) dan bermain adalah proses belajar bagi mereka (playing is learning). Oleh karena itu kita harus memberi mereka kegiatan dengan cara yang sesuai dengan dunia mereka: bermain.*

*Kata kunci: pendidikan anak usia dini, tingkat perkembangan, learning through play*

## A. PENDAHULUAN

Pendidikan anak usia dini pada dasarnya bertujuan untuk memberikan stimulasi pada semua aspek-aspek perkembangan anak antara lain perkembangan fisik, intelektual, sosial, emosional dan perkembangan bahasa agar dapat berkembang secara optimal. Tiap-tiap aspek perkembangan anak tersebut saling mempengaruhi satu sama lain.

Sebagai guru pendidikan anak usia dini harus menyadari bahwa jangan terlalu menjadikan usia anak sebagai dasar kematangan mereka. Ada beberapa faktor yang mempengaruhi kematangan anak, antara lain budaya mereka, lingkungan mereka ( di kota atau di desa ), jenis kelamin, harapan orang tua mereka dan sebagainya.

Dengan demikian kegiatan apapun yang kita berikan kepada anak

usia dini termasuk pemberian pelajaran Bahasa Inggris harus kita sesuaikan dengan kemampuan dan tahapan perkembangan mereka.

## B. PRINSIP-PRINSIP PENGAJARAN BAHASA INGGRIS PADA ANAK USIA DINI

Cara anak belajar bahasa Inggris dan juga cara mengajarkannya sangatlah tergantung pada tingkat perkembangan mereka. Anak usia dini memberi tanggapan pada bahasa berdasarkan apa yang dilakukan atau apa yang bisa mereka lakukan dengannya. Anak usia dini mempunyai kelebihan bahwa mereka suka menirukan dan mereka sering tidak menyadari dirinya sendiri dan biasanya mereka siap untuk menikmati kegiatan-kegiatan yang telah disiapkan oleh guru

untuk mereka. Faktor-faktor tersebut berarti mudah untuk mempertahankan tingkat motivasi yang tinggi dan membuat pengajaran Bahasa Inggris menjadi sesuatu yang bisa dinikmati dan merupakan pengalaman yang menyenangkan bagi anak.

Dalam memberikan materi pelajaran bahasa Inggris harus kita sesuaikan dengan tingkat perkembangan mereka. Ruang lingkup (*scope*) materi yang dapat kita berikan kepada anak usia dini antara lain :

- *Names of colours* ( Nama-nama Warna )
- *Numbers up to ten* ( Angka satu sampai sepuluh )
- *Family* ( keluarga )
- *Animals* ( Binatang )
- *Fruits and Vegetables* ( Buah-buahan dan sayur-sayuran )
- *Parts of the body* ( Anggota tubuh )
- *I am / You are*
- *There is / there are*
- *I like / I don't like*
- *Simple classroom commands ; stand up, sit down open your books etc.*

Batasan tersebut merupakan ruang lingkup pengajaran bahasa Inggris untuk anak usia dini secara umum. Diberikan semua atau tidak atau bahkan ditambah dengan materi yang lain tergantung dari kemampuan anaknya dan gurunya yang lebih tahu. Lingkungan dimana mereka tinggal ( di desa / kota ) sangat berpengaruh terhadap tingkat penguasaan bahasa Inggris pada anak usia dini.

Di bawah ini ada beberapa hal yang perlu diperhatikan dalam memberikan kegiatan untuk pengajaran Bahasa Inggris pada anak :

- Kegiatan sebaiknya cukup sederhana bagi anak untuk dipahami.

- Tugas yang diberikan sebaiknya sesuai dengan kemampuan mereka.
- Kegiatan sebaiknya sebagian besar berbasis pada bahasa lisan (*oral*), tentu saja untuk anak usia dini kegiatan mendengar (*listening*) juga diberi porsi yang cukup besar.
- Kegiatan menulis (*writing*) sebaiknya dihindarkan untuk anak usia dini.

### C. METODE PENGAJARAN BAHASA INGGRIS PADA ANAK USIA DINI.

Untuk memberikan layanan pendidikan yang baik pada anak usia dini kita harus memahami karakteristik mereka dan mengetahui kebutuhan-kebutuhan sesuai dengan tingkat perkembangan mereka. Dengan demikian kita bisa memberikan kegiatan-kegiatan yang sesuai dengan kebutuhan mereka dan dengan cara yang tepat pula.

Sesuai dengan dunia anak usia dini, mereka belajar melalui bermain (*learning through play*) dan bermain merupakan proses belajar bagi mereka (*playing is learning*), maka kita memberikan aktivitas kepada mereka harus dengan cara yang sesuai dengan dunia mereka yaitu bermain.

Ada beberapa metode atau cara dalam memberikan kegiatan-kegiatan pada pengajaran Bahasa Inggris, antara lain :

- *Games and Songs with action.*
- Permainan-permainan dan lagu-lagu yang diikuti gerakan badan.
- *Total phisycal response activities.*
- Kegiatan-kegiatan yang diikuti dengan gerakan fisik secara utuh.
- *Tasks that involve colouring, cutting and sticking*

- Tugas-tugas yang melibatkan mewarna, menggunting dan menempel.
- *Simple repetitive stories*
- Cerita sederhana yang diulang-ulang.
- *Simple repetitive speaking activities*
- Kegiatan berbicara sederhana yang diulang-ulang.

Metode-metode pengajaran bahasa Inggris tersebut diatas merupakan kegiatan-kegiatan yang mempunyai nilai komunikatif dalam berbahasa. Kegiatan-kegiatan tersebut akan mempunyai nilai komunikatif apabila dikemas dalam tiga fase yang disebut dengan “ PPP “ yaitu *Presentation, Practice and Production*.

❖ ***The Presentation Phase ( Tahap penyampaian materi )***

Dalam tahap penyampaian materi ini guru memperkenalkan beberapa kosa kata, dan harus ada tiga hal dengan jelas yaitu ; artinya apa, kapan digunakan dan bagaimana ucapannya.

❖ ***The Practice Phase (Tahap praktik)***

Ini sangat penting bahwa anak mendapatkan cukup kesempatan untuk mempraktikkan bahasa Inggris. Mereka bisa melakukan kegiatan mendengar (*listening*) dan Mengucapkan (*speaking*) dengan cara meniru dan mengulang-ulang. Mereka bisa melakukan secara individu, berpasangan, dalam kelompok maupun klasikal. Perlu diingat bahwa praktik berbahasa Inggris baru bisa dilakukan apabila anak telah mengerti bahasa Inggris yang digunakan mereka.

❖ ***The Production Phase ( Tahap pengungkapan / penggunaan )***

Pada tahap pengungkapan ini anak diharapkan menggunakan bahasa Inggris yang telah mereka pelajari setelah meninggalkan kelas. Misalnya menyayikan lagu bahasa Inggris di rumah, menghafalkan syair atau memberi tahu orang lain tentang bahasa Inggris yang telah mereka miliki.

#### **D. KESIMPULAN**

Metode dan kegiatan apapun yang kita berikan kepada anak yang terpenting bisa menciptakan suasana yang menyenangkan dan bisa dinikmati oleh anak sehingga anak senang menggunakan bahasa Inggris dalam kehidupan sehari-hari dan selalu merindukan kegiatan-kegiatan yang akan kita berikan kepada mereka. *Learning English is joyful and having fun.*

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# THE IMPORTANCE OF PERSONALITY FACTOR FOR TEACHERS IN TEACHING PROCESS

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## **Abstract**

*Many investigations have been conducted to find out the best formula for successful teaching and learning process. Many factors have been found related to the findings. Teacher is one of important factors that influence the successful teaching and learning process. Teacher is the one who knows well the condition of the students. Social and sociable seem to be important factors in teaching. The teacher who has the two factors will express friendly feelings for others. This teacher enjoyed their relationship with students and preferred nondirective to directive classroom procedures. This kind of teacher listens to the students, accepts students' contribution and draws ideas from them.*

***Keywords: personality factor, social, sociable***

## **A. INTRODUCTION**

Many investigations have been conducted to find out the best formula for successful teaching and learning process. Many factors have been found related to the findings. Teacher is one of important factors that influence the successful teaching and learning process. Teacher is the one who knows well the condition of the students. Furthermore, teacher is the one who knows the development and the need of the students. In other words, teacher holds a crucial part for the product of teaching and learning process, the students. Successful in teaching and learning process means be an effective teacher. An effective teacher means knowing how to deliver the materials; knowing how to manage the class; knowing how to control the students; knowing how to handle the students' problem, etc. Moreover, an effective teacher means knowing the cognitive and

ffective part as well. Knowing the cognitive and affective side of human being can give a big contribution for teacher in achieving a successful teaching and learning process. Based on research which is done by Ryans (1960), mentioned that successful teaching were more affective than cognitive. Thus this paper would like to have further discussion on the affective side, and its influences on the teaching and learning process.

## **B. THE RESEARCH**

In 1963, Veldman and Peck (Klausmeier. 1971:177) had done research to find out what characteristics of being an effective teacher at high school students. This table shows the 5 clusters of behaviors obtained from the student ratings.

1.	<p><b>Friendly, cheerful, admired</b>  She always friendly toward her students  She is good-natured and easy to get along with  She always seems cheerful and happy  She is always interested in hearing a student's ideas  She seems to understand the problems students have  She smiles most of the time  You can depend on her to be fair with you  I would like to have her as a personal friend  She sets a good example for her students</p>
2.	<p><b>Knowledgeable</b>  She knows a great deal about her subject  She seems know more about her subject than just what is in the book  She doesn't get confused by unexpected questions  She always seems sure of herself in front of her class  She always seems to know just what she'll do next.</p>
3.	<p><b>Interesting</b>  Her class is never dull or boring  She makes learning seem more like fun than work  She explains her assignments clearly and completely  She has made her subject alive and interesting for me</p>
4.	<p><b>Strict control</b>  She doesn't let the class discussion get too far off the subject  She expects a lot from her students and usually gets it</p>

5	<p><b>Democratic procedure</b>  She likes to give the students a choice of how to do assignment  ...</p>
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It has widely known that requirements for teaching are based on cognitive rather than affective characteristics. However based on the research, it can be seen that the affective characteristics are more important in determining the teaching success than the cognitive one. Most of students are more concern on the personality of the teacher rather than the teaching method or materials itself. In other words, the personality of the teacher becomes the important role in successful teaching method itself. Hence it is a must for teachers to learn and understand the affective factors not just for the students' benefit but also for the benefits of the teacher.

### C. AFFECTIVE DOMAIN

The affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact (Douglas Brown.2007:153). It emphasizes a feeling tone, an emotion, or a degree of acceptance or rejection.

Benjamin Bloom and his colleagues (Krathwohl,Bloom,&Masia,1964) provided a useful extended definition of the affective domain. It has been used for general understanding of the affective domain in human behavior.

1. First level. The development of affectivity begins with receiving. Being aware of the environment surrounding, and be conscious of



- situations, people or phenomena, such as be willing to receive, to listen, etc.
2. Second level is responding. It is committed in at least some small measure to a phenomenon or a person.
  3. Third level involves valuing; giving worth on a thing, a behavior or a person.
  4. Fourth level is organization. We organize values into a system of beliefs.
  5. Finally, individuals become characterized by and understand themselves in terms of their value system.

These fifth levels of affective domain are important to be known for teacher, since every human being will pass it in accepting new information. In teaching process, delivering and accepting new information are the most important process for the successful teaching and learning process.

#### **D. PERSONALITY FACTORS**

Understanding how human beings feel and respond can be a very precious source for teachers in conducting a good teaching and learning process. There are 7 personality factors that will be discussed in this paper. Besides, this paper also discusses motivation, since it is the important key for successful teaching and learning process.

##### **1. Self-Esteem**

Self-Esteem is a personal judgment of worthiness that is that is expressed in the attitudes that individuals hold toward themselves. It expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy.

Having a high self-esteem is important not only for a teacher but also for the students. A teacher with high self-esteem will able to control and manage the class well. While for the students, it make the students have high self-worth, self-regard and self-respect in facing their study. Hence, it is teacher's duty to raise student's self-esteem.

##### **2. Attribution Theory and Self-Efficacy**

Based on the seminar work of Bernard Weiner (1986,1992,2000), attribution theory focuses on how people explain the causes of their own successes and failures. In teaching process, a good teacher should be able in evaluating his or her own method of teaching. Knowing which the best method can be applied in the class, knowing the cause of success and failure in facing the students can be one of considerations in valuing the success and failure of teaching.

According to Weiner there are 4 factors influence the success or the failure in achieving personal objective: ability, effort, difficulty of a task and luck. This is where self-efficacy comes in. If a learner feels capable of doing a given task, The learner might be achieving success. It means that the learner has a high self-efficacy. A teacher should know the way how to increase the self-efficacy of students. Students with high self-efficacy will have high self-confidence as well. This kind of student will receipt lesson easily than those who do not have high self-efficacy.

##### **3. Willingness to Communicate (WTC)**

WTC can be defined as "underlying continuum representing the predisposition toward away from communicating, given the choice"(MacIntyre et al,2002:538). Or more simply "the intention to initiate

communication, given a choice”(MacIntyre et al,2001:369). A good teacher should be able to arouse the student’s willingness to communicate. It can be said that willingness is the start point for the students to achieve some skills. When the student does not have any willingness to start communication, the student will get nothing during the study.

Since communication is the important key in successful teaching process, teacher should be able in any ways to keep the communication. Shyness and afraid of making a mistake are the common reason why the students tend to avoid of making communication. This common reason should be banished from the students’ mind, in order that the students have the willingness to communicate with others.

#### **4. Risk Taking**

Risk taking is important characteristic of successful learning of a second language. The learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. This kind of affective factor can be applied in teaching process as well. In teaching process risk taking is needed for the teacher to improve the teaching method. The teacher has to be able to gamble a bit in trying to apply a new teaching method. The risk taking also needed for the teacher in taking a decision in her or his class. When the teacher has to make a quick decision dealing with the students, she or he must be brave to take a risk, so the problem can be solved quickly. However, it does not mean that the teacher can take the risk without any considerations. Considerations are still needed to make a precise risk taking.

#### **5. Anxiety**

“Subjective feeling of tensions, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”(Spielberger.1983:1). It “associates with feelings of uneasiness, frustration, self doubt, apprehension or worry”(Scovel.1978:134). According to Horwitz, there are 2 type of anxiety; trait anxiety and state anxiety. Trait anxiety is more permanent predisposition to be anxious so the teacher cannot do anything about this. While state anxiety is experienced in relation to some particular event or act (2001:1999).

Physical effects of anxiety may include heart palpitations, muscle weakness and tension, fatigue, nausea, chest pain, shortness of breath, stomach aches, or headaches. The body prepares to deal with a threat: blood pressure and heart rate are increased, sweating is increased, blood flow to the major muscle groups is increased, and immune and digestive system functions are inhibited (the fight or flight response). External signs of anxiety may include pale skin, sweating, trembling, and pupillary dilation. Someone who has anxiety might also experience it as a sense of dread or panic. Although panic attacks are not experienced by every person who has anxiety, they are a common symptom. Panic attacks usually come without warning, and although the fear is generally irrational, the perception of danger is very real.

It seems that anxiety is very bad for anybody, especially for the teachers in teaching process. However, teacher should be able in seeing anxiety from different side. When someone experiences anxiety on something, he or she will do the best to prepare or face it. Teacher will prepare the teaching

materials well because the teacher has this kind of feeling. Hoping that the teaching process will running well, the teacher prepare everything before teaching. What should be given to the students, how to handle the class, how to manage the time are things that the teacher should prepare.

Anxiety for the students is important as well. Even there is an experimental research which is conducted in America. Based on that research, it is said that the induced of anxiety had a facilitating effect on test performance, since the experimental group which the induced of anxiety is given performs better than control group. On the other words, anxiety in some ways can be useful for the students. The students will prepare themselves well in facing their study.

## **6. Empathy**

“ A process of comprehending in which a temporary fusion of self object boundaries permit of immediate emotional apprehension of the effective experience of another”(Guiora et all.1972:142). There are 2 necessary aspects to the development and exercising of empathy;

1. an awareness and knowledge of one own feelings,
2. second is identification with another person.

Communication requires a sophisticated degree of empathy. In order to communicate effectively, we need to be able to understand the other person's affective and cognitive states. A teacher should have a high empathy. Knowing the real condition of the students by placing her selves in the student position will decrease the misunderstood that might be

happened between the teacher and the student.

Sometimes, teacher has already gave a label for certain student such as naughty student, undisciplined student, without strong reasons. This labeling is very bad thing to be done by the teacher. Since this label will follow the student anywhere and anytime during the teaching process. Moreover it might influence the teacher's judgment or valuing process. Try to place ourselves in the student's position definitely we will understand them better.

## **7. Extroversion and Introversion**

Extroversion and its counterpart, introversion, are the common type of personality that we have already known. The common understanding on these two type of personality mentioned that extroversion refers to the active student, while the introversion refers to the passive student. As teacher, usually prefer to have an extrovert students rather than introvert students. We assume that the extrovert student will talkative, responsive, and easy to understand the given materials. For the introvert students, the teacher has to have extra effort just to make them speak. They will keep silent during the teaching process, the class will be quiet all the time and what happen next is the class will get bored. This kind of assumption is totally wrong.

Based on Douglas Brown “Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. They need other people in order to feel ‘good’. While introversion, on the other hand, is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this

self from other people”(2007:166-167). It does not have relation with the bad or good and positive or negative type of student’s personality. Each type or characteristics has its own goodness. The extrovert student will easier getting associate with others, while the introvert student will have better understanding on something.

A good teacher should not split the students into extrovert and introvert if it just make a false treatments. Every student has its own goodness. As a good teacher, we should be able in seeing the potentials of each student. Hence, whether extrovert or introvert students, all the students can improve their potentials.

## 8. Motivation

Motivation is the driving force which causes someone to achieve goal. It can be said that motivation is the key to achieve the success. Hence, to keep the motivation in a high level should be done by the teacher. However, keeping the students’ motivation in a high level is a big problem, not only for the teacher but also for the students themselves. Motivation can be classified into two parts; namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is no apparent reward except the activity itself. On the other hand, extrinsic motivation is fueled by the anticipation of a reward from outside and beyond the self. Both motivation hold the same part in determining the successful of someone’s achievement.

Seeing the students’ achievement can arouse the teacher’s motivation. While an interesting class can motivate the students. This fact should get serious attention from the teacher. These steps can help the teacher in having an interesting class so that the students can be motivated. These steps are:

1. focus student attention on desired objectives
2. utilize the individual’s need to achieve
3. help each student set and attain goals

Setting and attaining goals require learning task at an appropriate difficulty level; feelings of success with current learning task will heighten motivation for sub-sequent task. And feeling failure lower motivation for subsequent task.

4. provide information feedback and correct errors

Acquiring information concerning correct or appropriate behavior and correcting errors are associated with better performance on and more favorable attitudes toward the learning task.

5. provide real-life and symbolic models

Observing and imitating a model facilitates the initial acquisition of prosocial behavior such as self-control, self-reliance and persistence.

6. provide for verbalization and discussion of prosocial values (awareness, understanding, acceptance)

verbalizing prosocial values and behaviors and reasoning about them provide a conceptual basis for the development of behavior

7. use reward and other incentives

Expecting to receive a reward for specified behavior or achievement directs and sustains attention and effort toward manifesting the behavior or achievement. On the other side, nonreinforcement after a response tends to extinguish the

response. Expecting to receive punishment for manifesting undesired behavior may lead to suppression of the behavior; to avoidance or dislike of the situation or to avoidance and dislike of punisher.

8. avoid procedures that create high stress

Experiencing high stress and anxiety is associated with low performance, erratic conduct and personality disorders

(Klausmeier, Herbert John.1971:231-232 )

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## **E. CONCLUSION**

Social and sociable seem to be an important factor in teaching. The teacher who has the two factors will express friendly feelings for others. This teacher enjoyed their relationship with students and preferred nondirective to directive classroom procedures. This kind of teacher listens to the students, accepts students' contribution and draws ideas from them. The further result for this situation is a better classroom management, and better product of education, in this case is the students. This kind of teacher with high personality factor can be reached by knowing and understanding human behavior. In other words, affective factors do play very crucial factor for successful teaching and learning process.

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