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# Journal of ELT Research

The academic journal of studies in English language  
teaching and learning

The Effects of Task-Based Process Writing Approach on The Academic Skill among Second  
Language Tertiary Learners

*Siti Katijah Johari*

Teaching English Using Poetry: An Alternative to Implement Contextual Teaching and Learning

*Samanik*

Indonesia EFL Teachers' Conceptions of Critical Thinking

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The Use of STAD to Improve Students' Writing Skill

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Developing Online Materials for Tour Guides

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A Study of Augmentativization in English and Bangla

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Curriculum and Technology Design: A Course to Explore Technology Applications in EFL

Curriculum Design

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The Implementation of ICT-Based Materials and Metacognition Learning Strategy to Improve  
Students' Vocabulary

*M. Akbar Kurtubi Amraj*

Voluntary Reading and Narrative Speaking Instructional Strategies to Enhance Students' Speaking  
Ability

*Heffy Dianawati*

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# JER | *Journal of* ELT Research

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## From the Editors

Welcome to the January 2018 issue of *Journal of ELT Research* (JER). This issue gives a new spirit, the spirit of New Year to keep progressing. Apart from some achievements this journal obtained last year, the achievement of this year is JER presents diverse articles and authors. Contributions for this issue are from not only Indonesia but also Asia, while the topics move to wider scope. The diverse topics from broader perspective can give us, ELT practitioners, insight and ideas to keep trying new things to better our practices and understanding of this profession.

Our first article, “The Effects of Task-Based Process Writing Approach on the Academic Writing Skills among Second Language Tertiary Learners” by Siti Katijah Johari, investigates the combination of task-based approach and writing process to develop students’ writing skills. Findings of the study show a positive effect of the combination on writing skills. This research provokes an idea that task-based approach, which has been popular up to now, could be more powerful when integrated with another approach.

Second article, “Teaching English Using Poetry: An alternative to Implement Contextual Teaching and Learning” by Samanik, describes the use of poetry as an alternative to implement CTL (Contextual Teaching and Learning). In this article, Samanik gives some classroom activities using poetry promoting writing, reading, and speaking. She also connects the poetry-based activities with the components of effective learning such as constructivism, questioning, inquiry, learning community, modeling, and authentic assessment, and she argues that the activities fit the components.

Third article, “Indonesian EFL Teachers’ Conceptions of Critical Thinking” by Hamzah Puadi Ilyas, investigates the conceptions of critical thinking proposed by Indonesian EFL (English as a Foreign Language) teachers from three provinces in Indonesia. They are all secondary school teachers. Findings of this study show that there are some emerging themes regarding critical thinking such as analysis, evaluation, criticism, creativity, problem solving, reflection, curiosity, and even Bloom’s taxonomy. Findings of this study are not really different from critical thinking conceptions proposed by Western academics, showing that Indonesian teachers may have been aware of critical thinking, while its implementation at school needs more observation to find out to what extent it has been applied in teaching-learning processes. Fourth article, “The Use of STAD to Improve Students’ Writing Skill” by Suryani and Azlim investigates whether STAD (Student Team Achievement Division) can improve students’ writing descriptive text. Finding shows that STAD can improve writing skill. If STAD can improve students’ writing descriptive text, it can be possible that other writing genres can be taught using STAD with good result. Further studies on this topic need to be explored.

In the fifth article, “Developing Online Materials for Tour Guides,” Sinta Dewi Ratnawati explains her research on English for Specific Purposes (ESP) by designing materials for tour guides. Three objectives of the research are identifying the contents that should be in the materials, investigating the students’ responses about the developed materials, and finding out the lacks in the program. Participants of this research are Indonesian migrant workers in Malaysia who are trained to be a tour guide when finishing

their contract. By doing 7 stages of materials development, the study found that the materials got positive responses, while there is still improvement needed

In the sixth article, “The Lexical Morpheme Acquisition of a Learner of English as a Second Language,” Burhansyah examines the acquisition of English lexical morphemes of an Indonesian student learning English as a second language. He got the data by the student’s essay for four months. Findings of this research show that the acquisition points of the lexical morphemes follow Processability Theory. Since the participant of this study is a teenager, further studies on child in this issue need to be conducted.

Sarwar Morshed’s article, “A Study of Augmentativization in English and Bangla,” investigates the augmentativization process in English and Bangla. Augmentativization is a word-formation process denoting largeness. In this study, he juxtaposes English and Bangla vis-à-vis their mechanisms in the construction of augmentatives. Findings show that the languages have similarities in the process of augmentativization. Both use affixation in the construction of augmentatives, and they also employ prefixation to form the bulk of their augmentative vocabulary.

Ignasia Yuyun’s article, “Curriculum and Technology Design: A Course to Explore Technology Applications in EFL Curriculum Design,” explores language learning and technology, Technology Enhanced Language Learning (TELL). She designs a course named Technology and Curriculum Design to equip pre-service English teachers to integrate technology in the EFL curriculum. In this article, she presents some projects which have been conducted. This article could be impetus to EFL teachers’ creating technology-based activities.

In his article, “The Implementation of ICT-Based Materials and Metacognition Learning Strategy to Improve Students’ Vocabulary,” M. Akbar Kurtubi Amraj investigates teachers’ and students’ perceptions of the implementation of ICT-based learning and metacognition to improve students’ vocabulary. Findings of this study show that the teachers have good perceptions of the implementation of ICT-based materials, and the students show motivation to learn English in and outside the classroom. The findings also indicate that there are some improvements of the students’ achievement on the vocabulary test. He concludes that the combination of ICT-based learning and metacognition can improve vocabulary mastery.

In our final article, “Voluntary Reading and Narrative Speaking Instructional Strategies to Enhance Students’ Speaking Ability,” Heffy Dianawati investigates voluntary reading (VR) and narrative speaking (NR) to encourage students’ participation in speaking activity. This research poses three questions: 1) what are the strategies to help students encounter difficulty in speaking English in classroom, 2) to what extent does VR prior speaking activity help students develop ideas and motivation to speak English in the classroom, 3) does the application of NR strategy in speaking classroom affect students’ speaking achievement? Findings show that VR reduces students’ anxieties in speaking, decreases speaking block, increases students’ motivation, and improves students’ social awareness, while NS promotes students’ speaking fluencies, grammar, accuracy, pronunciation, and knowledge.

Finally, thank you for your submissions. We hope this January 2018 issue of *Journal of ELT Research* gives us, ELT practitioners, more ideas to be implemented in the classroom. We also thank our loyal readers for their support and encouragement to JER.

## **Editors**

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## **The Effects of Task-Based Process Writing Approach on the Academic Writing Skills among Second Language Tertiary Learners**

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Academic writing occupies a very important place in the English language syllabus at tertiary level. Where higher institution writing is concerned, it is not enough that students have to write in traditional essay or report formats; their writing must be appropriate to the discipline – yet deal with the multitude of genres expected of them. Additionally, academic writing skill is considered an essential skill for academic success and a requirement for many occupations and professions. However, it is a skill that a number of second language tertiary students find most difficult to acquire and only a few of them fully master it. This study, therefore, embarks on the theory that task-based approach together with the exposure of process writing would have a significant influence on the development of students' academic writing skills. In this study students were made to work in groups on real-life tasks which relate to their field of study or future employment. In the midst of pursuing the group project, the students will have to write their group proposal and individual writing assignment. This will be the stage where the process writing techniques are put into practice. This paper will illustrate an eclectic pedagogic intervention in the teaching of academic writing skills to second language tertiary students.

*Keywords:* academic writing, task-based approach, process writing approach, tertiary learners

*Menulis akademik menempati posisi penting pada silabus bahasa Inggris di perguruan tinggi. Mahasiswa tidak cukup hanya dengan menulis esai dan laporan; tulisan mereka harus sesuai disiplin ilmu. Selain itu, kemampuan menulis akademik penting demi keberhasilan akademik dan persyaratan profesi. Namun bagi mahasiswa keterampilan ini masih sulit. Oleh karena itu, penelitian ini ingin melihat apakah kombinasi teori task-based dengan proses menulis akan berpengaruh terhadap kemampuan menulis akademik. Dalam penelitian ini, mahasiswa dibagi dalam kelompok dan diberi tugas yang langsung berhubungan dengan pekerjaan mereka di masa depan. Selain bekerja dalam kelompok untuk menyelesaikan proyek, mahasiswa juga mengerjakan tugas individu. Artikel ini memberikan gambaran intervensi pedagogi eklektik pada pembelajaran menulis akademik bagi mahasiswa dimana bahasa Inggris sebagai bahasa kedua.*

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## INTRODUCTION

Writing is a complex process, often entailing a long and slow development. It requires some conscious mental effort where the writer needs from his/her linguistic storehouse those language patterns which are socially appropriate to convey the message clearly, fluently, and effectively. Likewise academic writing is often regarded as a highly problematic but always transformational activity (Murray & Moore, 2006). Learners' perception of academic writing is that it is a formal learning activity directed by the instructor which reflects the top-down approach in class and a challenging task for them to endeavor. Hence, an innovative instructor will create writing tasks that ensure the learners as the one responsible for their writing activities such as self-discovery activities, self-change topic, self-change project proposal and practicing of self-observation, and writing activities. In other words the top-down approach to the teaching and learning of academic writing skills can be transformed into the bottom-up approach where learners are given the opportunities to be the instructor of their own learning with the guidance from their instructor. Additionally, looking into academic writing as a transformational activity means emphasizing inquiry-based learning, critical thinking, and the development of higher-order thinking and communication skills. Learners must be made to recognize the limitations of their current knowledge and skills and have opportunities to test and apply new skills and perspectives in the process of developing their academic writing skills.

The ability to write effectively has become critical in today's globalized world; thus instruction in writing is considered as one of the crucial communication skills to be acquired, as stated by Weigle (2002) "writing has become more important as tenets of communication rather than as an objective of study – have taken hold in both second- and foreign-language settings" (p. 1) Ardington (2011) also emphasizes a similar point on the importance of writing where she emphasizes that writing is an essential and powerful communicative tool for all learners in all disciplines. Hyland's (2013) justification on the importance of writing has further enhanced Ardington's point in which Wright has declared that one needs to be proficient at writing because writing is evidential; that is, there is a record and evidence of what has been communicated.

Significantly, where higher institution writing is concerned, it is not enough that learners have to write in traditional essay or report formats; their writing must be appropriate to the discipline – yet deal with the multitude of genres expected of them. Irvine (2010) stresses that "writing in college is a fairly specialized writing situation, and it has developed its own codes and conventions that learners need to have taken a keen awareness of if they are going to write successfully in college" (p. 7). In actual fact a number of higher education researchers have also found that mastery of academic writing skills remains one of the greatest challenges for learners in higher institutions (Farrell & Tighe-Mooney, 2013; Horstmanshof & Brownie, 2013; Hyland, 2013; Klimova, 2012). Fung (2010) further states "academic writing is a manageable pursuit that has practical use for students' future academic and professional endeavors" (p. 472). Universities are about writing, and that the specialist forms of academic literacy are at the heart of everything learners do: central to constructing knowledge, educating learners, and negotiating a professional academic career (Hyland, 2013).

On these notes by Hyland (2013) and Fung (2010), effective, purposeful academic writing should be given more and more emphasis in the teaching at all levels especially the higher institution level, which is, to the undergraduate learners learning English as a second language. This is because these learners would be dealing with topics and themes from various different perspectives in their major programs, and these topics are dealt with in a greater depth, more sophisticated and broader context. As a result they need to develop and apply their writing skills during their academic years in universities to be able to produce good effective written assignments not only for their English courses but also for their major programs/courses as well as future employment world. As Ellis and Red (2003) point out, writing is not just a classroom exercise, but being able to write well has far reaching real-world as well as academic applications.

Academic writing occupies a very important place in the English language syllabus at tertiary level as stated by Osman (2004) that “learners pursuing a university degree require competency in both written and spoken language to handle academic discourse and to excel in the program” (p. 13). However, writing is a skill that learners find most difficult to acquire and only a number of them are able to fully master the skill (Byrne, 1993). Levine (as cited in Murray & Moore, 2006) asserts that “some researchers have claimed that writing can be experienced as one of the most difficult of all skills, requiring an intricate combination of neurological, physical, cognitive, and affective competencies” (p. 6). Murray and Moore (2006) further suggest that academic writing involves starting, progressing and finishing a complicated, challenging combination of tasks where it requires the writer to activate a number of different skills and orientations, sometimes at different stages and phases in the process, sometimes all at the same time. New literacy studies theorists such as Street and Gee (as cited in French, 2011) argue that “it is important that higher education learners engage in the writing development as part of wider discussions concerning the purpose of their writing in education, their audience, and how they use their writing to express ideas and understanding” (p. 228). From a study carried out by University Putra Malaysia, it is found that the feeling of incompetence in writing ability is extended to the tertiary level (Chan & Abdullah, 2004).

There is simply no single best way or method to understand and to teach so complex a skill as the academic writing skill and moreover teaching it within a constructive, motivating and authentic teaching and learning context. A variety of approaches and methods have been investigated and reported to succeed in encouraging learners’ academic writing skills such as process approach, product approach, genre approach, and content-based approach (Akinwamide, 2012; Dooey, 2010; Pennington, 2013; Wardle and Downs, 2013). Where language teaching methods are concerned, a number of teaching methodologies and approaches have been recommended by theorists and researchers such as Communicative Language Teaching, Content-based Approach, Task-based Approach, Participatory Language Teaching, Cooperative Learning, and Multiple Intelligences (Larsen-Freeman, 2000; Brown, 2001; Richards & Renandya, 2002).

Hence, this study aims to determine and exemplify the most appropriate methodological approach for teaching academic writing skills at University Malaysia Sabah Labuan International Campus in order to create a motivating environment and stimulating

context for the learners to develop their academic writing skills. Among the teaching and learning approaches stated above, the researcher decides to merge two different approaches which have created various controversial issues (Bruton, 2006; Knight, 2012), namely, Task-based Approach and Process Writing Approach. Based on these readings, it could be summarized that these two approaches have their own sets of weaknesses and strengths. However, the researcher believes that merging them together will reduce their weaknesses, increase their strengths, and enrich the quality of the product or outcome. Hence the focus of this study is to explore whether the goal of merging these two eminent approaches will have an effect on the development of the undergraduate learners' academic writing skills. Chimbganda (2001) has, in fact, pointed out theoretically the significance of combining these two approaches in teaching academic writing, "...in order to deal with the different writing needs of ESL students, the teacher can use in some cases the process approach, while in other situations the task-based approach or a hybrid version of these approaches" (p. 176).

The process writing approach is concerned with the use of process-oriented approach to facilitate the planning and production stages of writing. Even with other well-known approaches to the teaching of writing such as the product-approach, the genre-based approach, or the content-based approach, learners will still have to go through the writing processes and procedures to produce a written product. Process approaches to writing tend to focus more on the varied classroom activities which promote the development of language use: brainstorming, group discussion, rewriting. The main advantages are that they understand the importance of the skills involved in writing, and recognize that what learners bring to the writing classroom contributes to the development of writing ability (Akinwamide, 2012; Badger & White, 2000).

Henceforward, the researcher feels that the process writing is an approach not only designed to support the other approaches to the teaching of writing but also intended to support reading, writing, and language development simultaneously. The idea behind it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of writing processes but to construct process-oriented writing instruction that will affect performance (Maarof & Murat, 2013; Mourssi, 2013; Por-Mohammadi & Abidin, 2012; Seow, 2002; White & Arndt, 1991). Fung (2010) further emphasized that process writing offers learners an enriched learning experience, increasing their interest in subject matter, critical thinking, and appreciation of collected written works. Ultimately, and in an important sense, we are what we write, and we need to understand the distinctive ways our disciplines have in addressing our ideas and presenting our arguments academically (Hyland, 2013).

As for the task-based language teaching and learning approach, it is considered as the most appropriate or most relevant by the researcher for the reason that it not only increases learner activity but also drives the instructor to create, produce, and supply different tasks which will give the learners the opportunity to experiment spontaneously and originally with English language. Most importantly, what attracted the researcher to employ a task-based approach is that the approach can help the learners by placing them in the real world. Task-based learning and teaching is an overall approach, as it advocates that all the language skills should be integrated in the process of learning and teaching (Miao Hai-yan, 2014). According to the proponents of task-based approach (Beglar and Hunt, 2002; Ellis, 2003; Hosseini,

2012; Nunan, 2006; Stroud, 2013; Tamponi, 2012; Wang, 2004; Willis and Willis, 2007), task-based approach should put the emphasis on learning to communicate through interaction in the target language. Authentic texts should be introduced into the learning, and focus on form should be advocated, not putting aside learners' own personal experiences. The main rationale for employing task-based approach was for the awareness given by the advocates that task-based approach should link classroom language learning with language activation outside the classroom.

Process-driven approaches show some similarities with task-based learning, in that learners are given considerable freedom within the task. They are not curbed by pre-emptive teaching of lexical or grammatical items and the outcome of the writing, the product, is not preconceived. Pedagogically, task-based approach helps strengthened the principles and procedures of process writing approach. To date empirical studies on improving learners writing skills have proven that task-based approach has the most positive effect on their writing performance (Hai-yan, 2014; Li, 2013; Tabar & Alavi).

For these justifications stated above, it is hoped that this new pedagogic intervention will be a kind of resource for instructors to conceptualize the learning process in acquiring good effective writing skills and in a way that may assist them in identifying meaningful and intellectual forms of active learning (Nor & Samad, 2006) specifically where academic writing skills are concerned, as reported by Wardle and Downs (2013) that "a fact that we have accounted was we often find our students to have significantly greater enthusiasm, excitement, engagement, and investment with this focus on developing their writing skills once they understand what it means: that they are going to be engaged on issues with which they have experience and some degree of expertise, and that they will be challenged in meaningful ways" (p. 6). Ur (2013) further emphasizes that instructors are encouraged to develop theory and practice in situated methodologies that are likely, in their particular teaching context, to bring about good learning.

Crucially, it is hoped that this eclectic intervention will also enhance learners' motivation towards their self-improvement in acquiring the skills. Based on this purpose and the related preceding discussions, the study attempts to answer the following research questions.

1. What are the effects of task-based process writing approach on undergraduate second language learners' academic writing skills as shown through all the components within the grading criteria on learners' drafts and final writing assignments?
2. What are the effects of task-based process writing approach on the second language undergraduate learners' academic writing as shown through the academic writing assignments and the pre- and post-tests?

## **METHODS**

### **Research design**

In order to investigate and respond to the research questions, a hybrid method was employed and a number of sources of data were collected during the evolving of the Task-based Process Writing Approach. The research methods consisted of both quantitative and qualitative methods. This study designated significant characteristics of the participants, operational

tasks, data collection procedures, and objective measurement procedures of learners' performance in their academic writing skills. In addition, it also summarized the data analyses performed to investigate the research questions listed.

### Settings and Participants

The study took place in a public university, a branch of University Malaysia Sabah located near a beach about 20 kilometers from the town center of Labuan Federal Territory. It is known as University Malaysia Sabah Labuan International Campus. The Labuan International Campus consisted of two schools: Faculty of Computing and Informatics and Labuan Faculty of International Finance.

The 138 participants in the study, 69 learners in the experimental groups and 69 learners in the control group, were full-time second year undergraduate learners in the Faculty of Computing and Informatics and the Labuan Faculty of International Finance of the university. The learners' age ranged between 20-25 years old consisting of 39 male and 99 female learners. The groups had a combination of race and ethnicity which is Malay, Chinese, Indian, Kadazandusun, Murut, Bajau, and others.

Where English proficiency is concerned the participants in the experimental and control groups were learners who had acquired a Band One, Band Two or Band Three in the Malaysian University English Test (MUET) which classified them as extremely limited user, limited user and modest user respectively (See Table 1). Both the experimental group and control group learners had completed the three levels of English courses before pursuing the English for Academic Reading and Writing course.

*Table 1: Descriptions of MUET band 1 – 3*

A	B	C	D	E	F
Below 100	1	Very limited user	Hardly able to use the language	Very limited understanding of language and context	Very limited ability to function in the language
100 – 139	2	Limited user	Not fluent: inappropriate use of language; very frequent grammatical errors	Limited understanding of language and context	Limited ability to function in the language
140 – 179	3	Modest user	Fairly fluent; fairly appropriate use of language; many grammatical errors	Fair understanding of language and context	Fair ability to function in the language

Note:

A: Aggregated Score

B: Band

C: User

D: Communicative Ability

E: Comprehension

F: Task Performance

### **Research Procedures**

The participants for this study were divided into experimental and control group. Each group consisted of 69 students, respectively. During the first week the researcher briefed and explained to learners in the experimental group on the course syllabus and the written task to be completed. The participants were given the guidelines and procedures for completing the task, and the requirements of turning in a finished product. The learners in the control group were also briefed by their instructors on the course syllabus and the written task.

A pre-test was administered on the second week to the control and experimental groups. The test consisted of essay writing. The pre-test was performed to determine the participants' writing ability prior to the study. It was also a toll to identify their strengths and weaknesses in writing and their personal attempt towards academic writing. Immediately afterwards the participants responded the entry or pre-experiment questionnaire.

In the case of the control group, the participants were taught through the in situ approach moving along the scheme of work prepared for the course. They were to write the paragraphs in class and submit these paragraphs immediately after the class. These paragraphs were marked and graded with no opening for a rewriting. Later, these paragraphs were combined only to comply with the format of an academic essay consisting of the appropriate and necessary conventions. However, before the subjects started to write, they were given the language input on essay writing skills. An outline, sample paragraphs taken from their course books, ideas and suggestions were offered to them as well.

In the case of the experimental group, the lessons were carried out using the task-based process writing approach as projected. The task was based on the characteristics of task in a task-based language teaching approach. The framework and cycle of the lessons were also based and adapted from task-based language teaching approach. The focus was exploiting the participants' real world experience, be it the present situation as well as their future employment situation. The participants were encouraged to propose a project that relates to their field of study or future employment. In other words it was a project of their common interest. They were able to make all decisions themselves in selecting the group proposal topics, individual topics and about how to create and communicate their own meanings. This technique was further coordinated, supported and most importantly enhanced by the process writing approach. Since the participants were required to submit a group portfolio and most importantly an individual written assignment, the process writing approach seemed to be one of the effective techniques to help the participants produce an effective academic essay. The process writing technique consisted of five distinct steps subjects undertook in completing the assignment: prewriting, drafting, revising, editing and

publishing. The participants were able to edit and revise their paragraphs before giving them to their instructor. Without affecting the contents of the paragraphs or making major changes, the instructor would do further editing on the writing samples, and returned the drafts to the participants with suggestions for improvement. Participants would also be given the opportunity to review their peers' drafts and would also be able to make suggestions for improvement. At the end of the final week, the participants would have to produce a written assignment: a term paper. This was used as a documented product for the study that would serve as a significant discovery of their writing skills and as a verification tool to observe the effects of task-based approach on their writing performance.

At the end of the study, the participants from the control and experimental groups had to sit for a post-test which was similar in content with the pre-test. It was to verify whether a difference of effective written product existed between the control and experimental groups. It was also to observe whether there were any clear and significant differences between these two tests where the development of the academic writing skills of the experimental group was concerned. A post-task questionnaire was also conducted with the participants. The questions were similar as in the pre-task questionnaire with some additional questions related to the tasks and writing process. These additional questions were looking into the process of writing. Additionally the participants were asked to give comments about their task experience in this study through student reflection form. It was also designed to get additional information from the participants about their confidence and perceptions of the academic writing performance. The questionnaire also explored if they felt that this approach was more helpful, and if they felt that their writing was better than before.

### **Methods and Analysis**

In this study, both quantitative and supplement qualitative data were gathered. The quantitative data came from comparisons of the ratings or scores of the final writing assignment, pre-test and post-test, the pre-task and post-task questionnaires, and essay draft from both the experimental and control groups. The scores were acquired through marking the scripts with a standardized marking scheme or rubrics which was more geared towards analytic marking scheme. The standardized rubric or marking scheme was adapted and modified from various experts (Graves, 2000; Tunceren & Cavusgil, 2006; Weigle, 2002) in academic essay evaluation. The quantitative data also came from the responses given by both, the control and experimental groups, in the Likert-scale questionnaire. In addition to those quantitative data, the qualitative data for this study were primarily assembled from participants' reflection from the experimental group only as the open-ended questions were focused on the process writing approach.

Hence the following kinds of data were collected: (i) the final grades on the finished written product marked through a standardized marking scheme. These were collected from written products by the participants of the control and experimental groups; (ii) the experimental and control groups' scores from their pre-test and post-test results; (iii) both the experimental and control participants' responses to the pre-task and post-task questionnaires, (iv) the scores based on a standardized scoring of experimental groups' writing draft and their final written product, (v) the experimental group's reflection. For part (iv) and (v), the results were only gathered from the experimental group as this group pursued the writing



component of the English for Academic Reading and Writing Course through the task-based process writing approach.

The qualitative data in this study was to triangulate and corroborate the quantitative data of this study. The qualitative data consisted primarily in an analysis of specific channel of participants' reflections or responses in the Student Reflection form given after the completion of the Academic Reading and Writing Course that is in the final week of the semester. The learners' reflection was only given to the experimental group since this group was the only group that underwent the Academic Reading and Writing course through the task-based process writing approach. The control group would not be able to answer questions related to process writing approach as the learners in this group went through a linear process of writing.

## FINDINGS AND DISCUSSION

The final essays for both groups were marked using the standardized scoring rubric used for the English for Academic Reading and Writing Course. Nevertheless, in order to further investigate and observe whether task-based process writing approach had produced comprehensible or clear improvements in the learners' academic writing, the written drafts and the final written essays of the participants in the experimental group were used. As how the final scores were marked, the comparison between the learners' essay draft and their final product scores were corroborated based on the five items of the grading criteria. The five items included: (1) content/organization, (2) language use, (3) vocabulary, (4) mechanics, and (5) sources. The paired-samples t-test was exploited to process the raw data, and thus the means and standard deviations of each item were obtained. On the basis of the processed data, the t-test would help to decide whether the difference demonstrated between the scores from the essay drafts and final essays arose from the task-based process writing approach to the teaching of the English for Academic Writing component. The results of each of the five items were presented in different tables respectively.

*Table 2: Content/organization*

Measure	Essay	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Content/ Org.	Final	69	11.20	6.37	14.60	68	.000
	Draft	69					

The results presented in Table 2 reveal that the participants in the experimental group scored better grades for the content/organization in their final written assignment as opposed to their scores in their written assignment draft. There was a significant increase of mean where the mean was 11.20. Such a mean difference was statistically significant as p value is  $p=.000$  where  $p<.005$ . Thus, from the descriptive evidence displayed in Table 3, it is strongly assured of the fact that the undergraduate learners in the experimental group had shown improvements in their overall content and organization in producing the written assignment.

*Table 3: Language use*

Measure	Essay	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Language	Final	69	.83	.73	9.54	68	.000
	Draft	69					

Table 3 reveals that learners in the experimental group also scored better grades in language use in their final written assignment. Even though the mean was .83, it was statistically significant as the p value was  $p=.000$  which is lower than  $p<.005$ . This proved that the techniques of task-based process writing approach managed to help the learners improved their language use when it came to writing an academic writing essay.

*Table 4: Vocabulary*

Measure	Essay	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Vocab	Final	69	.72	.74	8.19	68	.000
	Draft	69					

The participants in the experimental group scored better grades for the vocabulary in their final written assignment where there was an increment of mean by .72 points. It was statistically significant because the p-value was as low as  $p=.000$  where  $p<.005$ . Evidently, task-based process writing approach had a strong positive effect on the improvement of the learners' vocabulary skills.

*Table 5: Mechanics*

Measure	Essay	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Mechanics	Final	69	.49	.62	6.59	68	.000
	Draft	69					

Table 5 projects that learners in the experimental group scored a minor increase in their grades for the mechanics in their final written assignment with the mean score of .49. There was an increase of mean, even though it was slim, it was still statistically significant because the p-value was as low as  $p=.000$  where  $p<.005$ . Consequently, these effect values revealed an improvement in mechanics in the learners' written essay. Hence, the researcher was reassured that task-based played a noteworthy role in helping the undergraduate learners to improve in their academic writing skills.

*Table 6: Sources/References*

Measure	Essay	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Sources	Final	69	3.45	1.16	24.76	68	.000
	Draft	69					

The knowledge and ability to cite sources, support statements with ideas from experts, write in-text citations and reference page were additional skills imparted through the English for Academic Reading and Writing Course. The first draft was written in a traditional way of writing essay, that is, without any citations or experts' ideas used. However, through the task-based process writing approach, feedback received by learners regarding these significant points in an academic essay had provided an improvement in the learners' written assignment. Table 6 projects participants in the experimental group scored highly better grades for the criteria of writing the sources in their final written assignment with an increment of the mean that is 3.45 points. Such a mean difference was highly statistically significant when the p-value was as low as  $p=.000$  where  $p<.005$ .

As indicated in the descriptive evidences in the tables above, the participants in the experimental group made significant improvement in all five items of the grading criteria. In other words, the second language undergraduate learners in the experimental group provided a clear progress in all of the five areas which include the content and organization, vocabulary, language use, mechanics and sources as well as references of writing competence measured through the two written products, their draft and their final essay. Simultaneously, data from the questionnaire and student reflection supported the above interpretation of the above scores.

*Statement 1: The course has improved my skills in written communication*

*Table 7: Improvement in written communication skills*

Scale	Experimental	Control
5	29.2%	15.4%
4	55.4%	52.3%
3	13.8%	24.6%
2	1.5%	3.1%
1	0.0%	4.6%

With reference to Table 7, it was evidently proven that the experimental group of learners' opinions' on their writing skills' improvement was encouraging whereby 29.2% strongly agreed and 55.4% agreed (in sum, 84.6%) that the course had improved their skills in written communication. As for the control group of learners' opinions, as reported in Table 7, 15.4% strongly agreed and 52.3% agreed, (in sum 67.7%) of the students agreed that the course had improved their skills in written communication.

*Question 2: How would you rate your writing ability in English after completing the English for Academic Reading and Writing Course?*

*Table 8: Writing ability*

Scale	Experimental		Control	
	Pre-Experiment	Post-Experiment	Pre-Experiment	Post-Experiment

5	1.4%	4.6%	1.4%	0.0%
4	34.8%	61.5%	23.2%	38.5%
3	56.5%	33.8%	66.7%	58.5%
2	7.2%	0.0%	7.2%	3.1%
1	0.0%	0.0%	1.4%	0.0%

In terms of writing ability, 61.5% of the learners acknowledged their writing ability as good and 4.6% of the learners confidently admitted their level of writing ability as excellent. The 33.8% of the learners who claimed their writing ability level was at the average level was also considered as having the improvement in their writing with the knowledge of their standard of MUET's result as indicated in Table 8. Judging from the pre-experiment scores, there was an increase of being able to write in English. Only 33.8% and 38.5% of the learners had rated their confidence and ability as good to write their assignments in English or their major courses' assignments in English respectively. The 58.5% of the learners rated their confidence level and writing ability as average level even after 14 weeks of attending and performing the tasks given in the course. For the control group of learners, there were 4.6% of them felt that their confidence to write assignments in English was poor, and 3.1% of the learners rated their writing ability in English after completing the writing course as being poor as well. The results are presented in Table 8.

Additional data elicited from the student reflection form on ways the course had helped the participants to improve their writing skills helped corroborated the results above. The descriptions below are the supporting evidence contracted from the question: *What did you acquire from the English for Academic Reading and Writing Course?*

A majority of the participants stated that the activities in the writing component had further enhanced their knowledge and skills in writing good essay specifically in coming up with effective thesis statements, constructing strong supporting and specific supporting details, organizing the content in every paragraphs especially the background paragraph which is considered new to them and writing good body paragraphs. Learners also reported that they were exposed to the importance of having connection between the introductory paragraph and the concluding paragraph to give a good flow to the essay. Many of the learners had stated that they have learnt how to generate proper sentences from the important key points. Most importantly, most of the learners had emphasized that they learnt how to use academic words and expressions in their written assignment. The following comments provided by the participants demonstrate their beliefs and convictions regarding the English for Academic Reading and Writing Course. Most importantly, this reflected the positive effects of task-based process writing approach that was employed to teach the course.

The question, *'Have the activities in the English for Academic Reading and Writing course helped you to improve your academic writing skills? In what ways have the activities helped you?'* showed that all the participants (69 out of 69 participants) agreed that the course had helped them to improve their academic writing skills in one way or the other. Even though there were a number (8 out of 69 respondents) who disliked the tasks, activities and the processes that they had gone through in producing the written assignment task but 100% (69 out of 69 respondents) agreed that they had improved their writing skills. Some learners commented that writing the drafts helped them to see the errors and provided them

opportunity to improve their essay. Others commented that the course helped them to generate ideas in order to produce good content, and they were able to organize their essay to suit the requirements of the assessment. Some participants even commented that the activities from the writing component helped them read meaningfully as they were able to apply the skills learnt when they read other reading materials.

There were participants (67 out of 69 participants) who commented that the activities in the writing component from the course helped them to further enhance their written assignment in their other courses. Where writing sources and references were concerned, many (66 out of 69 participants) stated that they were able to cite and use these sources to justify their main points. Others (54 out of 69 participants) wrote in the student reflection form that the activities on writing references had improved their knowledge and skill in using the format of reference writing. There are a number of participants commented that with the improvement they made in the writing component had given them the confidence to write well.

Where academic writing skills are concerned, the progress aimed would be observing the characteristics and needs of academic essay such as the conventions of academic writing, academic organization in writing assignment, appropriate use of use of research-based writing materials, vocabulary development, grammar and sentence structure, and application of critical thinking skills through writing. Majority of the learners indicated that they had achieved a well satisfactory level of progress in producing good written academic essay. The following comments provided by the participants demonstrated their stand on their improvements. Some learners commented on their progress in their grammar, sentence structures and vocabulary skills. A number of the participants recognized their progress in being able to constructively criticize their friends' writing and able to present their ideas assertively. As a matter of fact, interestingly it was reported that the activities in the writing component not only enhanced the participants writing skills but also encouraged them to read academic materials and research articles which further increased their reading skills.

Convergence of the results analyzed through the data as in the student reflection and questionnaire responses confirms the validity of the quantitative results interpreted on clear improvements made through task-based process writing approach. Hence, these findings proved that the first objective of the study is achieved. In other words, task-based process writing approach had provided a significant opportunity for learners to develop and improve their academic writing skills.

For the measurement of the learners' writing performance, two writing tasks were performed by the learners in the experimental group and the control group, one as the pre-test and the other as the post-test. The tests were scored using the standardized scoring guide.

*Table 9: Independent-samples t-test to compare the pre-test scores*

Measure	Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-Test	Experimental	69	45.60	14.29	.24	136	.81
	Control	69	45.00	15.26			

An independent-samples t-test on the pre-test in the course was used to compare the experimental group and control group's scores. This was to determine if the writing skills of the two groups were equal or similar in the level of performance before the experiment was applied. The independent-samples t-tests results revealed that there was no significant difference between the scores acquired by the experimental group with the scores acquired by the control group prior to the experimentation of the task-based process writing approach, indicating that the level of performance in the academic writing skills for the experimental and control groups were basically at the same English level. The mean score of the experimental group was 45.60 and 45.00 in the control group as shown in Table 9. There was no statistical significance as  $p > .005$  where  $p = .81$  as indicated in Table 10. This showed that the effects of the teaching techniques used in the participants' previous course, that is, the Reading and Writing in English were very small. Hence, there was no significant difference in the writing skills between the experimental group and control group.

Table 10: Independent-samples t-test to compare the post-test scores

Measure	Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Post-Test	Experimental	69	69.17	17.27	6.89	136	.000
	Control	69	53.83	6.71			

After running the independent-samples t-test through SPSS, the results in the post-test of the writing task indicated that the experimental group scored significantly higher than the control group, with the mean score of 69.17 against 53.83 of the control group as shown in Table 10. The experimental group gained 15.35 more than the control group on the post-test of writing performance. Such a mean difference was statistically significant because the p-value was as low as .000 ( $p = .000$ ) whereby  $p < .005$ . It can be said that the task-based process approach was able to aid the participants in the experimental group in developing their academic writing skills. Intrinsically, in view of the fact that learners' writing test results generally directly reflect their overall writing competence, it can be projected that such a significant increase in mean scores of writing tests can be considered as the most convincing evidence of a significant improvement of the participants' writing competence.

Table 11: Paired-samples t-test of the experimental group

Measure	Test	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Experimental	Post-Test	69	24.30	19.82	10.19	68	.000
	Pre-Test						

In addition to the inter-group analysis presented previously, the results of the intra-group comparison were also presented as follows. The first intra-group analysis was made on the experimental group. The analysis was performed through the paired-samples t-test. As shown in Table 11, the experimental group gained 24.30 more in the post-test, comparing with the scores they acquired from the pre-test. Such gain was statistically significant since the p-value was as low as .000 ( $p = .000$ ) whereby  $p < .005$ . Thus, it is evidently strong to state

that task-based process writing had a significant effect on the improvement of the participants' academic writing skills.

*Table 12: Paired-samples t-test of the control group*

Measure	Test	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Control	Post-Test	69	8.84	14.70	4.99	68	.000
	Pre-Test						

In contrast to the significant improvement of the experimental group in the writing task, as for the control group had no obvious progress in the post-test writing performance. With the mean score of 8.84, the participants scored only slightly higher than the pre-test as shown in Table 12. This result reflected a very minimal increment or difference of scores between the post-test and the pre-test. Even though the mean difference was small but it was statistically significant. This is because the p-value was as low as .000 ( $p=.000$ ) where  $p<.005$ . This result revealed that the techniques of the in situ approach to the English for Academic Reading and Writing course had no significant influence to the progress of the participants' academic writing skills. It was proven that the techniques or approach used in the control classes, the structure of the course and the approach used had not provided opportunities for the participants to develop their writing skills

*Table 13: Independent-samples t-test to compare the written assignment final scores*

Measure	Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Final Essay	Experiment	69	71.75	11.89	8.25	136	.000
	Control	69	58.07	6.98			

In addition to comparing the total scores of the two groups' writing tasks through the pre- and post-tests, the inter-group analysis of the written assignment final product based on which the learners were graded were also investigated for further analysis. The results of the final essay as presented in Table 13 reported that the experimental group made significant improvement in the final essay, with p-value lower than .000 ( $p<.005$ ). The results in the final essay which were analyzed through pair-samples t-test indicated that the experimental group scored significantly higher than the control group, with the mean score of 71.75 against 58.07 of the control group as shown in Table 13. The experimental group gained 13.38 more than the control group on the final essay. Such a significant difference in the mean was statistically significant because the p-value was as low as .000 ( $p=.000$ ), as the last column of Table 13 displays. Thus, this provided a significant indication that the learners in the experimental group had made improvements in their final written assignment task through the task-based process writing approach in the English for Academic Reading and Writing course.

In addition to the analyses above, items from the questionnaire were taken as supportive evidence on how task-based process writing approach had affected learners' improvements towards their academic writing skills.

*Statement 1: The course has helped me develop the ability to plan my own written assignment*

*Table 14: Planning own written work*

Scale	Experimental	Control
5	29.0%	9.2%
4	58.5%	66.2%
3	12.3%	23.1%
2	0.0%	1.5%
1	0.0%	0.0%

In terms of the ability to plan own written assignment, majority of the participants in the experimental group believed that the course had helped them in developing the ability to plan their own written assignment. The results showed in Table 14 report that 29% strongly agreed and 58.5% agreed to the statement. However, 12.3% of the learners felt uncertain whether the course had helped them develop the skill. On another note, a number of the participants in the control group agreed that with the in situ approach, it had helped them develop their ability to plan their own written assignment (9.2% strongly agreed and 66.2% agreed). Additionally, learners who could not decide were about 23.1% and those who disagreed were 1.5%. Hence, the findings presented in above tables proved that the second objective of the study is achieved. In other words the task-based process writing approach had positive effects upon the improvement of the undergraduate learners' academic writing skills.

The significant gains of the experimental group on their writing performance and written product as proven by the findings above showed that the combination of task-based approach and process writing approach was actually a practice that could put the task-based process writing approach into action. Due to the tasks and processes of writing oriented lessons taught and learned through collaborative and cooperative context, the learners in the experimental group were able to demonstrate better linguistic competence, discourse competence, strategic competence, and non-verbal communicative competence than the control group (Maaruf & Maasum, 2012; Storch, 2011).

The feasible reasons to explain for the significant gains in the experimental group in terms of their improvement in the academic writing performance could be synthesized into the following categories: (1) the improvement of the learners' academic writing performance through meaningful tasks, language input, group and class interaction, and output; (2) the incentive structures of positive reinforcement from the instructor and peers; and (3) the supportive, collaborative, cooperative and communicative learning context.

Based on the findings from the quantitative analysis as well as from the qualitative analysis, all of the tasks are connected to the writing activities, which imply that all of them play a role in the success of the approach to the development of learners' academic writing skills. In other words, they may have a certain degree of influence on the objectives of the task-based process writing approach – to have learners see the beneficial effects of the tasks and writing activities, such as to enhance learners' writing fluency, to build up their confidence as writers by overcoming apprehension towards English academic essays, and also to generate and develop ideas and inner thoughts of the learners. Such influences of the



activities on the benefits of learners' academic writing skills were demonstrated by the fact that the learners in this study attributed their beliefs of the benefits of the task-based process writing approach.

The task-based process writing approach influenced the success of the academic writing, in that learners could accomplish some of the goals of the writing class, such as increasing fluency of their writing and confidence in their English writing. The tasks provided a place for learners to apply their knowledge of English writing, which is especially meaningful for learners who rarely had a chance to express their feelings in the written form of English. Therefore, ungraded writing practice in task-based process writing approach was discovered to be a good way to encourage and motivate learners to develop their academic writing skills in an unthreatening way. A number of recent researchers (Farrell & Tighe-Mooney, 2013; Pour-Mohammadi & Abidin, 2012; Tamponi, 2012) have stated that through increased writing experience, writers may acquire more effective writing strategies and more techniques to refine their writing, and thus writing practice is essential. As shown in the findings, a lot of writing practice provided seemed to be a crucial component for improving the general quality of learners' writing in the task-based process writing classroom.

## **CONCLUSIONS**

The implications of the study should be qualified by the acknowledgement of its limitations. Upon reflections on the present study, there were several limitations coercing the data collected, the methods of analysis and the results of this study. First, this study lasted for only one semester, that is, about four months, and the contact hours were only three hours a week. A longer study would help in providing more information on how the learners involved in this study adapt to process writing pedagogy. A second limitation of the experimentation and procedures developed and investigated here is that the number of learners that participated in the study was comparatively small. The study might have been more powerful in terms of validity, reliability and practicality if more learners had participated. A third limitation in this study had to do with the fact that the learners were not randomly assigned, but self-selected into the experimental grouping. Nevertheless, permitting the learners to choose their preferred mode of instruction and group is more ethical and may have tended to equalize their comfort and motivation in the Task-Based Process Writing Approach class. Last but not least, this study limited its judgment on learners' improvements as writers within the limited time it was carried out. The primary concerns of this study were the change and development on the learners' writing skills as a result of experimenting with task-based process writing approach. Further research on how learners experience their own development as writers and whether they see their experiences in the study as helpful in the writing they are currently doing in their university programs or other courses would be valuable. At the same time, this would expand and enhance the knowledge of the experience of using tasks and process writing pedagogy in teaching academic writing skills.

The most important implication of this study is that teaching is an exploration, and that communication, collaboration and cooperation in the classrooms is the key to learning because it determines how second language learners and the instructors perform. There seems to be a need for familiarizing writing instructors with the ways of exploring the interactional

contexts of their writing classrooms in order to reflect on the effectiveness of their teaching practices. Such reflection means asking what and why questions which give them a certain power over their own teaching. This power may have transformational effects on the way instructors teach because reflection often leads to action, and immediate modification of the teaching practices.

Results indicate that the task-based process writing approach revealed a positive and encouraging effect to the development of second language learner academic writing skills. The current study has also provided further empirical evidence for the value of amalgamated approach, which specifically points at to the task-based process writing approach, to second language learning. It shows that learner-learner interaction while performing tasks provided opportunities for learners to write about and monitor language use. In addition, the current study provides further evidence for the effect of task-based process writing approach on the development second language learners' academic writing skills. The current study also demonstrates that high structural tasks within the phases of writing process support as well as enhance learners' motivation and sense of progress towards improving their academic writing skills.

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## **Teaching English Using Poetry: An Alternative to Implement Contextual Teaching and Learning**

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This paper describes poetry as an alternative to implement Contextual Teaching and Learning (CTL). CTL places learning and learning activities in a real-life context, incorporating not only what is learned but also why students should learn it. Meanwhile, poetry is chosen for its authenticity, in which, all nations have their own record on poetry. The classroom activities which involve poetry are poetry production (writing), poetry performance (reading), and poetry appreciation (speaking). By using poetry, learning processes are expected to meet the seven main components of effective learning: constructivism, questioning, inquiry, learning community, modeling, and authentic assessment. Moreover, the learning process can develop not only language skills but also critical thinking skill.

*Keywords:* Contextual Teaching and Learning (CTL), poetry, components of ideal teaching and learning

*Artikel ini memaparkan puisi sebagai alternatif penerapan pengajaran dan pembelajaran berbasis konteks (CTL). CTL menempatkan belajar dan aktifitas pembelajaran dalam konteks nyata, memasukan tidak hanya apa yang dipelajari tetapi juga apa yang siswa harus pelajari. Sementara itu, puisi dipilih karena alasan otentisitas dimana setiap negara memiliki puisi. Aktifitas kelas yang melibatkan puisi meliputi menulis puisi, membaca puisi, dan berdiskusi tentang puisi. Ini diharapkan mampu memenuhi tujuh komponen pembelajaran yang efektif: konstruktivisme, inquiri, komunitas pembelajaran, modeling, dan penilaian otentik. Proses pembelajaran tersebut tidak hanya meningkatkan keterampilan berbahasa tetapi juga berpikir kritis.*

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## **INTRODUCTION**

Learning is a social process that cannot be conducted without personal interaction. According to Suciati and Irawan (2005), in a learning process, students will relate mutually, both with teachers and with other students, to build knowledge and understanding. In an ideal learning process, all students are involved to recognize and explore their potential and build knowledge. The main task of a teacher is to facilitate students in absorbing materials and developing self potential. To fulfill this task, the teacher must be able to create not only an attractive and harmonious learning environment but also a memorable teaching. This means that teachers need to create an atmosphere of learning that can stimulate the interest of students to the learning materials (Faridah, 2012).

Contextual Teaching and Learning (CTL) is a learning concept that can help teachers to link the learning materials with the real world context. CTL approach encourages students to make connections between their knowledge and application in their lives as family members and society. The task of the teacher is to manage the class as a team working together to find something new. This something new (knowledge) is acquired from discovering, not solely depending on the teacher.

Some studies have shown the positive effects of CTL. Hafidz (2010) reports that CTL creates a meaningful learning atmosphere. In this case, students can relate what is learned in the classroom with their knowledge of their world. In other words, CTL places learning and learning activities in a real-life context, incorporating not only what is learned but also why they should learn it. Annisa (2015) reports that the use of CTL receives a positive response from students, in addition to improving their speaking skills. Another study conducted by Wulandari (2016) finds that the implementation of CTL enhances students' creativity in learning and improves students speaking skill.

This paper explains poetry as one of the proper media to implement CTL. Besides the advantages CTL provides, this writing is motivated by some doubt in the possibilities of using poetry in English teaching. In some sorts, the teacher still holds that poetry is still characterized as deviating from or distorting the norm of Standard English language and it is very difficult (Panaveli, 2011). In addition, poetry has not been considered as a proper material for English language teaching, so it has been left outside the EFL classroom. Very often teachers consider poetry as one of the most sophisticated literary genres and hence too difficult for EFL Learners to grasp (Aladini, Farahbod & Arjomandi, 2015).

## **POETRY IN EFL**

Poetry is a universal phenomenon throughout human civilization. Almost all nations have a history of poetry; from its simplest form, in the form of mantras and praises, to the most modern form. Poetry is recorded as part of the history of civilization of every nation. (Siswantoro,

2002). Some people read poetry for fun and entertainment, while others read poetry for reflection.

Some studies have been conducted to incorporate literature in English teaching. In broad discussion, Hismanoglu (2005) points out that literature plays an important role in the English program of many non-English speaking countries. However, there are some problems encountered by language teachers within the area of teaching English through literature. First, there are few pedagogically designed materials that can be used by language teachers. Second, there is lack of preparation in the area of literature teaching in EFL. Third, there is the absence of clear cut objectives defining the role of literature in EFL. Cubukcu (2010) believes that poetry can stimulate students' critical thinking. Students will be creative to construct and express their ideas, and it gives teacher a new way to listen. Mittal (2014) explains that poetry offers many opportunities for language teaching and practice. It gives wide chance of learning vocabulary and structure. There are basic uses poetry can bring into effective English teaching. It brings emotions, rhyme, and congenial expression in classroom.

## **CLASSROOM ACTIVITIES**

The suggested activities using poetry as a medium to implement CTL in English learning are poetry production (writing), poetry performance (reading), and poetry appreciation (discussion). It should be noted that in this discussion poetry is mainly used as the medium of English teaching. Therefore, teachers are not required to provide theories about poetry production and analysis comprehensively. Thus, some poetic devices such as figure of speech, rhymes, and rhythms will not be focused in the learning process although there is a possibility in that direction.

### **Poetry Production (Writing)**

Poetry writing is an activity that aims to direct students to write their own poems independently. All students are asked and encouraged to write poetry. The teacher gives students freedom in the process of writing poetry. This writing activity can be done inside or outside the classroom.

Students are asked to look for an object as a source of inspiration for writing poetry. In this stage, students are directed to be critical and responsive to living or non-living things around them. Students are also directed to use dictionary or ask other students to find the words and expressions they need to produce a poem.

Through this activity, students get new vocabularies and opportunities to socialize and communicate with others. The teacher gives students understanding that they should keep and share new words to other students in the discussion session. Before the students do the process of writing poetry, the teacher gives some examples of poetry to the students to give an idea of the forms of poetry. Then the teacher invite the students to choose the preferred topic to be described in the poem. To make it easier for the students to write poetry, the teacher should explain that

making simple poems is not difficult. It describes a personal response. They just have to be environmentally sensitive. The environment can be a source of inspiration in making poetry.

In this stage, the teacher should eliminate students' negative attitudes toward poetry. It should be pointed out that to produce a poem does not always have to contemplate and search for philosophical charges. Poetry can also contain descriptions and our opinions about an object. Therefore, students can choose the topic of poetry based on their environment and interests. So, they do not have to take long time for reflection. Teachers can also provide some examples of poems that are tailored to the students' level of proficiency. For the beginner stage, a very simple example of poem can be taken as an example. For higher level students, examples of more 'filled' poems are required or they are required to write more than one poem.

As mentioned, students should be given understanding that they can make a poem based on their surroundings. For example, while at home, they can make a poem about mother, father, pets, food, bathroom, bedroom, or brother. When in outdoors, they can make poems about plants, people, cars, or parks. Sample is very important to give an idea to students that making poetry can be done by observation. The results of the observations are then written in the form of description. The description needs to be written in a limited number of words. For more advanced learners, the teacher can ask the students to write a poem based on the news in newspapers or television. In addition, to give more challenging task, the teacher can ask them to take songs, films, or books as their inspirations. The poem can be the students' responses to songs, film, or books.

For alternative instructional activities, the teachers can invite students to think or observe an event or object (living or non-living) around them or those they know. The teacher directs students to defer their observations in the form of verses. In writing their descriptions, students are encouraged to search for the words they need by searching them in the dictionary or asking other students. The activity could promote students' criticality and response to environment. Learning activity can be done individually or in group.

### **Poetry Performance (Reading)**

Students are asked to read the poem they produced before their friends. Poetry reading can be done inside or outside the classroom. Before reading the poem, students are encouraged to use their verbal and non-verbal language in communicating the content of their poems. They are allowed to use movements, body language, and facial expressions to convey information within their poems. After reading the poem, students will be invited to give other students an opportunity to ask questions or responses to the poem they have read. This activity is expected to train students' pronunciation, verbal and non-verbal ways in communication, creativity and innovation, and responses to questions.

### **Poetry Appreciation (Speaking)**

This activity is done after the poetry reading activity. Students are asked to prepare responses or questions related to the poetry that has been read. This activity can be done both outside and



inside the classroom. Students can use dictionaries and ask other students about a vocabulary needed to respond or question. Thus, students can enrich their vocabulary in this session. Apart for speaking skill, this activity can train students to ask and respond to questions, and it can enhance their listening skills.

## **COMPONENTS OF EFFECTIVE LEARNING ACHIEVED BY INCORPORATING POETRY IN ELT**

The following points describe how the use of poetry in English learning can cover seven main components of CTL which cover constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment (Johnson, 2012).

### **Constructivism**

Constructivism is the cornerstone of the CTL approach, in which knowledge is built by humans little by little. Knowledge is not a set of facts, concepts, or rules that are ready to be taken and remembered. Man must construct that knowledge and give meaning through real experience. Therefore, learning must be packed into the process of constructing not receiving knowledge.

In the process of writing poetry, students gain firsthand experience. They not only see examples and theories about writing poetry. On the other hand, during poetry reading activities, students are free to express their ideas verbally and non-verbally. In the speaking session, each student is allowed to leave a comment or question on a poem which has been recited. Through these three processes, students' knowledge is expected to be constructed.

### **Inquiry**

Inquiry is one of the points in a contextual approach. The knowledge and skills acquired by students are not given but found. That is why teachers need to be innovative in designing activities that can lead students to the activities of inquiry. In the process of learning English using poetry, students take several steps reflecting inquiry. First, students make the formulation. They formulate the purpose of the poem they want to write. Second, they make an observation of the object. Third, they choose words. Finally, students read poems to other students. In other words, in the learning process, the use of poetry in learning English makes students perform activities categorizing as inquiry.

### **Questioning**

Knowledge usually starts from questioning. Learning English using poetry can lead students to ask questions. Teachers can also be involved in this questioning activity. They can ask to generate responses and curiosity of students. By asking, the teacher can know the level of student understanding. In addition, by asking questions, teachers can generate more questions from students. This questioning activity can be applied between students and students, students with teachers, or students with people who are brought in (involved) in the learning

process. Questioning activity is also done when students discuss, work in groups, or observe an object.

### **Learning Community**

The concept of community learning can mean that the results of learning are obtained from cooperation among students. In a classroom with contextual approach, teachers are advised to carry out learning processes in groups, and students need to be divided into heterogeneous groups. In this interaction, the clever are expected to teach the weak. With regard to the use of poetry in a contextual approach, poetry writing, reading, and speaking activities can be done in groups. This is intended to give more freedom to students in the learning processes. Ideally, the number of group members should not be more than four. Limiting the number of group members can minimize out-of-topic discussion.

### **Modeling**

The next component of contextual approach is modeling. A teacher can provide examples of poetic forms that are tailored to the ability of the students. For beginner-level students, teachers can give the example of a simple poem like below:

#### **My Lunch**

A candy bar  
A piece of cake  
A lollipop  
A chocolate shake  
Some bubblegum  
And soda pop  
Vanilla wafers  
Cherry punch  
My mom slept in  
While I made lunch  
--Kenn Nesbitt

The poem is the example of simple form of poetry. Giving a simple example is important to make students realize that making a poem is not difficult. In addition to provide examples of forms of poetry, teachers can also provide other examples. Teacher can give an example of pronunciation for poetry reading activities. Teacher can give examples of how to recite and read a poem. Teacher can take benefit from YouTube, encyclopedias, or internet-based sources. Modeling activities are carried out before the students do the writing, reading, and speaking activities.

### **Reflection**

Reflection is an important part of learning contextual approach. Reflection is a way of thinking about what was just learned or thinking back about what has been done in the past. The student deposits what he or she has just learned as a new knowledge, which is an enrichment or revision of prior knowledge. Reflection is a response to a newly received event, activity, or knowledge. In relation to poetry as a learning medium, before the learning session ends, students are invited to give their impressions after completing the learning process. Students are also expected to share their learning experiences with other students. Sharing experiences can be in the form of sharing new vocabulary or ideas. In addition, students can also collect or display their works on the class wall.

### **Authentic Assessment**

Assessment is the process of collecting a variety of data that can provide a snapshot of students' learning progress. The descriptions of students' progress or development are important to assess. It will be the mirror of learning qualities. It is also done in order to ensure that students experience the learning process as it is desired. If the data collected by the teacher identifies that the student is not progressing in learning, the teacher can immediately take appropriate action.

In CTL, the progress of learning is judged by the process, not the end result. The end result of learning English using poetry is not the poetry itself used as benchmark in the assessment process. Assessment is done simultaneously and integrated. Teachers will conduct assessments in each stage. Therefore, students' score will be the accumulative score of their poetry production, poetry reading, and poetry discussion activities as well as teacher observation of students' activities during the whole class meeting.

### **CONCLUSIONS**

So far, many classrooms still focus on teachers as the main source of knowledge. Through the foundation of constructivism, a contextual view is considered to be an alternative to a new learning strategy. In this regard, poetry can be one of the alternative medium of learning English that apply contextual approach. Learning English using poetry can cover the seven main components of contextual learning approach. The points above can be an alternative medium of learning using a contextual approach. Finally, the learning activities can help students improve their speaking, reading, writing, and listening skills as well as developing their critical thinking as literature can be used as a vehicle to promote students' critical thinking (Ilyas, 2016)

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## **Indonesian EFL Teachers' Conceptions of Critical Thinking**

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This study aims to investigate the Indonesian EFL (English as a Foreign Language) teachers' conceptions of critical thinking. 59 teachers coming from three different provinces (Jakarta, Banten, West Java) in Indonesia participated in this study by answering open-ended questionnaire. The questionnaire asked two questions. The first question asked whether the participant recognised the term 'critical thinking.' The second question asked how the participant conceptualised critical thinking. The study found that only one teacher who never heard the term critical thinking. With regard to the conceptions of critical, there were some emerging themes such as analysis, evaluation, criticism, creativity, problem solving, reflection, curiosity, and even Bloom's taxonomy. Findings of this study are similar to the critical thinking conceptions proposed by Western academics.

Keywords: critical thinking, EFL teachers' conceptions, Indonesia

*Tujuan penelitian ini mengetahui konsep berpikir kritis oleh guru bahasa Inggris di tiga provinsi (Jakarta, Banten, Jawa Barat) di Indonesia. 59 guru ikut berpartisipasi dengan mengisi kuesioner terbuka. Dua pertanyaan pada kuesioner ini adalah: apakah Anda pernah mendengar istilah 'berpikir kritis' dan bagaimana anda mendefinisikan berpikir kritis. Hasil penelitian ini menunjukkan hanya ada satu guru yang menyatakan belum pernah mendengar istilah berpikir kritis. Untuk pertanyaan kedua, ada beragam tema yang muncul, antara lain, analisa, evaluasi, kritik, kreatifitas, pemecahan masalah, refleksi, keingintahuan, dan bahkan taksonomi Bloom. Penemuan penelitian ini menunjukkan bahwa ada kesamaan akan konsep berpikir kritis guru bahasa Inggris di Indonesia dengan konsep yang dikemukakan akademisi di negara Barat.*

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## INTRODUCTION

Critical thinking might be the most elusive concept (Moore, 2013). Every critical thinking book presents different conception of it. Similarly when, for instance, fifty academics are asked how they conceptualise critical thinking, there may be fifty different conceptions. Interestingly, even though it is hard to conceptualise critical thinking, academics in the Western education context know when students' works are not critical. This may be because critical thinking has been pervasively implemented in the Western education, and it has been a long-lasting part of its educational culture.

In the educational context of some non-Western countries, critical thinking has started getting serious attention. Some academics in non-Western countries have voiced the importance of teaching critical thinking or incorporating critical thinking into education (e.g. Chen, Tolmie, & Wang, 2017; Ghanizadeh, 2017; Miyazaki, 2017), and even such countries as Singapore (Lim, 2014), Malaysia (Md Zabit, 2010), Japan (Howe, 2004) and South Africa (Belluigi, 2009) have adopted critical thinking as a part of their educational objectives. While Malaysia, for example, aspires to be able to face ever-changing world by including critical thinking in soft skill courses (Md Zabit, 2010) and Singapore stipulates it as a key competency in this century (Lim, 2014), South Africa adopts critical thinking to promote responsible and critical citizens (Belluigi, 2009) since responsibility and criticality may be the most desirable values that the country needs. These various objectives can show that apart from non-Western countries' interest in adopting and implementing critical thinking, they also have their own agenda with regard to it, possibly depending on the socio-economic-political condition.

As critical thinking initially prospers in the West, the conception of it is mostly proposed by Western authors. As mentioned, the concept of critical thinking is elusive (Moore, 2013), and Western authors have also proposed various conceptions. This has been shown by the works of three leading scholars in critical thinking (Brookfield, 1987, 2012; Paul, 1990; Ruggiero, 2012). Brookfield (1987, 2012) conceptualises critical thinking as an activity to check assumptions by seeing things from various perspectives. He argues that critical thinking starts from questioning whether assumptions which affect our action and thoughts are accurate and suggests that we take different perspectives into account before doing action. Thus the action is an informed action, which means that "there is some evidence we take seriously as supporting such an action" (Brookfield, 2012, p. 13).

Different from Brookfield, Ruggiero (2012) conceptualises critical thinking by focusing on the characteristics of critical thinkers. He proposes at least seven characteristics of a critical thinker, as can be seen in the table 1 below:

*Table 1. Ruggiero's characterisation of critical thinkers*

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Critical thinkers are honest with themselves, acknowledging what they don't know, recognizing their limitations, and being watchful of their own errors.</li><li>2. Critical thinkers regard problems and controversial issues as exciting challenges.</li><li>3. Critical thinkers strive for understanding, keep curiosity alive, remain patient with complexity, and are ready to invest time to overcome confusion.</li></ol> |
|--|

4. Critical thinkers base judgments on evidence rather than personal preferences, deferring judgment whenever evidence is insufficient. They revise judgments when new evidence reveals error.
5. Critical thinkers are interested in other people's ideas and so are willing to read and listen attentively, even when they tend to disagree with the other person.
6. Critical thinkers recognize that extreme views (whether conservative or liberal) are seldom correct, so they avoid them, practice fair mindedness, and seek a balanced view.
7. Critical thinkers practice restraint, controlling their feelings rather than being controlled by them, and thinking before acting.

Source: Ruggiero (2012, p. 21-22)

On the other hand, Paul (1990) conceptualises critical thinking into two parts: weak and strong sense critical thinking. He states that while a weak sense critical thinker refers to one who seeks individual gain, a strong sense critical thinker thinks beyond his personal interest and focuses more on social responsibility. As an illustration, a weak sense critical thinker is, for example, a tricky politician who manipulates people and the media for his political interests and personal gains. According to Paul (1990), weak sense critical thinking includes action serving particular group. On the contrary, Paul (1990) comments that "if disciplined to take into account the interests of diverse persons or groups, it is fair-minded or strong sense critical thinking" (p. 51).

Regarding weak sense critical thinkers, Paul (1990) mentions some characteristics, among others, holding different intellectual standards for themselves and for their opponents, tending to see things from one perspective only, following their commitment to egocentricity and socio-centricity, not accepting the truth in other people's viewpoints and adopting monological not multilogical thinking. Monological thinking, according to Lipman (1994), is a thinking process done from a single reference. However, Paul (1990) argues that weak or strong sense critical thinking is not a static condition, meaning that a weak sense critical thinker could be a strong sense critical thinker. This occurs when one feels determined to see something beyond himself and is capable of seeing things in a wider scope.

Many studies on critical thinking in the various educational contexts have been conducted, both in Western and non-Western countries. Wu, Luo, and Liao (2017), for example, conducted a study on critical thinking in nursing education in China, investigating the relationship between critical thinking disposition and mental self-supporting ability. Another study was conducted by Ampuero, Miranda, Delgado, Goyen, and Weaver (2015) who explored the teaching of critical thinking, along with empathy, to solve environmental problems in Chile. Interestingly, this study took place at a primary school with the participants ranging from 5 to 14 years old. Apart from showing positive contribution of critical thinking and empathy in dealing with environmental issues, this study can show that critical thinking can be taught to children and suggest that critical thinking needs to be fostered since early education. In Canada, Novakovich (2016) conducted a study which aimed to foster a university students' critical thinking through blog-mediated peer feedback. This quasi-experimental study found that students' critical thinking can be fostered using a

blogging platform in which students could produce higher number of critical comments compared to those using traditional computer-assisted writing process. This study not only reveals that critical thinking can be taught but also proves that technology, when combined properly with other strategies, can be utilised as medium to promote critical thinking.

Studies regarding the conceptions of critical thinking in the Western context have been conducted (Danczak, Thompson, & Overtone, 2017; Halx & Reybold, 2006). Danczak et al (2017) investigated 470 students', 106 teaching staff's, and 43 employers' perceptions of critical thinking at the Chemistry Department, Monash University, Australia. Through open-ended questionnaire, they were asked to conceptualise critical thinking. According to Danczak et al (2017), students conceptualised the smallest number of critical thinking themes, followed by teaching staff and employers. The study found 21 themes with regard to critical thinking: analysis, application of knowledge, arriving at outcome, context, creative, critique, decision making, evaluate, identification of opportunities and problems, interpretation of information, lateral thinking, logical approach, objectivity, problem solving, productivity, reflection, research, systematic approach, testing, under pressure, and understanding the local context (Danczak et al, 2017).

Similarly, Halx and Reybold (2006) conducted a study by exploring faculty members' perspectives of critical thinking at a university in the Southwest. One of the research questions posed was how the faculty members defined critical thinking. The faculty members came from such departments as fine & performing arts, humanities and natural & social sciences. They were interviewed and asked to define what critical thinking was. This study found that, apart from the faculty members' opinion about the importance of critical thinking, there were four major themes emerging: pedagogical experimentation, the content connection, pedagogy of force and the resistance factor.

With regard to 'pedagogical experimentation,' the study found some conceptions of critical thinking pertaining to it: more, better, or faster thinking, entertaining many thoughts at once, different thinking, digging information deeper, and blending information. 'The content connection' refers to finding a relationship between content and reality and thinking critically within a certain field. While 'the resistance factor' relates to factors hindering students to think critically, 'a pedagogy force' concerns with 'forcing' students to think critically.

The studies above show the diverse conceptions of critical thinking. In Indonesia, the educational authority has incorporated critical thinking as one of educational objectives. However, the conception of critical thinking proposed in the educational context in this country is not clear. Besides, there is very little information on teachers' recognising critical thinking. Therefore, this study attempts to investigate if teachers, especially those in the field of EFL (English as a Foreign Language), recognise critical thinking and how they conceptualise it.

## **METHOD**

Open-ended questionnaire containing two questions were given to 59 EFL teachers teaching at junior and senior secondary school. The questions were (1) Have you ever heard the term 'critical thinking?' and (2) How do you conceptualise critical thinking? The teachers were from three provinces in Indonesia: Jakarta, Banten, and West Java, and not all of them taught



in urban areas where teaching facilities were adequate. Female teachers dominated the study, reaching for almost 65 percent. The questionnaire did not ask how long the participants had taught English and their educational background. However, all of them completed undergraduate degree, a prerequisite to teach at secondary school level. The participants' responses were coded to find the emerging theme or conceptions of critical thinking, which were then compared to the critical thinking conceptions proposed by the Western academics above to find out differences and similarities.

## **FINDINGS AND DISCUSSION**

### **EFL Teachers' Recognition of Critical Thinking**

The findings show that one teacher never heard the term critical thinking. This is surprising since the term has been popular in education. There may be three reasons explaining this. First, during her schooling for the undergraduate degree, she never heard critical thinking as well. It could mean that critical thinking has not been widely implemented in higher institution in Indonesia. Second, there may not be the term critical thinking in the school syllabus or curriculum, which can be interpreted that critical thinking does not really touch secondary education sector. If it is the case, it should be the attention of educational authority: moving critical thinking concept from the government document to school curriculum. Third, it may be the teacher herself who lacks activities for professional development; therefore, she does not know the term.

However, when seeing the findings showing that the other 58 teachers have ever heard critical thinking, it could be interpreted that critical thinking may have been voiced by the educational authority. Furthermore, if critical thinking, for example, does not exist in the school curriculum, the teachers may know it through reading as the term has been popular.

### **EFL Teachers' Conceptions of Critical Thinking**

The study found that the conceptions proposed by 58 teachers who have ever heard the term critical thinking and come from different provinces in Indonesia were varied. This supports the statement saying that critical thinking is an elusive concept (Moore, 2013) and that defining it is not easy. The conceptions were analysed and grouped according to their similar themes. There were 13 themes emerging as a result of analysis (the themes in this article have been translated into English). The first conception of critical thinking is that it is an activity to agree or disagree about things, as cited in the following excerpts:

*Critical thinking is giving agreement about a topic proposed by other people.  
(partisipant #1)*

*Critical thinking is when as a reader we disagree about the idea in a text we are reading. (partisipant #9)*

Apart from agreement and disagreement about things, some EFL teachers also conceptualised critical thinking as an activity to analyse and evaluate things, as can be seen below:

*Critical thinking is the process happening when someone reads, analyses a problem, or gives opinion about something. (partisipant #3)*

*Critical thinking is an ability to analyse an opinion or idea using our rationality, logic, or knowledge so that we can make a decision to support and reject the opinion and idea. (partisipant #12)*

*Critical thinking is analysing, evaluating, and interpreting a particular problem. (partisipant #38)*

*Critical thinking is a complex thinking ability using analysis and evaluation. (partisipant #52)*

Some other teachers conceptualised critical thinking as clear, rational and deep thinking about a problem, as can be seen in the two excerpts below:

*Critical thinking is clear, deep, and rational thinking about a thing. (partisipant #4)*

*Critical thinking is an ability to respond to a thing logically and rationally. (partisipant #13)*

An interesting finding is the conception proposed by two teachers stating that critical thinking is the attitude not to accept things as they are, as can be seen below:

*Critical thinking is not directly accepting information/news but analysing its truth. (partisipant #5)*

*Critical thinking is not accepting information as it is, but we have to check the information. (partisipant #56)*

Some teachers conceptualised critical thinking as giving criticism and thinking creatively, as can be seen in the following excerpt:

*Critical thinking is giving criticism, opinion, or suggestion. (partisipant #7)*

*Critical thinking is how our intelligence can be creative. (partisipant #14)*

A few teachers conceptualised critical thinking as an activity to find out strengths and weaknesses of things: *Critical thinking is a thinking ability to find out strengths and weaknesses of things which are reflected in a written and oral form (partisipant #24)*. While two teachers (participants #44 and #59) associated critical thinking with *thinking out of the box*, some other teachers conceptualised it as *reflective thinking, problem solving, decision making, inference* (participant #2). There are also teachers who conceptualised critical thinking as *having curiosity* (participant #54) and *thinking using Bloom's taxonomy* (participant #37). With regard to the conception of critical thinking as thinking using Bloom's taxonomy, there are some possibilities inferred. First, some Indonesian teachers may only know Bloom taxonomy as a tool to encourage critical thinking even though the

taxonomy does not provide explicit examples regarding classroom activities promoting critical thinking skills. Second, the curriculum may only put Bloom taxonomy, so educational authority needs to give more other taxonomies or alternatives to facilitate students' critical thinking skills. Giving more alternatives can make teachers have choices and make them realize that Bloom's taxonomy is not the only taxonomy used to promote critical thinking.

The last conception of critical thinking proposed by Indonesian EFL teachers is teaching technique and method. There were four teachers conceptualising critical thinking as the teaching technique and method, as can be seen in the excerpts below:

*Critical thinking is a technique in teaching which guides students to think critically in analysing a problem. (partisipant #16)*

*Critical thinking is a teaching method which leads students to think critically by utilising their intellectual potential. (partisipant #29)*

*Critical thinking is how a teacher can apply learning method which can make students more innovative and creative. (partisipant #48)*

*Critical thinking is a learning process in which a teacher guides students to use their own mind to solve a problem. (partisipant #58)*

Conceptualising critical thinking as a teaching technique and method is not really accurate even though teachers should implement critical thinking pedagogy in the classroom. The four teachers may think that the end of teaching critical thinking is only for educational contexts such as creativity, innovation, and cognition. However, there is also an objective beyond educational setting where students are expected to become more independent in making decision and living in more pluralistic society. In fact, apart from critical thinking, independence is also one of educational objectives.

The manifold conceptions of critical thinking proposed by Indonesian EFL teachers above can be summarised in the table below:

*Table 2. Conceptions of critical thinking by Indonesia EFL teachers*

<ol style="list-style-type: none"> <li>1. Giving agreement or disagreement about things</li> <li>2. Analyzing and evaluating things</li> <li>3. Thinking rationally, clearly and deeply</li> <li>4. Not taking things at face value</li> <li>5. Criticizing and giving opinion</li> <li>6. Thinking creatively</li> <li>7. Finding strengths and weaknesses of things</li> <li>8. Thinking out of the box</li> <li>9. Solving problems</li> <li>10. Thinking using Bloom's taxonomy</li> <li>11. Being curious</li> <li>12. Thinking reflectively</li> <li>13. Teaching technique</li> </ol>
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The conceptions of critical thinking proposed by Indonesian EFL teachers are not really different from those proposed by academics in the Western countries (Danczak et al, 2017; Halx & Reybold, 2006). The study by Danczak et al. (2017) reveal some critical thinking conceptions such as problem solving, analysis, critique, decision making, evaluation, and reflection. The Indonesian EFL teachers' conceptions of critical thinking are also similar. On the other hand, the study by Halx and Reybold (2006) reveals different conception, faster thinking. 'Faster thinking' is not found in this study and Danczak et al's study. Similarly, there is a conception of this study, teaching technique, which is not found in the other two studies.

The findings can show that even though it is not easy to define critical thinking and there are many conceptions of it, there are some similarities perceived by educational practitioners in this world. This shows that critical thinking exists in the minds of people regardless the races. The idea stating that non-Western students are not critical, for example, can be due to the teaching-learning processes in the classroom.

## CONCLUSIONS

Even though critical thinking has been popular, conceptualising it is not easy and the conception of it is diverse. Studies in the Western countries, in which critical thinking has been considered as a part of culture, show manifold conceptions. Every academic proposes different opinion, showing that critical thinking can be seen from various perspectives. This study, similarly, shows similar results. The conceptions of critical thinking proposed by Indonesian EFL teachers are diverse. However, when key points of all conceptions are analysed. There are some similarities between the conceptions found in this study and those found in the Western setting.

This study unfortunately only taps the conceptions of critical thinking among Indonesian EFL teachers, not asking them how they give activities which they think can encourage critical thinking skills. Further studies need to touch classroom activities and the conceptions of critical thinking from teachers teaching other school subjects. Besides, the conception and application from higher institution needs to be explored.

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## **The Use of STAD to Improve Students' Writing Skill**

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This study aims to know whether Student Team Achievement Division (STAD) can improve students' ability in writing descriptive text or not. To answer this research questions, the researchers applied experimental study. Two classes of the second-grade students in MTs (Islamic Junior Secondary School) Babun Najah were chosen as the sample of this study. In order to get the data, the test was used as the main research instrument. The researcher applied teaching writing descriptive text by using STAD in the experimental class. Based on the result, it was found that the t-test score of post-test in experimental and control groups is higher than the t-table score ( $4.21 > 1.69$ ). This means that the alternate hypothesis was accepted or the implementation of STAD improves the students' ability in writing descriptive text. The findings also revealed that the writing component that had improved by using STAD is the *content* component. The students show more knowledgeable in their writing. In addition, through STAD the students had the opportunity to work together in a group to share and learn in order to produce good writing.

*Keywords:* STAD, writing ability, descriptive text

*Tujuan penelitian ini melihat apakah Student Team Achievement Division (STAD) dapat meningkatkan kemampuan menulis deskriptif. Untuk menjawab pertanyaan ini, penelitian eksperimen dilakukan. Dua kelas di Madrasah Tsanawiyah Babun Najah dipilih sebagai sampel. Tes digunakan sebagai instrument penelitian utama, dengan pengajaran STAD digunakan di kelas eksperimen. Penemuan penelitian ini menunjukkan bahwa post-test siswa di kedua kelompok (eksperimen dan kontrol) lebih tinggi dari nilai t-table ( $4.21 > 1.69$ ). Ini menunjukkan STAD dapat meningkatkan kemampuan menulis deskriptif. Penemuan juga menunjukkan komponen menulis yang paling meningkat adalah content (isi). Pengetahuan siswa dalam menulis meningkat. Selain itu, STAD juga memberikan kesempatan kepada siswa untuk bekerjasama dalam kelompok.*

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## INTRODUCTION

English as a foreign language is taught from elementary up to university level in Indonesia. From the four skills in teaching English, writing is one of important skills that should be mastered by the students in every level of education in order to communicate in written form. The aim of teaching writing at junior high school level is to develop students' competence in expressing short and simple messages for interaction with people in their environment. It also aims to develop students' competence in writing various functional text types or genres which include descriptive, procedure, recount, narrative and report text (Depdiknas, 2006). This means that the students are able to communicate fluently in written form using appropriate and precise language. To use precise language in writing, the students should understand types of genre in writing, and to acquire writing ability the students should get sufficient writing practice. Without practice, it is impossible to write well.

Based on a preliminary study conducted at second-grade students of MTsS Babun Najah, it was discovered that most of the students have difficulties in writing. First, during the process of writing, most of the students find it difficult to develop ideas in their minds. This occurs as a result of having limited lexical resources. Actually, they might have something to state in their mind, but they are often confused to express and develop their ideas into a good writing. In addition, Chakraverty and Gautum (as cited in Budiarta, 2012) further explain that one of the students' problems is that they have difficulty in arranging information or ideas logically to achieve coherence in their writing, which is the foremost requirement in writing.

In order to engage in writing effectively, the students need to be equipped and trained with effective strategies to help them improve their writing ability. It is assumed that the use of Student Team Achievement Division (STAD) may overcome such problems mentioned above. STAD, according to Slavin (1990), is one of the many strategies in cooperative learning in which students are assigned to four-five member learning teams that are mixed in performance level, gender, and ethnicity. According to Budiarta (2012), STAD provides a great chance for the students to create creative writing since it provides a chance for the students to look at the progression of information or ideas in their writing. He conducted a study on the effect of STAD on the writing achievement of the tenth year students. The result shows that there was a significant difference in the students' writing achievement between the students who were taught by using STAD technique than that of the conventional technique. The mean score of students who were taught by using STAD (78.43) was higher than the mean score of students who were taught by conventional technique (76.14).

Miranty, Syafrri and Hadriana (2012) also conducted a similar study. She examined the effects of STAD in improving the students' ability in writing report text. The samples were the second year students of SMA Negeri (State Senior Secondary School) 2 Pekanbaru. The results of this action research indicated that the average score of the post-test was higher than the pre-test. It increased from 54.2 to 63.5 at first cycle and to 75.3 at the second cycle.

In this study, we attempt to find out if there is a significant improvement in the students' writing by using STAD and those who are taught by using the conventional method, and to know which writing component is better taught by using STAD. Consequently, based on research questions posed, the following hypotheses are formulated:

- Alternative Hypothesis (Ha): There was a significance improvement in the students' writing by using STAD
- Null Hypothesis (Ho): There was a significance improvement in the students' writing by using STAD

## **METHOD**

To obtain the objectives of this study, an experimental study which used descriptive quantitative was applied as the methodology of this study. The true experimental design was utilized throughout this study. This research was conducted in MTsS Babun Najah Banda Aceh. Two classes at the second grade were selected randomly: one for experimental class and the other for control class. Each class consisted of 20 and 18 students respectively. Both groups were pre-tested. Then the experimental class was taught writing by using STAD, on the other hand, control class was taught writing using another technique. Finally, both groups received a post-test, which indicated the changes in their writing ability.

Test, including pre-test and post-test, was used as the main instrument. The test was used to get the data about the students' ability in writing. The students were asked to compose a short descriptive text in length of 50-60 words using the topic provided by the researcher. To analyze the data collected, the researcher employed the quantitative and qualitative analysis. The data analysis was conducted by organizing the data gained from pre-test and post-test. In scoring the students' writing paper, first, the researcher employed five categories of analytical scoring rubric as suggested by Heaton (1988) that are content, organization, vocabulary, grammar, and mechanics. Then, the students' writing scores were analyzed statistically.

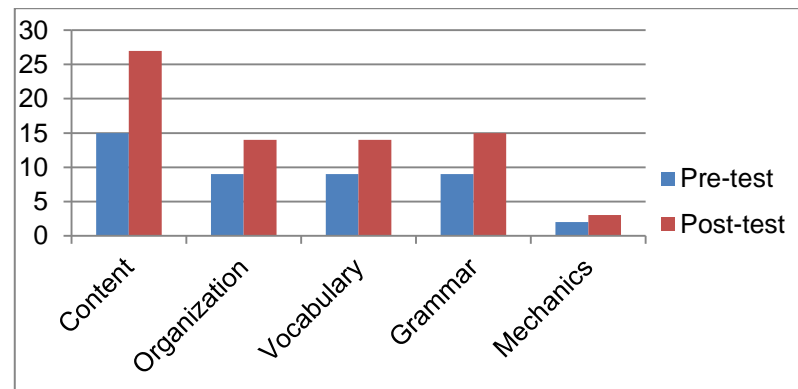
## **FINDINGS AND DISCUSSION**

The result showed that there was a significance progression between the students' pre-test and post-test scores in the experimental group after STAD was implemented. The mean score of pre-test in the experimental group was 45.33, whilst control group was 51.26. Furthermore, the mean score of post-test in the experimental group increased to 67.42 whilst for the control group it was 55.91. This indicates that the implementation of STAD was effective to improve the students' writing ability. For this reason, the hypothesis was supported by this finding that there was a significance improvement in the students' writing by using STAD.

The second research question is dealing with the kind of writing component that is better taught by STAD. The following figure outlines the improvement of writing aspects from pre-test to post-test in the experimental group.



Figure 1. The students' achievement in writing components of pre-test and post-test in the experimental group



The results show that there was a significant improvement in each aspect of writing. The writing component that had improved after the treatment is the *content* component. Most of the experimental students reached the level of excellent to very good (30-27) in their *content* in the post-test. By working in a group, the students could learn the material and share their knowledge about the content of the subject. The students became more knowledgeable of the content after the implementation of STAD technique in their writing.

## CONCLUSIONS

By the implementation of STAD, the students could enhance their understanding with regard to writing descriptive text since by working cooperatively in teams, they could share ideas and learn how to be positively independent to each other in reaching the team goal. They become more active and enthusiastic during writing class. This technique can be one of the solutions for everyone especially for the students who have the problems with writing activities since many students spend a lot of time trying to come up with the topic they would like to write about and generating their ideas. Working cooperatively helps students who are getting stuck with the ideas of writing.

The component of writing that is better taught by STAD is the *content* component. Content is the idea of the main point in writing because without ideas there are not compositions or printed information. Most of the experimental students reached the level of excellent to very good (30-27) in their content especially in the post-test, after the implementation of STAD in teaching and learning writing. This means that the students have shown some knowledgeable and adequate range of subject matter. In the meantime at least it proves that teachers should not persist with methods that do not work but be open and ready to adapt and adopt the methods which emphasize more student-centeredness, such as STAD.

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## Developing Online Materials for Tour Guides

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This English for Specific/Occupational Purpose (ESP/EOP) program was meant to answer the needs of the Indonesian migrant labourers to improve their English for future employment as tour guides. The objectives of this research were to identify the contents that should be in the materials, to investigate the students' response about the later developed materials, and to study the lacks in the program. The material development process underwent the 7 stages of material development proposed by Nation and Macalister (2010), consisted of analysing the environment and the needs, following principles, setting goals and objectives, choosing contents and sequence, finding the format and presentation, monitoring and assessing, and evaluating the course. However, since it is online learning, the stages had to be combined with the stages specifically for online materials proposed by Hartoyo (2012). Thus, the content and sequence choosing stage consisted of the selection of the types of program, materials, software and tasks. The materials consisted of 2 parts which were the tutorials and the lessons. Using the Task-Based Language Teaching approach (Nunan, 2004), the materials were developed and implemented combined with real time online classes. The students' responses after the implementation were generally positive, although some improvements were still needed.

*Keywords:* English for specific purpose (ESP), English for occupational purpose (EOP), material development, online learning, English for tour guides, Task-Based Language Teaching (TBLT).

*Program Bahasa Inggris untuk Tujuan/Pekerjaan Khusus ini bertujuan untuk menjawab kebutuhan para Buruh Migran Indonesia dalam meningkatkan kemampuan berbicara bahasa Inggris baik di masa depan sebagai pemandu. Tujuan dari riset ini adalah untuk mengidentifikasi konten yang harus ada dalam materi, mengetahui tanggapan dari para murid, dan mempelajari kekurangan atas program tersebut. Proses pembuatan materi ini melalui 7 tahapan yang diajukan oleh Nation dan Macalister (2010), terdiri dari menganalisa lingkungan dan kebutuhan, mengikuti prinsip-prinsip, menentukan sasaran dan tujuan, memilih konten dan alurnya, menemukan format dan penyajian, mengawasi dan menilai, serta mengevaluasi pelaksanaan. Namun karena materi ini disajikan dalam bentuk online, tahapan tersebut dikombinasikan dengan tahapan khusus untuk pembuatan materi online oleh Hartoyo (2012). Dengan demikian, tahap pemilihan konten dan alur materi terdiri dari seleksi jenis program, materi, perangkat lunak, dan tugas-tugas. Materi terdiri 2 bagian, yaitu tutorial dan pelajaran. Dengan pendekatan Pengajaran Bahasa Berbasis Tugas (Nunan, 2004), materi dibuat dan diterapkan dengan dikombinasikan dengan kelas online real time (langsung). Tanggapan para peserta setelah implementasi materi ini secara umum positif, walaupun peningkatan masih tetap diperlukan.*

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## **INTRODUCTION**

The unemployment problem in Indonesia has forced many Indonesian workers to migrate to other countries to find jobs. Although some high-skilled Indonesians occupy some prestigious positions, majority of them are qualified only for labour jobs under certain working contracts. Unfortunately, after finishing their contracts they will come back to Indonesia and face the same issue as what they had before: unemployment. This is the reason why *Edukasi Untuk Bangsa* (EUB) or Education for Nation, an educational non-profit organization in Kuala Lumpur, gives free trainings for Indonesian migrant labourers in Malaysia. The purpose is to improve their competitiveness in the job market in Malaysia and to prepare their independence once they get back to Indonesia.

Founded in 2010, EUB is run by volunteers who do not have enough knowledge to develop appropriate materials. The highest level of English class in EUB had to be cancelled due to the lack of materials and tutors. To solve the problem, online course was considered to be a good solution because the function of tutors could be reduced as assessors only, while the students learned autonomously. The topic of English for tour guides was considered the right choice because Indonesian tourism industry had been proven to be crisis-resistant and could solve their future employment problem.

This research focused on the development of the online materials, regardless of the technological advancement at the time. The research posed three questions: (1) What contents should be incorporated in the online materials? (2) What are the responses of the students after the implementation? (3) What are still lacking from the program?

### **Online Materials Development**

Generally speaking, materials are any method and practices used systematically to teach in classroom (J.D. Brown, 1995). These include lesson plan, books, audio visual aids, games, or any type of activities that go on in the language classroom. However, materials for online learning are different from materials for conventional learning. Moreover, although online learning is defined by White (2003) simply as the use of internet technology for teaching and learning, the program discussed in this research is distant learning as well. Distant learning is done at the different time and place from the source of knowledge or the teacher (King, Young, Richmond and Schrader, 2001). In consequence, the online materials must be easily learned autonomously by the learners and the content must include not only the materials, but also how to use them (White, 2003).

In designing language materials Nations and Macalister (2010) assert a set of stages. The stages are analysing the environment of the teaching situation and the needs of everyone involved, following principles related to the teaching method of the course, setting goal and objectives of all lessons and activities, choosing what contents should be incorporated and how they are sequenced, finding the format of the whole lessons and how they should be presented, monitoring and assessing during the implementation to ensure everything is on track. Finally, the whole steps must be evaluated to know if a course successfully achieves the goals which have been set in the beginning.

However, as online materials are different from conventional materials, the above stages have to be combined with the steps developed specifically for online language learning course. Hartoyo (2012) mentions seven stages to develop online language materials. To begin

with, a designer must have an initial planning which serves as the framework of the whole subsequent activities. Then, goal and objectives must be set to be the focus of direction of the whole program. The next thing is choosing types of the program: ‘linear’ where learners cannot go to the next level without completing the previous lesson, or ‘branching’ where learners can skip to any lesson. Afterwards, materials should be selected and developed based on the needs of everyone involved. After selecting materials, suitable software should be chosen. Next, tasks that can stimulate learner-learner or learner-computer interaction are determined. The final step is designing the structure of the program, consisting of tutorials, materials and exercises. Tutorials specify how things work in learning using the program. Materials present the core explanation of the lesson, and exercises check the students understanding about the explanation presented in the material section. In this research, however, materials and exercises can be seen as a package and from this point will be referred as lesson materials. The table below shows how the combination of the stages create a comprehensive process for developing online language course materials.

*Table 1. Online course materials development stages adapted from Nation and Macalister (2010) and Hartoyo (2012)*

No.	Stages	Sub-stages
1.	Initial planning	<ul style="list-style-type: none"> <li>▪ Planning curriculum outline</li> <li>▪ Analysing environment</li> <li>▪ Analysing needs</li> </ul>
2.	Principles	<ul style="list-style-type: none"> <li>▪ Following principles</li> </ul>
3.	Goals and objectives	<ul style="list-style-type: none"> <li>▪ Setting course goals</li> <li>▪ Setting lesson objectives</li> </ul>
4.	Contents and sequence	<ul style="list-style-type: none"> <li>▪ Choosing types of program</li> <li>▪ Selecting materials</li> <li>▪ Choosing software</li> <li>▪ Determining tasks</li> </ul>
5.	Format and presentation	<ul style="list-style-type: none"> <li>▪ Designing program structure:               <ul style="list-style-type: none"> <li>○ Tutorial Materials</li> <li>○ Lesson Materials</li> </ul> </li> </ul>
6.	Monitor and assessment	<ul style="list-style-type: none"> <li>▪ Implementing</li> </ul>
7.	Evaluation	

To develop good online language learning materials, Hartoyo (2012) suggested five principles. Interactivity means the ability of giving the chance to learners to use the language actively and get instant feedback. Flexibility means how the materials are flexible and easy to use so as learners do not get hindered by the technology advancement. Content appropriateness means how the materials are easily understood and meet the needs of the learners. Effectiveness means how far the program can reach the goal. Attractiveness means how the program can engage the learners.

### **English for Occupational Purpose (EOP)**

English for tour guides is considered English for Specific Purpose (ESP), or to be precise, it is pre-service English for Occupational Purpose (EOP) as specified by Dudley- Evans (1998).

It means the course is specifically intended for adults who had not worked, in this case the prospective of tour guides. The prospective students of this program came from various occupational backgrounds, but their needs of English were the same because the purpose of learning the language here was not to do their present occupations but to be a tour guide.

ESP/EOP materials should focus on the practical outcomes based on the learner's needs to execute their future profession (Dudley-Evans, 1998). Therefore, Task-based Language Teaching (TBLT) is considered to be a suitable approach of this course because. As Branden (2006, p.3) proposes, it focuses on formulating a strategy that enables learners to perform the language without concerning about the specific grammar rules too much. Nunan (2004) states that the concept of TBLT is experiential learning. It means learners are encouraged to learn the language by performing it based on the task given in a controlled situation such as classroom.

In TBLT seven principles must be applied (Nunan, 2004). Scaffolding means students must be prepared step-by-step to be able to perform more difficult task than the last lesson learned. Task dependency means a task must be developed based on the previous one. Recycling means lessons must be repeated, since complete mastery will not happen in the first encounter of the lesson. Active learning means students are given chances to use the language actively. Integration means students must be aware of the relationship of the form, function and meaning of what is learned. Reproduction to creation means students must be encouraged to reproduce the language model given. Finally, reflection means students are given chances to reflect how well they have been doing in what have been learned.

## **METHODS**

### **Material Development Stages**

In the first stage, curriculum outline was planned. Goal, types of program, material contents, software, tasks and design applied in the program need to be determined (Hartoyo, 2012) based on the teaching environment and needs analysis (Nation & Macalister, 2010). Environment analysis was done by interviews and observations. Interviewing the course coordinators was to know about the administrative problems they had in dealing with students. Interviewing tutors and students of other online course were to discover the constraints they had regarding the internet applications used in the online course, their problem in learning and their solution. In addition to the above techniques, observations were done to gain the whole experience of teaching and learning online. Needs analysis were done through interviews and observations. Interviewing and observing professional tour guides were required to gain information about the students' English language necessities as a tour guide. Interviewing prospective tutors were required to gain information about their needs in teaching. Interviewing prospective students was required to know what the students wanted from the course.

After initial planning, the material content and sequence were decided. The units of progression of the material were chosen to be based on the language functions needed by tour guides, combined with another unit of progression which was grammar. The sequence was linear, where every student must undergo all the lessons till the end. The material framework was schemed in a scope and sequence chart, consisting of language functions, syntax, lexis and phonology that were covered in every lesson (Brown, 1998). Afterwards, materials were

developed in a website, containing course tutorial and lessons. Finally, after the implementation, the data on the students' responses and the lacks were collected.

### **Research Participants (Pre-Implementation)**

11 prospective students were involved in focus group discussions. Some were familiar with online learning, but most of them were not. Some domiciled in Malaysia, some in Indonesia; so, the discussion was done through online video conference. Interviews were done with the course coordinator and prospective teacher. Both interviews were done via email.

Seeing that most of the prospective students and teachers were not familiar with online course, students and teachers from other online courses were needed. Three of the participants were students of Indonesian Open University majoring in English literature, and one respondent was an online Arabic course student. The interview was done via video conference and email. As for the teachers of other online courses, one was the owner of an online TOEFL test service in Jakarta, and the other one was a teacher at a language course.

To validate the above participants' answers, a participant observation was done by the researcher by taking part in an online course. The purpose of the participation observation was to know the difficulty usually faced by students in an online course and how to solve them. To know and limit the course content, the type of language skill taught was limited to the most common language used by various types of tour guides. Three tour guides with different specializations were interviewed and observed here. The questions were about the most common tour guide activities and the steps to be a tour guide.

The first respondent was a senior Dutch and English speaking city tour guide whose duty was to bring visitors into many places in Indonesia. The interview was done face-to-face. The second one was an English speaking Candi Prambanan tour guide with 7 years of experience. The interview was done via email. The third one was an English and French speaking tour guide of National Museum, Jakarta. The third tour guide was not only the source of interview but also the object of non-participant observation done by the researcher.

### **Research Participants (Post-Implementation)**

At the beginning, 20 students joined the program. To ensure the validity and reliability of the result, researcher's participant observation was also done while implementing the materials. After four weeks implementation, students' responses were collected. From 20 initial students, only 14 students were involved in the survey due to student withdrawal before the 4<sup>th</sup> week. The survey was done online. All the questions were open-ended and the students' anonymity was kept from the researcher to improve validity.

The questions in the survey were divided into five parts regarding: the tutorial, the vocabulary, the opening videos and the e-lecture videos, the exercise and practice, and the assignments. At the end of the survey, the students rated the materials based on five principles of good online language learning course asserted by Hartoyo (2012). The five principles were flexibility, content appropriateness, interactivity, attractiveness and effectiveness.

## **FINDINGS AND DISCUSSION**

### **Course Methods**

The first finding was that the EUB students had difficulty improving their speaking English because it was not easy to find partners to speak English. The course coordinator and the Indonesian Open University (IOU) students mentioned the same thing about. Brown (2001) argues that the development speaking skill depends on the development of listening skill. To be able to speak well, one needs interlocutor to respond to his/her speech. Therefore, this course should provide a mean to ease the students to find partner to speak with.

The next problem that most IOU students emphasized was the boredom. The course delivery method in IOU which used only reading materials without lectures had caused boredom among the students. On the other hand, the problem of boredom did not happen to the Arabic language online student whose material course was in the form of power point videos, along with ready-to-download script of the videos. It appeared that materials delivered in the form of power point videos were more engaging than materials in the form of reading only. This fact was confirmed by the result of the researcher's participant observation of an online course, which method was almost the same as the Arabic student's course.

Another problem that was faced by online students was the difficulty of keep being disciplined in learning the course lesson. This problem was experienced by the Arabic student and the researcher while taking the course. Interestingly, this problem was not complained by the students of IOU. The probable reason was because IOU was a formal education which applied deadlines and submitted certificates, while the course taken by the Arabic student and the researcher neither applied deadline nor submitted certificate which demanded the students to be more disciplined. This fact agreed with the answer of the second teacher of other online course who stated that deadline could be applied to improve discipline, but in return certificate should be submitted for completing assignment within the time frame. The course coordinator similarly stated the same thing about disciplinary problem. Low level of discipline happened to the ceased conversation class where no minimum presence was required and no certificate was offered.

The next problem stated by Indonesian Open University students was the difficulty of getting instant answers when they had questions or problems in following the lessons. Although they could ask questions to the lecturers via email or in the discussion forum, the answers would not be immediate.

Boredom/declining of motivation, lack of discipline and difficulty of getting instant answers are actually the typical affection problems faced by online learning. White (2003) linked the decline of motivation with factors such as feeling lonely and isolated, the absence of live interaction, competing commitments and difficulty adapting to the distance learning method. The last problem faced by the students was the internet connection. This problem was also stated by the first teacher of other course. The internet connection problem was similarly complained by many of the prospective students while doing their video conference group discussion.

Findings about what the students' wants were discovered from the prospective students and the students of other online course. Despite the feasibility, most prospective students enjoyed group work and home assignments. It appeared that doing group work and assignments could motivate them to learn.



The following report presents the findings regarding the needs of online students and teachers. The first need was that they needed tutorials on how to learn and how to teach in this online course. All of them indicated that they needed not only the tutorial on how to learn and teach, but also the tutorial on how to run the ICT applications. This notion was in line with what White (2003) suggested that the material of an online course must include not only the materials but also how to use them.

From the 11 prospective students participating in the group discussion, it was discovered that all the students were able to communicate in English quite well but with limited fluency, accuracy, vocabulary and some pronunciation problems. Therefore, the material should not focus on the language function only but also on the grammar, vocabulary, and pronunciation.

Another need discovered from the students of other online course was that online students needed live interaction with the teacher or with other students so much. This need was related to the problem of boredom and difficulty asking questions. This need was in line with the opinion of the second other online course teacher who highly recommended that teachers hold 'flipped classroom' where students read the material first and then discussed it in class to create two-way communication instead of one-way lecture to encourage active learning, improve engagement and reduce boredom. As White (2003) suggested, synchronous session (live session) is highly motivating since it can reduce the feeling of loneliness and isolated among the students.

The last need was the community building to make them feel welcomed. Feeling accepted by the environment is important because it can improve one's motivation (White, 2003). This notion was similarly mentioned by the second other online course teacher who proposed social networking for community building, and equally indicated by the first other online course teacher who consistently communicating with the students via Facebook group every day.

Looking at the findings, the solutions offered in this course are as follows. To reduce of boredom caused by the material presentation, this course provided the lectures in the form of power point videos explaining the language function and grammar. To improve accuracy and fluency, this course provides interactive exercises and practices. To improve vocabulary and pronunciation, videos of authentic language and online dictionary were provided in every lesson. To overcome the problem of internet connection, this course provided video and lecture scripts which could be downloaded by the students. Assignments were given as various as possible. However, group work assignments could only be applied in certain lessons depending on the lesson objective. For the problem of difficulty in finding partners for speaking and getting instant answers, this course provided video conference live session and encourages them to start their own video conferences without teacher's presence. The live sessions were recorded so that students who miss live session due to bad internet connection could still watch the discussion. To encourage students to keep being discipline, certificates would be submitted as the reward of completing the assignments before due date and attending live sessions. To build learning community and reduce the feeling of loneliness, mailing list and WhatsApp group were built.

## Tutorial Contents

Based on the findings above, the material of the tutorial had to consist of 2 things: (1) the sequence of how to follow every lesson and (2) the ICT ability needed in this course.

Table 2. Tutorial contents

No.	Objectives	Content
1	Students are able to follow the learning sequence of every lesson	Text explanation on the steps to follow: 1. Watch opening video 2. Look up new vocabulary 3. Watch e-lecture videos 4. Do practice and exercises 5. Register and attend live session 6. Do assignment 7. Submit assignment to discussion forum
2	Students are able to use the computer applications used in the course	Tutorial videos on : • How to join group discussion forum • How to join live sessions • How to submit assignments

## Lesson Contents

The first finding was about the tour guide requirements. It was discovered from the professional tour guides that to be able to work as a certified tour guide, one has to undergo the pre-service official training from Tourism Bureau. In this training, trainees learn about how to handle visitors (e.g. what to do when picking up guests, checking travel documents, public speaking, complaints handling, etc.). To be able to join this training, the applicant's knowledge about the local area and the foreign language mastery is tested. The test is in the form of interview, and the questions are usually about the local tourist destinations. This shows that a tour guide should be able to enrich his/her knowledge independently.

Upon completing the training, a tour guide will be registered in the Indonesian Tour Guide Association and eligible to get the job as a professional tour guide from tour and travel agencies. For local tour guides hired by specific tourist destinations, another training provided by the establishment is required to learn more about the site/objects.

The next findings from the tour guide interviews and observation was the general tour guide activities. Based on the interview and the observation, tour guide activities could be classified into several activities as presented in the below table. The data gained would later be the clue to the language functions needed in each activity.

Table 3. Tour guide activities

No.	Activities
1.	Welcoming visitors
2.	Sharing knowledge about history, facts, food, culture, building and objects
3.	Answering questions related to the above knowledge
4.	Following and informing the itinerary
5.	Managing the time
6.	Ensuring the rules are obeyed

7.	Giving suggestions
8.	Avoiding and responding to complaints
9.	Building rapport with the visitors

### Syllabus Development

Based on the findings above it is known that to work as a tour guide, applicants must take the official training held by the Tourism Bureau, and to join the training the applicants' English language mastery will be tested. Thus, it was decided that the main goal of this course was to improve the students' fluency, accuracy, vocabulary and pronunciation in speaking English in order to be able to join the official tour guide training held by Tourism Bureau.

The goal was further detailed into several objectives. Because to join the official tour guide training the interview questions are mostly about the knowledge of the local tourist destinations, the *first objective* of this training is to enable the students to clearly and systematically share the knowledge of their local tourist destinations. Another important thing a tour guide must have is the ability to build rapport with the visitors. Therefore, the *second objective* is to enable the students to build rapport with the visitors by communicating appropriately and politely. Finally, since this is an online course where students are expected to learn autonomously and since tour guides are required to learn independently, the *third objective* is to enable the students to learn and improve themselves independently. The goal and the general objectives above were then used as the base of developing more detailed objectives of each lesson.

The materials in this course consist of 12 lessons. Each lesson was expected to be completed autonomously in a week. An online live session was conducted for each lesson once a week to check the students' progress.

Table 4. Topic and objective of every lesson

LS.	Topic	Lesson Objective	General Objective
1	Introduction to EUB online learning	Able to learn English online	Able to learn and improve themselves independently (3 <sup>rd</sup> objective)
2	Introduction to Tour Guiding	Understand the nature of Tour Guiding	
3	Asking and Stating opinions	Able to get involved in discussions	Able to build rapport with the visitors by communicating appropriately and politely (2 <sup>nd</sup> objective)
4	Understanding international etiquette	Able to communicate with foreigners politely	
5	Welcoming the visitors	Able to introduce themselves and explain the itinerary	
6	Explaining rules	Able to explain rules of the location	Able to clearly and systematically share their knowledge of the local tourist destinations (1 <sup>st</sup> objective)
7	Introducing towns	Able to introduce towns	
8	Introducing	Able to introduce objects	

	objects		
9	Introducing historical sites	Able to introduce historical sites	
10	Introducing traditions	Able to introduce traditions	
11	Responding to complaints	Able to respond to complaints	Able to build rapport with the visitors by communicating appropriately and politely (2 <sup>nd</sup> objective)
12	Final Project	Able to give a comprehensive TG talk	Able to join the official TG training (main goal)

As mentioned before, the students of this course were not tour guides yet. To be able to perform the language, they needed to know the real language produced by tour guides. Therefore, the expected outcome should be presented to them at the beginning of any lesson as well. As Brown (2001) suggested, one principle of teaching speaking skill is giving examples and tasks which are based on authentic language so that students can see the real function of the language. So, in this course every lesson was started with a video of a native speaker performing the language function related to the lesson topic. Vocabulary and pronunciation were included in the discussion of these videos, while the detail of the language functions is explained further in the lecture of the lesson.

Assignments were submitted in the form of video recorded presentation. The reason is because practicing the same speech for several times gradually made the students relaxed while speaking, and thus improved their fluency (Adorjan, 2013). Another benefit of recording is that students can review their own performance by watching their own recording. This can be the mean of self-reflection, which is one of the principles of task-based language learning (Nunan, 2004).

After everything was schemed in the scope and sequence chart, the whole materials were developed. The scope and sequence chart can be seen in the appendix; the website can be visited at <https://sites.google.com/site/englishfortourguides/home>. The website consists of 6 main pages. Home page is the first page that welcomes the new students. This page links to the Course Guide page so that new students will not miss reading the Course Guide. The Lesson pages are the pages where the 12 lessons are presented. Every lesson consists of opening video, list of new vocabulary, dictionary link, e-lecture videos and text, interactive exercises, assignment and downloadable video script. At the end of each lesson, there is a link to register for live session which schedule is presented in Live Session Schedule. Group Discussion Forum page is where the students can have discussions and submit assignments. Score page is where students can see their assignment scores and also their assignment video links.

### **Students' Responses and Rating**

The following findings answered the second research question about the students' responses on the material implementation. The first finding is regarding the Course Guide (tutorial). It was discovered that 70% students did open the Course Guide before starting the course and felt it was useful. The observation result agreed with this opinion because it was seen that

students knew what to do in this online course without being told anymore most of the time despite some problems that will be discussed later.

The next finding is about the vocabulary and the online dictionary. 100% students agreed that the new vocabulary enriched their knowledge. Some asked for more new vocabulary, yet some other asked for less. It shows that the new vocabulary exposed were somewhere within the students' mastery. 77% students thought the dictionary link provided in the website was useful and helpful. This is in line with the observation result which showed that most students were able to use some of the new vocabulary (e.g. disadvantages, childhood, disagree, appropriate, insult, lean forward, etc.) in the live session and assignments with only few incorrect pronunciations.

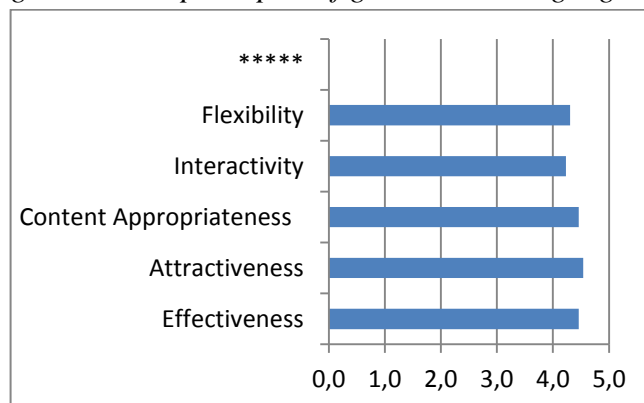
The subsequent response was about the opening videos and e-lecture videos. The opening videos are the videos of native speakers performing the language functions learned in the lesson, while the e-lecture videos are the power point videos made by the researcher whose contents explain how to produce the language functions. 86% of the students thought the opening videos were useful because they gave examples of the speeches they had to perform in the assignments. As for the e-lecture videos, 100% students thought they were useful because they would not have known how to perform the language functions only by watching the opening videos.

The following finding is about the script of all the videos. 100% students felt the scripts were useful to help them catch the new words, and also when they had problem watching the videos. These answers were the same as what the students expressed in the live sessions since the researcher always recommended them to open the script whenever they had problem understanding the videos.

The final finding is regarding the speaking practice and assignment. All the students did the speaking practice by themselves. Some even recorded themselves to check their pronunciation. 70% of them felt practicing alone improved their fluency and pronunciation, and prepare them to speak in front of other people too. This notion was in line with the researcher's observation result. Students who made the assignment videos before the live session could present better than they who did not do it before the live session presentation.

The following report presents the student rating based on the 5 principles of good online learning materials. The average rate for flexibility to open the website in any device was 4.3 out of 5. Some concerns were related to the internet connection problem. The average rate for interactivity was 4.2 out of 5. The average rate for content appropriateness was 4.5 out of 5. Content appropriateness was how easy the language and explanation were to understand. Some of the students gave 5 because of the clarity and simplicity of the explanation. Some gave 4 for their need of more grammar explanation, and some for the difficult words in the opening videos by native speakers. Next, despite the simple website design, the average rating for the attractiveness of the materials was 4.5 out of 5. And finally, the average rating for the effectiveness of the course in improving the students' skill was 4.5 out of 5. So, in general the students' response on the materials was generally positive. The result agrees with the observation result, where improvements were seen, especially in the weak students.

Table 5. Student rating based on 5 principles of good online language course



### Lacks in Materials

Although the students' responses were generally positive, some aspects still need improvements. The next discussion reports the problems emerged in the materials implementation based on observation, and students' suggestion. The first problem was regarding the time allocated for a lesson. Each lesson in this course was expected to be finished in a week. However, in the implementation the target was difficult to fulfil. Students were able to submit assignment within a week only for the first lesson.

Another problem is regarding the group discussion forum. The mailing list used in this course was Google Group. Although there was a tutorial about how to use this group in the Course Guide, students still had problem familiarizing with it. The overloaded group made the students confused and finally stopped being active. The next bigger problem was the difficulty in meeting the assignment submission procedure. Although there was a tutorial video showing how to submit assignment video, a few students kept sending their assignment videos to the incorrect place. Unfortunately, in the interview result none of the students saw 'submitting assignments' as a problem. It appeared that they were not aware of the researcher's difficulty caused by this matter.

The subsequent more crucial problem was the lateness or even not submitting the assignment videos. Although in the interview 83% students felt creating videos as assignments was not burdening, only few students consistently created and submitted the assignment on time. Based on the observation, in lesson 1 and 2 almost all students made and submitted the assignment on time, but in lesson 3 and 4 most students submitted late or not at all. In the interview 66% students admitted that the reasons why they often submitted videos late or not at all were because of their jobs, other assignments from college or other activities. 17% admitted it was because they had no idea yet, and 17% because of not being able to upload video to YouTube because of internet problem.

The final problem, which was the biggest problem, was the slow/bad internet connection. Internet connection was the biggest problem in the implementation of the materials because it led to many problems. Because of it, it was hard for the students to watch the videos. It also worsens the delay between speech and reception in the live sessions, or even worse, hindered them from joining the live session. These problems were crucial but difficult to solve because slow internet connection was related to the students' budget of providing better Wi-Fi service and communication device. Although to replace watching the

videos they could still read the script, it was not enough since the development of speaking skill depends on the development of listening skill (H.D. Brown, 2001). Submitting assignment videos without responding to their friends' questions in the live session could not improve their interactive skill effectively.

### **Students Suggestions**

Some suggestions were given to improve the materials. Some students suggested adding games to make it more attractive. Some students asked for more practice especially for speaking. Smaller size videos were also suggested because many students had internet problems. In term of vocabulary, some students suggested exercises on vocabulary mastery. For assignments, some asked for assignments other than making videos. In term of course implementation, some students requested to be allowed to present the assignment in live session, instead of in video recordings. Some suggested that in the future this course should not be in the form of online course only but also in the form of conventional face-to-face course to make it easier for everybody to learn.

Some improvements had actually been implemented along the way. First, as students' request, the length of time for each lesson was extended from 7 days to 10 days. Second, to reduce the confusion regarding the overloaded discussion forum and difficulty meeting the submission procedure, Facebook was chosen to replace Google Group since it was considered more user-friendly. Next, students were finally allowed not to create video as long as they practiced at home and came up able to present well in the live session. This was done to keep this online course still enjoyable and beneficial to the students.

Unfortunately, despite all the above solutions, nothing could be done to cope with the biggest problem of this online course which was slow/bad internet connection. The only solution as the first teacher of other online course suggested was only by giving some advice to improve the students' internet connections. Therefore, the suggestion of converting the complete online method to blended learning should really be considered since the previous study had proved that blended learning method which blends conventional face-to-face learning and online learning for native speaker speeches exposure and digital portfolios for English for tourism subject gave satisfying result (Adorjan, 2013).

### **CONCLUSIONS**

The online materials were developed and presented in the form of a website with embedded multimedia. The materials consist of two parts which are the tutorials and the lessons themselves. For the tutorial, the findings showed that the content should consist of 2 things: the sequence of how to follow every lesson, and the technical ability needed to follow the course. For the lessons, the findings showed that the main goal of the content should be to improve the students' fluency, accuracy, vocabulary and pronunciation in speaking English in order to be able to join the official tour guide training held by the Tourism Bureau.

The materials consisted of 12 lessons. It started with introduction to online learning and tour guiding. And then the rest were sequenced based on the sequence of tour guide activities from welcoming visitors to responding to complaints. The lessons were ended with creating a travel video as a final project.

After the materials were ready, it was implemented and observed by the researcher herself. The survey after the 4<sup>th</sup> lesson showed that the students' responses were positive. However, the findings also revealed some lacks in the materials and implementation. Suggestions to improve the quality of the materials and the implementation were collected from the students too. Improvements to solve the problems had been implemented as far as possible by taking the students' suggestions into consideration. Unfortunately, the biggest problem which was slow/bad internet connection was still difficult to solve and needed further solution.

This study also recommends some points. For the course coordinators, the biggest problem which was the slow/bad internet connection could be solved by converting the program into blended learning (combination of online learning and conventional face-to-face learning). For the material developers, students' suggestions should be taken into consideration in order to improve the quality of the materials. More exercises on vocabulary mastery should be provided and with some help from the computer department tutors more sophisticated speaking practice audio video recording can be embedded. For further research, it is recommended to continue reviewing the program until the implementation is completed. Further students' responses can be collected and analysed after completion for more improvement in the future. Students' withdrawal should also be investigated further to reveal if the withdrawal reasons were truly competing commitments or other reasons, such as dissatisfaction with the method or the material difficulty. The real reasons could be used to improve the program in the future.

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## **The Lexical Morpheme Acquisition of a Learner of English as a Second Language**

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The present study aims to examine the acquisition of English lexical morphemes - i.e. past -ed marker and plural -s marker on nouns, in L2 (second language) English within the framework of Processability Theory (henceforth PT). The participant of this research was LE, an Indonesian learner learning English as L2 in an instructional context. The data in the form of essay written by LE was collected longitudinally at four points in time during the period of four months. Based on the data, a distributional analysis was carried out, and then the findings were analysed by using the implicational scaling in accordance with the emergence criterion in order to determine the points of acquisition of the two morphological forms under scrutiny. The research finding indicates that the acquisition points of the lexical morphemes appear to follow PT's predictions, where the emergence point of past -ed marker and plural -s marker occurred at comparatively the same point in time as hypothesised in PT. Moreover, the finding of this research reveals that the predictions of PT seem to be followed in L2 written English; it indicates PT's capacity to account for morphological acquisition in both written and spoken language production.

*Keywords:* processability theory, L2 acquisition, lexical morpheme

*Tujuan penelitian ini melihat pemerolehan morfem leksikal bahasa Inggris, yaitu penanda lampau -ed dan penanda jamak -s pada bahasa Inggris sebagai bahasa kedua dengan menggunakan kerangka Processability Theory (PT). Partisipan penelitian adalah LE, pelajar Indonesia yang sedang belajar bahasa Inggris dalam konteks instruksional. Data dalam bentuk esai dikumpulkan selama empat bulan. Hasil penelitian ini menunjukkan pemerolehan morfem sesuai pola prediksi PT, dimana penanda lampau dan jamak terjadi secara berbarengan pada waktu yang sama.*

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## INTRODUCTION

The field of second language acquisition (SLA) has developed as an independent and autonomous field of study since the last four decades, and various disciplines such as linguistics, education and psychology have played an important role in informing approaches in SLA research (Saville-Troike, 2006). Processability Theory (PT), which was developed by Manfred Pienemann, is one of the current mainstream theories in SLA which has attracted attention among researchers (VanPatten & Williams, 2007).

PT is a theory of second language acquisition, and as the name of the theory suggests PT focuses on language processing, particularly on the processing of output of L2 (second language) linguistic forms (VanPatten & Benati, 2007). The logic underlying the theory is explained by Pienemann (2008) as the following: the L2 learner produces and comprehends only linguistic structures which can be handled by the current state of the language processor. Consequently, understanding the architecture of the language processor and how it handles a second language is considered very important; for it would help one to be able to predict the course of the development of linguistic forms in L2 learner's interlanguage.

The key assumptions of language processing in PT are as follows (Pienemann, 2003): (a) autonomous language processing: the processing component, e.g. the procedure to construct a phrase, is relatively autonomous, and its operation is mostly automatic, suggesting that the execution of the procedure is not generally under conscious control. This occurs as a result of the high speed at which language processing takes place. (b) Incremental language processing: there is a gradual construction of surface lexicogrammatical form during the on-going conceptualization. (c) Linear output: the output of the processor is linear, but its mapping onto the underlying meaning may not occur linearly, known as the linearization problem, which applies to the mapping of conceptual structure onto linguistic form, as well as to morphosyntactic structure generation. (d) Grammatical memory store access: grammatical processing has access to a grammatical memory store; the need for this is due to the linearization problem and the automatic and incremental characteristics of language generation.

PT has as its core a universal processability hierarchy; this hierarchy is based upon the concept of grammatical information transfer within and between the phrases of a sentence (Pienemann, 2008). The following is an overview of the hypothesised processability hierarchy:

1. No procedure (e.g., single word utterances)
2. Category procedure (e.g., adding a plural morpheme to a noun)
3. Noun phrase procedure (e.g., matching plurality as in 'several questions')
4. Verb phrase procedure (e.g., movement of elements within a verb phrase)
5. Sentence procedure (e.g., 3sg –s subject–verb agreement)
6. Subordinate clause procedure (e.g., use of a particular tense based on something in the main clause) (Pienemann, 2007, p. 140).

Pienemann (2008) argues that the linguistic development of L2 learners follows the hierarchy due to the reasons that language development is implicationaly ordered, that is, the

lower level procedure is requisite for the procedure of a higher stage, and that it represents the time-course in language generation. It is therefore hypothesised that for learners, for instance, currently at the phrasal level or stage three of the L2 processing procedure, they should have developed the processing procedures of stages one and two, since both of the lower levels are a necessary prerequisite for that stage. For example, in order for learners to produce the noun phrase *several questions*, the procedure to construct the noun phrase needs to have developed in the L2 processing system. In the above example, the grammatical information 'plural' is contained in the determiner *several* and in the noun *questions*. If the learner still has not developed the stage-three processing procedure, the mismatch will not be identified and the exchange of grammatical information within the phrase cannot be processed. As a result, it is highly likely that the learner constructs such a phrase as *several question* which is ungrammatical, where the head noun *question* is not marked for 'plural'.

Recent years have seen growing interests among second language researchers to investigate L2 learners' interlanguage development based on the framework of PT. Given its universal nature, second language researchers have conducted empirical studies in order to test interlanguage developmental trajectory of various morpho-syntactic phenomena as predicted by PT to a range of typologically distant languages such as Arabic (e.g. Al Shatter, 2008), Chinese (e.g. Zhang, 2005), English (e.g. Yamaguchi, 2008), French (e.g. Agren, 2008), and Japanese (e.g. Kawaguchi, 2005).

Concerning the application of this theory to English as a second language, Pienemann (1998) tested the predictions of PT on the acquisition of L2 English morphological and syntactic structures against cross-sectional data from two empirical studies - i.e. Johnston's (1985) study of adult learners of L2 English and Pienemann and Mackey's (1993) study of child learners of L2 English. Regarding the study by Johnston, the data in the form of spoken corpus containing 60,000 words was gathered by means of an interview lasting 40 to 60 minutes, which involved 16 individual participants, who are Polish and Vietnamese adult immigrants in Australia. With regard to the study by Pienemann and Mackey (1993), the data in the form of oral samples produced by 13 young learners of L2 English aged 8 to 10 years was collected by using a number of communicative tasks. The data analyses which were carried out in the two studies were based on the criterion of emergence-based acquisition. The results of the tests conducted by Pienemann in both studies show that the scalability of the implicational table is 100%, which reveals that the evidence found does not contradict the hypothesised implicational pattern, meaning that the two studies strongly support the developmental sequences predicted by PT (Pienemann, 1998).

Since the early two studies on L2 English morpho-syntactic forms, the number of subsequent PT-based research studies focusing specifically on English morphemes has, however, been relatively few (see e.g. Dao, 2007; Yamaguchi, 2009). Moreover, most of the studies on the acquisition of L2 English morphology under PT which have been carried out to date are cross-sectional, where data gathering from the participants was carried out at one single point in time. One recent study which investigated the L2 acquisition of particular English morphemes in

which data was collected longitudinally is Yamaguchi's (2009). In what follows I will review this empirical study by Yamaguchi.

The study was a longitudinal case study of a learner acquiring English in an English L2 context. In the study, the focus was on the acquisition of English plural marker *-s* on nouns and NP (noun phrase) plural agreement of a Japanese L1 child learner learning English as a second language, within the PT framework. The study addressed the question whether the acquisition of plural marking *-s*, which belongs to the stage-two procedure, emerges in the learner's interlanguage prior to the acquisition of NP plural agreement, belonging to the stage-three procedure, as predicted by PT.

The research participant was Kumi, a daughter of Japanese native speaker parents who immigrated to Australia when she was five years old. The collection of data in the form of recorded speech production was conducted longitudinally over the period of two years, that is, from the time Kumi was 5 years 8 months old until she was 7 years 8 months. The data was collected fortnightly for the first two months, bimonthly for the rest of the first year, and every three months for the second year. There were 14 meeting sessions in total with the participant, with each of the sessions lasting approximately 20-30 minutes. The oral production samples were gathered by means of various tasks, including semi-structured interviews, narratives and communication games. After transcribing the oral data, Yamaguchi carried out a distributional analysis of the morphological forms under investigation. At the last stage of data analysis, the emergence criterion was applied to find out whether or not the learner had acquired the target linguistic forms.

The result of Yamaguchi's research indicates that the learner's acquisition of the English morphological forms was implicational, i.e. lexical procedure > phrasal procedure, thus consistent with the developmental sequence as predicted in PT. The learner first acquired plural marker *-s* on nouns, which belongs to stage 2 (i.e. lexical procedure), and after that she acquired NP plural agreement, which belongs to stage 3 (i.e. phrasal procedure). On the basis of her research findings, Yamaguchi (2009) argues that both cross-sectional data and longitudinal data appear to support the English processability hierarchy for morphological plural marking.

Given that her case study was the first attempt to longitudinally investigate English L2 plural marking within PT, Yamaguchi states that more longitudinal PT-based research to further examine the developmental sequence of the morphological structures is required in order to provide more evidence for the predictions made by PT.

There were two major rationales for the undertaking of this present study, namely the focus of research on the written production of English as a second language and the longitudinal approach for data collection. With regard to the first reason – i.e. the focus of the research on production of written English, a great deal of research under PT has so far been oriented on spoken language production (Rahkonen & Håkansson, 2008). Nevertheless, L2 written production has recently started to be researched within the framework of PT, for example, research conducted by Håkansson and Norrby (2007), Rahkonen and Håkansson (2008), and Ågren (2009). The results of the research indicate that PT seems capable to account for the

acquisition of L2 morphology in spoken as well as written language production. In other words, it can be argued that the PT hypotheses can be tested against data of written language, which accordingly invites further research in the field. The need for this research, therefore, stems from the fact that there have been limited PT-based longitudinal studies focusing specifically on written production of L2 English.

The other reason for this research is concerned with the longitudinal approach, which means that the research data is collected from the research participant over a prolonged period of time, the purpose of which is to gather information about change over time. Dörnyei (2007) states that “the salience of development and change highlights the significance of longitudinal research” (p. 78); accordingly, it is strongly argued that the longitudinal research design is most suitable for research within a transition theory such as PT which focuses on the developmental course of language over time (Pienemann, 2007). Moreover, Ortega and Iberri-Shea (2005) assert that since second language learning is a process happening through and over time, investigations of most L2 learning problems can be interpreted in a more meaningful way with a full longitudinal perspective. Despite the theoretical centrality of time in second language research, the longitudinal approach still does not appear to receive adequate attention from second language researchers, which can be seen from the fact that the number of such research studies to date is still far fewer as compared to cross-sectional ones (Dörnyei, 2007).

With regard to the selection of two morphemes, i.e. English plural *-s* and past *-ed* markers, for this study, the decision is principally based on the following reason – i.e. the need for a more detailed analysis within the PT framework on the emergence points of English plural *-s* and past *-ed* markers in L2 learner’s interlanguage. According to PT, the two morphemes emerge in L2 learner’s interlanguage at comparatively the same point in time; therefore, this present research aims to examine whether the acquisition of the two lexical morphemes occurs as predicted by the theory.

To sum up, given that the number of PT-based research specifically studying L2 English morphemes to date is still limited, and virtually all of them are cross-sectional, this longitudinal research can therefore be seen as another novel attempt to further investigate the L2 English morphological development. This research, unlike Yamaguchi’s longitudinal case study which examined oral language production of a child learner, focused on the analysis of written language data produced by an adult learner learning L2 English in an instructional context, i.e. learning English formally as a foreign language in her native country.

## **METHODS**

This study investigated the main research question: does the acquisition of lexical morphemes – i.e. *past -ed* marker and *plural -s* marking follow the sequence predicted in PT? The design of this present research was in the form of longitudinal case study, involving one Indonesian adult learner learning English in an instructional context. The participant of this research, henceforth referred to as LE, was a first-year university student doing her undergraduate degree in English. Her formal learning of English as a foreign language started when she was in grade four of

primary school; thus, she had been learning English for about eight years when she started her undergraduate degree programme at university.

In this longitudinal study, the research subject was followed for four months. The data was in the form of personal narrative essay which was collected longitudinally at four points in time with approximately one month interval – i.e. month 1 of LE's first year at university, month 2, month 3 and month 4. The selection of personal narrative essay was based on the reason that this text type was expected to provide relevant data of the grammatical forms that this present study examined, particularly the past –ed and plural –s lexical morphemes.

In order for LE to write the essays, one topic was provided in each session with four topics in total; they were general topics and were related to LE's everyday life. Considering that the participant was not used to writing essays in English in her real life except in particular occasions such as in class, it was expected that the familiar topics would give her motivation to write and avoid the risk that she would be unable to write the assigned essays because of the unfamiliarity of topics. Another reason for setting up the particular topics was that it would assist me to understand the contents of LE's writings more easily. For each writing task, the participant was required to write a text of approximately 150-200 words in length. The time allocated for the subject to do the task in each session was approximately 30 minutes, which was expected to give her an adequate amount of time to complete it.

In the field of second language research, the formulation of acquisition criteria is seen as crucial in order to enable researchers to make replicable and falsifiable claims about the orders of emergence of different linguistic forms in an interlanguage (Pallotti, 2007). The acquisition criteria commonly used in SLA research are based on L2 accuracy norms, with the emphasis of the criteria being on comparing learner production with the target language (Ågren, 2009). Pienemann (1984), however, argues that the formulation of acquisition criteria should not be based on accuracy measures but should instead be based on the first emergence of a structure – i.e. the first systematic uses of the linguistic structure. Following the research studies conducted within the framework of PT, the analysis of L2 morphological forms in this research was also based on the emergence criterion.

The emergence criterion adopted in this project was based on Zhang (2005), i.e. the evidence for the emergence of the grammatical structures in the learner's developing IL (interlanguage) system can be derived from the presence of at least three tokens in lexically varied contexts. Zhang (2005) argues that using such a criterion would result in a reduction of chances of mistaking morphemic chunks for productive occurrences.

The procedure of data analysis for testing the PT's predictions on the acquisition sequence of the grammatical forms under scrutiny is described as follows. After the coding of the raw data by using the CorpusTool, a linguistic annotation tool, according to the established coding schemes, the finding was then summarised in a distribution table. At the next stage of analysis, the quantitative data were analysed by means of the implicational scale according to the emergence criterion in order to determine the learner's interlanguage acquisition sequences of the linguistic features in question according to the hypothesised processability hierarchy.

## FINDINGS AND DISCUSSION

The finding of the distributional analysis of the lexical morphological structures under scrutiny – namely past *-ed* marker and plural *-s* marker, are presented in Table 1 below. The first row shows the different points in time (i.e. T1, T2, T3 and T4) in the corpus, while the far left column shows the hypothesised morphological forms.

*Table 1. Distributional analysis of LE's morphological acquisition*

Lexical morphemes	T1	T2	T3	T4
Past <i>-ed</i> marker	1 / 14 .07	2 / 21 .09	11 / 29 .38	13 / 19 .68
Plural <i>-s</i> marker	1 / 3 .33	2 / 5 .40	4 / 5 .80	4 / 10 .40

The result of distributional analysis as shown in the table above indicates that there was only 1 positive instance of past *-ed* marker which was found in LE's writing in Time 1 of data collection, even though there were 14 obligatory contexts for this linguistic form. The same case was also found with plural *-s* marker; out of 3 obligatory contexts, LE could only supply 1 positive instance of this lexical morpheme.

As for Time 2, in spite of the finding that the two morphological forms – i.e. past *-ed* marker and plural *-s* marker, started to develop in the subject's interlanguage in that point of time, which was indicated with an increase in the number of positive instances produced by LE, the two occurrences of positive instances were still considered insufficient; for there should be at least 3 positive instances in lexically varied contexts before a grammatical structure can be considered as having been acquired (Zhang, 2005).

The first point of emergence for both morphological forms in the subject's interlanguage was found to occur in month 3, at which time LE started to steadily supply past *-ed* marker and plural *-s* marker in her writing. At this point of time, out of 29 obligatory contexts for past *-ed* marker, the subject successfully supplied 11 positive instances of this form. A similar emergence pattern was also observed for plural *-s* marker, where, out of 5 obligatory contexts for this morphological structure, 4 positive occurrences were found in LE's L2 written production.

Time 4 reveals a similar pattern to Time 3, considered the first emergence point; the occurrences of positive instances of past *-ed* marker showed a steady increase (i.e. 13 occurrences of suppliance out of 19 obligatory contexts), while for plural *-s* marker there was the same number of occurrences as in Time 3 (i.e. 4 positive instances) found in LE's production of English L2.

This finding indicates the emergence of the two morphological forms in the subject's interlanguage is implicational as illustrated in Table 2 below. That is, they follow the stages predicted in PT. According to Hatch and Lazaraton (1991), for the scale to be considered 'valid', the coefficient score should be at least .90. The calculation of the scalability (or reproducibility)



of the implicational scale following Pienemann (2011) shows that the coefficient score of the participant in this research is 1 (i.e. no cell in the table deviates from the prediction); it means the implicational scaling table is a valid implicational table.

*Table 2. Implicational scaling of LE's acquisition*

Lexical morphemes	Time 1	Time 2	Time 3	Time 4
Past –ed marker	-	-	+	+
Plural –s marker	-	-	+	+

Note: “+”= acquired, “-“= not acquired

As shown in the table above, according to the emergence criterion, both types of lexical morphemes were not found to have been acquired by the subject at the first two points of time (i.e. Time 1 and Time 2). The first systematic use of the two morphological forms as shown in the table above occurred in Time 3, shown by the presence of more than three instances in lexically varied contexts. Since that point of time onwards, both past –ed and plural –s markers have regularly been supplied in the subject’s L2 written production.

Based on the research finding, it can be argued that the acquisition of the morphemes follows the prediction of PT which hypothesises that the emergence of both past –ed and plural –s markers occurs at comparatively the same point in time, as they are predicted to belong to the same processing procedure – i.e. the category procedure. Therefore, the processability hierarchy for English L2 morphemes under examination is supported by the longitudinal, written data of this research as well as the longitudinal, oral data (see e.g. Yamaguchi, 2009).

## CONCLUSIONS

The results of this longitudinal study has shown that the acquisition of the two morphological structures (i.e. past –ed marker and plural –s marker) in LE’s interlanguage from her written production of English L2 appears to follow the predictions hypothesised by Processability Theory, which is indicated by the comparatively same point of time of emergence of the two morphemes and by the implicational sequence of the two structures without any gaps in the hierarchy. Further, the research result reveals that the PT’s predictions on the two morphemes, hypothesised to belong to the same stage of processing procedure, are followed in the written production of English L2 as well as in the spoken production of English as L2 based on the findings of the previous research investigating the acquisition of English morphology based on Processability Theory.

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## A Study of Augmentativization in English and Bangla

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This article dwells on the processes of augmentativization in English and Bangla. Augmentativization refers to the processes of formation of words denoting largeness. In this study, the researcher has juxtaposed English and Bangla vis-à-vis their mechanisms in the construction of augmentatives. The present research reveals that the languages under this study have striking similarities in the process of augmentativization. Both the languages use affixation in the construction of augmentatives. Curiously, the two languages employ prefixation to form the bulk of their augmentative vocabulary. Suffixation in augmentativization is very marginal in both the languages. Apart from affixation, the two languages employ compounding to form augmentatives. Still, the two tongues have another category of augmentatives known as frozen or lexicalized augmentatives. The catalogue of identical processes used in the construction of augmentatives does not end here. Borrowing is a good source of augmentative vocabulary in both the languages. English and Bangla have borrowed augmentatives or augmentative markers from foreign sources. Gradation of augmentatives is also possible in both the languages.

*Keywords:* augmentative, augmentizer, frozen augmentative, morphological augmentative, pragmatic function.

*Artikel ini membahas proses augmentativization dalam bahasa Inggris dan Bangla. Augmentativization adalah proses pembentukan kata-kata yang menunjukkan kemurahan hati. Dalam penelitian ini, peneliti telah menyandingkan bahasa Inggris dan Bangla dalam kaitannya dengan mekanisme dalam pembentukan augmentatives. Penelitian ini mengungkapkan bahwa bahasa-bahasa dalam penelitian ini memiliki kesamaan yang mencolok dalam proses augmentativization. Kedua bahasa tersebut menggunakan afiksasi dalam pembentukan augmentatives. Kedua bahasa tersebut menggunakan prefiks untuk membentuk sebagian besar kosa kata augmentative mereka. Akhiran dalam augmentativization sangat jarang dalam kedua bahasa tersebut. Selain afiksasi, kedua bahasa menggunakan penggabungan untuk membentuk augmentatif. Namun, kedua bahasa tersebut memiliki kategori tambahan yang dikenal sebagai suplemen beku atau leksikal. Katalog proses identik yang digunakan dalam pembentukan augmentatives tidak berakhir disini. Meminjam adalah sumber kosakata augmentative yang bagus dalam kedua bahasa tersebut. Inggris dan Bangla telah meminjam augmentatives atau augmentative marker dari sumber bahasa asing. Gradasi augmentative juga dimungkinkan dalam kedua bahasa tersebut.*

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## INTRODUCTION

Augmentatives literally convey a sense of bigness and may contain affective meaning, especially, a negative connotation. A clichéd example of augmentative in English is found with words using *ultra* as a prefix-, as in *ultra-bright* or *ultra-violet* or *ultra-jerk*. The prefix *ultra*- adds a sense of intensity to the first two words and intensification of the emotional sense of disdain to the last example.

From *ultra* let us shift our attention to some prefix multipliers. These days ‘mega-offers’ of ‘super-shops or super-markets’ convert us into shopaholics. ‘Superman’ has emotionally colonized the children of all the continents. No more are we satisfied with *MB* (Mega Byte) or *GB* (Giga Byte), in this rapidly changing digital age we prefer *TB* (*Tera Byte*). Computing professionals have already started to speak about *Peta Byte* level of data storage. ‘Though *mega* has taken on a fashionable role as an intensifier and a superlative of *super* in words like *megastar*, it is primarily derived from the much older sense of ‘large’ as in words like ‘*megalith*’, large stone. There are the very tiniest signs that we may see *giga* following it as linguistic inflation continues – a theme park at Kuala Lumpur in Malaysia is to be called *GigaWorld* because, according to its promoter, ‘*Mega* is too modest a term’ for it’ (Michael Quinion, quoted in Morshed & Akter, 280: 16). All of the words in italics are good examples of English augmentatives. Here we see how Computing and Physics have contributed to the enrichment of English augmentatives.

Compared to diminutives, there is relatively little literature about augmentatives. Dressler and Barbaresi (1994) explain the reasons behind this – augmentatives represent a marked category compared to diminutives. Their claim is supported by the fact that augmentatives are linguistically less common than diminutives. This can be explained by an implicational correlation – ‘If a language has augmentatives, it has diminutives too. The reverse is not true.’ Grandi’s (2002) cross-linguistic survey on augmentatives in the Mediterranean area endorses this – ‘Augmentatives are significantly less widespread than diminutives.’

The prototypical augmentative in most of the languages is a noun or adjective. It implies that an augmentative is a complex noun or adjective derived from another noun or adjective by affixation. Through the process of augmentativization, the augmented word does not change its class. The resultant word is a new noun or adjective denoting bigness.

As an augmentative is mainly formed by affixation or compounding creating new words with new meanings, it is a morphological category. In linguistics, it is discussed in ‘Evaluative Morphology’. Augmentatives are also a very important component of ‘Morphopragmatics’ as they carry affective meaning.

As augmentatives are important part of language universals, all languages share some frequently used processes of augmentativization. English and Bangla, two Indo-European (IE) languages, have some common and language-specific formula for the formation of augmentatives.

This article includes some terminologies necessary to review briefly. Evaluative Morphology (EM) refers to sub-branch of Morphology in which the formation processes of

words denoting smallness and bigness are discussed. In addition to diminutives and augmentatives, EM also includes ‘pejoratives’ and ‘amelioratives.’ It also goes by the names of ‘Affective Morphology’ and ‘Expressive Morphology’. Diminutives refer to words denoting smallness. The notion of smallness is connected with attitude. Augmentatives refer to words denoting bigness. They deal with size, dimension, age etc. While diminutives in most of the cases have appreciative meanings, augmentatives generally bear negative emotive meanings.

Augmentizers are augmentative markers. They are triggers of the semantic meaning of ‘bigness’. Frozen augmentatives are lexicalized augmentatives i.e. single words denoting big size.

Morphological augmentatives are augmentatives formed through the processes of affixation are called morphological augmentatives. Pragmatic function refers to the emotive meanings of augmentatives (or diminutives) such as contempt, appreciation or affection etc.

Even though a considerable corpus of works exists in research on English and Bangla lexicology, phonology and grammar, very little research has been conducted on English and Bangla evaluative morphology, especially on the processes of augmentation in the two languages. With the end in view of filling the gap, we have based this study on augmentativization in English and Bangla.

The concept of size, or dimension is part of language universals. This modificational category is expressed in two ways; lexically and morphologically: Lexically is normally done by the use of adjectives. (Indicated in Universal # 1196; originally No.#1200, stated by Dixon, 1977). If any other semantic types are expressed by adjectives, then members of this group i.e. age, dimension, colour etc. are likely to be expressed by the same word class. Morphologically is when the bulk of the diminutives and augmentatives are formed morphologically. The morphological process does not necessarily impose any restriction on the word category. Lexical expression of dimension or size is expected to occur universally. On the other hand, morphological expression of smallness, bigness etc. seems to be restricted and language-specific.

## **METHOD**

This is an exploratory research on augmentativization in English and Bangla. As there is a visible paucity of materials on Bangla Evaluative Morphology, the researcher has utilized his native speaking status in collecting data on augmentativization in Bangla. Researcher’s observation as an authentic source of data was introduced by Weinreich (1963). According to Weinreich, the best data can be collected through the observation of a good researcher. Bangla monolingual materials used in this study include *Bangla Academy Songkhipto Bangla Obhidhan* (Sharif, ed. 2015), *Bangla Academy Sohoj Bangla Obhidhan* (Rashid, ed., 2015), *Songkhipto Ek Kothai Prakash Obhidhan* (Islam, 2015) and *Bangla Byakaran O Nirmiti* (Rahman & Haider, 2016).

## **FINDINGS AND DISCUSSION**

### **Augmentation in English**

According to Dressler and Barbaresi (1994), augmentatives represent a marked category. Their observation is endorsed by the fact that augmentatives are cross-linguistically less common than diminutives. Grandi's (2002) cross-linguistic survey on augmentatives also concludes that augmentatives are tangibly less widespread than diminutives. Hence, literature on augmentative is scanty in comparison with diminutives.

The English language can form augmentatives both morphologically and lexically. But in terms of productivity, the former one far outsmarts the latter.

### **Morphological augmentation**

Morphological augmentation refers to the process of augmentation through affixation which includes prefixation and suffixation.

Prefixation:

English basically performs augmentation through the morphological process of prefixation:

- Arch: Archrival, archangel
- Super: Superpower, supermarket
- Hyper: Hyperactive, hypertension
- Mega: Megacity, megastar
- Grand: Grandmaster, grandparent
- Ultra: Ultraviolet, Ultranationalist
- Poly : Polyglot, Polygamy

The German prefix *uber* has gained popularity in the English language since the 1990s. It has proved to be very productive in English:

Uber-rich, uber-editor, uber-regulator, uber-liberal.

Suffixation:

Augmentation in English, though rare, can also be done through suffixation. The word 'Godzilla' has penetrated the active vocabulary of English speakers with the phenomenal popularity of the film bearing the same title. 'Godzilla' which is of Japanese origin, as a metaphor, now refers to something extremely enormous among its group members.

From the blockbuster film, the English language has borrowed the suffix 'zilla' meaning, 'of monstrous proportion'. 'Zilla' has been very fertile since its coronation into the realm of the English language:

Augmentative offspring of 'zilla' in English –

- Hogzilla (Gigantic hog)
- Bridezilla (Bride-monster)
- Blondzilla ( A blonde of exceptional stature)

- Catzilla (Enormous cat)
- Bitchzilla ( A huge bitch)
- Bagzilla (Big garbage bag)
- Snowzilla (Large snowstorm)
- Fedzilla (US federal government seen as a big predator)

‘Zilla’ as a morpheme has shown considerable productivity in the creation of new words related with the cyber world –

Mozilla, Chatzilla, Chipzilla, Bugzilla, Filezilla, Podzilla, Feedzilla, Quizilla, Shopzilla, Go!Zilla, Davezilla.

It is, however, not only confined to the realm of softwares. ‘Zilla’ has caught on the imagination of English language users so strongly that a Japanese restaurant in Sydney calls itself, ‘Shushizilla’. What a ‘zilla’leap from the cyber domain to the world of gastronomic delight!

### **Frozen or lexicalized augmentatives**

The English language has some single word augmentatives. They are not formed through the morphological processes of prefixation, suffixation or infixation. These are dubbed as ‘frozen or lexicalized’ augmentatives. For example, the word ‘tome’ means ‘a big, heavy and scholarly book’. Here ‘tome’ is a frozen or lexicalized augmentative. Some other examples of this category in English are –

Mass

Crowd

Host

Colossal

Gigantic

Mammoth

Million

Gazillion

Bajillion

### **Compound augmentatives**

In the process of augmentativization, English also uses compounding. For example, when the word ‘achievement’ is preceded by ‘great’, we get ‘great achievement’. ‘Big boss’ ‘big brother’, ‘Olympian height’, ‘monstrous being’, ‘huge gathering’ are some other examples of compound augmentatives we regularly use in our daily interactions.

### **Gradation of augmentatives in English**

Some augmentative words can be graded in the English language. English adjectives have a three stage system of gradation – indicative, comparative and superlative. Let us think of the comparative and superlative forms of big, tall, great and high –

Big – Bigger – Biggest



Tall – Taller – Tallest

Great – Greater – Greatest

High – Higher - Highest

Gradation is also possible in other ways which do not fit into the above-mentioned three-tier system –

Dear – Very dear

Respected – Much respected

These are normally used in respectful salutations. For example – Very dear Sir!

### **Augmentation in Bangla**

Bangla as an IE language, shares many features of augmentativization with other fellow languages. It also shares a number of features with unrelated languages within universal linguistic contexts.

Bangla does not have an affluence of evaluative morphological elements. Bangla has several augmentative suffixes and they are of limited distribution and functionality. Like her second cousin i.e. English (Hudson, 1965), Bangla does not abound in augmentative morphs. Yet Bangla has her own language-specific and typological ways of augmentation. Bangla, like the English language, can augmentize both morphologically and lexically. In augmentativization, Bangla also uses compounding.

### **Morphological augmentativization**

Bangla uses prefixation and suffixation in morphological augmentativization.

Prefixation:

Bangla, like the English language performs most of the cases of augmentation by prefixation. The Bangla augmentative markers in this category include *Oti, Pora, Pro, Odhi, Ram* etc.

Oti : Otimanab/otipriyo

Pora:Porashakti/porakranta/porakashtha/porabhab

Pro: Progar/probol/prosar

Odhi: Odhipoti/odhishtan/

Ram: Ram chhagol/ramda/ramdhonu

The above aug markers when prefixed to nouns and adjectives convey senses of size, dimension, dominance and contempt.

Suffixation:

Bangla can also express the notion of largeness by suffixation. Bangla usually employs the Sanskrit suffixes ‘tar’, ‘tam’ to create comparative and superlative forms of adjectives –

Uchcha – Uchchatar – Uchchatam

Adhik – Adhikatar – Adhikatam

Priyo – Priyotar – Priyotam

Brihoth – Brihattar - Brihattam

### **Augmentative compounding**

Many augmentatives are formed in Bangla through the process of compounding. For example, Pad (Post) – Bara pad (Big post)/ unchu pad (High post); Beton (Salary) – Mota beton (Handsome salary). Some other popular example of this category includes -

Shiksha (Education) – Uchchashiksha (Higher education)

Adalat (Court) – Uchachaadalat (High court)

Taroka (Star): Mohataroka (Superstar)

Jonosobha (Gathering): Bishal jonoshova (Huge gathering)

### **Lexicalized augmentation**

Bangla possesses a number of lexicalized augmentatives. The following frozen augmentatives have been collected from Islam (2015) -

Brihothkheponi: patropal

Brihothtorongo: ullol

Brihothpushkorini: dighi, baapi

Boroelach: bhodrela

Boro o govirpukur: torak

Boro gung: gangur

Boro gang: kosba

Boronouka: kisti

Boropotli: bochka/potla

Boro hat: golahat

### **Syntactic augmentation**

Bangla can express the notion of largeness through periphrastic constructions as well. In this category, generally an adjective is added to the base word. Some examples of augmentatives formed through syntactic modification are given below -

Brihodantra

Bohumot/Jonomot

Bishaljonosobha

We find another good example of this type of augmentation in the *Bangla Academy Songkhipto Obhidhan* (1992: 155) – ‘Gondogram’ meaning a ‘big village’. ‘Gondogram’, however, is a contranym or autoantonym which also means ‘a very small or remote village’. ‘Gondomurkho’ invariably refers to a ‘big stupid’.

### **English augmentative loans in Bangla**

The Bangla language is inundated with anglicisms. Though the process started with the British colonization of India, even after 1947, English has vigorously maintained its donor status. Musa and Ilyas (2002) have shown that Bangla has borrowed approximately 3500 words from the

English language. Bangla has further intensified its recipient status in the wake of the internet revolution.

In Bangla, we see the widespread use of some English augmentatives. These loan augmentatives belong to the domains of Computing, Physics and Marketing. For example, we see frequent use of binary prefixes like MB, GB, KB etc. in the data bundle offers of mobile phone companies in Bangladesh. The advertisement pages of Bangladeshi print media are criss-crossed with words like ‘mega offer’, ‘super sale’, ‘super nova’ ‘mega star’ etc. Whenever we see a person of huge stature, we refer to him as a ‘Gulliver’. To refer to gigantic size, we infallibly use the word ‘Jumbo’. These are good examples of English augmentative loans to Bangla.

### **Idiomatic or metaphorical augmentation in Bangla**

Bangla at times augmentizes using idioms and metaphors. To refer to any brazen act of theft, in Bangla we say, ‘pukur churi’ (theft of a pond). A great stupid is called ‘gomurkha’. A huge quantity of food is referred to as ‘hatir khorak’ (Sufficient food to satisfy the hunger of an elephant).

### **Gradation of augmentatives**

Augmentatives are sometimes gradable in Bangla. Bangla usually uses the Sanskrit suffixes ‘tar’ and ‘tam’ to create comparative and superlative forms –

Brihath – Brihattatar – Brihattam

Adhik – Adhikatar – Adhikatam

Shiksha – Uchchatar shiksha – Uchchatama shiksha

Adalat – Uchachatar adalat – Uchachatam adalat

Shreshtha – Shreshthatar – Shreshthatama

Gradation can also be done by prefixation –

Pradesh - Desh – Mahadesh

Upasagar - Sagar – Mahasagar

Lexical gradation is also noticeable in Bangla –

Thana - Zilla – Bibhag

Kua - Pushkarini – Dighi

Kosha - Nouka – Kisti

Khan (2012) in his scholarly discussion on Bangla comparative and superlative forms, points out that the clichéd Bangla word ‘preyoshi’ is the comparative form of the word ‘priya’.

According to him, the gradation of the word ‘priya’ is – Priya – Preyoshi – Preshtha

Khan (2012:131) supplies some other examples of graded augmentatives in Bangla – Borishtha (Borishtha odhyapak), Gorishtha (sankhyagorishtha), Jyasthya, Papishtha etc. Interestingly, some superlatives in modern Bangla have lost their original meaning. Rather than denoting superlative semanticity, they simply mean big size or intensification. For example, ‘Bolishtha’ no more

means ‘the strongest arms’, it just means ‘strong arms’. In the same vein, the superlativity of ‘Papishtha’ has eroded. The word now refers to ‘an ordinary sinner’.

The gallantry awards conferred on our valiant freedom fighters by the Bangladesh government are nice examples of graded augmentatives in Bangla - Bir Pratik – Bir Bikram – Bir Uttam - Bir Shreshtha.

From the above discussion, we see that in the English language the major process of augmentativization is affixation. Augmentatives in English are formed through prefixation and suffixation. To be specific, the absolute majority of English augmentatives are the product of prefixation. Only a handful of augmentatives are formed through suffixation. Apart from affixal augmentatives, English has some frozen augmentatives. The global lingua franca, we have seen, also forms augmentatives through compounding. When we shift our attention from the big guns of English evaluative morphology, we find that Bangla has striking similarity with her metropolitan peer in the construction of augmentatives. The bulk of augmentatives in Bangla, as it is the case with the English language, are formed through affixation. And in complete unison with English, the majority of the augmentatives in Bangla are formed by prefixation. Bangla has in its stock some suffixal augmentative markers but they are very limited in number. In addition to affixal augmentation, Bangla can augmentativize by compounding and periphrastic construction. Moreover, augmentatives can be graded in Bangla. Interestingly, this gradation is possible in the English language as well.

Another curious fact demands our attention here – Bangla has some loan augmentatives from English but the reverse is not true. Even though this one-way incident belongs to the domain of sociolinguistics warranting elaborate discussion, we can precisely say that this happens because of the different statuses of the two languages. In the interactions among the Banglophones and Anglophones, English enjoys super-stratum status while Bangla is reduced to sub-stratum position.

Although augmentation is a common phenomenon in Bangla, during this research it became evident that the extent of descriptive and theoretical materials on this topic is rather modest, limited to very brief mentions in grammar textbooks. Augmentativization has not received detailed treatment at the hands of grammarians and morphologists. Contrary to the paucity of research materials on augmentation in Bangla, English has a substantial wealth of research works on the topic. This is attributable to the unique status and global dispersal of English. Despite the plethora of works on contrastive evaluative research in English and other languages, studies in English and Bangla has not so far been done. As this is a beginning research on the topic, it needs further spade work.

In this study, the researcher has discussed the mechanisms of the formations of augmentatives in English and Bangla. The pragmatic aspect of augmentativization has been kept out of the scope of this study because of time and space constraints.

Teaching and learning of a foreign language is significantly affected by the knowledge of the similarities and dissimilarities existing between the two languages concerned. The acquisition of the target language is expedited by the knowledge of similarities. On the other hand, the

knowledge of dissimilarities helps students avoid the pitfalls. This study on the hitherto neglected area of evaluative morphology will help English and Bangla language practitioners to identify and use identical elements of augmentation in English and Bangla.

## CONCLUSION

This study reveals striking similarities between Bangla and English in augmentativization. Both the languages can express quantitiveness lexically and morphologically. Most of the augmentative words in Bangla and English are formed morphologically. When we juxtapose the morphological processes of augmentation in English and Bangla, we notice that the two languages show greater productivity in augmentativization using prefixation. One of the reasons behind this sameness of augmentation in English and Bangla can be attributed to their genealogical connection. Amid this wealth of typological convergence, there lies a small point of language-specific divergence. Bangla borrows augmentatives or augmentative markers from English while the reverse does not happen. At this front, visibly enough, the tie between the two cousin tongues is not symbiotic.

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## Curriculum and Technology Design: A Course to Explore Technology Applications in EFL Curriculum Design

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Teaching and technology pedagogy should be mastered by a teacher in this digital era. It is an inevitable fact that teachers should realize. To be in line with technology development, teachers are expected to bring any technology-based applications to the classroom. Many education institutions from Kindergarten to Higher Education around the world equip their teachers with technology-based training. In particular, Technology Enhanced Language Learning (TELL) has been mushrooming in English Language Teaching trends. To comply with this demand, Technological Pedagogical and Content Knowledge (TPACK) framework has been developed by Koehler & Mishra (2006) to equip student teachers in English Department. Therefore, Technology and Curriculum Design course is designed to tailor Pre-Service English Teachers how to integrate technology in EFL curriculum design. By having blended learning activities, teaching and learning activities are conducted to explore technology applications to design an EFL curriculum. Any class projects are technology-based assignments such as infographic, poster, mind map, questionnaire, presentation, etc. using CANVA, Google applications, presentation applications, lesson plan application (LessonWRITER), quiz application (Quizlet), and interactive book applications (AnyFlip, Flipping Book, FlipSnack), etc.

*Keywords:* curriculum, EFL, technology

*Pedagogi pengajaran dan teknologi harus dikuasai oleh seorang pengajar di era digital. Pengajar sebaiknya menyadari fakta yang tak terelakkan ini. Agar sejalan dengan perkembangan teknologi, para pengajar diharapkan untuk menerapkan beragam aplikasi berbasis teknologi di kelas. Banyak institusi pendidikan dasar sampai dengan pendidikan tinggi di seluruh dunia mempersiapkan para pengajar dengan berbagai pelatihan berbasis teknologi. Khususnya, teknologi untuk meningkatkan pembelajaran bahasa yang telah menjamur dalam tren pengajaran bahasa Inggris. Untuk menjawab tuntutan ini, kerangka TPACK telah dikembangkan oleh Koehler & Mishra (2006) untuk mempersiapkan calon pengajar di berbagai Program Studi Bahasa Inggris. Oleh karena itu, Mata Kuliah Technology and Curriculum Design dirancang secara khusus bagi calon pengajar bahasa Inggris untuk mengintegrasikan teknologi dalam merancang kurikulum bahasa Inggris sebagai bahasa asing. Dengan menerapkan pembelajaran Blended Learning, kegiatan belajar mengajar dilakukan dengan mengeksplorasi aplikasi teknologi untuk merancang kurikulum bahasa Inggris sebagai bahasa asing. Beragam tugas berbasis teknologi seperti membuat poster, info grafik, mind map, kuis, presentasi, rencana pembelajaran, kuis, aplikasi pembuatan e-book, dan lain-lain menggunakan aplikasi CANVA, Google, Powtoon, Prezi, LessonWRITER, Quizlet, AnyFlip, Flipping Book, FlipSnack, dan lain-lain.*

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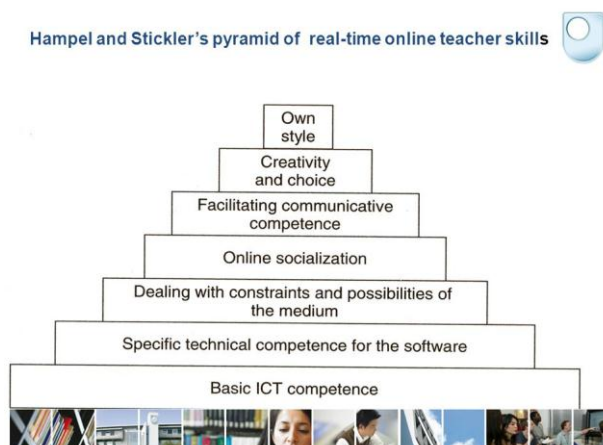
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## INTRODUCTION

Teaching English in the digital era is challenging as we deal with the technology development. In dealing with Y and Z generations who are digital natives, teachers are expected to be more technologically savvy as the incorporation of technology in the teaching and learning process is a prerequisite for supporting the digital natives. The classroom needs to provide an environment and atmosphere that will allow students to create and construct their knowledge, share and collaborate with their peers who are not only from their in-class group but also from around the world (Warschauer, 2003, cited in Machmud, 2011). To be in line with this demand, teachers endeavor to bring technology to the classroom and get many benefits from it. Some recent studies highlight the importance of technology as it can enhance learning in the form of modeling, coaching, and scaffolding, thus facilitating learners in actively formulating their own personal learning experience (Jonassen, 1999, cited in Mith, Smith, & Craig, 2013).

In EFL/ESL teaching context, some courses are tailored to meet students' needs as well as market needs, particularly, to equip student teachers with adequate technology literacy. Notably, there is an urgent need to train teachers and future teachers to incorporate new technologies into the language curriculum (Tabari, 2014). Language curriculum design is expected to be planned strategically enhance learning. A curriculum designer should determine the necessary outcomes, work backward to find instructional designs that allow students to achieve those outcomes (Al-Mahrooqi & Troudi, 2014). In addition, the use of technology design based on affordances is to support the overall instructional design and help achieve outcome goals (Colpaert, 2010, 2012; Dörnyei, 2014, cited in Marek, 2014). Yet, teachers' attitudes towards technology use in the language classroom play an essential role in the technology integration in the curriculum and of its success (Albirini, 2006; Al-Senaidi, Lin, & Poirot, 2009, cited in Al-Mahrooqi & Troudi, 2014). This reiterates the role of teacher as the most important ingredient for success when using and integrating technology (Mandell, Sorge, & Russell, 2002, cited in Prihatin, 2012). Therefore, to succeed in integrating technology in the classroom, teachers should embrace seven skills as suggested by Hampel & Stickler (2005) including basic ICT competence, specific technical competence for the software, dealing with constraints and possibilities of the medium, online socialization, facilitating communicative competence, creativity and choice, and own style (Walker & White, 2013). Hampel & Stickler (2005) point out an influential model of skills which needed by those teaching language online as seen in Figure 1.

Figure 1: Skills pyramid

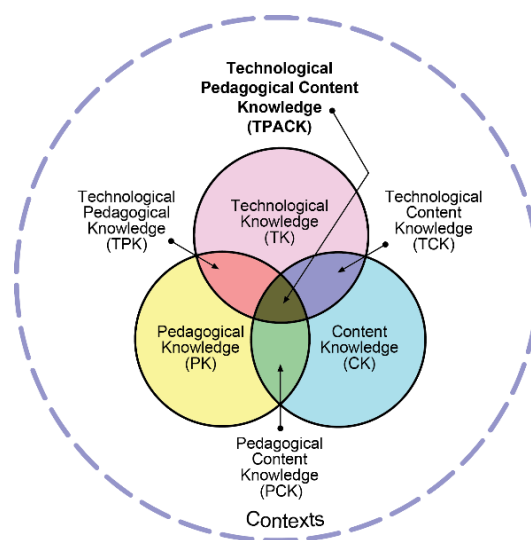


In connection with the knowledge of teachers, Technological Pedagogical Content Knowledge (TPACK) framework has been developed to comply with the current needs and equip student teachers. It has been regarded as an important framework to assist teachers understand the connection between technology, pedagogy, and content in relevant educational contexts (Keengwe & Kang, 2013). Koehler & Mishra (2006) developed the TPACK framework by extending Shulman's idea of Pedagogical Content Knowledge. They divided TPACK into seven components. The first component is Content Knowledge (CK) which highlights teachers' knowledge about the subject matter to be learned or taught. This is in line with Shulman (1986), the knowledge includes knowledge of concepts, theories, ideas, organizational frameworks, knowledge of evidence and proof, as well as established practices and approaches toward developing such knowledge. The second is Pedagogical Knowledge (PK) which emphasizes teachers' deep knowledge about the processes and practices or methods of teaching and learning including overall educational purposes, values, and aims. In this extent, teachers are expected to figure out how students learn, general classroom management skills, lesson planning, and student assessment. The third is Technology Knowledge (TK) focuses on knowledge about how to think, and work with technology, tools, and resources. Here, teachers are required to understand information technology extensively, to apply it productively, to recognize the role of information technology in goal achievement, and to adapt to changes in information technology unceasingly. The fourth is Pedagogical Content Knowledge (PCK) which is consistent with and similar to Shulman's idea of knowledge of pedagogy that is applicable to the teaching of specific content. Shulman (1986) assumes PCK is the notion of the alteration of the subject matter for teaching. Particularly, this alteration occurs as the teacher interprets the subject matter differently, adapts, and tailors the instructional materials to alternative conceptions and students' prior knowledge (Shulman, 1986). PCK covers the core business of teaching, learning, curriculum, assessment and reporting, such as the conditions that promote learning and the links among curriculum, assessment, and pedagogy. The fifth component is Technological Content Knowledge (TCK) which is an understanding of the manner in which technology and content influence and constrain one another. Teachers need to master not only the subject matter they teach but also have a comprehensive understanding of the compatibility of particular technologies in



teaching and learning process. The sixth component is Technological Pedagogical Knowledge (TPK) which is an understanding of how particular technologies used in particular ways can change teaching and learning process. The teachers are expected to understand the pedagogical affordances and constraints of a range of technological tools once they are applied to pedagogical designs and strategies. The last component is Technological Pedagogical Content Knowledge (TPACK) which underpins truly meaningful and deeply skilled teaching with technology. Furthermore, Koehler & Mishra (2006) defines Technological Pedagogical Content Knowledge (TPACK) as the basis of effective teaching with technology. It requires an understanding how to use technologies, pedagogical techniques, knowledge of specific concepts, the function of technology, knowledge of students' prior knowledge and theories, and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones.

Figure 2: Technological Pedagogical Content Knowledge (TPACK)



This article further explores how a course named *Curriculum and Technology Design* is designed to equip English Department students concentrating in Teaching English to Speakers of Other Language (TESOL) with technology knowledge and literacy in designing language curriculum. Equipping EFL student teachers with decent preparation or support will anticipate various challenges implementing technology-rich curricula (Velazquez-Torres 2006; Burns and Dimock 2007, cited in Keengwe & Kang, 2013). By implementing various activities, this course accommodates TESOL students' creativity and enhances their thinking skills in EFL curriculum design by integrating various technology-based applications. Besides, this course offers another new insight how to integrate technology into the classroom activities.

## WHAT IS CURRICULUM AND TECHNOLOGY DESIGN?

### Course Description

Curriculum and Technology Design is a course designed to develop students' ability to understand how technology can be integrated in EFL innovative curriculum designs and to

design a technology-enabled instructional strategy to promote EFL teaching and learning. Particularly, students are equipped to develop EFL curriculum using technology-based applications for being a competent English teacher. At the end of the course, the students are expected to be able to explain and interpret the foundational knowledge, skills, and attitudes needed by professionals in the field of educational technology and instructional design into a project-based context; apply the foundational knowledge, skills, and attitudes in a collaborative project; and do the project in the design and development of instructional materials and training programs in business and industry using technology-based applications.

### **Topics**

The course has six (6) credits and is conducted for fourteen (14) weeks in a semester. The lesson is conducted twice in a week including Face to Face (F3F) meeting and laboratory work. The topics cover the principles of language curriculum design (definition, models, steps, procedures) the theories of technology-enhanced language learning (learning from Computer Assisted Language Learning to Technology Enhanced Language Learning, communication, multimodal literacies, teachers using technology, and Technology Enhanced Language Learning in Listening, Speaking, Reading, Writing, Assessment). The references are taken from related books such as Curriculum Development in Language Teaching (Richards, J, C, 2001), Syllabus Design (Nunan, 1988), Technology Enhanced Language Learning (Walker, A & White, G., 2013), and Network-based Language Teaching: Concepts and Practices (Warschauer, M & Kern, R., 2005). Some journal articles are also reviewed to enrich students' knowledge on the current trends and practices in language curriculum and technology-enhanced language learning.

### **Teaching Learning Activities**

There are various student-centered teaching learning activities to deepen students' understanding and explore their creativity such as Individual Presentation, Class Discussion, Problem Based Learning, Cooperative Learning, Individual Project, and Conference Participation. The class discussion is conducted to explore book chapters and review journal articles followed by an individual project. A rich discussion and knowledge sharing are accommodated and facilitated by the lecturer. A journal article summary, as a follow-up activity, is then integrated with the implementation of the online application (CANVA). The products of this project are infographics, posters, and mind maps that are submitted through virtual class (learning management system).

Figure 3: Journal article summary using CANVA infographic

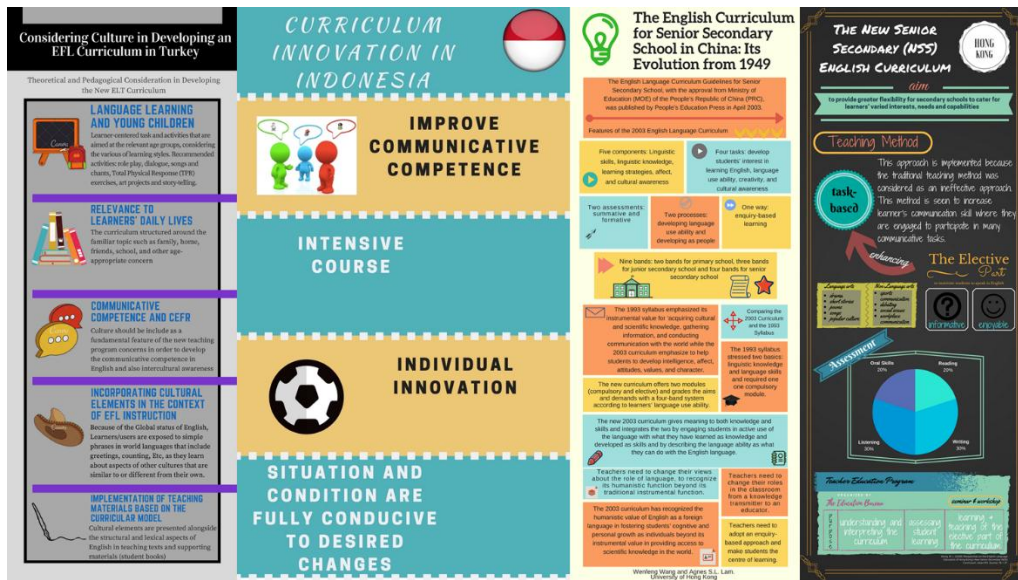


Figure 4: Journal article summary using CANVA poster

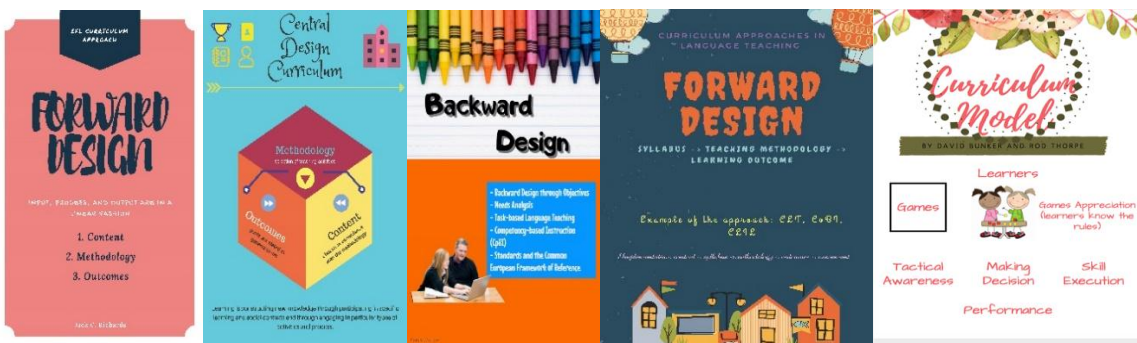
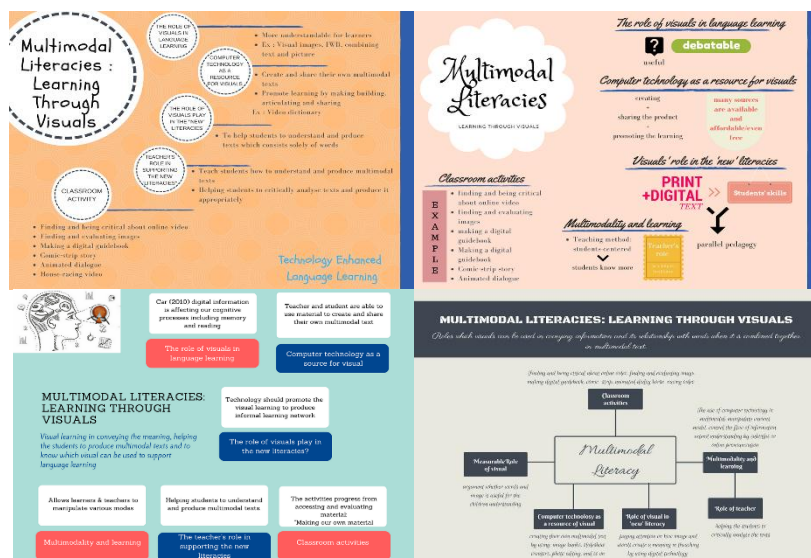


Figure 5: Book chapter summary using CANVA mind map



Problem Based Learning and Cooperative Learning are organized to sharpen students' thinking skills by solving a problem or case. In this activity, students are expected to design curriculum collaboratively for an English for Specific Purposes (ESP) Course (English for Tour Guide). The lecturer set two goals: to broaden students' English vocabulary bank and sentence patterns in Tourism and to improve students' oral communicative skills and survival English to function effectively in English-speaking countries when they travel abroad. The students collaboratively do the curriculum design steps such as the environment and needs analysis, principles consideration, content and sequencing, format and material presentation, monitoring and assessment. Then, they deliver their presentation in front of the class. In this stage, an open discussion is conducted to share ideas and thoughts and the students get many benefits from this session. The students used Survey Monkey to conduct needs analysis and Quizlet to make a quiz.

Figure 6: Needs analysis using survey monkey



Besides, this course provides a chance to sharpen students' critical thinking through a critical review of the journal article as their mid-test project. Students are encouraged to find a journal article on EFL curriculum design and technology-enhanced language learning. Then, they are required to review critically the chosen article. The lecturer provides a standardized template and assessment rubric to guide students in doing the critical review of the journal article.

Moreover, a conference participation is suggested to broaden students' knowledge in the area of English Language Teaching, Computer Assisted Language Learning or Technology Enhanced Language Learning. The students get much more benefits from this opportunity as they meet ELT practitioners and experts to keep updated with new trends and best practices.

As a final project, students endeavor to design a curriculum for ESP Course supported by various online applications within seven weeks. As the first step, students are required to make a proposal of ESP Curriculum Design. The lecturer facilitates a regular individual conference to provide feedbacks and insights regarding student's work. To assist students in exploring technology-based applications, various links are shared. To do needs analysis,

some online application references can be used [www.surveymonkey.com](http://www.surveymonkey.com), [www.googleforms.com](http://www.googleforms.com), [www.typeform.com](http://www.typeform.com), [www.zohosurvey.com](http://www.zohosurvey.com), [www.surveygizmo.com](http://www.surveygizmo.com), and <https://surveyplanet.com/>. To prepare a material presentation, students use some presentation applications such as Microsoft PowerPoint, [www.canva.com](http://www.canva.com), and [www.prezi.com](http://www.prezi.com). The students can explore <http://www.lessonwriter.com/> to prepare material for classroom activities. Various activities learning material and activities can be facilitated by the following applications such as <http://edu.glogster.com/>, <https://learningapps.org/>, <https://popplet.com/>, <http://www.breakingnewsenglish.com/>, <https://lyricstraining.com/>, <http://www.movieclips.com/>, <http://script-o-rama.com/>, and <http://www.tagxedo.com/>. Students can create an interactive book or module by using the following applications such as <https://pressbooks.com/>, [www.pubhtml5.com](http://www.pubhtml5.com), [www.fliphtml5.com](http://www.fliphtml5.com), [www.anyflip.com](http://www.anyflip.com), [www.flipsnack.com](http://www.flipsnack.com), and [www.yumpu.com](http://www.yumpu.com). Some application such as <https://www.quibblo.com/>, <http://quizstar.4teachers.org/>, <https://kahoot.it/>, <https://quizlet.com/>, and <https://www.classmarker.com/> can be good resources to deal with any assessment tasks such as quizzes and scoring. Finally, to organize and manage the class, students can explore <https://padlet.com/>, <https://www.edmodo.com/>, <https://classroom.google.com/>, <https://www.schoolology.com/>, and <https://moodle.org/>. In this project, students' creativity and thinking skills are explored and enhanced. The final product of this project is an individual presentation of ESP curriculum design and a curriculum package submitted at the end of the semester.

## CONCLUSIONS

To be in line with the technology development and to deal with digital native students, a technologically savvy teacher is required. Therefore, some courses should be designed to equip EFL student teachers with adequate technology literacy. In this case, the TPACK framework plays a pivotal role as the basis of effective teaching to design courses for EFL student teachers, particularly in EFL Curriculum Design courses. By integrating various creative and innovative activities through technology-based applications, students' creativity and thinking skills are enhanced.

This article explores an idea of course design for EFL student teachers. However, this course is in progress, therefore, the final product and evaluation results are not available yet. A further research should be considered to investigate potential problems and challenges from the course implementation.

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## The Implementation of ICT-Based Materials and Metacognition Learning Strategy to Improve Students' Vocabulary

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The purpose of this research is to find out the teachers' and students' perceptions on the implementation of ICT-based learning and metacognition to improve students' vocabulary mastery at SMP (Junior Secondary School) Harapan Jaya II. This qualitative study applied a case study approach involving thirty eight students and one teacher as the participants. The data was collected through questionnaires, interviews and vocabulary test. The study revealed that the teacher had good perceptions about the implemented ICT-based materials, and the students showed motivation to learn English both in and outside the class. However, the teacher had the problem while in the classroom activity because the foundation of that school did not support the ICT-based learning. Therefore, he seldom used the projector in the class. Second, based on the finding, the students had good perceptions to learn English using the ICT-based materials. 81.8% of students considered this strategy enjoyable. Third, the findings also indicated that there were some improvements of the students' achievement on the vocabulary test. This is indicated by the improvement of the post test. Since the ICT-based learning and metacognition can improve the students' vocabulary mastery, this research could be an alternative approach for English teacher to improve the students' vocabulary.

Keywords: ICT-based materials, metacognition learning strategy, and vocabulary mastery.

*Tujuan dari penelitian ini adalah untuk mengetahui pelaksanaan pembelajaran berbasis TIK dan metakognisi untuk meningkatkan penguasaan kosakata siswa di SMP Harapan Jaya II. Data yang dikumpulkan dalam penelitian kualitatif melalui kuesioner, wawancara dan tes kosakata. Ada tiga puluh delapan siswa. Mereka telah terlibat sebagai sampel dalam penelitian ini. Ada beberapa temuan mengenai penelitian ini. Pertama, guru memiliki persepsi yang baik tentang bahan berbasis TIK yang dilaksanakan dan siswa menunjukkan motivasi untuk belajar bahasa Inggris di rumah mereka, dan mereka aktif belajar bahasa Inggris di kelas. Namun, guru memiliki masalah pada aktivitas kelas karena yayasan sekolah yang tidak mendukung pembelajaran berbasis TIK. Oleh karena itu, guru jarang menggunakan proyektor di kelas. Kedua, berdasarkan temuan, para siswa memiliki persepsi yang baik untuk belajar bahasa Inggris dengan menggunakan bahan berbasis TIK. 81,8% dari siswa dianggap strategi ini menyenangkan. Ketiga, temuan juga menunjukkan bahwa ada beberapa perbaikan prestasi siswa pada tes kosa kata. Hal ini ditunjukkan dengan peningkatan post test. Karena pembelajaran berbasis TIK dan metakognisi dapat meningkatkan penguasaan kosakata siswa, penelitian ini bisa menjadi pendekatan alternatif untuk guru bahasa Inggris untuk meningkatkan kosakata siswa.*

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## INTRODUCTION

Nowadays, learning English is not a need of adult students but also young learners or children. As an international language, English is needed to communicate in different parts of the world. In order for English learners to have more chance to develop their English skills, English learning must be started from young learners.

Teaching and learning language according to Martha (1996) is dealing with the language skill and language component. Language skills consist of listening, speaking, reading, and writing. Language components consist of grammar, pronunciation, spelling, and vocabulary. Martha stated that vocabulary is one of the language components which is important for students to support their English skills. Vocabulary plays an important role in mastering English as mastering vocabulary enables students to study English more easily.

In this study, the researcher conducted a pre-test of vocabulary mastery of second grade students at SMP Harapan Jaya II and revealed that only nine out of 38 students got minimum standard of determined score (KKM). This fact showed that there was a problem with the students' vocabulary mastery. These could be caused by many factors. From the researcher's pre-observation, there were many factors coming from the students' surroundings which influenced their incapability in vocabulary. First, the students did not like the English subject as they felt that studying English was a boring activity. Second, the students were not aware of the importance of learning English so that they were not really willing to do the class activities. Third, the students lack of vocabulary mastery. Twenty-nine students failed to achieve minimum standard of determined score (KKM), which is 70 for English. Fourth, the teacher only used the marker and the whiteboard for his media so that the students were not interested to study English subject.

The facts require English teachers to keep improving their strategies and media in teaching English particularly in teaching vocabulary. It is hoped that improving teaching strategies can maximize the teaching and learning process which in turn enables students to improve their vocabulary mastery. In this research, the researcher proposed an implementation of a strategy named ICT-based materials. In 2014, when researcher and other principals of Junior High Schools had a meeting in PusPem Tangerang, some principals said that ICT can make teaching easier. Barret (2009) said that ICT could be effectively used to enhance the quality of learning, but some teachers did not sufficiently use computers. The use of ICT in teaching can mitigate weaknesses in teaching and substantially improve test scores (Kremer and Holla, 2008).

Maxwell (1998) stated that using technology could be interesting ways to learn language in a classroom. Therefore, language learners can establish interaction with peers, teachers, and native speakers. He (1998) also claimed that using technology can enhance students' motivation and enthusiasm in language learning.

Besides ICT-based materials, there is another factor that could influence the vocabulary mastery namely metacognitive learning strategy. Experts have defined the concept of metacognition or metacognitive. Cross and Paris (1988) define metacognition as "the knowledge and control children have over their own thinking and learning activities". In this strategy, metacognition is the process of vocabulary learning, incorporating strategy training to determine and decide upon what is necessary to achieve learning purposes and



vocabulary goals. In addition, Knowles (1975) states that metacognition is the engine that drives self-directed learning. It involves a process in which an individual takes initiatives, with or without cooperation with others, in identifying their learning needs, formulating learning goals, identifying resources for learning, selecting and implementing learning strategies, and evaluating the results of learning.

To clarify those statements and to prove those assumptions, the researcher is interested in investigating further on this issue. The present study attempts to reveal the teachers' and students' perceptions on the implementation of ICT-based materials and metacognition learning strategies on students' vocabulary mastery. Moreover, it is intended to find the students' vocabulary achievement after the implementation of the ICT-based materials and metacognition learning strategies

Harmer (1991) stated that teaching vocabulary is not simply presenting new words. Teaching vocabulary is an inseparable part of teaching a foreign language. The more we understand the vocabulary, the more easily we learn a foreign language. Cahyono and Widiati (2011) stated that teaching vocabulary is intended to enable learners to understand the concepts of unfamiliar words, gain a greater number of words, and use the words successfully in communication. It means that vocabulary is the basic aspect of getting well in communication.

The teacher should have many methods and techniques in teaching vocabulary. It purposes to make the teaching learning process more interesting for the students. According to Richard and Renandya (2001), method refers to an overall plan of teaching in order for the language materials to be presented orderly and no part of which contradicts. All the plan is based upon the selected approach. A technique is implementational in that it actually takes places in a classroom. Through the application of the technique, students should be involved in learning activities actively. The teacher should choose the interesting technique in order to make the students easy to learn english especially in learning vocabulary. By involving the learners in learning activity they will learn english easily especially in learning vocabulary. Regarding how to teach vocabulary, Thombury (2002) explains that the important way to involve learners in learning vocabulary is to have them personalize the new words. Personalization is simply the process of using the new word in a context that is real for the learner personally. There are many ways of doing this: 1) ask learners to write a true sentence using the new word, 2) ask learners to write questions for other learners by incorporating the new word. 3) Ask learners to make an association network centered on the new word

The success of teaching students a foreign language is determined by the appropriate methods and technique used by the teacher. Technique is a way that is used by the teacher in teaching learning process. According to Nation (2001) the technique is useful for students in learning new vocabulary, in particular to become familiar with the spoken form of the word and link it to its meaning. It means that to help students learn new vocabulary, a teacher should use some techniques in order to make the students engaged in the teaching learning process.

Komalasari (2011) adds that technique is a way that is used in implementing a method specifically. Technique is implementation of strategies and ways which the teacher and students do in classroom, which is suitable with the method applied. It is a strategy which is

designed to help the teachers transfer their knowledge to their students so that they can achieve the goal of teaching.

Technique of teaching vocabulary is various, and it can help the teachers to teach their students in teaching vocabulary. Hedge (2000) stated that the teacher still needs to explain new vocabularies even though his/her main role could be to build learners' independence by teaching them good strategies for learning vocabulary. It is useful to have a repertoire of technique for this task and to use whichever combination is appropriate to the word and to the students. It means that the teacher is not only teaching through general technique but also through other various techniques that look interesting and colorful, so the teaching learning process becomes more alive. Nation (2001) emphasizes the importance of teachers' awareness of the important feature of technique so that they have understanding of how to use them and why.

Based on the explanation above, the teacher has to be familiar with the technique that they use. The teacher is expected to be a creative teacher with the implementation of those techniques.

The recent advances in educational applications of computer hardware and software has been growing rapidly. In a previous study, Lyman-Hager and Davis (1996) tested 263 intermediate level students studying in France. They were divided into two groups; the first group of students used the computer for reading section, and the second group of students used printed text. The results of this study shows that students who used the computer program to read the text significantly performed better than the control group who used the printed text.

Chun and Plass (1996) provide positive results of three studies with students in their second year of German who used Cyberbuch, a multimedia application offering various types of annotations (picture, text, video). They found that the use of the media was helpful in learning and retention of new foreign words.

Newby et al (2000) stated that ICT provides powerful tools which support the shift to student-centered learning as well as the new roles of students and teachers. The research about ICT's capacity to improve learning and teaching shows that it can play a key role in the complex task of better engaging young people in the learning process said Clarkson et al (1999). Moreover, Clarkson, Dunbar and Toomey (1999), Yelland (1999), and Cradler (1997) stated that the combination of ICT and good teaching could enhance generic skills such as team work and problem solving, which are important both for life in the information age and for lifelong learning.

To increase and improve the use of ICT in classroom, the obstacles that prevent teacher from using ICT effectively need to be overcome. According to Ertmer et al (1999), barriers can be categorized into external and internal. First-order barriers are external to the particular environment, such as securing additional resources to learn more about a new technology. Second-order barriers are internal to the school setting, which are associated with one's beliefs about the technology use.

For external barriers, Pelgrum (2001) found the lack of equipment as the important barriers in many countries. Moreover, limited resources within schools are also obstacles to the take-up of ICT. Lack of computers and software in the classroom can seriously limit what teachers are able to do with ICT. Rosen and Weil (1995) emphasized that limited resources

causes lack of computer integration, and it in turn does not give teachers and students sufficient computer experience. Some case studies showed that the availability of suitable facilities, technical support and financial resources would result in more successful ICT integration in school (McDougall and Squires, 1997; Youngman and Harrison, 1998).

For internal barriers, teachers' attitudes toward ICT are multi-faceted. The two components of the technology acceptance model from Davis, Bagozzi and Warshaw (1989), i.e. the teachers' perceptions on the usefulness of ICT and its ease of use, were investigated to reveal their impact on teachers' use of ICT in their teaching. Davis, Bagozzi and Warshaw's model showed that ease of use and perceived usefulness can have a positive influence on teachers' use of ICT. Veen (1993) showed the importance of providing teachers with up to date technology and supportive networks as well as competence in managing classroom activities and computer-handling technical skills. Moreover, teachers' attitudes could depend on their previous computer experience (Snoeyink and Ertmer, 2001).

The next component of the second barriers is the school culture and policy. Robertson et al (1996) revealed that a number of schools gave little time for teachers to manage and familiarize themselves with ICT. Moreover, schools did not provide supportive network for teachers who were not confident enough to make use of ICT (Rosen and Weil, 1995; Hadley and Sheingold, 1993).

ICT training can help overcome barriers. IT training focusing on basic ICT skills failed to prepare teachers to integrate ICT in their pedagogy. Obviously, training courses offering for teachers still focus on the IT technical skill. More training courses related to application of IT integration and IT leadership are needed (VanFossen, 1999)

As mentioned earlier, metacognition, particularly metacognitive strategy is another factor that is taken into account in teaching vocabulary in this study. According to Goh (2008) the positive effects of metacognition strategy training on vocabulary comprehension is that it can enhance students' confidence in the learning vocabulary process. Learners who have metacognition skills seem to have advantages over others who are not aware of the role of metacognition strategies (Wenden, 1998). Their progress in learning as well as the quality and speed of their cognitive engagement are faster. They are confident in their abilities to learn. They do not hesitate to ask help from peers, teachers, or family when needed. They provide accurate assessments of why they succeed in their learning. They can identify and think clearly about inaccuracies when failure occurs during task. Their tactics match the learning task, and adjustments are made with regards to changing circumstances. They perceive themselves as continual learners and can cope with new situation successfully.

Oxford (1990) divided metacognition learning strategies into three similar phases; centering, planning and evaluating. The purpose of centering is make the learners a focus so that they could be concentrated on language activities or skills. Planning can help learners to organize learning process, so they can get benefit from their effort, and evaluating can learners evaluate their problems in learning process. In line with Oxford, Schraw and Dennison (1994) suggested three processes in their metacognition awareness inventory; planning, monitoring, and evaluating.

Planning in metacognition strategy deals with how well learners can design upcoming learning activities in their mind. Plans make the learning process being controlled in hope that the learning will get the best result. Hunnicut (2007) tells that planning is very crucial in

that it forces us to think and prepare the details in advance, makes the program transparent, empowering, and creates a track to follow. In conclusion, by designing good plan of learning, learners will be easier to learn something. In other condition, pressure will let the learners plan better. Friend and Hickling (2005) stated that pressures, such as turbulence; urgency; competition; conflict; complexity; and overload, can make people plan more critically. Those kinds of pressure should let the people to make plans, make decision, and make progress as well as they can. However, how well they can maintain their plans is depend on what situation and condition of their learning.

Monitoring can be defined as regulating and taking appropriate actions to guide to a satisfactory result. White and Poster (2005) suggests that monitoring is a continuous, formative, and diagnostic assessment of any performance activity. They further say that monitoring is very essential in evaluation. In conclusion, by doing monitoring, result will be more satisfactory and evaluation can be more effective. In metacognition learning, monitoring involves management and measurement of self-act. Those actions will control the learners' learning process. But in fact, the common phenomenon shows that learners are less aware in monitoring their learning process. The learners usually find something more interesting than learning, or it can be called learning distractions. The distractions come from many factors which will then disturb the learning process. Kuznekoff and Titsworth (2013) say that "most learners watch the television or video; play the games; play the smartphone; etc. are more interesting than learning a lesson". So, that is why many learners are less aware in monitoring their learning process.

Beside the learning distractions, procrastination is also another disturbance in monitoring learning process. It is hard for learners to be in line of their plans. For that reason, learners have to make clear what their reasons to learn are. In this case, Zeigler (2008) stated that learners should understand why they were distracted and procrastinated, identify why they preferred activities irrelevant to their learning, and determine solution to deal with the distraction and procrastination. Those steps are to strengthen the monitoring process and also to overcome the disturbance in learning process.

Evaluation is also an important aspect in language learning. Conducting evaluation will help learners know what their strengths and weaknesses in learning process are. By knowing those strengths and weaknesses, learners can improve their learning plan so they can get better learning process. In addition, Wilson and Dobson (2008) say that evaluation can develop the learning goals. Learners who have done evaluation will make better performance in upcoming learning process and get better result after the learning process. In metacognition learning strategies, evaluation will be the step where the strategy can be strengthened. Evaluation deals with appraisal and plan recycling which normally will analyze what have been done and what have to be done. Furthermore, as Wilson and Dobson (2008) statet that evaluation informs what specific result that someone wants to achieve. Belet and Guven (2011) say that, in metacognition, evaluation is problem solving. In this case, evaluation will help the learners to overcome their problems and weakness in learning English. If the learners maintain a good evaluation in the cycle of metacognitive learning strategy, their learning process will be always developed and make them learn better.

## **METHODS**

This research was conducted in junior high school of Harapan Jaya II Tangerang. There were two classes of grade VIII in this school, and this research was done in one of class VIII with 40 students. The class was chosen because the students' vocabulary scores were very low. This research is expected to be useful for SMP (Junior Secondary School) Harapan Jaya II. After graduating from that school, they are expected to have sufficient vocabulary mastery. This research was done for four months. The data was collected through pretest, observation, and questionnaires for students and stakeholders (teachers and SMP Harapan Jaya II). This research applied a case study approach as it is intended to explore a case which is the implementation ICT-based materials and metacognition learning strategies on students' vocabulary mastery in an English class. Creswell (1998) stated that a case study is an attempt to explore a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection which involves multiple sources of information rich in context.

The methodology applied in this research is qualitative approach to explore the the implementation ICT-based materials and metacognition learning strategies on students' vocabulary mastery. The research exploration is expected to present the real picture in a detailed view of the obstacles in students' vocabulary mastery gathered from the implementation ICT-based materials and metacognition learning strategies in the research findings. Creswell (1998) states that Qualitative research is a process of understanding based on distinct methodological traditions of inquiry which explore a social or human problem. The researcher constructs a complex, holistic picture, analyses words, reports detailed views of data sources, and conducts the study in a natural setting.

## **FINDINGS AND DISCUSSION**

The findings discussed in this study are categorized into three parts. The first is the teachers' perceptions on the ICT-based materials and metacognition learning strategies on students' vocabulary mastery. The second is students' perceptions on the ICT-based materials and metacognition learning strategies on their vocabulary mastery. The last is the students' vocabulary achievement after being implemented on the ICT-based materials and metacognition learning strategies.

### **The teachers' perceptions of the ICT-based materials and metacognition learning strategies on students' vocabulary mastery.**

The researcher has found the data from the observation and the interview. The teacher said "ICT-based materials make the students be active and fun to learn English, so they showed motivation to study English". It means, the teacher had good opinion about the implemented ICT-based materials and the students showed motivation to learn English in their home, and they have been active to learn English in the class. However, The teacher had the problem while in the classroom activity. He seldom used the projector in the class, he said "this is big school but less of facilities, the projector only two for SD, SMP, SMA and SMK. So, SMP seldom used it". It means, this teacher is good in the method but the foundation of that school did not support the ICT based learning.

### **The students' perceptions of the ICT-based materials and metacognition learning strategies on their vocabulary mastery.**

After conducting the ICT-based materials and metacognition on students' vocabulary mastery, the researcher found that using this strategy on students have encouraged them to join the learning activities. They have been active, fun, and motivated. Moreover, they worked together to learn vocabulary. It was shown in the results of observation, questionnaire and interview.

The research findings show that using the ICT-based materials was interesting and enjoyable for students. The metacognitive strategies made them active to learn English in the class and their home. 81.8% of students considered this strategy enjoyable. From the interview data, students have positive perceptions to learn vocabulary. A student stated during the interview, Learning English using ICT is easier and more fun. Besides that, the students found some difficulties in using this strategy because researcher used the ICT-based materials by native speaker. Meanwhile, 60.7% of students were less active in learning vocabulary activities. According to the interview, one of the groups dislike the international language and, they seldom use the PC or laptop. A student (R#18) said "It is a bit difficult because it uses the native speaker language". This student never spoke to native speaker, so he considered English in ICT-based materials was rather difficult to follow. Another student (R#8) said, "I do not really understand how to use the ICT, but I learn it little by little". It means, she could learn English but was confused in using the ICT because she seldom used the PC.

It can be concluded that, students have positive perceptions toward the use of ICT-based materials and metacognition learning strategy on students' vocabulary mastery. However, their motivation to learn vocabulary in the class and in their home have improved. This findings are supported by Markovac and Rogulja (2009), and Punie (2007) who claimed that ICT enables children to process the learning content in an a way entertaining and interesting for them. Moreover, McPake et al (2005) revealed that the use of ICT also develops the children's competences. ICT was not only an educational tool, but also a supporting one, because it helps to develop children with special needs and behavioural problems.

### **The students' vocabulary achievement after the implementation of ICT-based materials and metacognition learning strategies.**

The findings of this study indicated that there were some improvements on students' achievement as shown on their vocabulary post-test. It means that learning vocabulary through the ICT-based materials have increased students' vocabulary mastery and have been successfully implemented in SMP Harapan Jaya II. It is in line with what Clarkson et al (1999) stated. They claimed that the research on ICT's capacity to improve learning and teaching shows that it can play a key role in the complex task to improve young people engagement in the learning process. Some recent research like Clarkson, Dunbar and Toomey (1999), Yelland (1999), and Cradler (1997) were concerned with leading practice use of ICT and its effects on teaching and learning. They show that the combination of ICT and good teaching produce generic skills such as team work and problem solving, which are important both for life in the information age and for lifelong learning.

Beside improving students' vocabulary mastery, ICT-based learning and metacognition strategies could help learning in general. According to Goh (2008) the positive

effects of metacognitive strategy training on vocabulary comprehension is that it can improve students' confidence in the vocabulary process. And Anderson (2002) stated that the use of metacognitive strategies to enable a person's thinking and leading to increased performance in learning.

## CONCLUSIONS

These conclusions consist of some points related to the findings and discussion presented in chapter IV. Based on the test, observation, questionnaire, and interview the conclusion of the research are as follows:

First, the teacher had good perceptions about the implemented ICT-based materials and the students showed motivation to learn English in their home, and they were active to learn English in the class. But, the teacher had the problem while in the classroom activity because the foundation of that school did not support the ICT-based learning. Therefore, he seldom used the projector in the class.

Second, based on the finding, the students had good perceptions to learn English using the ICT-based materials. 81.8% of students considered this strategy enjoyable. From the interview data, students had positive perceptions to learn vocabulary. R#18, the students who represented the high learner students considered the learning English, especially learning vocabulary using ICT-based materials. She said "*belajar dengan ICT lebih mudah dan menyenangkan*". It means that learning vocabulary using ICT-based materials was more enjoyable and fun. It can be concluded that, using the ICT-based materials and metacognition learning strategy on students' vocabulary mastery showed the positive students' perceptions. However, they showed motivation to learn vocabulary in the class and in their home have changed to be better than before.

Finally, the findings also indicated that there were some improvements of students' achievement on the vocabulary test. This is indicated by the improvement of post-test. It means, learning vocabulary through the ICT-based materials have increased and succeed to implemented in SMP Harapan Jaya II. Moreover, the students have increased the vocabulary scores after implemented the ICT-based learning.

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## **Voluntary Reading and Narrative Speaking Instructional Strategies to Enhance Students' Speaking Ability**

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This research aimed at investigating classroom strategies to encourage students' participation in speaking activity. Specifically, the study addressed three research questions: 1) what are the strategies to help students encounter difficulty in speaking English in classroom, 2) to what extent does voluntary reading prior speaking activity help students develop ideas and motivation to speaking English in the classroom, 3) does the application of narrative speaking strategy in speaking classroom affect students' speaking achievement? The participants of the research were students at Al Azhar 28 Islamic Junior Secondary School aged 13 to 14 who joined English extracurricular program. A mix method design combining two research strands, qualitative and quantitative, was adopted. The data were collected through multiple methods: speaking test, focus group interview, and observation. The study showed positive finding. Based on the qualitative data drawn, doing a voluntary reading could diminish students' anxieties in speaking, decrease speaking block, increase students' motivation to do good speaking task, and improve students' social awareness. Meanwhile, the narrative speaking fostered students' speaking fluencies, grammar accuracy, pronunciation, and knowledge measured through observations and speaking rubrics to achieve the data analysis. The result showed there was significant improvement on students' speaking skill shown by significance or p-value  $< 0.001$  or less than  $\alpha = 0.05$  with standard deviation of the pretest was 3.70 and posttest was 3.96.

*Keywords:* voluntary reading, speaking skill, teaching and learning speaking, conference publications

*Penelitian ini bertujuan untuk mengukur strategi – strategi yang diterapkan di dalam kelas sebagai upaya meningkatkan keberanian murid berpartisipasi aktif dalam pelajaran bahasa Inggris. Secara khusus, penelitian ini bertujuan untuk menjawab tiga pertanyaan penelitian : 1) Strategi apakah yang dapat digunakan untuk membantu murid yang mengalami kesulitan berbicara*

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*menggunakan Bahasa Inggris di kelas. 2) Seberapa jauh peranan strategi pembelajaran Voluntary Reading dalam membantu murid mengembangkan motivasi berbicara berbahasa Inggris? 3) Apakah penerapan strategi Narrative Speaking mempengaruhi kemampuan berbicara Bahasa Inggris murid? Peserta yang dilibatkan dalam penelitian ini adalah murid – murid SMP Islam Al Azhar 28 Cibinong yang berusia 13 hingga 14 tahun yang mengikuti program ekstrakurikuler English Club. Penelitian ini menggunakan metode campuran kualitatif dan kuantitatif untuk menjawab tiga pertanyaan penelitian yang telah disebutkan sebelumnya. Data penelitian ini diambil dari berbagai metode yaitu test berbicara, interview berkelompok, dan observasi. Penelitian ini menghasilkan beberapa penemuan yang positif yaitu : Pertama, berdasarkan hasil data kualitatif, penerapan strategi Voluntary Reading ini dapat mengurangi kekhawatiran atau ketegangan yang dialami murid ketika berbicara menggunakan Bahasa Inggris, mengurangi Speaking block yaitu keadaan dimana tiba-tiba si pembicara kehilangan ide yang akan ia sampaikan, meningkatkan motivasi murid untuk mengerjakan tugas berbahasa Inggris dengan baik dan meningkatkan kepedulian sosial murid. Sedangkan narrative speaking meningkatkan kelancaran berbicara berbahasa Inggris, meningkatkan kemampuan grammar secara akurat, pengucapan kata yang baik dan pengetahuan akan isi dari materi yang dibicarakan yang diukur melalui observasi dan speaking rubrics atau standar penilaian berbicara untuk memperoleh analisis data. Hasil penelitian menunjukkan bahwa ada peningkatan yang berarti atau signifikan pada kemampuan berbicara Bahasa Inggris murid yang ditunjukkan oleh nilai signifikansi dari  $p$  value  $< 0.001$  atau kurang dari 0.05 dengan standar deviasi yang dihasilkan oleh pretest sebesar 3.70 dan posttest sebesar 3.96*

## **INTRODUCTION**

Once students are asked to do English Public speaking, they might experience speaking ‘deficiency.’ Such conditions as being anxious, uncomfortable feelings of nervousness, being afraid of making mistakes, or even foolish in front of others may attack the speakers. Besides, vocabulary limitation, lack of practices and adequate content or knowledge, low spirit and willingness due to limited English exposure also play significant roles to speaking deficiency (Liu, 2009). Even though these conditions are normal, it is important to create strategies in dealing with these problems (Thomas, 2006). Reading activity and speaking practices can be a solution to solve the speaking problem. Reading equips the readers with knowledge of the world. Having adequate knowledge and practicing regularly makes students confident to speak.

Therefore, there were two strategies investigated in this study: 1) Voluntary Reading (VR) and 2) Narrative Speaking (NS). VR is an activity when a person, in this case a student, chooses his own books to read and to share his ideas of what he has read. VR conducted prior to an English narrative public speaking is expected to diminish students’ anxiety that makes the listeners mostly focus on negative thoughts of the speakers’ performance such as avoiding eye contact, poor gesture, hesitant speech, and strained vocal (Hamilton, 2015). The following paragraphs will describe both strategies in more details.

There are some researchers who have investigated VR. A study on the comparison between VR and Traditional Reading Program known as *In School - Reading Program* found that 51 out of 54 students who did VR performed better than those doing traditional reading (Krashen, 2004). Krashen adds that VR as a pleasant reading activity does not only develop literacy and language competences such as grammar, writing skills, and reading comprehension but also help the readers get more ideas and information from the books. In addition, children who started reading at early age could develop better literacy.

There are some principles to run VR. First, it is a joyful reading activity that gives the readers opportunity to choose the books they would like to read. Meanwhile, teachers, in this condition, become the facilitators that equip and ensure the availability of the books stocks. Second, even though the class can be the start of the reading, most reading activities are conducted outside the classroom to achieve the joyful of reading. (Tella & Issa, 2012). Third, students start telling their experiences in VR sessions by exposing the beginning section, running the middle part of the story they are presenting, and come up to the conclusion. (Jaffe, 2011).

Krashen (2003) proposes three kinds of Free VR steps the students should follow. The first step is sustained silent reading. It is the time when students are free to select books they love to read. Furthermore, along with the teachers, they read them every day for certain minutes regularly. The second step is self-selected reading. In this step, students share and discuss the reading content to the teachers. The last step is extensive reading. In this stage students develop their linguistic knowledge and share the knowledge or messages achieved from the texts by making a summary.

The second strategy is Narrative Speaking (NS). It is the activity when a person tells his own personal or others' experiences by incorporating the special things in the story (Verderber & Sellnow, 2011). In addition, the speakers or story tellers usually do flashback taken from a past event, experience, or activity scene during NS.

There are some points to highlight in NS. First, it is crucial to ensure the speakers and audiences how "tellable" the speaking is to engage the speech smoothly. Second, evaluation is also important to deliver during or after the speech. Evaluation can be given internally or externally. Internal evaluation is delivered by embedding questions or thought of the narrator. Meanwhile, external evaluation is run by giving some questions or comments during the speech (Macaulay, 1990). Moreover, NS itself is expected to help student strengthen their speaking skills by measuring their fluency and pronunciation, grammar accuracy, and content.

## **METHODS**

The study was conducted at SMP Islam (Islamic Junior Secondary School) Al Azhar 28 Bogor. The participants were students aged 13-14 who joined English club extracurricular program. The participants were 11 males and 4 females. Their English proficiency ranged from fairly good to very good based on the English score school report.

A mix method design combining two research strands, qualitative and quantitative was adopted to address the three research questions: 1) What are the strategies to help students encounter difficulty in speaking English in classroom, 2) To what extent does VR prior to speaking activity help students develop ideas and motivation to speaking English in the classroom, and 3) Does the application of NS strategy in speaking classroom affect students'

speaking achievement? The data were collected through multiple methods: speaking test, focus group interview, and observation.

VR in this research was conducted based on the Krashen steps mentioned above. The researchers took three cycles in order to meet what Len Almond called ‘containable time’ (Elliot, 1991). VR which the researcher investigated were done in Indonesian because VR was aimed to train students encountering anxieties during the public speaking. So, English was not definitely emphasized in this session. However, to measure students’ speaking capability, NS was conducted when the whole VR cycles were finished. The following discusses steps of each cycle clearly.

In the first cycle - sustained silent reading - students read some books of their own interest. They were free to read the books provided in the library or the books they brought from home. The researcher gave 15 minutes to read the books before the lesson started. Even though the students read Indonesian books, they should share the ideas or messages in English in the second and third steps: self-selected and extensive reading.

In the self-selected step, students continued the activity by doing English conferences and discussions with the teacher as the researcher and the facilitator. The activities emphasized in the conferences were 1) students switched the Indonesian language from the books they read to English, and 2) they told the teacher the story or messages they had read previously. This process was done orally.

In the extensive reading of the first cycle, students summarized what they had read in the form of synopsis. The teacher facilitated students with what they called literacy tree. The synopsis of the books was written on a piece of paper to stick on the tree. Furthermore, unlike the first cycle, the format of the second cycle was slightly different. The first cycle was done individually. Conversely, the second cycle was done in groups. Students were free to choose their own partners to work in groups with the maximum members three students. During the second cycle of sustained silent reading, students were free to read books they got from the school library or home.

Meanwhile, during the second cycle of self-selected process, students shared the ideas of reading content to their friends in the same group. This process was done in English. Teacher facilitated and helped students address their English speaking difficulties and share the ideas of reading contents to their friends orally. During this sessions, teachers did some observations. The third cycle was slightly done differently in every steps of it. In sustained silent reading, students chose some books. At this time, the 15 books were provided by the schools. Students were free to choose what books they liked to read.

Other differences appeared from the side of audiences who listened to the students’ story. In this cycle, self-selected was underwent by giving the students opportunity to share the stories they read to the students of different school. The nearest school, *Madrasah Ibtidaiyah* (MI or Islamic Junior Secondary School) Al Khairiyah was chosen. The purposes were (1) developing students’ social awareness, (2) training them to do first public speaking in front of the strangers, and (3) helping students encounter anxiety problems faced during the speaking time. This session was done in Indonesian language. However, even though it was done in Indonesian, some practices were important to undergo. The practices were mostly handled on how to read books in front of other people, how to minimize anxieties, and how to share ideas smoothly in Indonesian language.

The last steps were conducting extensive reading, in which the students made a presentation on their experiences in telling the reading stories before students of another school, teachers, and seniors. This session was done in English and in the form of NS. Students performed their first NS in front of the researcher who took this activity as the pre-test.

The second strategy is NS. If voluntary speaking was done to overcome anxiety problems, NS was undergone to see and measure students' English-speaking skills. To strengthen the research, the first cycle of NS was conducted by asking students to present what they have done the different school. In this strategy, students worked in the group of 3 to tell their experiences in front of the researcher. Meanwhile, the researcher took this first cycle as the pre-test. Speaking rubrics consisting of grammar, pronunciation, fluency, organization and content measurements is used as the research instrument. Having done the first cycle, the teacher as researcher gave feedback during reflection sessions.

In the second cycle, students did the second narrative speaking in front of the teacher and their friends followed by another reflection afterwards. Finally, the third cycle was conducted to test students' speaking improvement whether they had minimized the speaking problems or not. The third narrative speaking cycle was done in front of parents of the English club members. There were some reasons why parents were invited as the audiences of the students' NS. First, students were trained to reach the higher level in overcoming the anxiety problems. Doing public speaking in front of parents gave different experiences. Moreover, teachers took the post-test for speaking during the third cycle narrative process involving two collaborators to measure the students' speaking skills. The collaborators were the researchers' colleagues and bilingual teachers, who were also good in speaking English.

To measure the result, an integrated rubric was set up based on grammar accuracy, pronunciation, fluency, organization, and knowledge with the range score from 2 (the lowest) to 5 (the highest) for each description. Even though students performed in group of three, the post test score was taken individually. Each member of the group should inform certain part of the presentation and get two questions from the audiences.

## FINDINGS AND DISCUSSION

As mentioned earlier, the data were collected through multiple methods: speaking test, focus group interview, and observation. The quantitative data was measured using SPSS 20. Since the research measured the effect of NS to students' speaking skill quantitatively, hypothesis was drawn as follows:  $H_{01}$  (there was no significant effect of NS strategy on students' speaking skills) and  $H_{i1}$  (there was significant effect of NS strategy on students' speaking skills).

Furthermore, the result showed that there was significant improvement on students' speaking skill shown by significance or p-value was  $<0.001$  or less than  $\alpha = 0.05$  with standard deviation of the pretest was 3.70 and posttest was 3.96 as shown on the following table which means  $H_0$  was rejected. In other words, NS gives significant effect on students' speaking skills. See table 3.1 for details.

Table 1. Paired sample test

	Mean	Standard Deviation	Minimum	Maximum	P Value

Pre-test	15.60	3.70	10	20	< 0.001
Post-test	17.87	3.96	10	23	

The qualitative data were examined through speaking rubrics involving grammar accuracy, fluency, and pronunciation (Vera, 2012). Meanwhile, organization and content were also included to see whether students were able to present or understand what they were sharing well. With regard to focus group interview and observation, the findings show as follows:

**All students agreed that anxiety was the hardest things come while doing narrative speaking or presentation.**

*“I felt hesitate doing narrative speaking as my teacher instructed. I felt anxious and I think I lost my self-confidence” (Participant #Aq)*

*“I was too shy and lost my confidence” (participant #Ck)*

*“Very nervous at the first time. I didn’t know what to say and almost forget all words I have practiced. But then I tried hard” (Participant #Rf)*

*“I don’t know why I always feel nervous speaking in front of people” (Participant #Ai)*

*“I feel ashamed talking in front of the class and in front of new people I have not met before. Maybe this performance (on this study) can help me diminish the shy feelings” (participant #Hk)*

**90 % students agreed that they had vocabulary difficulties that elicit “speaking deficiency”.**

*“I understand the questions the audiences gave but I don’t know how to answer in English” (Participant #Nf)*

*“I answer but a little bit hesitate because I’m not sure with the vocabulary” (participant #Zf)*

*“I think I need to read a lot of books to improve my vocabulary” (Participant # Ai)*

*“I know my vocabularies are very limited, that is why I try to consult dictionaries for every new word” (Participant # Va)*

**10% participants said that they had no problems with vocabularies.**

*“I love reading English, that is the reason why my language improves well and I have no problems with vocabularies” (Participant #Dk)*

*“I think I do not have any problems in speaking because I remember lots of vocabularies” (participant #Hf)*

**In relation to Voluntary Reading, all students agreed that Voluntary Reading decreased anxiety.**

*“It’s very useful because it can decrease the anxious feelings. After doing voluntary reading I can stand bravely in front of parents while doing narrative speaking” (Participant #Al)*

*“By reading books in front of others over and over, I can manage my anxious feelings better” (participant #Ck)*

“Very good activities because I am accustomed to meeting and speaking in front of other people” (Participan #Hk)

“At the first time I felt ashamed and hesitated to read in Voluntary Reading Activities especially in Madrasah Al Khairiyah. But, when I saw the students laughing and giving funny expressions to my reading, I felt so happy” (Participant # Dk)

**All students agreed that voluntary reading conducted in another school develops students’ social awareness.**

“When my teacher told us to join voluntary reading in Madrasah Al Khairiyah, I was a bit shocked because I do not have any self-confidence. But when I saw the school and students’ conditions, I realized that I have to perform the best for them” (Participant #Ck)

“I am sad to see the building of the school we visited, I think I will be ok if I visit the school again later” (Participants # zf)

**80 % students agreed Voluntary Reading developed their cognitive skill.**

“When I read about how a blind man walked, I could understand how they survived in life” (Participant # Al)

“I did not only read books but also prepared the answer of questions delivered by the audiences” (Participants # Ir)

**All students agreed that narrative speaking done in three cycles help them improving their English skill.**

“It was good activity because It was done several times, I can prepare the words I would like to say”(Participant #Al)

“I was afraid of how to do narrative speaking in front of parents. But after doing several narrative speaking, I feel more confident and feel better” (Participant #Ck)

“Having done some practices in narrative 1 and 2, I can do better in narrative speaking 3” (Participant #Aq)

Detailed interview results were summed up in the following table.

Table 2. Interview results

No	Participant	Anxiety attacks the speaker	Vocabulary limitation problems	Voluntary Reading give significant positive effect	Narrative Speaking gives significant positive effect
1.	Aq	√	X	√	√
2	Ai	√	√	√	√
3	Hk	√	X	√	√
4	Dk	√	X	√	√
5	Al	√	√	√	√
6	Ty	√	√	√	√

7	Ck	√	√	√	√
8	Va	√	√	√	√
9	Hf	√	√	√	√
10	Ah	√	√	√	√
11	Ar	√	√	√	√
12	Nf	√	√	√	√
13	Ir	√	√	√	√
14	Zf	√	√	√	√
15	Rf	√	√	√	√

The researcher also did observations to collect more data. The observations were taken from both voluntary reading and narrative speaking process in cycle 1 to cycle 3. The observation was sum up on table 3 and 4 below.

*Table 3. VR observation result from cycle 1 (students chose the books from library or home done individually)*

No	Participant	Motivation to Read	Interest in choosing the books	Motivation to share Ideas
1.	Aq	High	High	Average
2	Ai	Low	Very low	Very low
3	Hk	High	Very high	High
4	Dk	High	High	Average
5	Al	High	High	Low
6	Ty	Average	Average	Average
7	Ck	Very high	Very high	Very High
8	Va	Average	Average	Average
9	Hf	Very High	Very High	Very High
10	Ah	Average	Average	High
11	Ar	High	High	High
12	Nf	Very high	Very high	Average
13	Ir	Average	Average	Average
14	Zf	Low	Average	Average
15	Rf	Average	Average	High

The table above shows that there were 8 students who were highly motivated in reading the books, and 8 students were enthusiastic to choose the books they got from the library or home based on their own interest. However, only 6 people who loved sharing ideas individually in front of their friends.

*Table 4. VR observation results from Cycle II (students chose the books from library or home and do voluntary reading in groups)*



No	Participant	Motivation to Read	Interest in choosing the books	Motivation to share Ideas
1.	Aq	High	High	High
2	Ai	Average	High	Average
3	Hk	High	Very high	High
4	Dk	High	High	Very high
5	Al	High	High	High
6	Ty	Average	Average	High
7	Ck	Very high	Very high	Very High
8	Va	Average	Average	Average
9	Hf	Very High	Very High	Very High
10	Ah	Average	High	High
11	Ar	High	High	High
12	Nf	Very high	Very high	High
13	Ir	High	High	High
14	Zf	High	High	High
15	Rf	Average	Average	High

The table above shows that there were 10 students who were highly motivated in reading the books and 12 students were enthusiastic to choose the books they got from the library or home based on their own interest. Moreover, 13 out of 15 people loved sharing ideas in groups in front of their friends.

*Table 5. VR observation results from cycle III (students chose the books provided from the researcher and do voluntary reading in groups before students of another school)*

No	Participant	Motivation to Read	Interest in choosing the books	Motivation to share Ideas
1.	Aq	High	High	High
2	Ai	Average	High	High
3	Hk	High	High	High
4	Dk	Low	Low	Very high
5	Al	High	Low	High
6	Ty	Average	High	High
7	Ck	High	Low	Very High
8	Va	Average	Average	High
9	Hf	Average	High	Very High
10	Ah	Average	Low	High
11	Ar	High	High	High
12	Nf	High	High	High
13	Ir	High	Low	High
14	Zf	Low	Low	High
15	Rf	Average	High	High

The table above shows that there were 7 students who were highly motivated in reading the books provided by the teacher, and 8 students were enthusiastic. Moreover, all participants

loved sharing ideas in front of the students of another school. The previous descriptions showed that students prefer to use the book based on their interests or their own private collections. Meanwhile, they do not show high interest in doing individual voluntary reading. On the other hand, observations done in narrative speaking captured the students' vocabulary limitation. Findings of the observation show that students got a lot of difficulties in speaking due to their vocabulary limitation especially when they were at the first and second cycle. Even though they did not do perfect performance at the last cycle, however, it was clear that they had better performance than the previous cycles.

## CONCLUSIONS

This study investigated the application of VR and NS strategies to develop students' speaking skills. VR can give pleasure activity, minimize students' anxiety in speaking in front of other people, develop students' cognitive skills by giving students opportunities to choose the reading materials, and opportunity to share the reading ideas or messages to other people.

Some important findings can be drawn from the study. First, VR is an appropriate activity to do before NS as it prepares the students to get accustomed to speaking in public, diminishes speaking anxieties, and develops students' cognitive skill. Second, both VR and NS develop students' social interaction and awareness through group works. It can be seen from the observation in which students become more enthusiastic in working in groups and share ideas with other students. On the other hand, NS conducted after VR gave more English speaking practices to develop speaking skills (grammar, pronunciation, fluency, content and organization). As the result, there was significant effect of NS to students' speaking skills shown from the pre-post test result comparison.

Some points need considering. First, it will be better if the books prepared for VR were English story books. By having English story books students have more English exposure to develop their skills. Second, there should be time allocation analysis to conduct the similar research. This research took for months; as a result, students sometimes feel bored doing the same thing over and over.

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