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AN INVESTIGATION OF STUDENTS' MASTERY IN ENGLISH VOCABULARY AT INDONESIA EDUCATION STUDY PROGRAM IN STKIP PGRI LUBUKLINGGAU

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Abstract: the aim of this research was to describe how many word students able to write English vocabulary in a short time and to describe the students' difficulties in mastery English vocabulary. This research designed in qualitative descriptive method, the data collected through written test and unstructured interview by using Focus Group Discussion. The subject of this research was twenty students grade two of Bahasa Indonesia Study Program at STKIP PGRI Lubuklinggau. The results showed: in the writing English vocabulary test in three type Noun, verb and Adjective, students able to wrote average 10 word in each part and the students' difficulties such as: Students seldom reading English text so their vocabulary mastery very low, Students has low ability to remember new English word caused of never practiced in the daily life and students confuse in using irregular word in arrange the sentence both writing and speaking.

Keywords: *Investigation, students, English, Vocabulary*

INTRODUCTION

Language as communication system used by people to create relationship, without language people cannot do anything between one to other. Language gotten by someone since he or she born in the world by listen the parent's language, her or his parents ask to talk with child in their language so the child record a word by word and tries to communication with parents. Example when baby cries the parents say "Do you hangry?" and then give a food or milk. Baby will record word directly when he/she feel something and all the language can start used average seven years by says one word. So it mean that language mastered by people since born in the world starting by word.

The language that gotten by children are different between one to other, such as mother tongue and nationality. In Indonesia there are lot of mother tongue in every district that make one to other do not understand the meaning, so used Indonesia as language unity. Mother tongue learn by children in the family and society around they live and National language, Indonesia learn by children in the school since play group and public place or environment.

Recently, In the society find several English that effort people to understand the meaning, for instance electronic that buy and used almost the instruction using English, sometime it has bilingual language between English and Indonesia or all in English. Mobile phone the first language used English although any several language option but people also try to understand how to operate it. Advertising a product used slogan in English both at printing and show at

the side of road or in the television. Based on the sample above, it means that English has enter in the Indonesian social life so they try to learn English step by step.

There are lot of language in this world that different between one to others, so it also need language as bridge to communicate. English choose as one of language that used by Unity of Nation as international communication, so by English it helps people to communicate cross of the sea. People feel easy to create relation in all aspect such as education, economic, military and other. English is the unity language from the different language background in communication. English is the principal language of Great Britain, the US, Ireland, Canada, Australia, New Zealand, and many other countries. It is the second most commonly spoken first language, with some 400 million native speakers, and is the world's most widely used second language. (Press, 2019). From the quotation above can be seen that almost Europe and America used English as the main language, So it is the biggest language used in this world. Saud (2014) stated that four language skills in English are listening, speaking, reading, and writing. Writing is one of the important skill that must be mastered by the students. They have to be able to express their thoughts in writing to develop their ideas. Through writing, students also can transfer information and knowledge to others. In the other words, writing can be said as a mean of communication between the writer and the reader.

English also teaches in the school since elementary school until university level. In the junior until senior high school, English as the one of main subject lesson that teaches, and in the university especially non-English education study program, English as the supplementary lesson to add their skill that support them in the work area. In the work field English also important mastery because used to communicate with other partner in the world with different language background. Learning is process in comprehend a new knowledge. There are lot of strategies and obstacle in mastery new knowledge for instance new language. Language be one oh human needed in daily life, by language they can do relationship bet ween one to other. People basically have language in their life that call by mother tongue, and they need to communicate with other people in different language mastery so they learn a new language to communicate well. One of the first used in learning language is learning word or called by vocabulary. Second, People know about new word and try to practice in one of situation in continues. In learning of course there are lot of obstacle that be faced. According to Alizadeh (2016) says that Learning vocabulary is likely to be one of the biggest challenges that student will face in their studies. Among all language skills vocabulary learning is as significant in language learning as its challenging.

The statement above it is true because new language has different from first language both of in grammatical and meaning, so in learning new language people must strong motivation to mastery well. As Wilkins puts it without grammar very little can be conveyed; without vocabulary nothing can be conveyed (Wilkins, in Alizadeh 2016). These statement above is right, by mastery vocabulary people easy to convey what that they need to other people although the grammatical not in perfect. Vocabulary is central to language and of critical importance to the typical language learners Lack of vocabulary knowledge will result in lack of meaningful communication (Boyd :1997). Based on the statement above can be concluded that in learning vocabulary is not easy, people must understand the aspect of word in communication.

So in this research, the researchers try to Investigation The Students' Mastery of English Vocabulary At Indonesia Education Study Program In STKIP PGRI Lubuklinggau, in this

research have two research's question namely how many students' able to write in English vocabulary in short time? And What the students' difficulties in enlarge English vocabulary?

METHODOLOGY

In this research, researchers had designed in qualitative descriptive method. Qualitative method is understanding human habitual in the daily life. Qualitative research is a process of inquiry aimed at understanding human behaviour by building complex, holistic picture of social and cultural setting in which such behaviour occurs (Angrosino, 2007:1). According to (Stangor, 2011:15) said that qualitative research is descriptive research that focuses in observing and describing events as they occur, with the goal capturing all the richness of everyday behaviour with the hope of discovering and understanding phenomena that might have been missed if only more cursory examination had been used. The subject of this research had twenty students of Grade two at Indonesia Education Study Program in STKIP PGRI lubuklinggau.

To get the data naturally, this researcher collected the data through unstructured interview and test. These are conducted with more than one respondent at a time, i.e., in a group setting. (Cropley, 2015) Focus groups are sometimes referred to as "group interviews", the moderator does not ask question of each focus group participant in turn, but, rather facilitates group discussion, activities encouraging group member to interact with each other. (Silverman, n.d.(Triyogo, 2018)).

RESULT AND DISCUSSION

In this research, researchers got the data needed through test and written interview about students' mastery of English Vocabulary and Students' obstacle in mastery English vocabulary, the data can be seen as below:

1. Students' Mastery of English Vocabulary

English was very important for students used in daily activities both reading and writing text. Those skills almost face by students' when they used mobile phone or computer because English as basic language, especially when it's connected to the internet Network there are lot of English word found and enforce to read them. In Indonesia, English replaces as Foreign Language, it taught at school but not practiced at home or society because English there were no place to practice, so they felt that English was difficult language to learned.

At university level, English also be one of difficulties lesson for students' non English education study program, in this research, researchers investigated the students' of Indonesia study program semester two to know how far they mastery English vocabulary by asked them to wrote verb, adjective and noun which is each of them wrote in tree minutes and the result as below:

Verb

Verb was words to express the subject do something; it was important point in communication to give information to other about activities that do in present, past and future. From the test showed from twenty students, the word that able written by students average 10 word. It was very low vocabulary mastery, the higher 29 word wrote by egi and the lowest dia 2 word.

Egy was one of boy in the class that able to speaks English well depend on other although miss grammatical construction in their speaking and Dia very passive in in the class, based on the information gotten by researchers, she missed understanding in receive instruction.

Noun

Noun was a word that play as subject and object, this function give the information that do action and what action do by subject. Limited noun also made students' difficulties in Mastery English. In this the test students able to wrote in three minutes average 10 words, the higher was wrote by Egy who able wrote 28 word . The lowest word wrote by 3 students, they were low in giving respond in the class both worked the task or answer the question orally.

Adjective

Adjective was explained or modify of noun. In the result of the test showed average 5 words that able wrote by students. The higher wrote by two students in ten word and the lower word 2 word.

From the result of test showed us that vocabulary was key for communication, minimum vocabulary mastery slowly the students' in communication both writing or oral, and this result obvious that students low in mastery English vocabulary.

2. Students' Problem in Mastery English Vocabulary

At the second questions, about the students' problem in mastery English vocabulary, the researchers took the data through free interview, researchers asked about the problem that faced by students in mastery English vocabulary and the result lot of problem that faced by students such as bellow:

a. General

Students' said that they less read English sentence so they did not have the new vocabulary. Such as conveyed by Dina, she said that :

"I have difficulty in memorizing English vocabulary because of minimum in done exercise to practice in the daily activities".

Language is habitual, it need to be practices every time and every day, so the language never lose in human brain. Management of time in learning also be one of obstacle students in mastery English vocabulary, it conveyed by Meli, she said :

" I hard to memorize vocabulary because of I have not free time to learn vocabulary. Learning vocabulary just at the school, so it made me low mastery of English vocabulary."

Time management was become important for students who learn English, the must smart in using the time.

b. Remembering word

One of problems conveyed by subject based on answered sheet was remembering word. They felt very hard in remember word in English, as conveyed by Hamid, he said:

“My brain is less able to remember foreign words that are rarely used in daily life”

He felt difficult in remembering new foreign word especially English because he never used in daily activities. Other reason also conveyed by Alan, he said that he sometime forgot the word; he also sometime did not know the meaning of word.

“Sometime forget the word and I do not know what the meaning of both in English to Indonesia and Indonesia to English.”

Both of sample above showed us that English word was very difficult to remember in our brains because of it never used in daily life, there were no word able to spoken in the public place so word that found not remembering well. It made students difficult in mastery four English skills.

1. Writing

The problem in writing English word was conveyed by subject in their answered sheet. They felt difficult in writing word, they know the meaning but difficult in writing. Samroh said that :

*“English word has differences between utterance and written for example : The word **tahu** in written **know** spoken **now**, I always wrote suitable with the utterance”*

It evident that English and Indonesia was different in several aspects, so students faced difficulty in writing mastery English. Other sample also convey by Desti, he said :

“My difficulty in mastery English vocabulary was differences between how to utter and writing, and it made me afraid in spoken and writing in English.”

From these sample showed us that students' have difficulties in writing English vocabulary, they made mistake in writing word different with the utter and make they afraid in practice English.

2. Word formation

Word formation happened in English, there was change the form from verb 1, verb 2 and verb 3. The word formation occurs at irregular and regular word that never found in Indonesia. This part also conveyed by students in learning English, such as conveyed by Egy, he said that:

“I faced the difficulties to memorize the irregular word because it very different between verb 1, verb 2 and verb 3”.

He felt confuse in using and memorizing irregular word.

CONCLUSION AND SUGGESTION

Conclusion

Based on the explanation briefly above, the researchers concluded as bellow:

1. Students grade two at Bahasa Indonesia study program in STKIP PGRI Lubuklinggau has low ability in mastery English Vocabulary.
2. Students' problem in mastery English vocabulary generally low English vocabulary mastery that caused by less reading article of English text, They difficult in remembering English word and difficult in using irregular verb in the sentences.

Suggestion

This research as the basic research to begin and developing a research in vocabulary, from the result in this research, researchers have plan to continue take the research in English vocabulary such as 1). Designing new strategies to teach English vocabulary, 2) teaching vocabulary through ICT and 3) involving local content in teaching English vocabulary.

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REFLECTIVE TEACHING AS A MEANS OF TEACHER PROFESSIONAL DEVELOPMENT

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Abstract: One of the core components of teacher knowledge is reflective knowledge which is defined as the teacher's capacity to reflect on and assess his or her own practice. In other words, as teachers, they should be able to do reflective teaching. Reflective teaching is the teacher's thinking about what happens in the classroom lessons, and thinking about alternative means of achieving goals and aims (Cruickshank and Zeichner in Richard and Nunan 1990). This paper discusses reflective teaching as a means of professional development.

Keywords: *reflective teaching, teacher, teacher professional development*

INTRODUCTION

According to the Regulation of Indonesian Education Minister No. 16 year 2007 about Teacher's Academic Qualification and Competence, it is stated that one of the standard competencies of being teachers which is related to Pedagogical aspects is that teachers should be able to do reflection. By means of reflection, teachers should do the following activities. First of all, teachers should do reflection on the teaching that has been conducted. Teachers should also use the reflection results for improvement and development of the subjects they teach. Finally, teachers should conduct classroom action research to improve the quality of their teaching.

It is in line with what is stated by Richard (2001). According to him one of the core components of teacher knowledge is reflective knowledge which is defined as the teacher's capacity to reflect on and assess his or her own practice. In summary, as teachers, they should be able to do reflective teaching. Reflective teaching is the teacher's thinking about what happens in the classroom lessons, and thinking about alternative means of achieving goals and aims (Cruickshank and Zeichner in Richard and Nunan, 1990). Furthermore they stated that the goals of reflecting teaching is to engender good habits of thought. That is why, reflective teaching is regarded as an inquiry intended to help teachers improve their practice. Therefore, improvement of teaching may be achieved through reflection. Reflecting teaching is also regarded as one way to develop teacher professionalism.

Although reflective teaching is very important for teacher professional development, it seems that most of Indonesian teachers are reluctant to do it because of several reasons. One of them is because teachers do not have well understanding about how to do reflection. They also do not have time for doing reflection because they have many things to do related to administrative matters. Therefore, this paper discusses Reflective Teaching as a Means of Teacher Professional Development.

RESULT AND DISCUSSION

Definition of Teacher

To improve the quality of teaching there are several aspects to be considered. One of them is the teacher. Many scholars defined the term “teacher” differently. A teacher has been defined as a person who has knowledge, skills and special trainings in teaching, explaining and educating. Mbise (2008) said that a teacher is a person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as effective domain. Moreover, according to Bartlett in Richard and Nunan (1990), the term teacher is defined as someone who engages learners, who seeks to engage each person wholly-mind, sense of self, range of interests and interactions with other people in learning (Duckworth 1986 in Richard and Nunan 1990). Furthermore, according to the Indonesian Government Regulation No. 74 year 2008 about teacher, it is stated that a teacher is a professional educator who has jobs to educate, teach, guide, direct, exercise, examine, and evaluate learners. In conclusion, teacher is a person who transfers knowledge and educate learners.

Teacher Professional Development

The word profession means different things to different people. But at its core, profession is meant to be an indicator of trust and expertise. Profession is also meant by admission of doing a certain job. To be considered as a profession, a certain occupation need to fulfill the following traits (Goode: 1960): (1) The profession determines its own standard of education and training. (2) The student professional goes through a more far reaching adult socialization experience than learners in other occupations. (3) Professional practice is often legally recognized by some form of licensure. (4) Licensing and admission board are mined by members of the profession. (5) Most legislation concerned with the profession is shaped by that profession. (6) The occupation gain incomes, power, prestige and, ranking and demand higher caliber students. (7) The practitioner is relatively free of lay evaluation and control. (8) The norm of practice enforced by the profession are more stringent than legal control. (9) Members are more strongly identified and affiliated with the profession than are members of other occupations of theirs. The profession is more likely to be a terminal of occupation.

Meanwhile According to Lortie (1975) in Richard (2001), a profession is characterized by: a homogeneous consensual knowledge base, restricted entry, " high social status, self-regulation and the legal right to govern daily work affairs.

Based on the explanation above, it can be concluded that teacher is regarded as a profession. Richard (2001) argued that there is a much greater awareness today that an expert language teacher is a highly skilled professional. It is also mentioned in the Indonesian Teacher and Lecturer Law No. 14 year 2005 that teacher and lecturer are regarded as specific occupation done based on certain professional principles.

Talking about teacher as a profession, it cannot be separated from teacher professional development. Teacher professional development is defined as teachers’ learning; how they learn to learn and how they apply their knowledge in practice to support pupil’s learning. (Postholm ; 2012). Professional development is also defined as activities that develop an individual’s skill, knowledge, expertise, and other characteristics as a teacher. The activities are as the followings:

- a. *Conference participation:* Teachers can participate in professional conferences and seminars networking with other teachers and learning about, trends, issues, and practices.
- b. *Workshops and in-service seminars:* Specialists from outside the school or staff from the school can offer workshops and seminars on topics of interest to the staff.

- c. *Reading groups*: Teachers can put together reading groups and read and discuss articles or books of interest.
- d. *Peer observation*: Teachers can take turns observing each other's classes as a basis for critical reflection and discussion about teaching approaches.
- e. *Writing about teaching*: Teachers can keep a reflective diary or journal and share it with colleagues.
- f. *Project work*: Teachers can be given the opportunity to develop projects such as classroom materials, videos, and other teaching resources.
- g. *Action research*: Teachers can conduct small-scale classroom research on their teaching. (Richards and Lockhart 1994)

Reflective Teaching

Definition of Reflection

As it is stated previously that one of the standard competencies of being a teacher is to be able to do reflection on the teaching that has been conducted. In other words, teachers should be able to do Reflective teaching. Reflective teaching is the teacher's thinking about what happens in the classroom lessons, and thinking about alternative means of achieving goals and aims (Cruickshank and Zeichner in Richard and Nunan, 1990) Improvement of teaching may be achieved through reflection.

Reflection is more than thinking and focuses on the day to day classroom teaching of the individual teacher as well as the institutional structures in which teacher and students work. Kemmis (1986) described the meaning of reflection as follows:

Reflection is not just individual, psychological process. It is an action oriented, historically-embedded, social and political frame, to locate oneself in the history of situation, to participate in social activity, and to take side on issues. Moreover, the material on which reflection works is given to us socially and historically; through reflection and the action which it informs, we may transform the social relations which characterize our work and our working situation.

Reflection therefore has a double meaning. It involves the relationship between an individual's thought and action and the relationship between an individual teacher and his or her membership in a larger collective called as society. The first relationship involves the subjective meaning in teachers' heads. Meanwhile, the second relationship explores consciously the relationship (which may be a part of unconscious knowledge) between individual teaching actions and the purposes of education in society.

Meanwhile, Dewey's conceptualization of reflection assumes three constituent elements (Loughran 1996 in Richard and Nunan): open-mindedness, whole heartedness and responsibilities. Furthermore, Loughran explains these elements in this way:

Open-mindedness, as the term suggests, is the ability to consider problems in new and different ways, to be open to new ideas and thoughts that one may not have previously entertained,...whole heartedness is displayed when one is thoroughly involved in a subject or cause....Responsibility is bounded up in the need to consider the consequences of one's actions. It is the need to know why; to seek the meaning in what is being learnt. Intellectual responsibility underpins knowing why something is worth believing.

Process of Reflection

A lot of experts have proposed several processes of reflection inquiry. One of the ideas was formulated by Dewey (1933) in Bartlett (1990). Dewey's statement reinforces the need to consider a number of principles that guide a process by which teachers can become reflective:

1. The issue upon which the teacher reflects must occur in the social context where teaching occurs.
2. The teacher must be interested in the problem to be resolved.
3. The issue must be owned by the teacher – that is derived from his or her practice.
4. Reflection on the issue involves problem solving from the teaching situation in which the reader is located.
5. Ownership of the identified issue and its solution is vested in the teacher.
6. Systematic procedures are necessary.
7. Information (observations) about the issue must be derived from the teacher's experience of teaching.
8. The teacher's ideas need to be tested through the practice of teaching.
9. Ideas about teaching, once tested through practice, must lead to some course of action. There is a tension between idea and action which is reflective; once it is tested the action rebounds back on the idea which informed it.
10. Hence, reflective action may be transformed into new understandings and redefined practice in teaching.

Based on those statements proposed by Dewey (1933), it can be concluded that not only must reflective teaching be reflective but also that there is a cycle of activity in the process.

Cycles of Reflections

The cycles of activity in the reflection process consists of five elements: mapping, informing, contesting, appraising and acting. All elements are constituting the process of reflective teaching but the elements are not linear or sequential. It means that in reflecting on your teaching you may pass through several cycles several times, hence the process becomes reflexive; One element is not always or necessarily followed by the next element in the cycle and an element may be omitted in moving through the cycle, especially with different courses of actions are adopted.

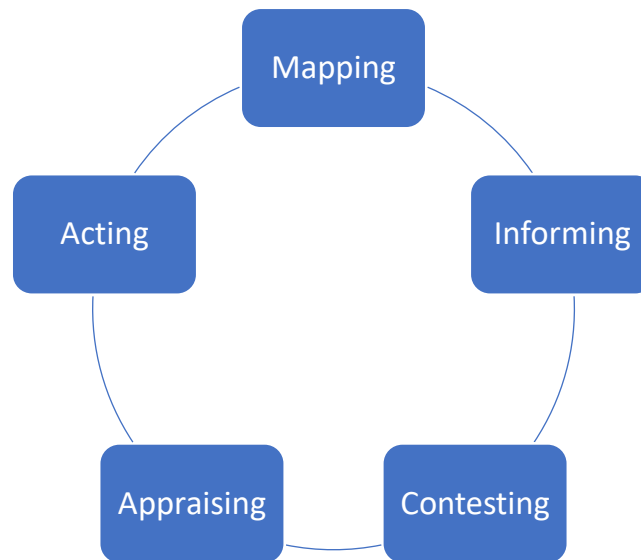


Figure 1. The elements of a cycle for the process of reflective teaching (Adapted from Mc Taggart and Kemmis 1983; Smyth 1987)

a. Mapping

According to Bartlett in Richard and Nunan (1990), mapping involves observation and collection of evidence about our teaching. When doing observation, the best means is to record our practice which can be done by audio or visual means (tape recording a lesson, using photography, etc). However, the best means would seem to involve some form of writing. (Bartlett in Richard and Nunan, 1990). It is because in writing, a teacher begins not only to observe, but also takes the first step in reflecting on and about our practice.

The emphasis of mapping by using some form of writing is on a teacher's individual observation. One way of recording is by keeping a diary or journal. According to Bailey in Richard and Nunan (1990), a diary study is a first person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events. Holly and Tripp (1987) in Richard and Nunan (1990) also describe in some details how to start and what to do in keeping a journal which may be descriptive or thoughtfully analytical about teaching. The emphasis in this phase of reflection is on description. Therefore, the journal is more like a ship's log, where what happened and who involved form the main part of the record.

Teachers' writing will be about their routine and conscious action in the classroom; conversations with pupils; critical incidents in a lesson; their personal lives as teachers ; their beliefs about teaching; events outside classroom that they think influence their teaching; their views about language teaching, and learning.

There are some important points which seem worthy of mention in writing for reflection as stated by Bartlett in Richard and Nunan (1990). First, focus on specific teaching problem which can be improved. Next, keep the problem small; it means keep your observations focus on a particular aspect of teaching. Write in your own language of everyday experience, voicing your descriptions and concerns freely. Begin writing immediately after teaching a lesson or sequence of lessons.

b. Informing

Informing is the second element in doing reflection. It may occur after a teaching sequence or lesson. It may be also accomplished by the individual teacher or in discussion with others. Therefore, the element of mapping may be meant to be as much the basis for shared discussion

and understanding of the meaning of teaching for our colleagues and students as much as it is for the individual self.

The element of sharing or collaboration with colleagues offers the possibility of extending one's insights about oneself as teacher to oneself as an individual member of a larger community. This supports the idea of teaching as interaction; the idea that teaching cannot be separated from one's student, one's culture, one's expectation about life, and how one participates in society.

In informing, a teacher begins to search for principles that underlie his/her teaching, the search for reasons which are the basis for his/her theory of teaching. However, the search is not for the correct or most certain solution, but for the best possible solution based on informed choice.

c. Contesting

This phase involves contesting our ideas and the structures that hold them in place. Contesting is most effectively achieved through sharing with colleagues (including teachers, parents, and community members) or understandings and reasons we have for teaching in particular way. Contesting ideas and reasons is meant to uncover teachers' assumptive world. In mapping and informing, we considered our espoused theories about teaching. Meanwhile, in contestation, we confront and perhaps begin to dislodge the complex system of reasons for our teaching actions.

Moreover, contestation involves a search for inconsistencies and contradictions in what teachers do and how they think. A contradiction exists when our reasons for an action or the premises on which a course of teaching action is founded cannot all be realized simultaneously. There are varying levels of contradiction in our teaching. Some are quite visible; others are less visible. Quite often our wish to improve our teaching may be distorted by visible institutional requirements; for example, the requirement to demonstrate improved grammatical or communicative competence in student learning as defined by the syllabus.

d. Appraisal

Appraisal begins to link the thinking dimension of reflection with the search for teaching in ways consistent with our new understanding. One way of appraising is by asking question "what would be the consequences to learning if I changed....? Therefore, with regard to measuring proficiency, we might understand whose interests are being served in assessment of student learning if we more frequently negotiate what will be learned; or we might negotiate the criteria upon which students will be assessed.

Most importantly, we might ask ourselves whether criteria for making assessments are made public for students; and whether we attempt to make public our assessment against these criteria.

e. Acting

Acting is the last phase in the process leading to reflective teaching, but it is not the final phase. According to Freire (1972) in Richard and Nunan (1990), reflection without action is verbalism: action without reflection is activism –doing things for their own sake. In this case, there is a continuing dialectical relationship among the preceding phases and the idea of acting out new ideas about our teaching. We arrange our teaching practice after mapping what we do, unearthing the reasons and assumptions for these actions, subjecting these reasons to critical scrutiny, appraising alternative courses of action, and then acting. Although there is nothing magical or imperative about this cycle, it offers a systematic approach to the process of making committed choices as the basis of good teaching.

Reflective Teaching as a Means of Teacher Professional Development

One of the activities which is related to teacher professional development is *writing about teaching* (Richard, 2001). In this case, teachers can keep a reflective diary or journal which consists of what happens in the classroom lessons, and thinking about alternative means of achieving goals and aims. In other words, teacher can do reflection on what he or she has done.

In the learning process, reflection is a key activity. Lempert-Shepell (1995) defined reflection as the ability to make one's own behavior an object of study. Reflection on teaching is also one of the activities which can be done toward teacher professional development. It is supported by Postholm (2008) who has described reflection as the key to teachers' learning and development of teaching practice. It is because in reflection on teaching, a teacher thinks about what has happened in the classroom, the weaknesses and the strengths of his/her teaching as well as thinks about how to have other means of achieving the goals effectively. By doing the reflection, teachers will be more aware of their teaching. The improvement of their teaching may be also achieved through the reflection. Later on the teacher's professionalism will be increasing.

A relationship also appears between reflection and action. As it is stated by Lempert-Sheppell (1995) that reflection changes the character of the action. Furthermore, it was explained that an acting person stops dealing with the situational action but regards the sphere of possible action. The structure of an action can also change. Finally, it was concluded that the content of activities of reflective teaching which are covered in several elements (mapping, informing, contesting, appraising, and action) are vital to promoting teacher professional development.

CONCLUSION AND SUGGESTION

Conclusion

As a profession, teachers should join or do many activities in relation to their professional development. One of the activities is by writing about teaching. In this activity, teachers can write about what has happened in their teaching in the journal or diary or what we call it as reflective teaching. Reflective teaching is defined the teacher's thinking about what happens in the classroom lessons, and thinking about alternative means of achieving goals and aims (Cruickshank and Zeichner in Richard and Nunan, 1990). Since the goals of reflecting teaching is to engender good habits of thought, therefore, reflective teaching is regarded as an inquiry intended to help teachers improve their practice. In other words, reflecting teaching can be used as a means of teacher professional development.

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A CASE STUDY OF SELF-DIRECTED LEARNING USING MOVIE TO PROMOTE ORAL COMMUNICATION

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Abstract: The main aim of this study is to help EFL students' improve their oral communication proficiency out-of-class. To achieve that, video-movie was chosen as a medium for improving the subjects' oral communication proficiency. It was hoped that movie could function as a pseudo-immersion for the students, an accessible and easy alternative to being in the English native countries. Based on that, this study aim has been transformed into this research question 'what effect does self-directed learning using movies has on the students' perceived oral communication proficiency?'. To answer that, six first year students at the faculty of English language and literature, Ajloun University in Jordan, were selected based on purposive sampling and divided equally into two groups, treatment and control, based on random assignment. The subjects in both groups were asked to take the self-assessment language test twice, once before the beginning of the case study scheme and another after. Likewise, to be interviewed twice, and to fill in the study notes during the case study scheme. Only the treatment group were given eight movies with its guides and asked to self-study with it over eight weeks. The results from the case study indicated that movie could help improve the students' oral communication proficiency with higher post-test scores than pre-test scores. Methodological triangulation from both the interviews and study notes also supports the assertion that movie improved the subjects' oral communication proficiency. The subjects in the treatment group revealed in the post-interview that movies helped improve their listening skills and two subjects suggested that it could possibly have helped improve their speaking skills as well. Their perception in their study notes also supports the results. In conclusion, it is very likely that self-directed learning using movies has improved the students' oral communication proficiency. This study has implications for practical applications in language teaching and learning which suggests that movie can be effective out of class. In addition, the results suggest that further larger scale investigations into students' language improvement out of class will be worth carrying out.

Keywords: *Self-directed learning, movie, oral communication*

INTRODUCTION

EFL students' poor level of linguistic proficiency has raised many concerns about English teaching and learning in most, if not all, EFL countries where English is not spoken commonly. A lot of attempts to promote students' level of linguistic proficiency have been considered. These attempts have led to a real change in the methods of teaching to shift from a focus on receptive skills and knowledge to an emphasis on productive skills. As a result, English language teaching methodology has been shifted from the traditional approach, grammar-translation, to Communicative Language Teaching approach (CLT) during which the main focus on developing learners' communicative competence in the targeted language (Al-Ahdal et al, 2014).

However, oral communication especially speaking is a vital skill but difficult to be acquired in a language class as it presents a large number of challenges to second language learners for many reasons (Feng, 2007; Luoma, 2004; Bozath, 2003). In the first place, it encompasses a complex cognitive processing task that is challenging for second language learners to accomplish (Saint-Leger, 2009; Bygate, 2009). As such, it requires learners to understand and employ linguistic, non-linguistic, and contextual parameters such as mimics, gestures, and body language in an effective way to construct and receive meaning by producing and receiving utterances (Aydın, 2001; Cheng, 2005; Wilson, 2006). In addition to other psychological factors and the cognitive demand, extra challenge with oral communication is that in the EFL context where English is taught as a foreign language, learners have a limited number of opportunities, if not any at all, to use the targeted language outside of the classroom. Thus, language stakeholders need to find ways to extend the oral communication practices out of class to expose their learners to the target language more effectively, rather than purely rely on in-class limited activities (O'Malley & Pierce, 1996) (as cited in Göktürk, 2016, p. 72).

In order to enhance learners' oral communication skills, to increase exposure, to foster self-reflection, and to increase the amount of extensive practice of oral communication skills, a number of multimedia technologies have been recently employed in language context (Christianson, Hoskins, & Watanabe, 2009; Hsu, Wang & Comac, 2008; Lynch, 2001, 2007). Out of these, digital video has received considerable attention from researchers and educators (Cooke, 2013; Mennim, 2003, 2012; Pop, Tomuletiu, & David, 2011). Hence, digital video has been used not only in teaching, but also the assessment of oral communication proficiency. Although several studies have investigated the utilization of digital video in foreign/second language speaking/listening classes as a way of increasing learners' exposure to the target language, the majority of these studies either only focused on learners' perceptions of the incorporation of digital video into listening and speaking classes, or were conducted in an ESL/EFL context in-class, where learners might have very limited time to practice the target language (Göktürk, 2016, p. 72).

Likewise, the growing interest among ESL/EFL learners and teachers in technology-based learning contexts has resulted in the combination of traditional classrooms with the vast use of computerized learning and teaching methods known as blended learning environments. As distinguished by Neumeier (2005), blended learning environments are normally composed of two modes of delivery: computer assisted learning (CAL) and face-to-face (F2F). However, the crucial point is that normally these two modes are studied and combined inside the classroom and literature lacks enough investigation and research in the technology-enhanced out-of-class language learning (OCLL) environments (Benson, 2001; Benson, 2011; Richards,

2015), particularly in EFL contexts where learners still have very little or no exposure to English beyond the classroom (as cited in Fathali, & Okada, 2016, p. 54). Besides, few attempts, if any at all, have been taken to research the effectiveness of movies on learners' perceived oral communication proficiency out of class, particularly in Jordan context.

On the basis of these reasons, the current research is designed mainly to investigate Jordanian EFL students perceived linguistic proficiency and to examine the utilization of digital video in self-directed learning as a way of improving oral communication proficiency. Also, to offer insights into the implementation of digital movies in self-directed learning as well as implications for the use of video movies out of class.

LITERATURE REVIEW

Technology has been proven to influence education in every aspect. Don Knezek, the CEO of the International Society for Technology in Education, compares education without technology to the medical profession without technology. The adoption of technology in language learning has shown great potential for improving proficiency. ACTFL, American Council On The Teaching Of Foreign Language, (2017) strongly recommend using technology in language learning and points out merits of that "Technology can and should be used by language educators to enhance language instruction, practice, and assessment, as articulated in the World-Readiness Standards for Learning Languages. Through the purposeful use of technology; students read, listen to, and view authentic, engaging, and timely materials from the target culture. Students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language."

Williams (2014) identified the major technology supporter tools related to language learning by stating that "A major development in language tech has been the use of video, according to Stannard. "The potential of video is incredible". Mark Warschauer, professor of education and informatics at the University of California, agrees: "Technology can provide audio-video materials that can be paused, repeated, played more slowly or quickly".

Berk (2009) identified the learning value of video clips and stated 20 potential outcomes: 1. Create memorable visual images; 2. Decrease anxiety and tension on scary topics; 3. Set an appropriate mood or tone; 4. Make learning fun; 5. Inspire and motivate students; 6. Serve as a vehicle for collaboration; 7. Provide an opportunity for freedom of expression; 8. Foster deeper learning; 9. Stimulate the flow of ideas; 10. Foster creativity; 11. Increase understanding; 12. Increase memory of content; 13. Build a connection with other students and instructor; 14. Improve attitudes toward content and learning; 15. Draw on students' imagination; 16. Energize or relax students for learning exercise; 17. Create a sense of anticipation; 18. Generate interest in class; 19. Focus students' concentration; and 20. Grab students' attention (page. 2).

Rismawati (2017) aimed to investigate the impact of using authentic videos on ESL students' listening skills. To do so, 68 students were selected to participate in this study and divided equally into two groups, treatment and control. The subjects in the treatment group were taught by using authentic video, while the subjects in the control group were taught by using audio Compact Disc (CD). The findings revealed that subjects taught by using authentic video achieved higher results in listening than those taught by audio compact disc (CD).

Kim (2015) aimed to investigate the effect of the use of video on improving listening comprehension. To do so, 86 participants were selected from Korean university and divided into three groups based on their test scores (low, intermediate, and advance). The subjects

studied the same lessons using authentic video materials. The findings reveal that the subjects' listening skills significantly increased after learning with the video authentic materials. Also the results revealed that listening improvements for the advanced and intermediate proficiency groups were greater than those of the low proficiency group. In addition, the subjects responded positively regarding their perceptions toward using video for improving their listening skills.

Bal-Gezegina (2014) conducted a study to find out "significant difference between teaching vocabulary with video or audio-only materials, also the students' attitudes and preferences for learning vocabulary with video vs. audio". To reach the target, 50 Turkish students at Amasya University in Turkey were selected. The results of this study indicated that using video is more efficient than audio in the process of second/foreign language learning/teaching. Particularly in EFL settings where learners have relatively limited access to authentic spoken language materials, video is considered as a shelter.

Woottipong (2014) proposed a study to investigate the use of video materials on the university students' listening skill and to evaluate their attitudes towards the use of video materials in teaching listening skills. By simple random sampling, 41 were selected to participate in this study. Three research instruments were used; English comprehension tests, lesson plans, and a questionnaire. The result of this study showed that using authentic video materials has a positive effect on student's listening comprehension ability and improve listening proficiency in the second language significantly due to the combination of sound and visual images which stimulate learner's perceptions. In addition, tone and speed of speech in authentic video are spontaneous, similar to that made in daily-life situations. It can be concluded based on the result of this study with teaching implications that video can contribute positively to English language learning and processing. It helps students in developing listening skills, in learning new vocabularies and in creating autonomous learning.

Matthew & Alidmat (2013) conducted a research addresses and explores "EFL students' perception about the use of audio-visual aids in the classroom and their approach to audio-visual resources in the classroom". To achieve that, 15 Saudi Arabian undergraduate students were selected to participate in this study. All the subjects were Arabic natives and their major is English Language and Literature. The subjects were requested to respond to the questionnaire in the form of writing and to express their views impartially. After the data was collected and analyzed, the results reveal that the students gave interesting responses to the questions related to video. "Some students cannot get the information in traditional ways but using audio-visual aids will help them to understand better. Other opinions related to improving English language skills by listening to native speakers and making the classroom sessions interesting. Students also felt that audio-visual aids can be useful when teachers find certain language terms difficult to explain on the white boards. EFL students are of the opinion that audio-visual aids can help their understanding". Based on this study finding, it can be concluded that video as always is beneficial for second/foreign language learning/teaching and has undeniable positive impacts on the four skills of a language.

Potosi et al. (undated) proposed to investigate the impact that videos have on listening skill as well as the student's perceptions about their listening skills developed through the video. To conduct that, five public university students in a TEFL program in Colombia were selected to take part in this research. Four instruments were used in this qualitative study: students' reflection questionnaires, field notes, interviews and comprehension tests. The data obtained from each instrument were analyzed, codified and grouped into categories in order to get relevant information. After the continuous contrastive analysis, the researchers triangulated the information gained from the four research instruments identifying the similarities to create

new categories in order to answer the research questions. This study suggests that after seven sessions of exposure to videos in a TEFL context, students improved their listening comprehension skill.

Harker (2004) conducted her study for the purpose of improving EFL teachers' spoken language proficiency. To achieve that materials based on video were chosen and prepared for use in case studies. The video materials were used over a semester to improve the teachers' spoken language. The effect of the video materials on the teachers' spoken English proficiency was investigated by comparing self-assessment and other test scores for spoken English proficiency, before beginning to use the selected video materials, and after they had finished using the materials. The findings revealed that using video could help improve the teachers' spoken language proficiency with higher post-test scores than pre-test scores.

Based on this literature, it can be concluded that videos offer a variety of benefits, not only to improve the language listening skills, but also to learn the correct pronunciation, to gain new vocabulary, to reinforce pronunciation and to become aware of the English language components. Furthermore, video stimulate autonomous learning and increase students' motivation.

RESEARCH METHODOLOGY

The main aim of this study is to help EFL students' improve their oral communication proficiency out-of-class. To achieve that, the study has been designed to answer the research question "What effect does self-directed learning using movies has on the students' perceived oral communication proficiency?"

To answer that, six first year students at the faculty of English language and literature, Ajloun university-Jordan, were selected based on purposive sampling and divided equally into two groups, treatment and control, based on random assignment. The subjects in both groups were asked to take the self-assessment language test twice, once before the beginning of the case study scheme and another after. Likewise, to be interviewed twice, and to fill in the study notes during the case study scheme. Only the treatment group were given eight movies with its guides and asked to self-study with it over eight weeks.

RESULT AND DISCUSSION

Figure 1 shows the case studies' pre- and post-self-assessment mean scores for their oral communication proficiency. It's obvious that all subjects' total mean scores for oral communication proficiency have increased in the self-assessment post-test.

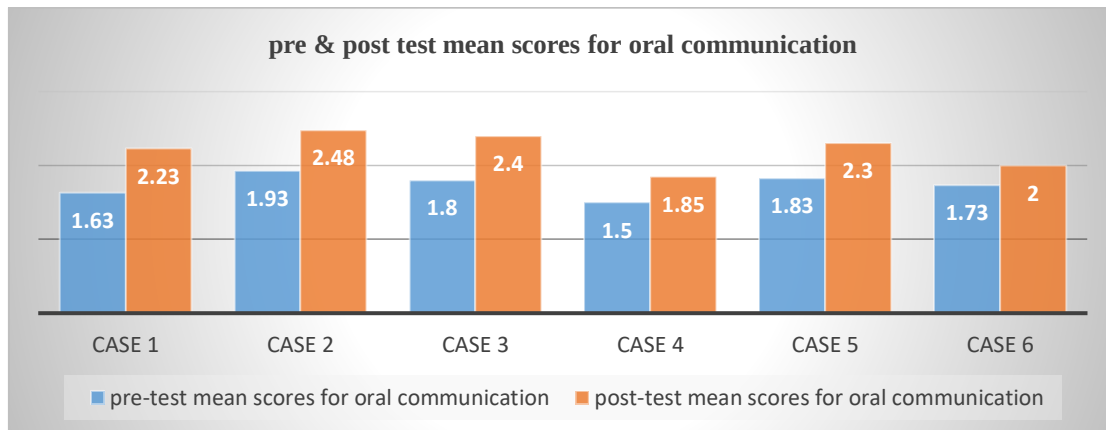


Figure 1 Pre-/post-test scores for oral communication

Also as shown below in table 1, the subjects' total scores of the pre- and post-test for oral communication proficiency have gone through some changes. The changes are upwards for all the subjects. Case 4 (control) posttest total score is 14 points higher than her pretest. Case 5 (non-user) (control) posttest total score is 19 points higher than her pretest. Case 6 (control) posttest total score is 19 points higher than his pretest, and case 1 and 3 (treatment) posttest total score is 24 points higher than their pretest. Case 2 (treatment) posttest total score is 22 points higher than her pretest. The differences in control group (case 4, 5, and 6) total scores for the pre- and the post-test are not very big (14/ 19 / 11 points) respectively. On the other hand, The differences in treatment group (case 1, 2, and 3) totals for the pre- and the post-test are bigger (24/ 22/ 24) respectively. However, the directions are consistently upwards for both groups.

Table 1 Changes in Oral Communication Total Scores

CASE STUDIES	CASE 1 (TREATMENT)		CASE 2 (TREATMENT)		CASE 3 (TREATMENT)		CASE 4 (CONTROL)		CASE 5 (CONTROL)		CASE 6 (CONTROL)	
SA TEST	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA	SA
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
TOTAL SCORE	65	89	77	99	72	96	60	74	73	92	69	80
difference in scores	24		22		24		14		19		11	

It is evident that the post-scores have changed from the pre-scores. When comparing the changes in the total scores, the smallest changes are found in the (case 4, 5 and 6). Both groups have a difference in their total scores. As for the treatment group, the changes are greater. When comparing the changes in point scores for individual questions, once again, the control group cases show the smallest changes among the subjects. In the cases of the 3 treatment group cases, the changes are more evident. In other words, all the three subjects who used video have a higher post score on the SA oral communication test. In the same vein, non-users also have gains in their post scores, although the gains are not as great as those of video-users.

From the above results, it can be concluded that using video appears to have helped improve the subjects' oral communication proficiency, listening and speaking, which is an encouraging result given that using video was not expected to directly help to improve speaking skills.

In addition, the three video-users' opinions also support the assertion that movie was helpful in improving their listening skills. When asked in which skill areas movie was most helpful in the post interview, the three video-users agreed that it was most helpful for listening skills. One of them said:

Least useful in writing and reading. Most useful in listening and speaking. Not much in speaking. Listening is the best improved. Images helped me to know the meaning of difficult voices. Listening improved much.

Another user stated his opinion as follows:

Helpful three skills, one listening from movies, two reading from video guide, three writing from study notes, helpful not speaking, little from you week meeting. I want improve conversation. Speaking important excellent conversation. I want speak others, I can't find too social networks.

The third movie-user said:

Most useful listening. Least useful speaking. Not big useful reading and writing. Movie guide improve little reading. Study notes improve little writing. Movies improve listening big.

In sum, all case study subjects agreed its usefulness in improving listening skills and two subjects suggested that it could possibly have helped improve their speaking skills as well. Also, one of the case study subjects mentioned other skill areas, suggested that it could possibly have helped improve her reading and writing as well but not speaking.

Movie-users' perception in their study notes also supports the results. In several places of their study notes, all case study subjects reported in their study notes their perception of their increased listening abilities towards the end of the case study. Two subjects also reported in their study notes that it could possibly have helped improve their speaking skills. Case 2 also nominated reading and writing skills in response to the question about improved skill area in the study notes toward the end of the case study.

Using video movie was originally intended to focus on helping the students' listening skills and possibly speaking skills. Therefore, these results of higher post-listening test scores for video users are very promising and encouraging as well. The results agree with other research findings (Rismawati, 2017; Kim, 2015; Bal-Gezegina, 2014; Woottipong, 2014; Matthew & Alidmat, 2013). The current study shows that video movie can benefit students as low level learners. In addition, using video in self-directed learning can indirectly encourage students to become independent learners.

However, the results need to be treated with caution for several reasons. First of all, we need to ask if the change in the scores of the movie-users could be due to some factors other than video movie. The possibility cannot be ignored that familiarity with the tasks and the testing procedures could have positively affected the self-assessment test-takers' performance on the post-test. In other words, the possibility cannot be excluded that these factors could affect the test-takers' improved performance on their post-test. Nonetheless, this does not explain why video users have more gains in their post-test scores than non-users.

In addition, one video-user indicated that video might have helped improve her speaking skills. In her post-interview, case I stated that video was possibly helpful to speaking

as well as listening, and also explained in her study notes why ‘I memorize full sentences from movie, I will use in my speaking’. In her interview, she said:

Least useful in writing and reading. Most useful in listening and speaking. Not much in speaking. Listening is the best improved.

In conclusion, it is highly unlikely that using video has helped improve the subjects' speaking proficiency in a direct way, but it has been achieved indirectly. Undoubtedly, improving subjects' listening skills will have an enormous impact on their ability to learn to speak in the targeted language (Steve, 2018; Bozorgian, 2012; Nunan, 2003).

Above all, using video-movies in self-directed learning seems to have positive washback effects according to the subjects in the case study (satisfying also the condition of catalytic validity). Interviews with the three-movie users seem to reveal that the subjects were motivated to do more in future to improve their English instead of finishing doing what they were given under the case study scheme. When asked in the post interview, the three movie-users pointed out a positive side effect of using movie under the case study scheme, and showed enthusiasm for using movies in future to improve their English which means they have been ignited to be independent learners. One of the case studies said:

Movies improved my English. I will watch more and more movies. In this scheme, only the eight movies, in future more movies. In scheme one movie for one week, in future same thing one week one movie. I like to be good English teacher, I use movies to be good English teacher.

Another said:

I will use video in future improve linguistic proficiency because after case study I think video improve linguistic proficiency

Based on this study findings, the hypothesis that ‘Self-directed learning using movie will have a positive effect on students' oral communication proficiency’, was confirmed with video movie users' better performance on their post self-assessment tests. In addition, video movie users' perception about their increased oral communication proficiency as a result of using video-movie both in their post-interviews and study notes also ties in with the results. Therefore, it is very likely that self-directed learning using movie affected the students' oral communication proficiency positively. In conclusion, the results fail to reject the null hypothesis.

CONCLUSIONS AND SUGGESTIONS

The study findings suggest that using video-movie can be an effective way of learning the target language. Therefore, video could be usefully applied to different learning situations. First of all, it can be used inside and outside classroom. A lot of research findings indicate that video could help students' learning, as shown in (Bal-Gezegina, 2014; Woottipong, 2014; Mathew & Alidmat, 2013; Cooke, 2013; Mennim, 2012; Pop, Tomuletiu, & David, 2011). Especially, in Jordan context where there are practically no large-scale programmes such as a year abroad for foreign language students except for a small number of exclusive student exchange programs. Unfortunately, some of these programs usually interested in very high level students, other are tailored for those who can afford it. Therefore, video can be used as an accessible and

affordable alternative. At the same time, it is likely that using video out of class can also help students improve their English proficiency as seen in the current study findings which leads to less burdens on students and teachers as well. It could be very good study-material for FL learners such as EFL students. The effect of video was demonstrated in the current case study results. The three students who used movies for their own language improvement are all in favor of video as shown in the post-interview.

The self-directed learning scheme using video in the current case study could also be converted into one form of assignments. Students could study the video in their own time, and in class use the video for speaking or writing practice as well as for listening and pronunciation. Alternatively, the video could be used in the teaching session itself. In other words, English teachers could use it in sessions with students for various purposes such as students' listening skill improvement, pronunciation practice, discussion topics, etc.

Video can also be used to present the target culture to the students since language itself appears to be a cultural invention. Discussion of the similar or different cultural aspects may greatly interest students on the course.

In addition, it may be helpful for students and teachers to use the self-assessment test used in this study, because that test could pinpoint the students' problem areas, and tell many things to the teachers about their students. It would also help both sides, students and teachers, develop an awareness of the criteria they use in assessment.

Theoretical input about using the two-channel medium in learning can also provide teachers with much-needed theoretical support for their choice of the medium, i. e. confirmation that video is not only for distraction from the traditional classroom or for fun, but indeed an effective learning medium. English teaching sessions can also be designed as video lessons from which students can get ideas about how to conduct their own video lessons in class or in their own time.

In addition, production of video materials closely related to classroom teaching objectives as well as culture should be encouraged. There may be teachers as well as students who are deterred from using video because of the burden of finding suitable materials for use in class or out of class as well. These students can be persuaded easily to use video if appropriate video materials are provided. Because all the movies used in the current study are authentic and contain a variety of examples of different native and non-native speakers' speaking, they can expose students to a variety of situations where English is used. In addition, as this study suggests that students can benefit from these authentic movies, they present a case for using movies containing authentic language, it also seems to suggest that production of authentic culture oriented videos should be encouraged.

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THE EFFECT OF PEER FEEDBACK TECHNIQUE IN TEACHING WRITING ON STUDENTS' WRITING ACHIEVEMENT OF WRITING II COURSE AT ENGLISH DEPARTMENT FKIP LAMBUNG MANGKURAT UNIVERSITY

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Abstract: Providing student with clear feedback is one of the ways that can facilitate students to be able to write well. This study is aimed to find out the difference between students who are taught by using peer feedback and those who are taught by using teacher feedback. This was an experimental research that used quantitative approach. The subjects of this research were students of Writing II of English Department of FKIP Lambung Mangkurat University. Writing II class A1 was the experiment group and Writing II class A2 was the control group. The data of this research were students' writing achievement in both experiment and control class. The data analyzed by using SPSS (One-Way ANOVA). It was found 0.003 which meant that H_0 was accepted. It showed that there was difference in students' writing achievement between students in experiment and control class. It was proved that students who were taught by using peer feedback had higher achievement in writing than students who were taught by using teacher feedback. On the whole, it is suggested for students to improve their ability in proof reading and for the teachers, it is suggested to apply not only teacher feedback technique, but also peer feedback technique to their students in writing class.

Keywords: *writing, peer feedback, teacher feedback*

INTRODUCTION

Writing in English which is not students' native language is very demanding for them. First problem is how to generate the ideas. When they have got their ideas, they have to think about those ideas in English. After getting the ideas, they have to make one idea related to others in order to make the writing have smooth organization. Another problem is that they need to deal with the use of vocabulary and spelling which are totally different from Bahasa Indonesia as their native language and grammar which has different pattern from Bahasa Indonesia.

Providing student with clear feedback is one of the ways that can facilitate students able to learn their errors and fix them. The aim of feedback is to bring about self-awareness and improvement. Feedback defines as information for the learner about his or her performance of a learning task, usually with the objective of improving this performance (Van Gennip et al., 2009 as cited in Ahmadian et al., 2013).

Giving feedback does not mean hunting students' errors (Muth'im, 2016). Giving feedback means telling students about the progress they are making as well as guiding them to areas for improvement. Feedback provides information for teachers and students. Feedback

gives teachers information about individual and collective class progress and it also a form of evaluation on their own teaching. For students, feedback is an ongoing form of assessment which is more focused than marks or grades. Feedback is also one of forms of motivation that can encourage students to study and to use language to the best of their ability (Lewis, 2002).

In the process of writing, there are some forms of giving feedback including peer feedback, teacher feedback, self-assessment, teacher assessment and so forth (Nation, 2009). When students have got feedback from others, it is expected that they have chance to fix some errors in their writing. After fixing the errors, students will collect the revision to their teachers. What teachers need to see is the improvement that their students made because feedback is given for the sake of students' learning, not for the sake of finding errors and then ignoring the students (Muth'im, 2016).

Some research show different results about the effect of some feedbacks. Connor and Asenavage (1994, as cited in Miao et al., 2006) investigate the impact of peer and teacher feedback on eight English as Second Language (ESL) students from different countries in a university in the United States. They found that teacher feedback had much more significant effect than peer feedback, with only 5% of peer feedback resulting in changes. On the other hand, Villamil and De Guerrero (1998, as cited in Miao, Badger, and Zhen, 2006) find that peer feedback had a beneficial effect on the quality of writing and also led to more learner autonomy, though they made no comparison with teacher feedback. According to Chin Lin and Chieh Chien (2009), most participants addressed peer correction activities did make them learning experience more relaxing, confident, and inspiring. It happens because they do not feel intimidated when they get feedback from their friends since it is communication between friends, someone who is in the same age with them.

The varied results from some research had taken the researcher attention to conduct the research on this area. Furthermore, the researcher is interested in conducting a research entitled "The Effect of Peer Feedback Technique in Teaching Writing on Students' Writing Achievement of Writing II Course at English Department FKIP Lambung Mangkurat University Academic Year 2016/2017".

In order to give clear feedback to the students, the researcher uses feedback sheet that contains all components in writing that should be concerned by the teacher and student. The researcher chooses Writing II students at English Department FKIP Lambung Mangkurat University as the subjects of this research. The consideration is that Writing II students have passed Writing I where students have already got prior knowledge about components in writing a paragraph, unity and coherence in writing a paragraph, and the way to generate topic sentences in a paragraph and they have passed Structure I where they have already learnt some tenses and other grammatical rules.

Based on the theory, phenomenon, and also the observation from the researcher, it can be described that the problem of this research is: "Is there any difference in students' writing achievement between students who are taught by using peer feedback and those who are taught by using teacher feedback?" Furthermore, the objective of this research is to find out whether there is difference in students' writing achievement between those who are taught by using peer feedback and those who are taught by using teacher feedback.

RESEARCH METHODOLOGY

The approach of this research is quantitative approach. According to Fraenkel and Wallen (2012:275) quasi experimental includes experimental group and control group on a certain variable. The quasi-experimental research means the classes are manipulated to receive the treatment. There are some steps in order to do this research. They are preparation, execution, and analysis. In conducting this research, the researcher prepared some attachment to conduct the research. They are syllabus of Writing II, Rencana Kegiatan Pembelajaran Mingguan (RKPM) which was the instruction guide about teaching and learning process in the classroom, and feedback sheet in order to provide the students and the lecturer to give feedback in the classroom. The feedback sheet contained five components of writing; content, organization, language use, vocabulary, and mechanics to be analyzed by the feedback giver. In order to make everything run well, the researcher also decided some topics that students had in every meeting. There were some procedures that the researcher did in conducting this research. They are pre-test and treatment. In doing pre-test, the researcher asked the subjects in both experimental and control group to write a paragraph about a topic that she gave to them. In doing treatment for experimental group, there were some steps; explaining the codes that were used in giving feedback, giving model on how to do peer feedback, and giving revisions based on the feedback.

RESULT AND DISCUSSION

FINDING

After the researcher had tested that the test was valid and reliable, the researcher conducted the test. It was started by conducting pre-test in both experiment and control class. The result of conducting pre-test was to make sure that the students from both experiment and control class were homogeneous. The pretest average score of experiment was 75 and the pre-test average score of control class was 76. The result proved that students in both experiment and control class were homogeneous. Next, it was presented the result of the data in experiment class from both raters.

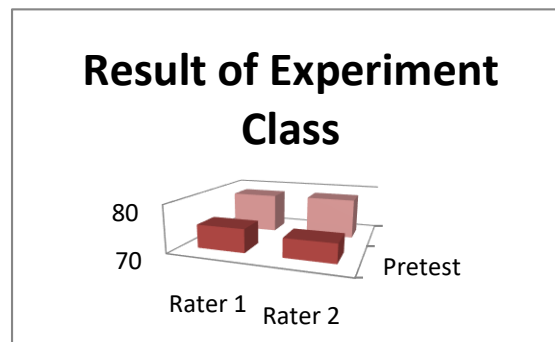
TABLE 4. 3
The Result of Experiment Class

Students	First Rater		Second Rater	
	Pretest	Posttest	Pretest	Posttest
Sample 1	82	86	81	89
Sample 2	68	84	65	85
STUDENTS' AVERAGE SCORE	75	78.5	74	78.6

The result of the pre-test and posttest of the students in experiment class in Writing II class A1 was presented in Table 4.6. The sample 1 was the subject who got the highest score in posttest. The sample 2 was the sample of the subject who got the lowest score in pretest. The whole data of experiment class can be seen on the appendix.

The average pretest score of the students in experiment class was 75 from the first rater and 74 from the second rater. Moreover, the average post-test score of the students in experiment class was 78.5 from the first rater and 78.6 from the second rater.

FIGURE 4. 1
The Result of Experiment Class



The Result of the Test in Control Class

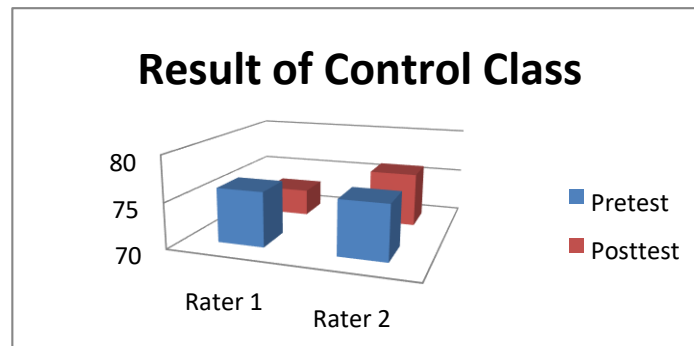
TABLE 4. 4
The Result of Control Class

Students	First Rater		Second Rater	
	Pretest	Posttest	Pretest	Posttest
Sample 1	66	61	69	69
Sample 2	83	85	81	83
STUDENTS' AVERAGE SCORE	76	73	76	74

The result of the pre-test and posttest of the students in control class in Writing II class A1 as control class was presented in Table 4.4. The sample 1 was the lowest score in pretest. The first rater gave 66 and the second rater gave 69. The sample 2 was the highest score in posttest. The first rater gave 85 and the second rater gave 83. The whole data of experiment class can be seen on the appendix.

The scores in pretest in control class did not always increase in posttest. There was fluctuation in the scores. The average of students' score in control class from both first and second rater in the pretest was 76. The average score in posttest decreased. The average score of posttest from the first rater was 73, and the average score of posttest from the second rater was 74. The result of control class could also be seen on Figure 4.2.

FIGURE 4. 2
The Result of Control Class



Hypothesis Testing

In order to test hypothesis of the research, first step was to find out the average scores of posttest scores from two raters in both experiment and control class. Next step is completing three kinds of testing before testing the hypothesis. The first test was testing the normality of the test. From Table 4.5, it could be seen that the data of this research were normal, since the point was more than 0.05.

TABLE 4. 5
Normality Testing

One-Sample Kolmogorov-Smirnov Test

		control	experimental
N		22	23
Normal Parameters ^{a,b}	Mean	73.9091	78.8261
	Std. Deviation	5.85466	4.64809
Most Extreme Differences	Absolute	.130	.143
	Positive	-.124	.143
	Negative	.611	-
		.850	
Kolmogorov-Smirnov Z			.106
			.684
Asymp. Sig. (2-tailed)			.738

a. Test distribution is Normal.

b. Calculated from data.

The second test was homogeneity testing. It was to test the homogeneous of the data. From Table 4.6, it could be concluded that the data of this research were homogeneous, since the significant (sig. point) was more than 0.05.

TABLE 4. 6
Homogeneity Testing

Test of Homogeneity of Variances Scores			
Levene			
Statistic	df1	df2	Sig.
1.221		1 43	.275

The third test was linearity test. From Table 4.7, it could be concluded that the data of this research were linear.

TABLE 4. 7
Linearity Testing

ANOVA Table						
			Sum of Squares	Df	Mean Square	F Sig.
experiment al	Between	(Combine	244.197	12	20.350	.797 .650
* control	Groups	d)				
	Linearity		.478	1	.478	.019 .894
	Deviation		243.719	11	22.156	.868 .594
	from					
	Linearity					
	Within Groups		229.667	9	25.519	
	Total		473.864	21		

After analyzing the homogeneity, normality, and the linearity of the data, which had concluded that the data were homogeneous, normal, and linear, the researcher tested the hypothesis of the research using one-way ANOVA (SPSS program) which used parametric test, since H (Homogeneity) and N (Normality) were fulfilled.

Table 4.8 presented the data of hypothesis testing. It could be seen that the significant of the data of this research was 0.003, which was less than 0.05. In brief, it could be said that H_a was accepted. In conclusion, there was difference in students' writing achievement between students who were taught by using peer feedback and those who were taught by using teacher feedback.

TABLE 4. 8 ANOVA

Scores					
	Sum	of	Mean Square		
	Squares	df	F		Sig.
Between Groups	271.855	1	271.855	9.781	.003
Within Groups	1195.123	43	27.794		
Total	1466.978	44			

DISCUSSION

Based on the research finding, it was proved that students in experiment class which were taught by using peer feedback have higher achievement in writing than students in control class which were taught by using teacher feedback. This finding means that there was different result of those two kinds of feedback when they were applied to the students. When students got feedback from their friends, they could make higher score in their writing.

This research has similar results to the result of Villamil and De Guerrero's research (1998, as cited in Miao, Badger, and Zhen, 2006) that find that peer feedback has a beneficial effect on the quality of writing. This is also supported by the results from Paulus (1999, as cited in Hyland, 2006) and Mendonca and Johnson (1994, as cited in Hyland, 2006). Those results say that peer feedback influence student revision significantly and students used their peers' comments in more than half their revisions. The effect of peer feedback in another EFL (English as Foreign Language) country has also had same result. It is said that peer feedback on Iranian EFL learners' writing ability gives more effect and it has possible superiority over teacher feedback. One factor highlighted in the research studies is the importance of training. The students were trained on how to give feedback to their peers and how to respond the feedback from their peers before they gave feedback from their peers.

Yet, some theories argue that peer feedback is more successful than teacher feedback. Connor and Asenavage (1994, as cited in Miao *et al.*, 2006) investigate that teacher feedback has a much more significant effect than peer feedback, with only 5% of peer feedback resulting in changes. This result was supported by Hyland (2003) that says that many students see their teacher's feedback as crucial to their improvement as writers.

However, in this research, the applying of teacher feedback in control class spent much more time than the applying of peer feedback. Teacher could not give the feedback directly in one meeting since she had to read students' writings, which were more than 20 pieces of paper and then write down the feedback in feedback sheet. This phenomenon was supported by Hyland (2003) that states that peer feedback can activate learner participation in the classroom and it also reduces teachers' workload since they do not give the feedback, but they only act as the observer.

This research proposed peer feedback as a technique in teaching writing where the students have chance to read and analyze their friends' writing as well as receiving the feedback from their friends that they can easily understand. As Chin Lin and Chieh Chien (2009) mention that students do not feel intimidated when they get feedback from their friends since it is communication between friends, someone who is in the same age with them. The use of peer feedback in students' writing activity has made students encourage their own autonomy. It makes students able to identify errors from their students writing and it makes students aware and more careful to write down their own writing. As stated by Miao, Badger, and Zhen (2006), peer feedback does lead to improvements and appears to encourage student autonomy.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings and discussion, it was found out that the level of significance in testing the hypothesis of this research was 0.0003, which means that there was difference in students' writing achievement between students who were taught by using peer feedback, and those who were taught by using teacher feedback. It can be concluded that teaching writing by using peer feedback technique might be good for students, since the effect of using peer feedback technique has been proven good for increasing students' writing achievement.

Furthermore, the difference result between teaching writing by using peer feedback and teacher feedback might be because of the following: (a) there was training before students were asked to give feedback to their friends. In the training, students was also shown how to fill in the feedback sheet and how to respond it, (b) students directly got feedback sheet from their peers, while the control group who got feedback from teacher should wait for a week to get their feedback, (c) students do not feel intimidated when they get feedback from their friends since it is communication between friends, someone who is in the same age with them. Although the communication was through a piece of paper, in this case is feedback sheet, the students feel more comfortable to read and revise their writing from their friends' feedback, and (d) the idea of giving feedback to their friends has made students encourage their autonomy. It makes them aware to common mistakes that they probably will make in writing.

Suggestion

Based on finding, some suggestions are recommended. First, for the students, it is suggested to improve their ability in proof reading so that every time they write, they will also read before submitting their writing to the teacher. Because when they read, they will see what they cannot

see when they only write. Second, for the teachers, it is suggested to apply not only teacher feedback technique, but also peer feedback technique to their students in writing class. It is not only for increasing students' achievement in writing, but also for decreasing teachers' workload. It is also suggested to apply other kinds of media in doing peer feedback, such as work group. It can increase students' participation in the classroom. Third, for future researcher, it is suggested to conduct a descriptive study about students' revision in peer feedback, or to conduct a descriptive study about what factors that make students accept more on their friends' feedback than on their teacher feedback, some interview or observation might be better for additional instrument.

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A DESCRIPTIVE STUDY ON THE PROBLEMS IN READING COMPREHENSION OF THE ELEVENTH GRADE OF STUDENTS OF SMA NEGERI 6 BANJARMASIN

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Abstract: Reading is one of four skills that is learned school. Reading is a process of how we find information from what we see. Like the other skills, reading comprehension is not easy. Students often face many problems in reading comprehension because of their limited ability and vocabulary in understanding readings materials. The researcher interested in students problems in reading comprehension of eleventh grade of SMA Negeri 6 Banjarmasin in Academic year 2017/2018. The objective of study is to describe the problems faced by the students of eleventh grade of SMA Negeri 6 Banjarmasin in reading comprehension. The researcher used descriptive quantitative research as the type of research. The population of the research was 253 and the sample was 71 students. The technique sampling is cluster random sampling. The instruments used were test-retest and questionnaire. Based on the research result, the students had two problems. There are finding main idea and guessing meaning from context. The mayor problem is guessing meaning form context and the minor problem is finding the main idea. From questionnaire, students had a problem in finding main idea and guessing meaning from context. Finally, it is suggested that for English teacher to improve reading skills and improve student's vocabulary, word meaning, and knowledge about main idea in reading by providing more exercises in reading comprehension and active to find the meaning of the word that they found. The students should read English text not only in school but also read in outside school.

Keywords: *Problems, Reading Comprehension*

INTRODUCTION

Reading is process of how we find information from what we see, for example from text and symbols also. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. In reading, to comprehend the text the readers should be able to manage every part of the text, because reading is a constant process of guessing, and one brings to the text is often more important than what one finds in it. Reading comprehension is the thing very important in mastering English. By reading comprehension, students get a theory about how to understand the text. Balsiger stated that reading comprehension is the ability to derive meaning from written material, for a variety of text formats. According to Ness in Harvey (2010:5), reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode

Reading comprehension is difficulty for students. Students often face many problems in reading comprehension because of their limited ability and vocabulary in understanding readings text. By this problem, the researcher is interested to know what the problems are in reading comprehension at the eleventh-grade students. The researcher hopes that this research will give information to teacher for teaching reading.

The researcher chose SMA Negeri 6 Banjarmasin because based on observation accomplished in SMA Negeri 6 Banjarmasin, it was found that a few of the students still have problem in reading. The students have problems to comprehend the reading text. Most of the students have problems to get information from the text. Thus, the researcher interested to conduct a reading comprehension research in this school. In this research, the researcher chooses eleventh grade students because of the eleventh-grade students have discovered many genres of the reading text. However, they cannot comprehend the material well and they likewise have a few troubles in reading materials. Actually, reading has the greatest part in the school examination. In order to comprehend the reading text, eleventh grade students should have good skills in reading. Therefore, the researcher is interested in understanding extra the problem of the students in reading comprehension because reading comprehension is very important for studying English. There are many questions of reading comprehension in the final examination every year. Additionally, the researcher assumes that there are problems in reading comprehension, which can cause the students negative score.

RESEARCH METHODOLOGY

The researcher uses descriptive quantitative approach in this research. Descriptive quantitative approach was chosen for this study because it can help to identify and describe the reading comprehension problems face by students in SMA Negeri 6 Banjarmasin. The participants of this research are 71 students from two classes in eleventh grade students of SMA Negeri 6 Banjarmasin. The researcher chooses cluster random sampling with lottery as the sample of this research. Through the lottery the class XI MIPA 1 and XI IPS 2 were taken as the sample which consists of 71 students. There are two instruments used in this research: test and questionnaire. Test is used to measure students' reading comprehension. The test is taken from some English teacher book which used 2013 curriculum and based on 2013 syllabus. The test consists of 28 questions in multiple-choice with four items. It covers the four skills in reading comprehension that the researcher has mentioned before. In order to gain the reliability, this test will be held twice (test-retest). The first test held on 10 august 2017 and the second test held on 25 august 2017. The test consists of 28 items. Questionnaire is used to get more data about student reading comprehension. This questionnaire is distributed to know about the problems of students which they face in reading comprehension. In this research, questionnaire is a secondary instrument.

RESULT AND DISCUSSION

RESULT

Finding main idea

There are seven items which are used to measure the student's comprehension in finding main idea. It can be seen on table 1 and table 2:

Table 1: First test

Number of the items	Total Correct Answer	Percentage
1	70	98.6%
4	42	59.2%
9	63	88.7%
13	6	8.5%
17	64	90.1%
20	10	14.1%
23	39	54.9%

From the table 1, the mean percentage of the correct answer for first test on finding main idea is 59.2%. However, from the first test there are two questions student answer less than 50% correct answer. There are question number 13, and 20. Table 2: Second test.

Number of the items	Total Correct Answer	Percentage
1	68	95.8%
4	54	76.1%
9	38	53.5%
13	16	22.5%
17	42	59.2%
20	23	32.4%
23	9	12.7%

The mean percentage of the correct answer for second test on finding main idea is 50.3%. However, from the second test there are three questions students answer less than 50% correct answer. There are question number 13, 20 and 23.

Finding detailed Information

There are seven items to measure the student's comprehension in reading for detail information. It can be seen on table 3 and table 4:

Table 3: first test

Number of the items	Total Correct Answer	Percentage
---------------------	----------------------	------------

2	42	59.2%
8	54	76.1%
11	59	83.1%
15	25	35.2%
16	28	39.4%
18	66	93.0%
21	21	29.6%

Table 4: Second test

Number of the items	Total Correct Answer	Percentage
2	54	76.1%
8	38	53.5%
11	61	85.9%
15	17	23.9%
16	21	29.6%
18	59	83.1%
21	14	19.7%

The researcher concluded that the mean percentage of correct answer in table 3 is 59.4%, and from table 4 is 53.1%

Guessing Meaning from Context

There are seven items, which are used to measure the students' comprehension in guessing meaning from context. It can see in table:

Table 5: first test

Number of the items	Total Correct Answer	Percentage
3	29	40.8%
7	46	64.8%
19	62	87.3%
22	19	26.8%
24	19	26.8%
26	16	22.5%
27	33	46.5%

Table 6: Second test

Number of the items	Total Correct Answer	Percentage
---------------------	----------------------	------------

3	33	46.5%
7	40	56.3%
19	54	76.1%
22	39	54.9%
24	43	60.6%
26	33	46.5%
27	34	47.9%

The researcher concluded that the mean percentage of correct answer in table 5 is 45.1%, and from table 6 is 55.5%

Identifying Referent

There are seven items, which are used to measure the students' comprehension in guessing meaning from context. It can see in table:

Table 7: First test

Number of the items	Total Correct Answer	Percentage
5	56	78.9%
6	46	64.8%
10	68	95.8%
12	66	93.0%
14	30	42.3%
25	40	56.3%
28	54	76.1%

Table 8: Second test

Number of the items	Total Correct Answer	Percentage
5	50	70.4%
6	34	47.9%
10	36	50.7%
12	59	83.1%
14	30	42.3%
25	48	67.6%
28	58	81.7%

The researcher concluded that the mean percentage of correct answer in table 5 is 72.4%, and from table 6 is 63.4%

From findings the researcher found that the major problem reading comprehension in eleventh grade of students SMA Negeri 6 Banjarmasin is guessing meaning from context. This result can be seen from the mean of the percentage of correct answers in first test and second

test are 45.1% and 55.5%. Based on the data, the researcher conclude that student have problem in guessing meaning from context.

Table 9: questionnaire of problem in guessing meaning from context

No	questionnaire	percentage
11	Saya tidak	SS: 1.4%
	pernah	S: 1.4%
	menemukan	RG: 38%
	kata kata sulit	TS: 49.3%
	dalam teks reading.	STS: 9.9%
12	Ketika saya	SS: 11.3%
	menemukan kata	S: 36.6%
	sulit saya	RG: 31%
	berusaha	TS: 16.9%
	memprediksi arti kata sulit	STS: 4.2%
13	Saya tidak	SS: 0
	pernah	S: 4.2%
	membuka	RG: 14.1%
	kamus ketika	TS: 50.7%
	saya menemukan kata kata sulit.	STS: 31%

Based on the questionnaire about guessing meaning from context, the students problem in guessing meaning form context are lack of vocabulary, word meanings, and always open the dictionary.

From findings the researcher found that the minor problem reading comprehension in eleventh grade of students SMA Negeri 6 Banjarmasin is finding main idea. Based on the table 4.1 and 4.2, the mean percentage of the correct answer for first test and second test are 59.3 and 50.2. However, from the table we can see in question number 13, 20, and 23. The correct answer is very low. From question number 13, 20 and 23, researcher concluded that students had problem to find main idea stated implicitly.

Table 10: Frequency distribution of students' problem in finding main idea

No	questionnaire	percentage
5	Saya	SS: 4.2%
	mengetahui	S: 8.5%
	banyak tentang	RG: 42.3%
	main idea	TS: 40.8%
		STS: 4.2 %
6	Saya dapat	SS: 1.4%
	menemukan kata	S: 29.6%
	kunci dari teks	RG: 36.6%
	yang dapat	TS: 29.6%

	membantu saya STS: 2.8%
	dalam
	menemukan main
	idea.
7	Saya mengetahui SS: 0
	cara untuk S: 23.9%
	menemukan main RG: 36.6%
	idea dengan TS: 35.2%
	mudah. STS: 4.2%

Based on the questionnaire, the student problems are they did not know about main idea. Most of students did not know how to finding main idea easily and found key term to help finding main idea.

In finding detail information, students did not have any problem in findings detail information. The mean percentage of the finding detail information in first test and second test are 59.3% and 54.1%. The students can answer the finding detail information questions.

Table 11: Frequency distribution of students' problem in finding detailed information

No	questionnaire	percentage
8	Saya selalu memperhatikan informasi rinci dari teks yang saya baca.	SS: 0% S: 36.6% RG: 42.3% TS: 19.7% STS: 1.4 %
9	Saya dapat menangkap semua informasi rinci dari teks yang saya baca.	SS: 1.4% S: 16.9% RG: 43.7% TS: 33.8% STS: 4.2%
10	Saya dapat menemukan kata kunci untuk memahami informasi rinci dalam teks.	SS: 9.9% S: 15.5% RG: 31% TS: 38% STS: 5.6%

Based on the questionnaire the students always pay attention about detail information. Students always read carefully to find detail information about reading text. Based on the finding, finding detail information was not a serious problem for students.

In identifying referent, students did not have any problem in identifying referent. The mean of the percentage of the identifying referent in first test and second test are 72.4% and 63.4%. The students can answer the questions about identifying referent.

Table 12: Frequency distribution of students' problem in finding detailed information

No	questionnaire	percentage
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14	Saya dapat mengetahui subjek yang penulis maksud dari teks reading.	SS: 4.2%
		S: 19.7%
		RG: 45.1%
		TS: 26.8%
		STS: 4.2 %
15	Saya dapat mengetahui kata ganti dalam kalimat bahasa inggris dengan mudah	SS: 0
		S: 11.3%
		RG: 53.5%
		TS: 32.4%
		STS: 2.8%

From questionnaire students answer neutral. However, from the test the students have a good score in this sub skill. Identifying referent was not serious problem for students.

DISCUSSION

From the result, the researcher knows that the students had no difficulties in mastering certain skills, such as finding detail information and identify referent. It could be seen from the tables test and retest. More than 50% students answered more than 50% of the total test items correctly in those two reading skills. The table showed that in finding detail information, the students performed good achievement with the mean more than 50%. In identify referent, the table showed that the students performed good achievement with the mean more than 50%. It means that there are have no problem with identify referent.

Based on the result of the research, the mayor problem in reading comprehension is guessing meaning form context. The students' problems in guessing meaning form context are lack of vocabulary, word meanings, and always open the dictionary. Students found many difficulties of words that they did not know. To find the word they did not know, students always open dictionary to finding the meaning of the word. Cayandrawati (2006) stated that when the readers read a text in English, they might find many words, that they do not know their meaning in given context. It is of course time consuming and tiring to search for reader in a bilingual dictionary. It is however, impossible to prevent from using the dictionary in reading English texts.

Based on the finding, the minor problem in reading comprehension is finding main idea. From the test, the researcher knows that the students had problem to find main idea stated implicitly. Main idea usually is easy to find. Main idea mostly appeared in the first sentence of the text. However, the students found difficult when the sentence where the main idea located are quite long. For example, in question number 13, 20 and 23, the main idea stated implicitly. However, only a few students can answer these questions correctly. From questionnaire, the students did not know about finding main idea and how to finding main idea easily. So students have difficult to answer finding main idea questions.

Another problem in reading comprehension especially in finding main idea is the reading text in question number 13, 20 and 23 is difficult to understand by students. They cannot comprehend the reading text because the word in this text unfamiliar for the students. So they

cannot answer this question. The students we must understand the meaning, understand the content and construct the meaning from the text.

CONCLUSION AND SUGGESTION

Conclusion

From the finding of this study, it was concluded that there are two problems with faced by the students of the eleventh grade of SMA Negeri 6 Banjarmasin in reading comprehension are guessing meaning from context and finding main idea. The biggest problem is guessing meaning from context and the little problem is finding the main idea

Suggestion

1. The eleventh grade of student of SMA Negeri 6 Banjarmasin should improve their reading skills in order to finding main idea and guessing meaning from context.
2. The teacher should do more reading comprehension exercises to find the main idea and to guess the meaning from the context.

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