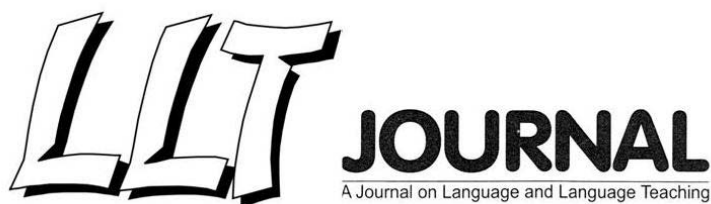




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**INVESTIGATING TEACHER EDUCATION STUDENT-LEADERS'  
LANGUAGE METAFUNCTIONS  
IN SUPERVISORY COMMUNICATION**

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**Abstract**

As student-leaders are tasked to manage their respective student-organizations and protect the interest of whom they represent, they are expected to be fluent communicators. Hence, they need to be conscious of the way they generate their utterances and text by considering appropriate language functions. This survey type of research determined the extent of utilization of language metafunctions in supervisory communication by teacher education student-leaders in a state university at Malvar Batangas, Philippines. By employing a researcher-made questionnaire as a primary tool for obtaining data and applying appropriate statistical tools, the study revealed that the respondents utilized the ideational language metafunction as they influenced their fellow members to actively participate in activities initiated by their respective organizations through citing favorable and positive personal experiences, the interpersonal metafunction as they listened willingly to the suggestions and complaints expressed by their colleagues during various fora, and the textual metafunction as they solicited in a friendly manner their colleagues' suggestions for the improvement of their organizations during meetings. This study calls for enhanced supervisory communication skills among student-leaders through capacity building communication-related activities.

**Keywords:** communication skills, language metafunctions, student-leaders

**Introduction**

The current era requires individuals to be competent communicators to adapt to the changes revolutionizing the global society. This inevitable adaptation to the demands of the merging societies of the world necessitates people to communicate with one another despite of the diversity of their cultural backgrounds to establish partnership and collaboration in realizing their respective goals (Bañez & Callo, 2019). According to Lawrence (2015) and Abbasi et al. (2011), developing strategic communication is seen beneficial in securing competitive advantage in this cross-cultural global society. The essential role of communication in establishing linkages among people and promoting interconnectedness makes it imperative for educational institutions across different levels to cultivate students' communication skills to prepare them to the demands of their respective fields (Iksan, 2011; Cansoy, 2017).

As students practice effective communication through observing the interplay among message, channel, audience and context; their opportunity for leadership expands as they develop capacity to influence other individuals (Black et al., 2014; Capulong, 2014). With effective communication, student-leaders are able to motivate and inspire their colleagues and to solve complex problems facing their organizations (Luthra & Dahiya, 2015; Zulch, 2014).

Communication involves giving and receiving information in either oral or written, formal or informal and verbal or non-verbal forms considering audience and purpose. Along with this, no organization can successfully exist without proper and harmonious communication. Communication is a pivotal factor in the transmission of information throughout the organization. This serves as the purpose that supervisory communication has been idealized.

Supervisory communication is important in organizational management. It serves as the link between leaders and associates. It follows five different directions; downward, diagonal, upward, lateral and external flow communication. Downward flow takes place when the message starts from leaders to their associates in a chain of command. Upward flow is commonly used by members of an organization to convey their problems and performances to their leaders. When communication occurs at same levels of hierarchy in an organization it is called lateral flow communication. Communication that takes place between a leader and associates of other organizations is called diagonal communication. Lastly, external communication takes place between a leader of an organization and their stakeholders (DuBrin, 2016). Therefore, student-leaders have the overall duty in spreading the information through supervisory communication. Effective leaders have a wide variety of media and strategies to communicate. According to Rijavec as cited by Spaho (2013), leaders are expected to know how to interpret comments from different channels including print, internet, radio, television, outdoors and word of mouth.

Supervisory communication skill is not merely transferring of messages through which the audience can receive. It also requires correct usage of language in which information are conveyed effectively. Language is formal and follows rules. An organization that follows rules and formal pattern of language is likely to achieve higher levels of efficiency.

Supervisory communication is governed by language metafunctions. These language functions is derived from the Systemic Functional Linguistics (SFL) developed by Halliday. SFL is a linguistic theory that focuses on the functional relationship between language and other social aspects especially the social character of texts. The focal areas of the study of SFL are functional approaches to language analysis. Halliday describes multi-functionality of texts that have three categories: the ideational, interpersonal and textual functions. Matthiessen and Halliday (2014) noted that Bloor and Bloor had provided a comprehensive summary of language metafunctions covering three premises. First, the ideational function is used to organize, understand and express one's perceptions of the world and own consciousness. Second, the interpersonal function enables people to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitude and judgments. Last, the textual function allows

communicators to relate what is said or written to the real world and to other linguistic events. As applied to supervisory communication, the language metafunctions serve as language filters in which messages or information are appropriately conveyed as people interact differently in consonance with their preferred way of expressing their thoughts that are very vital in organizational discourses.

Utilizing appropriate language metafunctions is vital in organizational communication as this utilization requires conformity of language usage to functionality that can promote understanding among leaders and associates. Student-leaders are expected to be good communicators as they manage their respective organizations. Educators are then tasked to develop among students both proficiency and fluency in communication.

In line with this, conducting a study on the language metafunctions in supervisory communication of teacher education student-leaders becomes imperative. The researcher believed that it is beneficial to conduct the study among teacher education student-leaders. As future teachers, they are the most important agents of change in classroom to overcome challenges that shape the 21st century educational landscape. It is vital for educational institutions to redesign themselves as knowledge-building communities to encourage students' collaborative construction of knowledge in everyday discourse. Also, one of the key requirements of education is to establish healthy communication throughout the classroom, the school and the community.

This study determined the extent of utilization of the language metafunctions in supervisory communication among teacher education student-leaders in a state university in Malvar Batangas, Philippines. These student-leaders were officially enrolled during the academic year 2017-2018. Specifically, this study aimed to identify the extent of utilization of the language metafunctions in supervisory communication among teacher education student-leaders as to ideational, interpersonal, and textual metafunctions.

## **Method**

The researcher employed the survey type of research in identifying the extent of utilization of the language metafunctions in supervisory communication among teacher education student-leaders. The subject of the study comprised of 102 teacher education student-leaders in a state university in Malvar Batangas, Philippines. The mentioned respondents were chosen for they were expected to be good communicators to lead and manage their respective organizations.

In gathering the needed quantitative data, the researcher had devised a survey questionnaire as a principal tool. The survey questionnaire is designed to measure the extent of utilization of the language metafunctions by the respondents in supervisory communication as to ideational, interpersonal and textual metafunctions. The researcher made use of Halliday's theory in constructing five item statements for each language metafunction. These item statements were subjected to content validation by experts comprised of a doctorate degree holder

in English Language Studies, a master's degree holder in Teaching the English Language, two doctorate degree holders in Educational Management, and a registered psychometrician to ensure the conformity of the item statements to the aim of the study. Pilot testing of the questionnaire was also conducted to ascertain the internal consistency of the item statements by administering the copies to a group of 20 student-leaders who were not covered as respondents of the study. The computed Cronbach alpha coefficient of 0.93 asserted that the items in the questionnaire are sufficiently valid.

Proven reliable and valid, the copies of the questionnaire were administered among the teacher education student-leaders who had provided their consent to participate in the study. The gathered data from the responses made by the respondents on the item statements in the questionnaire were statistically treated using mean. To facilitate the interpretation of the responses made by the respondents in the administered questionnaire, the following mean ranges and verbal interpretation were used: 3.51-4.00 Often/Highly utilized, 2.51-3.50, Sometimes/Utilized, 1.51-2.50 Seldom/Slightly utilized, and 1.00-1.50 Never/Not utilized.

### **Findings and Discussion**

In line with the study's undertaking, the researcher sought the respondents' language metafunctions in supervisory communication. They were analyzed and interpreted through determining the overall mean of each language metafunction in supervisory communication. The results were presented in the following tables.

#### ***Respondents' Extent of Utilization of Language Metafunctions in Supervisory Communication***

The first language metafunction surveyed in this study is the ideational metafunction. This type of metafunction is concerned with building and maintaining experience between and among communicators. Table 1 reveals the statements with their respective mean scores and verbal interpretations.

The table shows that the third statement obtained the highest mean of 3.34. The respondents sometimes influence their fellow members to actively participate in seminars, workshops and team buildings through citing favorable and positive personal experiences regarding the mentioned activities. This result implies the student-leaders capabilities in persuading their members to partake in activities associated to their organization. This capability essential to student-leaders is affirmed by Luthra and Dahiya (2015) noting that persuasive leaders can inspire members of the organizations to fulfill highest potential. Leaders persuade their members to set aside their personal interest and work together in achieving the organizational goals (Morgan, 2010). Blank et al. (1990) and Whitmore (2015) also observed that leaders are those who effectively influence change, improvement, innovation and performance as they consider the need of others more than of themselves. Their task is to promote positive performance of their organization. The

art of persuasion differentiates successful organization from fractured one (Monarth, 2013).

Table 1. Extent of utilization of ideational language metafunction in supervisory communication

Statements	Mean	Verbal Interpretation
<i>As a student leader, I ...</i>		
1. express comfortably my own beliefs to my members on how the organization can be best managed.	3.26	Sometimes
2. analyze how my colleagues report and quote ideas from different sources, and reflect on them whenever they disseminate information on matters important to the club.	3.19	Sometimes
3. influence my fellow members to actively participate in seminars, workshops and team buildings through citing favorable and positive personal experiences regarding the mentioned activities.	3.34	Sometimes
4. give objective feedbacks on the performance of the members of my organization to avoid offending them.	3.09	Sometimes
5. distribute information among members whenever there are updates about requirements or documents needed in the organization.	3.25	Sometimes
Overall	3.23	Utilized

Meanwhile, the item statement that garnered the least mean of 3.09 exposed that respondents sometimes give objective feedbacks on the performance of the members of their organizations to avoid offending them. This result denotes that student-leaders are sensitive and equitable in giving comments about their members. Sensitive and equitable leaders recognize and comprehend their members' feelings and are able to exhibit them in the workplace. Good leaders also possess high emotional intelligence to understand how members feel about themselves which is a product of their sensitivity (Haltiwanger, 2015).

To summarize the results, the ideational metafunction of language was utilized by the respondents as reflected by the overall mean of 3.23. This result proves that student-leaders are capable of communicating within their organizations by exhibiting ideational leadership. In this context, ideational leadership is seen as a resource that helps transform resistance into acceptance of an initiative with the combination of abilities (Denti & Hemlin, 2012). This type of leadership enhanced by the ideational language metafunction practices entails student-leaders to formulate mechanisms to solve existing policy problems and justify them with reference to norms or values that are readily recognized by their respective organizations.

The second language metafunction surveyed in this study is the interpersonal metafunction which refers to the grammatical choices enabling speakers to enact



their complex and diverse interpersonal relations. Language involves interactions where student-leaders initiate or respond to the act of giving or demanding for services or information. Table 2 illustrates the respondents' extent of utilization of interpersonal language metafunction in supervisory communication.

Table 2. Extent of utilization of interpersonal language metafunction in supervisory communication

Statements	Mean	Verbal Interpretation
<i>As a student leader, I ...</i>		
1. tell my members how I feel about a certain issue in our organization to let them know my stand regarding it.	3.27	Sometimes
2. listen willingly to the suggestions and complaints expressed by my colleagues whenever we have forum.	3.62	Often
3. ask the help and support of my associates on the projects being conducted by the organization in a friendly manner.	3.52	Often
4. praise accomplishment and achievement of any member of my organization.	3.55	Often
5. observe etiquette whenever I inform my colleagues on the agenda of the meeting that they failed to attend.	3.21	Sometimes
Overall	3.43	Utilized

As illustrated in the table, the mean of 3.62 revealed that the student leaders often listen willingly to the suggestions and complaints expressed by their colleagues whenever they have fora. This result suggests that the student-leaders are able to listen emphatically to the members' concerns regarding the organizations. Nelson and Quick (2006) affirmed that leaders who are emphatic listeners use reflective listening skills as they analyze and respond to problems brought by members about their work. Riordan et al. (2005) also emphasized that active listening combined with empathy is the most effective form of listening.

In general, the respondents utilized the interpersonal language metafunction in supervisory communication as revealed by the overall mean of 3.43. This result suggests that the student-leaders possess interpersonal sensitivity to easily communicate with the members of their respective organizations. This observation is supported by Mast et al. (2012) stating that interpersonal sensitivity is an important aspect of what people expect from good leaders as sensitive leaders have more satisfied subordinates compared to those who are not.

The last language metafunction surveyed in this study was textual metafunction. This function of language encompasses all the grammatical system responsible for managing the flow of discourse. Results of the survey in this language function are shown in Table 3.

Table 3. Extent of utilization of textual language metafunction in supervisory communication

Statements	Mean	Verbal Interpretation
As a student leader, I ...		
1. share my ideas and beliefs whenever I am assigned to give a talk in our meeting or seminar.	3.30	Sometimes
2. listen for cues to determine the consistency of ideas cited in the complaints made by my colleagues and evaluate them later.	3.31	Sometimes
3. ask for my colleagues' point of views for the improvement of the organization during our meeting in a friendly manner.	3.47	Sometimes
4. know the proper words to use whenever I discuss dilemmas with my member.	3.29	Sometimes
5. justify issues affecting the organization.	3.17	Sometimes
Overall	3.31	Utilized

As depicted, the respondents sometimes ask for their colleagues' point of view for the improvement of the organization during their meeting in a friendly manner by obtaining the highest mean of 3.47. This result signifies that student-leaders value the members' opinions by showing initiative to accommodate the thoughts of their members on the improvement of their respective organizations whenever they conduct meetings. Stashevsky and Koslowsky (2016) and Delaney (2012) supported this notion by stressing that true leaders value group cohesion as the idea that all group members can get along and work on projects together.

On the hand, the item statement obtaining the least mean of 3.17 revealed that the respondents sometimes justify issues affecting the organization. This initiative of student-leaders to examine issues within their respective organizations is acknowledged by Conrad and Poole (2012) by stressing that this trait possessed by enlightened leaders can help them recognize problem that will occur in an organization and communicate clearly about its consequences as good leaders know how to seek solutions before problem arises. They also noted that leadership behaviors that contribute to a group's task-related functions include providing, seeking and evaluating information. Leaders are also information seekers as they ask for elaboration or clarification of the issues affecting the group that can help provide an important evaluative function.

Generally, the overall mean of 3.31 signifies that the respondents utilized the textual language metafunction in supervisory communication. This implies that student-leaders are working on their communication skills to preside over their respective organizations for better development. Similarly, unity is rooted in the use of effective communication that is believed to be one of the distinguishing characteristics of a high performance organization. Together with this is the clear and consistent messages within the group that serve as the foundation for its vision and identity as strengthening group cohesion requires members to interact in an

open climate where they are free to ask questions and disagree with one another and even in working through inevitable conflicts (Harun & Mahmood, 2012).

### Conclusion

The importance of language metafunctions in supervisory communication cannot be underestimated. These functions of language empower student-leaders to manage their respective organizations and perform various tasks as leaders. As revealed in the study, teacher education student-leaders utilized the ideational, interpersonal, and textual metafunctions in communicating between and among members of their organizations to promote understanding which is beneficial for the growth of student-organizations and attainment of their respective organizational goals. In accordance with this finding, conducting of trainings, seminars, workshops and other related activities in supervisory communication that can provide avenue for exchanges of best practices in maintaining excellent organizational culture are seen vital in helping student-leaders to successfully lead their respective organizations. Moreover, future researchers may conduct similar studies to identify other factors that may influence student-leaders' utilization of language metafunctions in supervisory communication.

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## ENHANCING UNIVERSITY STUDENTS' ENGLISH WRITING SKILLS ON CONTENT AREA

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### **Abstract**

Writing, as an instrument of communication, is nowadays accomplished mostly in English to ensure information understood globally via digital platforms. This creates a transformation in job fields into utilizing technologies to textually deliver messages. Therefore, it is vital to generate high qualified future employees competing in the work places. Accordingly, university students must be equipped with English writing competencies as well as strategies focusing on content area, in addition to forms, so as to promote meaning-making concerning critical and logical thinking skills, besides to comprise comprehensive realization. This qualitative research utilized a critical literature review by conducting in-depth data collection, organization, integration, and classification of writing strategies. It offers suggested maneuvers to overcome higher education learners' writing problems: lack of content maturation practices, through implementing collaborative writing discussions with either or both verbal or / and online discussions. It can as well integrate (intensive / extensive) reading and writing instructions in contextual cognitive processes concentrating on intellectual meaning development.

**Keywords:** content area, qualitative research, university students, writing strategies

### **Introduction**

As the most commonly used language internationally, English has been a goal for people to communicate fluently both verbally and textually. Especially in this modern era of technology, writing becomes a social artifact and primary means to communicate in human daily lives to exchange information across countries (Xin & Liming, 2005:1). It is shown in how people are getting more connected in building written communication via digital platforms mostly in English to ensure that messages can be understood globally (Shaul, 2015:1). Consequently, it changes work places into physical office spaces where employees deliver messages textually via technologies which can be about product innovation targeted in global level.

Considering the fact, Indonesia certainly faces the crucial needs of producing high qualified employees with English writing capabilities. Therefore, universities in Indonesia should apply writing strategies through classroom activities focusing on content maturity. It is believed that the strategies will promote meaning-making skill on content area to develop the competence of providing critical information (Liao & Wong, 2017:155-156). The strategies should be adjusted with a writing

piece which inclines to coherence rather than cohesion to give comprehensive content cognition (Karadeniz, 2017:94).

However, the problem is that most English writing classroom activities unfortunately focus more on cohesion or grammar maturation (Liao & Wong, 2007:140, and Monaghan, 2007:6). As a result, the learners find hardships in building knowledge on content area. Studies about students' perception on writing showed concerns on it (Ismail, 2011 and Husni, 2017).

The present study is to introduce writing strategies which enhance university students' English writing skills on content area. Accordingly, the research questions are as the followings: (1) "What writing strategies can be classified applicable in a writing class with the benefits of enhancing higher education EFL learners' writing skills on content area?", and (2) "How are the strategies applied in the writing class?". There are few limitations of this study. First, the content discussion is about English writing skills on content area. Second, the target audiences are university students.

Finally, in an attempt to introduce the writing strategies, the explanations are built in a qualitative research study through critical literature review. It was preceded by a sort of library research and then applied in narrative descriptions which were based on Sukmadinata (2013) in Kameswara (2017:37). It explained that this type of qualitative research which discussed such kind of activities should be done through conducting in-depth data collection, organizing the data, integrating the data and classifying the writing strategies into the table of the writing strategies. Thus, the data consisting of 38 articles from different text types were examined by using tables of classification as measurement devices for gathering, organizing and integrating the data as the instruments. Based on the research methodology, it is believed the process will show explanations on the writing strategies which enhance the EFL learners' writing skills on content area through classroom activities managed by the lecturer and curriculum developers. Therefore, in the next sessions there will be discussions of the literature reviews about university students' English writing skills on content area. It is then followed by presenting the recommended writing strategies in order to boost university students' English writing skills on content area as the result of examinations about the articles analyzed.

### **University Students' English Writing Skills on Content Area**

In cognitive process of writing, content area is presented to demonstrate one's notion in written speech (Coulmas, 2003:5, 9). However, it has to be factual and intellectual (Styron, 2014:26) in which the criteria are identified through its two different purposes in writing: writing to learn and writing to communicate.

The aim of writing to learn is to deliver the notions of the writer or specific trusted people through discovery thinking or reflecting process on personal knowledge in informal pieces. Although the knowledge must be factual, it is built without being critical and logical. Meanwhile, writing to communicate is intended to express enormous ideas to the readers through critical thinking or contextual knowledge building process on content area in such formal products as, essays,

business letters, and publications (Young: 2006:9-10). This is in line with university students' need (Salahshour & Hajizadeh, 2013).

It is obviously identified that content area in writing to communicate is related to the cognitive process as it enhances one's conceptual understanding leading to provide vital information (Hamby, 2011:29; and Ulusoy & Dedeoglu, 2011:11). The ideas are the answers to the five W (who, what, when, where, why) and the big H (how) questions completing the critical building of content area confirming one's intellectual deep knowledge (Hamby, 2011:6). However, one must master some specific competencies involving meaning making process to convey notion and conclusion (Javed et al., 2013:130) like selecting sources, organizing and integrating ideas with critical thinking to construct deep knowledge (Walker, 2003:263).

In brainstorming activities, gathering ideas is regarded crucial to ensure the truth of the content itself (Zemach and Rumisek, 2005:6). The reason is that the process involves researching factual sources to find as many credible, accurate and logical information as possible related to the topic (Ningsih, 2016:7). However, the skills need to be followed by organizing ideas because not all of the gathered information is necessary to put in the content area. Therefore, one must continuously process the information in such activities as undergoing and splitting them into relevant and irrelevant ideas, accumulating them in an illogical group, analyzing and evaluating them to identify vital ideas which are sufficient "to support the topic" (Styron, 2014:26; Walker, 2013:263, and Cameron, 2009:2-4). Then, the ideas must be arranged in relatable and meaningful content areas by integrating them logically so that the arguments are built meaningfully (Raisig & Vode, 2016:222). It can be done through making notes, or clustering to help one generate ideas, and see connection between them by considering the target readers.

To provide one's deep knowledge on the content area, critical thinking is needed to promote intellectual activities such as purposeful thinking toward one's intellectual standards, recognizing and solving problems, working on reflective questions, and constructing conclusion (Walker, 2006:263-266). Each describes individual engagement to cultivate notions in cognitive processes like analyzing, evaluating and interpreting ideas.

In building the writing skills on content area, one needs to be exposed to products of intellectual activities involving building arguments critically. It is to provide deep knowledge as the core content area itself. The product must be academic writing essays in meaning-making skills through its aspects which incline to coherence and unity rather than cohesion (Vyncke, 2012:21). Coherence is about internal logical and relatable ideas, while unity is focusing on one topic consistently. It may present cohesion for formal mechanism on grammar connection, but it focuses more on the two meaning-focused aspects upholding intellectual thinking on a problem-solving topic.

Thus, university students are to produce essays which are informative, argumentative and analytical. Each is built in text-structure consisting of paragraphs of an introduction including a thesis statement, rhetorical supports and conclusion (Ahmed, 2010), composed with at least 5-10 sentences (Zemach & Rumisek, 2005:11). Accordingly, one should write various types of the essays (AlOmran,

2014:108) to enhance more critical understanding (Vyncke, 2012:11). Higher education must apply a communicative approach in the classroom activities. It involves cognitive process in prewriting, writing and revising on both content and academic rules which are vital and appropriate in the level (Negari, 2011:299, Zemach & Rumisek, 2005: iv,2, Salhshoura & Hajizadehb, 2013:165, and Iksana et al., 2012:71).

### **The Recommended Writing Strategies**

In order that the lecturer can successfully guide the university students to reach their highest potency in English writing, the teaching process must utilize writing strategies including communicative and intellectual practices frequently (Han, 2012:356). There are factors to consider like the lecturer's dominant role in leading the class to engage the learners in applicable activities they are eager to learn (Xin & Liming, 2005:47); the appropriate time availability in each session by separating the activities in stages according to each purpose to ensure the learners can follow the process (Weida & Stolley, 2008:1); and the most vital objective is focusing on the learners' content development through brainstorming activities in meaning-making process (Monaghan, 2007:6).

Therefore, the writing strategies should be about incorporated learning activities of applying social engagement among the learners in verbal discussions, as well as combining reading and writing in one instruction. Each is regarded beneficial because of the potency to promote content skills among the students.

In teaching writing, collaborative learning activities combining writing with verbal communication are regarded important because it promotes content enhancement. The process starts from discussing the ideas to write in cognitive social interaction which simultaneously proves the existence of communicative approach during the content-based process (Fatima, 2012:105,107). The discussion can be done in pairs or in groups to ensure the learners discuss the content leading toward the enhancement of critical thinking ability, the understanding of forming arguments, and demonstrating deep knowledge onto a content-based writing piece (Xin & Liming, 2005:47).

The lecturer, as the most superior in the class (Sugiharto, 2006:1), must focus on the topic selection since the chosen topic influences the learners' writing process as well as discussion manner intellectually and critically (Fatima, 2012:105, and Rathakrishnan et al., 2017:3). It should promote critical thinking according to the students' knowledge realization and understanding about current social issues such as humanitarian or society (Monaghan, 2007:89, and Fatima, 2012:105).

Regarding the implementation, discussion and writing must be separated as the discussion is intended to be the guidance to build content to write whereas writing is purposed as the main learning objective for individuals (Fatima, 2012:107). However, it has to be noted, the lecturer should ensure the learners really follow the discussion process according to the intention. The students can be paired or put in small groups to equalize the contribution among the active and passive ones (Connor-Greene, 2005:173); given a specific discussion question list on content related to the topic and monitored in the process (Xin & Liming, 2005:50).



Here are the two ways in collaborative writing discussions considered applicable writing strategies focusing on content enhancement: oral group discussion and online discussion in a writing class. In oral group discussion, the strategy is identified as direct discussion face-to-face among the learners to do information exchange to write (Coulmas, 2002:9). The process starts from direct conversation in groups and then displacing it by silently building internal conversation with oneself about ideas in a content-based writing piece (Xin & Liming 2005:46).

The steps are divided into introduction, main activity and closing. First, introduction is about giving first movement of building the understanding toward the whole activity and the topic through warming up activities in 5-20 minutes (Washington University, 2018:1), explanation on academic writing rules and the detail of the task as well as presenting the topic in 5-7 minutes for each. Second, the main activity is about helping the learners reach the main objective i.e. content enhancement through arranging the learners in small number of groups to do discussion, giving the discussion question list, instructing for the discussion in 30-40 minutes followed by individual writing in 50 minutes. Lastly, the closing is all about giving review through any brief activity.

Online group discussion utilizes technologies and internet access in doing the process of collaborating writing discussion. It is regarded appropriate and beneficial for the learners' learning process, since the activities demand the learners to research and demonstrate the ideas by posting them on the chosen online platform. For sure, the lecturer and the learners are beneficially engaged on the content more easily. However, during the discussion process, the discussion question list prepared according to each writing stage purpose is presented in Crafting Questions. This refers to analyzing information process by "breaking down parts, recognizing patterns, forming assumptions and inserting relevant ideas" through specific questions built by the lecturer based on the objectives of the writing stages (Rathaksihnan et al., 2017:1-2).

Consequently, the application steps for online discussion in writing involve the three focuses stated previously in oral discussion face to face for writing, but with different implementation. First, although the introduction involves the same steps in order, they are followed by introducing the online platform. After that, the whole process is accomplished using technologies.

Integrating reading and writing instructions will possibly boost university English learners' writing on content area. Both skillful learning activities have similar cognitive process focusing on organizing, negotiating and analyzing intellectual meaning critically and logically (Elhabiri, 2013:22-23, Adam & Babiker, 2015:115). The integration may enhance the learners' abilities of knowledge construction, critical thinking and content comprehension (Ahlem, 2017:161, and Monaghan, 2007:37-38). To do so, the process should start from giving more opportunities to the learners to read to build ideas for writing before independently writing the ideas themselves (AlOmrani, 2014:106).

Furthermore, the lecturers should first, select properly reading approaches between intensive and extensive reading to ensure the learners' understanding about its content (Rashidi & Piran, 2011:471, and Miller, 2013:71); second, utilize proper

text types between fiction and non-fiction which both present deeper and complex meaning in different characteristic of literacy to determine the kind of background knowledge comprehended and built by the learners (Alvarado et al., 2015:280); and third, present topics about human life and society (Kozulin, et al., 2013:307) to lead the learners toward intellectual process of linking what they know and what they just learn for writing (Morales, 2017:6).

In doing that, the lecturer should exploit the Developmental Reading and Writing Lesson (DRWL) instructional framework regarded as an appropriate reading and writing teaching plan with four purposes of silent reading (Scott & Piazza, 1987:58-60). They are gathering new information in the pre-writing stage, identifying more vital information in the writing stage, clarifying the arguments in the revision stage and checking the cohesion aspect in the editing stage. Each is achieved by involving simple reading assignments such as underlying key points or main ideas, making notes, and doing classroom discussion between the lecturer and the learners. After that, the process can be completely finished with submission.

Rooted in those explanations, the implementation can consider two applicable methods as parts of the strategy. They are intensive as well as extensive reading for writing which can enhance students' content construction in writing.

As intensive reading refers to meaning development process dealing with content comprehension in detailed (Rashidi & Piran, 2011:471, and Miller, 2013:71), the intended strategy for writing certainly needs professional supervision from the lecturer. The dominant control is reflected through reading material preparation which must not be complicated in cohesion instead entirely focus on critical and intellect content presentation (AlOmran, 2014:101, 104, 108, Morales, 2017:22).

After that, the lecturer should focus on the whole activity implementation divided into the same parts as the previous strategy. However, the differences are that in introduction, there must be specific explanation about the relationship between reading and writing. Even more, the main activities of reading in 30-35 minutes (Lampariello, 2017:1) and writing in 50 minutes (Mermelstein, 2015:183) are both done individually. The rests are all the same.

Relation to the characteristic of extensive reading, which is for pleasure, the strategy of extensive reading for writing surely has to be about reading what the learners are interested to read. It can be done by giving them freedom to select their own reading materials concerning with the topic. The purpose is to easily encourage the learners to do the whole process of analyzing information on the materials to construct ideas about problems and solutions into a piece of writing (Mermelstein, 2015:188).

However, it has to be noted that the lecturer should still guide the learners during the process. In doing that, the lecturer must professionally show the dominance of teaching and setting the criteria of the reading materials such as the intellectual topic and the page number limitation in at least 15-30 pages (Lampariello, 2017:1) by initially presenting the samples in first session. Even more, the lecturer should adjust the appropriate time availability for reading in 90 minutes (Kirin, 2010:289) which can be divided into reading in and outside class.

The steps are divided similar with the intensive reading for writing. However, the introduction involves presenting reading samples in the first session to give the illustration of what to bring next. The reading activity as one of the main activities is done individually in 90 minutes or less if the lecturer includes the reading process as home assignment previously. If so, the classroom discussion about the task at home can be done in exchange. The next steps follow.

### Conclusion

Implementing writing strategies has been noticed important in university where the EFL learners must reach written competency on content area as it is acquired in job fields. This study introduces two major writing strategies to attain the purpose. They are collaborative writing discussions combining verbal discussions (face to face and online) in pairs or small groups, as well as integrative reading and writing instructions incorporating intensive as well as extensive reading and writing in contextual cognitive process. Both writing strategies focus on intellectual meaning development by using the combination as a process of building ideas to write which result in the enhancement of university students' English writing skills with content maturity.

However, there are some suggestions to consider for the lecturers as well as the curriculum developers, the EFL learners, and future researchers. First, it is suggested to consider the needs of enhancing cohesion skills in writing as it is also important to present the content. Second, it is encouraged that the students utilize the strategies outside the class for better results. Third, it is recommended that future studies find the effectiveness by doing scientific quantitative investigations on the topic. By doing so, the goal to help university students enhance their English writing skills on content area through writing strategies can be accomplished in their classes.

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## **EFL TEACHERS' ATTITUDES ON GENDER DIFFERENCES IN SCHOOL ACHIEVEMENTS**

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### **Abstract**

This work assesses the perspectives of teachers on genders' classroom performance. Its objective targets to discover the challenges faced in teaching foreign languages. English is a foreign language that instructors encounter difficulties to teach especially to a population whereby their linguistic background does not help in using the language properly. To this end, our research questions enquire about the obstacles that impede EFL teachers receiving a positive feedback from learners. As a research instrument, a questionnaire is handed to forty six teachers in Tissemsilt-Algeria. The results exhibit weaknesses in dealing with pupils especially in using the language in an oral or a written task, besides the violent behaviour of males in the classroom which is regarded as a hindering factor to manage the classroom, communicate with learners and teach effectively.

**Keywords:** Gender performance; foreign language; English; linguistic background; positive feedback.

### **Introduction**

The English language, as a lingua Franca, year by year is becoming the most essential code in all fields. Individuals collapse with this language wherever they are. Teaching the language for learners who do not have a linguistic background in using it is intricate. Hence, our study investigates the attitudes of teachers towards pupils disinterest in English. Its objective inquires for the weaknesses that they face in teaching the foreign language. In an EFL context, many factors intervene in the mediocre level of genders; it could be psychological whereby they feel anxious to participate or ask questions; cultural in which males' participation will make their counterparts resemble them to females, or linguistic in which their level in languages is decreased. The aforementioned factors might arise discrepancy in achievement between pupils in the classroom which needs a professional intervention of teachers to reduce stereotypes, differentiation, fear, and so forth, and attempt to attract the learners' attention according to their different needs and

interests, particularly when it comes to discipline problems in the classroom which obstruct the learning process and create discomfort in class.

### ***Goofing-off in The Classroom***

First of all, Adam (2004), Jones and Jones (2007), in their work, discuss the different tools that would help educators in the classroom. They claim that pupils learn by doing; they like being active and interactive. The key towards pupils' success is when they enjoy what they are learning, teachers enjoy what they are teaching and an improvement in performance would be achieved. Right from the start, on the first day of school, the classroom will either belong to the teacher or it will belong to the pupils and become under their control (Willms, 2003; Varga, 2017). In fact, teachers attempt to adopt a learner centred approach in their classes; this approach focuses mainly on the pupil who is considered as a responsible pole for his/her learning as it enhances the learners' linguistic skills (Boudehane, 2015). The teacher, in this context, is considered as a facilitator or a guide in the learning process and emphasizes that learning takes place outside the classroom without his/her interference. This entails the active involvement of learners in their own learning, be autonomous, responsible and self-regulated. (Mizell, 2010; Tavallali & Marzban, 2015)

Actually, as long as classroom management is concerned, 'goof-off' is a term which represents the careless category of learners in the classroom; that is to say, if the teacher checks on one group, the other groups are goofing off (Brady, 2003). A 'goofer' is a person who evades work or responsibility. Pupils, who talk to each other in the classroom while the teacher is explaining, are considered as goof-offs. Passing notes, sharpening a pencil, gazing out of the window, scrawling in a paper, exaggerated laughing in class, and so forth, are all forms of goofing-off (Jones & Jones, 2007) these attitudes are purposeful to avoid paying attention or prevent doing an exercise in the classroom. An attentive teacher can recognize this category, though this phenomenon is highly noticed at the back of classrooms mainly by male pupils. Jones and Jones believe that *"a typical classroom is simply inefficient due to dawdling, passivity and goofing-off. Goofing off kills more learning time and generates more teacher stress than all of the "serious" disruptions that are the subject of the school discipline code"* (p. 7) The pupils' behaviour in the classroom reflects their learning achievement and the extent to which teachers, especially novice ones, are capable to diminish disruptive behaviours and engage them in the classroom is questionable (Goss, Sonnemann & Griffiths, 2017). Notably, goofers' behaviours have an impact on teachers and learners whereby their attitudes distract their counterparts from paying attention and impede, as well, their teachers from explaining the lecture and waste time in punishment, which most of the time is inefficient. (Brady, 2003)

Evidently, the typical way for a novice or an experienced teacher to avoid goofing off is 'location'; that is to say, if teachers maintain a close distance to pupils, their behaviour will be amended and vice versa. Teachers have to walk around the classroom, among pupils, as they supervise; being passive in one place for so long, or in the front is not appropriate. The rearrangement of tables is very important; the appropriate organization of the furniture in the classroom enables the



instructor to reach any pupil, hence he/she can have control over all learners. (Brady, 2003; Oliver & Reschly, 2007; Garrett, 2008)

### ***Input Versus Output Theory***

Second of all, the input that is presented to learners is another element that has an impact on the learners' feedback. Its difficulty or simplicity influences the way pupils perceive knowledge. The teacher's role is to facilitate, as possible as he/she could, information for learners to understand the lectures and respond to assignments respectively. An essential part in language development entails a transformation of the input into learner output. Thus, Adam (n.d.) claims that the learning outcome will be *"a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences"* (p. 2) It is quite important to understand that the learning outcome is what the pupil is expected to do at the end of each lecture or course; his/her positive or negative feedback reflects on the extent to which the input is well acquired, understood or completed during the learning process period. (Adam, nd)

*"In the context of classroom- based language to learning and teaching, it is the task of the teacher to help learners reach a desired level of linguistic and pragmatic knowledge/ ability that addresses their needs, wants, and situations. In order to carry out such a task, the teacher should be aware of the factors and processes that are considered to facilitate the language development"* (Kumaravadivelu, 2006, p. 25)

In fact, language input stands for a written or an oral data or corpus of the target language in which pupils are exposed to through various sources. This entails the existence of two conditions: availability and accessibility (Sárosdy et al. 2006). The input could be either available to learners at school by their teachers, or they should look for it themselves by making research through books or internet. Therefore, it is any information that the learner is exposed to, he/she is going to internalize, comprehend, retain or discard. In this vein, we recognize three types of input.

### ***Inter Language Input***

Speaking about the etymology of the term, it was coined by the American Linguist Larry Selinker; for clarity, inter language is a kind of linguistic system used by language learners who are learning a second or foreign language. It is the still developing language of learners. Psychologically speaking, it represents a framework that is activated in the brain when the individual is in the process of learning another language; as Tarone (2006) articulates: *"the adult second-language learner never achieves a level of facility in the use of the target comparable to that achievable by any child acquiring the target as a native language"* (p. 747). Thus, the inter-language is perceived as an independent linguistic system, different from the pupil's 'mother tongue' and the language that is being learned, but associated to both of them by inter-lingual identifications in the brain of the learner. This latter cannot be performed or grasped as good as the first language and this is because the mother tongue is acquired unconsciously (Al Ghazali, 2006; Cruz, 2015) unlike the second or foreign language which needs

efforts and consciousness to use the language rules appropriately (Nation, 2014; Rezaee & Farahian, 2015)

### ***Simplified Input***

Not all information is easily understood, thus the simplified knowledge is a sort of language that is simplified grammatically and lexically in which teachers, textbook writers and competent speakers of the language use it in and outside the classroom while addressing language learners. This simplified version is understood by all pupils of high and mediocre level of the language. This latter is very significant among pupils when they are in the process of learning a foreign language that is distinct linguistically from their native language. It facilitates communication, comprehension and production. For this reason, language clarity is needed in a context where English is a foreign variety. Though it helps comprehension, but it has not yet been proven to facilitate language acquisition. (Ellis, 1993)

### ***Non-Simplified Input***

This type refers to the language of competent speakers or natives without any kind of simplification; that is to say, the variety which is generally used in the media (TV, radio, newspaper) each of these sources of input can have various forms: spoken, written, formal and informal. Individuals are exposed to this genre of input from these sources at different points in their learning experience and in varying degrees. Jones and Jones (2007) claim that the difference between teachers is not how the curriculum is followed, but in the process of organizing the learning activity; professional teachers concentrate on how to create an activity to enable learners to perform and interact, either through mastering a skill or the ability to express a concept.

In this vein, Jones (2007) have proposed two distinct methods that are followed by instructors to enhance the process of learning; the first way is as follows: Input, Input, Input, Input- Output, Meanwhile; the second method is sequenced as: Input, Output, Input, Output, Input, Output. They argue that it is preferable to opt for the second order to avoid problems of forgetting, misunderstanding and confusion; it helps learners to be more active and interactive in a way that raises their involvement in the classroom.

### ***The Input Hypothesis***

Krashen (1989), in his work, states that we acquire language when we comprehend messages. *"I argue that the best hypothesis is that competence in spelling and vocabulary is most efficiently attained by comprehensible input in the form of reading"* (p. 440) this hypothesis suggests that when we mention the device of language acquisition, language is acquired unconsciously; when this happens the learners will not realize that they are actually acquiring because one's conscious *"focuses on the message, not the form"* (p. 440). For this reason, the implicit

knowledge could be processed by an individual brain if the approach adopted to transmit this latter has the intention to raise the sense of reflection in learners, thus the *“acquired knowledge is represented subconsciously in the brain”* (ibid)

Similarly, in Alatis's work (1991) it is asserted that in order to acquire a language, the Input Hypothesis is compulsory *“we acquire language by understanding messages, that ‘comprehensible input’ (CI) is the essential environmental ingredient in language acquisition. Comprehensible input is necessary for language acquisition, but not sufficient”* (p. 409) the learner of a language should be open to the input in the sense that the acquirer has already the aspect of  $i+1$  whereby he/she has a prior knowledge and he/she is ready to acquire or learn. In this prospect, the background knowledge is important in learning the language; at least it eases the process of introducing a foreign language into the learner's schemata. If learners already have access to the foreign language, the instruction of teachers will not seem complicated, if not, problems of misunderstanding might arise.

*“If acquirers rely only on the informal environment, or readers read only authentic texts, progress at first may be slow, since very little of the input will be comprehensible. As acquirers make more progress, the input becomes more comprehensible, and the acquisition becomes more linear, until it flattens out again at the advanced level”* (Alatis, 1991, p. 411)

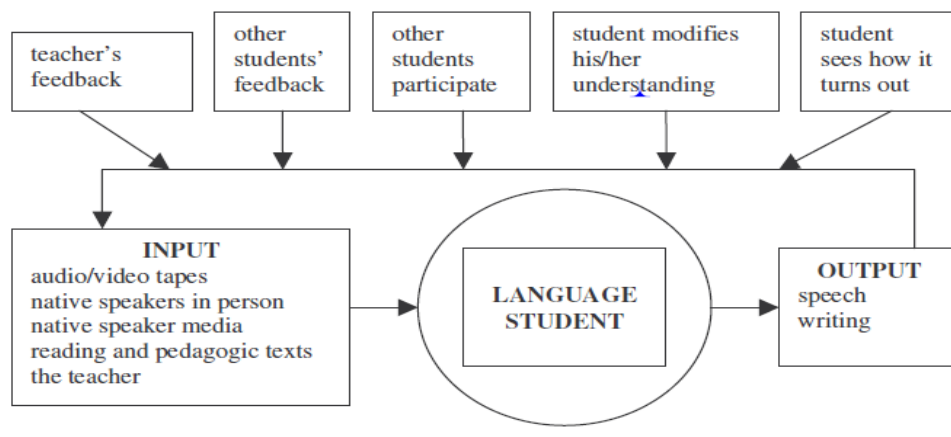
### **Output**

Output is any information that a learner is able to perform or answer in oral tasks, written tasks, or even in physical motion (Bahrani, 2013; Younesi & Tajeddin, 2014). This latter enables him/her to repeat and recall the information that was already taught. Trial and error are a significant part of the learning process; throughout the action of producing, speaking or writing language, the learner will realize his/her errors to correct them and confirm the information for its validity. In this respect, the output is the only proof in which learners will be able to detect their level of comprehension. Therefore, Swain (1985), as cited in Donesch-Jezo (2011), assumes that *“it is only during the production of the second language (in speech or writing), that the learners can notice that they are not able to say what they want to say in the target language”* (p. 11)

Researchers like Nation (2007) and Schmitt (2008) explain that the interest of learners in learning any language is the process of comprehension and gaining knowledge, thus this latter could be referred to as ‘meaning-focused’. A number of conditions are required in order for the ‘meaning-focused’ phase to be achieved. First, pupils should be familiar with the input, either through reading or listening. Second, the pupils are interested in the presented input and are willed to understand it. Third, only a small proportion of the language should be unknown, i.e. learners should have a rich linguistic background in the foreign language. Forth, pupils should be able to comprehend the ambiguous words in a given context. Fifth, pupils are exposed to many resources and large quantities of input. In this vein, Nation (2007) estimates that, *“The meaning-focused output strand involves learning through speaking and writing using language productively. Typical activities in this strand include talking in conversations, giving a speech or lecture, writing a letter,*

*writing a note to someone, keeping a diary, telling a story and telling someone how to do something*” (p. 3) For this reason, motivating pupils in performing different tasks that cover many competencies and skills and including all learners in classroom interaction are instances of encouragement to enable them produce language effectively.

Accordingly, the input and the output are strongly associated as they have a mutual influence on each other. Actually, Harmer (2003), as cited in Sarosdy et al. (2006), demonstrates this relationship claiming that information becomes stored in the learners’ brain and turn to be an acquired knowledge, i.e. the output transforms to become an input in itself. This latter does not come from the teacher in form of feedback or introducing the topic only, but from learners as well when they participate in the classroom, when providing a comment or a feedback, from learners themselves when they are capable to correct their mistakes from the classroom discussion. The final cycle ends up by either producing a piece of writing or through participation to correct an oral activity.



The circle of input and output (Harmer 2003: 250)

Figure 1. The input-output transformation cycle; cited in Sarosdy et al. (2006, p. 50)

## Method

The current investigation used a survey design as a quantitative approach that is organized and focused; it enables us to collect reliable findings and replicable information. In this study, the data were collected from a questionnaire which was a mixture of close ended and open ended questions. The open-ended questions require the respondents to give answers from their own perspectives. Conversely, close ended questions are limited to yes/no questions and sometimes multiple choices are provided as well to serve the overall objective of this investigative work.

### *Aim of the study*

The major purpose of this research work is to assess the extent to which failure in English classes exist in the secondary schools of Tissemsilt-Algeria; what factors might intervene in the process of learning and further we propose some recommendations for improving performance (written and oral) in our EFL context.

Within this pre-designed purpose, the researchers endeavor to answer the following questions:

- What are the major difficulties that English language teachers face?
- How performance is perceived from both genders (males, females)?
- Are there any differences among educators in teaching English in terms of teaching experience and gender?

### **Participants**

Considering the whole population is intricate and sometimes impossible. This work has included forty six teachers out of the whole population from different secondary schools in Tissemsilt-Algeria. Their experience in teaching English diverges from one year to twenty two years; from novice to experienced teachers. Like pupils' number gap, females are more than males in the classroom; the female teachers of English outnumber males as well, in which 87 % are females whereas 13% are males. Their age is from 26 to 40 years old and their diplomas are distinct by system, some belong to the classical system and others hold LMD diplomas; that is to say, a classical promotion have studies for four years, whereas the LMD studies last for three years to hold a license degree in the specialty, or five years to obtain a Master degree.

### **Instruments**

The choice of the questionnaire, as a research tool in this work, aims to provide opportunities for the researcher to obtain data concerning the performance of genders in the English language subject in secondary schools, especially in final classes. Thus, we administered a questionnaire to the teachers of secondary schools, especially those who teach English, which were selected randomly, from the province of Tissemsilt- Algeria. The questionnaire is split into two sections, the first section revolves around the teachers' experience and entry profile, and the second section concentrates on the difficulties they face in teaching English and the factors that could decrease learners' achievement.

### **Data Collection and Analysis**

Actually, our population was selected during a training day in the city which was organized by the inspector of English in the province of Tissemsilt-Algeria. We first asked the permission of the inspector to give us some time to introduce our research topic. Later, we asked them to collaborate with us, and then we administered the survey to the sample which was present in this training. The necessary instructions and information was provided for them. It was ensured that their answers are used only for academic purposes and kept anonymous. The data were collected through two sections; the first section involves some descriptive information about the participants' age, gender, teaching experience and academic degree; whereas the second part includes their role in the classroom and the challenges they encounter in an EFL context.

### **Findings and Discussion**

Prior to the main study, the copies of the questionnaire were given to 46 teachers of English in order to be familiarized with the difficulties they face in

teaching English, and what factors, from their perspective and experience, might contribute to the low performance of pupils in foreign languages. The questionnaires were completed fully and collected. The main findings of the research exhibit the interference of many variables beyond the variables that can be predicted in didactics. A quantitative analysis is counted upon to reach these results.

Table 1. Teachers' Selection of Codes		
Languages	Number	Percentage
Arabic	29	63%
French	10	22%
English	07	15%
Total	46	100%

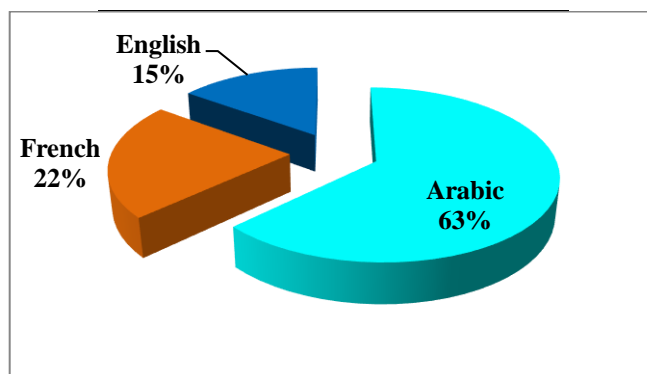


Figure 1.1 Educators' Language Choice in the Classroom

In order to teach a foreign language, the educator should be qualified in using the language, but teaching this latter to pupils, who the English language is not their mother tongue, and are already familiar with other varieties, sounds challenging. First of all, as clarified in Figure 1.1 above, 63% of teachers chooses Arabic as an alternative code to explain the lecture if some concepts are not well understood; 22% of the sample selects French to explain ambiguity; meanwhile, only 15% uses English. Arabic and French are alternatives which are parts of the Algerian pupils' identity; in other words, they represent distinct codes which are engraved in pupils' and teachers' linguistic repertoire; they always go back to these previously mentioned varieties in order to clarify any implicature. It is noteworthy to mention that not all Algerian pupils' are well versed in French especially in rural areas or even learners who have a poor linguistic background; for this reason, instructors find themselves obliged to use Arabic (the mother tongue) and not MSA (Modern Standard Arabic) to clarify ambiguities and ease the process of learning.

Second of all, when teachers were asked about whether they use information and communication technologies or not, 85% notes that they use them whereas 15% does not. Table 2 below clarifies teachers' technology frequent usage in the classroom. Even though, the majority leans on technological aids, but not always in which 70% sometimes backup the lecture with ICTs, mainly the projector and the

laptop. Meanwhile 28% rarely uses it but only 2% always does. The majority of teachers thinks that it is difficult to use ICTs in a crowded classroom; more than that, it is a waste of time because the projectors are not fixed in the classroom, but need to be brought from the administration and take a lot of time to turn them on in the classroom. Further, the overhead projectors are limited only to the teachers of sciences and physics who use it often; in this regard, their accessibility is not always available for the teachers of English.

Table 2. ICTs Regular Utilization in the Classroom

Frequency	Rarely	%	Sometimes	%	Always	%
ICTs Degree of Use in the Classroom	13	<b>28%</b>	32	<b>70%</b>	1	<b>2%</b>

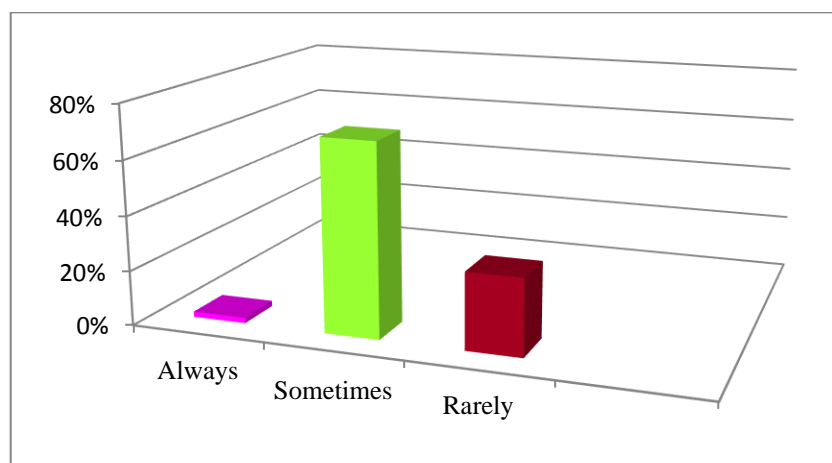


Figure 2.1 ICTs Usage in Class

Third of all, the first step in learning any language requires the mastery of the four skills, i.e. listening, speaking, reading and writing. Our sample insists on the fact that not all these skills are well improved by the language learners. They are weak in the written production in terms of lexis and grammar. In this perspective, all teachers agree with the fact that speaking is better than reading, writing and listening. Thus, 74% indicates that oral participation is acceptable in comparison to written contribution in which only 26% opts for it; though, their oral contribution is not satisfactory to a great extent, especially in terms of pronunciation. According to teachers, pupils misspell words, and that is why they prevent participating in order not to be embarrassed in front of their classmates. Figure 3.1 below clarifies the pupils' best classroom skill performance.

Table 3. Pupils' Best Classroom Contribution		
The Language Skill	Pupils' Performance	Percentage
Oral skill	34	74%
Written skill	12	26%
Total	46	100 %

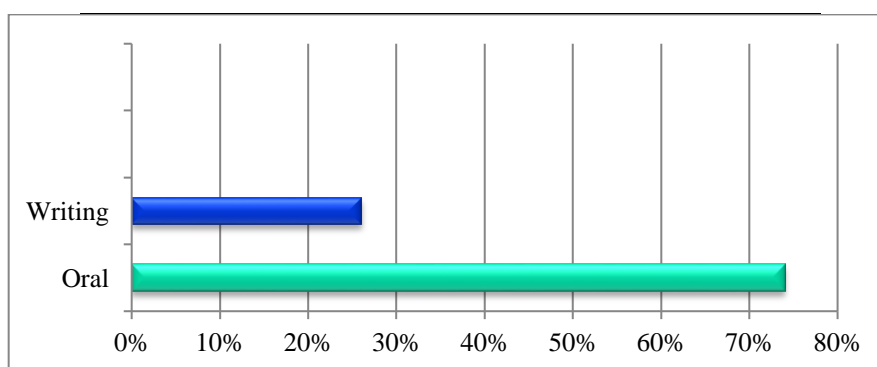


Figure 3.1 Learners' Best Skill Performance

Forth, in the classroom context, pupils are expected to respond to their teachers' questions or comment on any topic that is raised. To assess learners' comprehensibility of the input, they are required to have a written examination to be evaluated upon. Notably, the majority of teachers believes that performance is not alike between male pupils and females, in which 87% argues that females achieve better than males in English, whereas 13% states that males are good performers. They link this high performance of females to their number in the classroom and their interest in learning. By contrast, males' mediocre performance is due to their indifference, especially if their number in the classroom is low. They refuse participating in order not to be resembled to females and be marginalized by their male counterparts respectively. Table 4. and figure 4.1 below show the gap of performance among female pupils and male pupils from the perspective of our selected population.

Table 4. The Genders' Performance		
Gender	The Pupils' Participation	Percentage
Female pupils	40	87%
Male pupils	06	13%
Total	46	100%



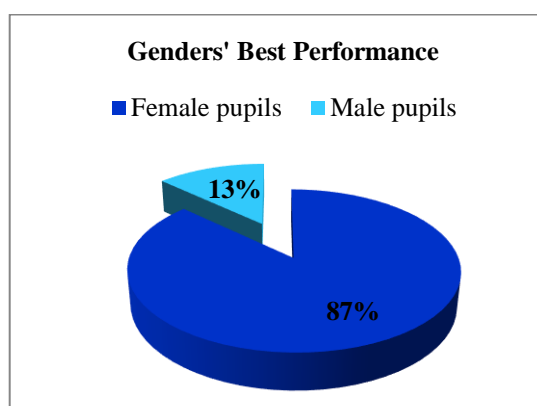


Figure 4.1 The Participation of Males and Females in English Classes

As long as classroom management is concerned, male pupils are categorized to be the most discipline problem contributor in the classroom in comparison to female pupils. 85% of teachers points out that whenever there is a discipline problem, males are the reason; they sit at the back of the classroom to disrupt. 13% of teachers indicates that both genders are involved in the discipline problem, whereas 2% blames females. The goof-off pupils in this context are males; their attitudes in the classroom are an impediment for the teacher to create a suitable atmosphere where the pupils could feel comfortable in learning. This latter is associated to the large number of pupils in the classroom which is an obstacle for teachers to transmit the message appropriately and be able to reach all pupils in traditional seating arrangements. Figure 5.1 below determines the higher rate of male pupils who are responsible of disruptive attitudes in the classroom.

Table 5. The Classroom's Most Disobedient Gender		
Options	Genders' Disruptive Behavior	%
Male pupils	39	85%
Female pupils	01	2%
Both genders	06	13%
Total	46	100%

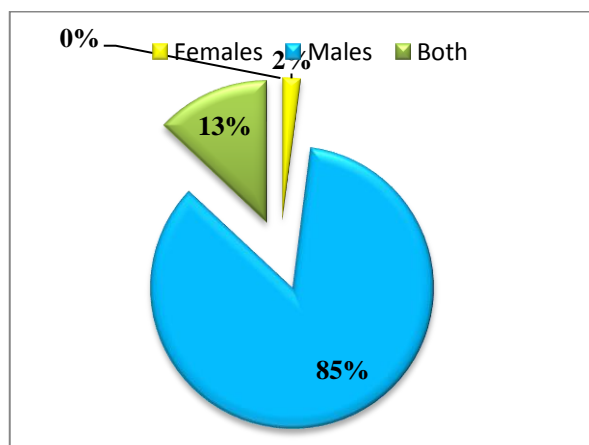


Figure 5.1 Genders' Classroom Discipline

First of all, On the basis of our work, 76% of teachers agrees with the fact that Algerian secondary schools could witness a future gender gap, whereas 24% disagrees with this latter. Their arguments are distinct though they all cast in the same mold. They clarify that girls are more enthusiastic and interesting in learning the English language subject. Their number might promote their performance and excludes boys from classroom participation and academic accomplishment. All teachers link this latter to male pupils' delinquency and absence of interest in learning, because they have other expectations different from that of females.

Second of all, males, according to many teachers, are becoming lazy and less interested in learning; all they are searching for is the easiest and the quickest way to gain money. Hence, they copy what other males do -the category that is excluded from school- to feel independent and self-satisfied. Male pupils have negative attitudes toward English, which is the most affective and psychological factor that results in their poor performance in English. They are unresponsive because they think they will not have the opportunity to find decent jobs and contest females in the workplace; for this reason, they think about joining the army.

Third of all, the majority of teachers in this work complains from discipline problems and how to manage the classroom, though the number of pupils in the class is not shocking, but "Goof-offs" as Jones (2007) labeled exist. The majority of respondents disapproves male pupils' behavior in the classroom arguing that they are not motivated to learn the languages basically because their social status and linguistic background do not help. Speaking about the linguistic background, the pupils' level in English is mediocre, what proves this is their misunderstanding in the classroom which compels the educator to use other varieties to explain the lecture other than English. When the pupils find it difficult to understand what their teachers are speaking about, they feel bored and lose attention; consequently, they make troubles in the classroom to break monotony.

Since ICTs are not used all the time and not in an effective way, classrooms can be considered as a "traditional setting" whereby pupils feel tiresome and disinterested. As long as the input comes from limited resources, though simplified, but this might reduce the chances of learners to improve their English language skills. Pupils are skillful in using digital tools; we can say that there is a cultural

collision between the 21<sup>st</sup> century learner and the school in which it provides courses which are most of the time traditional. In fact, the input is provided via the use of ICTs, it is clear for pupils who have a high level in English, otherwise the teachers attempt to simplify the information using different varieties as French and Arabic; however, the use of the Arabic language (first language) is higher in comparison to French and English.

In the light of all that has been found, to improve pupils' performance in the English language subject in the secondary schools, and based on the findings of this work, our sample is proposing the following:

1. A better contact should be established with pupils and their parents, as well as be familiar with their cultural background and social situation.
2. The teaching strategies should be differentiated; sticking to one approach might create a mediocre level and monotony among pupils. Using visual aids and establishing games and quizzes are essential.
3. The addition of extra hours after school to cover the weaknesses of learners.
4. Communication is a must between the educators and their learners; this could create a bridge to minimize misunderstanding.
5. It is prerequisite to sensitize pupils about the reason behind teaching this foreign language to attract their attention.
6. Integrating learners in classroom activities through linking the tasks with real life situations.
7. Providing secondary schools with laboratories and amphitheatres to teach the different skills of language, especially listening.
8. Minimizing the number of pupils in class is a first step of amelioration.
9. Involving male pupils is difficult especially with their small number, thus establishing classes for males separated from females would help in enhancing their achievement.
10. Creating more innovative and engaging learning environments.
11. Creating new teaching techniques and methods that encourage male pupils' involvement and participation in class activities.

## Conclusion

Actually, teaching is a sacred profession but a challenging mission. Educating a foreign language like English is a difficult task, especially if pupils' status and social background do not help. Thus, our work is an endeavor to search for the difficulties that the teachers of the secondary schools in Tissemsilt encounter when teaching English. The majority of our sample puts emphasis on the high performance of females and the low performance of males. Goof-offs are shaped by male pupils in the classrooms, they are considered as a delinquent category whose job is to distract their teachers from transmitting the message. Though ICTs are used, but not all the time, this is due to their unavailability in the school. More importantly, pupils' linguistic background does not assist their educators to use only English during lectures, but Arabic and French are used alternatively to simplify the input. It is noteworthy to mention that separating male pupils from females is a suggested solution that could help in motivating males to perform better in learning a foreign language. This latter is proposed because all teachers agree with the fact

that disinterest is what describe male pupils' psyche at the secondary schools of Tissemsilt. In a nutshell, teachers and parents play a significant role in the lives of learners, they need motivation and encouragement to perform better, but most importantly communication, because this latter could break the ice and enable both genders to do their best.

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## **THE STUDENTS' PERCEPTIONS ON A TEST OF ENGLISH PROFICIENCY AS GRADUATION REQUIREMENT**

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### **Abstract**

TEP, Test of English Proficiency, is a type of English test which is held regularly by Language Center (LC) of Universitas Swadaya Gunung Jati (UGJ) Cirebon based on the Rector's decree as policy. It becomes one of the requirements for the students who are going to graduate from higher education. This research intends to 1) explore the students' perception on a Test of English Proficiency and 2) find out about how is the implementation of TEP. The writers conducted a case study with 288 students as the respondents. They come from different majors and faculties. There are four techniques of collecting data: 1) interviews, 2) observation, 3) questionnaires, and 4) documents. To get the valid data, the writers used triangulation of sources to cross check and compare data. An interactive model (data collection, data display, data reduction, and conclusion) is used to analyze data. The research findings reveal that the students' perceptions on TEP can be classified into three aspects: TEP activity, test instrument, and preparation while the implementation of TEP such as a registration system, information system, proctoring, and facilities get satisfactory responses from the students.

**Keywords:** students' perceptions, a test of English proficiency, graduation requirement

### **Introduction**

English as a means of communication is widely used around the world. People use it for many purposes such as economic, culture, social, tourism, education etc. It has a fundamental role to connect people to all over the world. It proves how important it is. Moreover, today we are in the industrial revolution 4.0 era. Mastering English is a must especially in the field of education. One of the most frequent topics discussed in learning English is proficiency. Language proficiency is as an endless discussion because it has a broad aspect to cover. Proficiency deals with what the students can do with language in speaking, writing, listening, and reading skill (ACTFL, 2012). The recent study conducted by English First on English Proficiency Index 2018 showed that Indonesia stands in 51 ranks of 58 countries in the world or 13 ranks of 21 Asian countries. Moreover, it said that Indonesia is categorized as low proficiency (EF EPI, 2018). It's ironic when Indonesia is facing the ASEAN economic community and the industrial revolution

4.0 era. Especially Indonesia is also predicted as the world's 10th-largest economy in 2030. English proficiency is one of the tools to reach it.

In some places, many educational institutions issued the policy on language proficiency either in Indonesian higher education or in other countries such as in Thailand (Jaturapitakkul, 2013), Taiwan (Pan and Newfields, 2012), and Hongkong (Qian, 2007). Universitas Swadaya Gunung Jati (UGJ) as one of private universities in Cirebon-Indonesia also issued the policy on a test of English proficiency as graduation requirement to improve the quality of students' learning outcome, especially in language proficiency. Commonly, the policy has set the minimum score for graduates depending on the scoring system used for the test. The students must pass the minimum score or passing grade, so they will get a certificate as proof that they've passed the test. Pan (2009) argued that a test of English proficiency as graduation requirement has both positive and negative impacts. For positive impact, it is as an evaluation for educators to make effective curricula and a lesson plan to meet students' needs while the negative impact is that the students are under pressure because they must pass the test.

Generally, policy makers, educators, stakeholders used a test as an assessment to find out or measure the result of an agenda or program after it has been implemented. Brown (2003) briefly explained a test as a system to measure students' ability, knowledge, or performance in a given area. Meaning that a test is a powerful tool to measure the students' ability in such language for instance, English. In addition, Bachman and Palmer (1996) argued that language tests can be an important instrument to provide advice that focuses on language teaching. Furthermore, they explained that tests can give a proof of the result of teaching and learning process, and hence response to the usefulness of teaching and learning process itself. The test effect on teaching and learning is known as washback (Hughes, 1989).

On the other hands, many researches have been conducted in language testing and assessment, touching upon a spacious range of important issues such as washback of English test (Li et al, 2012), the contribution of language proficiency on students' academic success (Yan and Cheng, 2015), validity, reliability, practicality, and washback of the test (Kirkpatrick and Hlaing, 2013), and EFL examination boards (Fan and Jin, 2013), however the writers found a few studies conducted in Indonesia focusing language testing, such as a study conducted by Susanti (2014). She concerned the washback after the students faced the test of English proficiency. Another study is conducted by Yuyun et al (2018). This study investigated the students' main problems during a test of English proficiency, then it was followed by strategies. None of those studies discuss the students' perceptions toward language testing as graduation requirement. For that reason, this research is proposed to fill in the gap by addressing the following two research questions:

1. What are the students' perceptions on a test of English proficiency as graduation requirement?
2. How is the implementation of test of English proficiency?

## **Literature Review**

### ***Perception***

Perception deals with psychology study, which relates to the study of behaviour and mental processes. All human beings are given five senses such as eyes as a sense of sight, nose as a sense of smell, ears as sense of hearing, skin as sense of touch, and tongue as sense of tasting. Those five senses, according to Belch (2004), provide impressions of the world, which psychologists call perception.

To give better understanding of perception, some experts gave the definition. Schacter, et al (2009) defined perception as the organization, identification, and interpretation of a sensation in order to form a mental representation. In other sides, Kasschau (2003) said that perception is the organization and interpretation of information from the senses into meaningful experiences. In addition, Wittig (2001) explained that perception is the interpretation of the information received.

Considering the previous definitions given by experts, the writers can conclude that perception is the organization and interpretation of the information received from the senses in order to form meaningful experiences.

### ***Test of English Proficiency***

When we discuss the test, it cannot be separated from the assessment because the test is one of the assessment forms. Dorobat (2007) explained that assessment is ways to get students' information on their ability or achievement. It can be assumed that the way to assess the students' ability or achievement can be in the form of an interview, observation, a questionnaire, reviewing students' work, test, etc.

According to Brown (2003), a test as a system to measure students' ability, knowledge, or performance in a given area. The test is also questions that have the attribute of right and wrong. In the field of education, testing is fundamental since it gives a greatly powerful influence in society. Therefore, McNamara and Roever (2006) said that testing in education is an attempt to measure a person's knowledge, intelligence, or other characteristics in a systematic way. In line with previous definitions, Zainal and Mulyana (2007) defined a test as a question, an assignment, or a set of assignment which is planned to obtain information of certain education. From those definitions, it can be summarized that a test is a method of measuring students' ability, knowledge, intelligence, or performance in a systematic way which is planned to obtain the information of certain education.

There are many types of test as it is explained by Harris and McCann (1994), Brown (2003), and Alderson, et al (1995) such as language aptitude test, progress test, summative test, entry/placement test, diagnostic test, proficiency test. In this research, the type of the test is the proficiency test or test of English proficiency. It is used to test students' ability with different language backgrounds or to show whether or not the students have reached a given level of general language ability.

Basically a test of English proficiency is not a new phenomenon in the education institution, especially in higher education. Many education institutions issued the policy to maintain or control students' language proficiency by using the standardized test such as TOEFL, IELTS, TOEIC etc, but many others use their own English test product such as General English Proficiency Test (GEPT) developed by the Language Training and Testing Center in Taiwan (Shih: 2008) or



TEP ENTRY and TEP EXIT developed by Language Center of UGJ. In general, there are two main functions when such institution used a test of English proficiency. First, it is used for an entry requirement for new students and second, it is used for exit requirement.

According to Shih (2010), the implementation of English test based on policy with graduation benchmark has the effects for the students in both advantages and disadvantages. The advantages are: 1) the policy could prod the students to study; 2) there was competition among universities; 3) the school authorities could claim that students' proficiency has reached a certain level; and 4) certificates were critical for students to get a job, while the disadvantages are: 1) students needed to pay for taking the test; and the requirement might defer the students' graduation. The same findings are also revealed by Pan's study (2009). It reported that there are both positive and negative washback in the English certification exit requirement. For positive washback, the government has a significant impact on college English education by allocating a considerable amount of funding to increase the pass rate of college students who earn certificates; students scores reveal what skills must be improved so that educators can design more effective curricula or lesson plans to meet students' need; and students are encouraged to take English study more seriously because they might not be able to graduate if they do not pass the test. For negative washback, teachers are concerned that the requirement might lead to teaching to the test; the requirement put the students under pressure because they won't graduate if they don't pass the test; and the students focus on the materials tested although the materials are not applicable in real-world situations.

In addition, the proficiency test also affects other things such as the relationship between language proficiency and students' academic success. Yan and Cheng (2015) said that language proficiency had a moderate effect on the students' academic success. The same view is also proposed by Martirosyan et al (2015). They reported that there were significant differences in the academic performances of students with different English language proficiency levels and students who speak multiple languages. Furthermore, Wilson and Komba (2012) said the more proficient in English the students are, the better they are in academics. In other sides, Xiao (2015) argued that students' language proficiency will effect on their pragmatic competence.

## Method

The writers use case study as the method of this research. According to Ary et al (2010), case study is a kind of ethnographic research study that concerns on a single unit, such as one individual, one group, one organization, or one program. In addition, they also explained that the goal of this method is to get a detailed description and to understand the entity (the "case"). In other sides, Young in Singh (2006) explained that case study is an exploration and analyzing of the life of a social unit. It can be a person, a family, an institution, culture group, or even an entire community. In short, it can be said that case study is in depth investigation into a certain phenomenon that happens in individual, group, organization, and/or

program. A case study is considered as an appropriate method because the writers want to explore the students' perception and find out about the implementation of TEP.

This research was conducted from January to March 2019. The subjects of research are fourth grade students of UGJ. There are 288 students coming from different faculties as the subjects of research. They are chosen because they are the object of the policy or, in other words, they have an obligation to take a test as graduation requirement. The writers use purposive sampling as the method of the sample in this research. Ary et al (2006) argued that researchers who conducted qualitative research are purposeful in selecting the subject of research and setting. Furthermore, they stated that researchers decide on purposive samples which are thought to be to be satisfactory to present maximum comprehension and to understand what they are studying.

There are four techniques of collecting data used in this research. First, interviews. The writers interviewed some respondents such as the first vice of rector as policy maker, staff of language center as implementor of policy, and the students as the object of the policy. Second, observation. The writers observed the implementation of TEP when it is done regularly. Third, questionnaire. The writers gave a questionnaire to test takers or students after they have done TEP. And fourth, documents. The writers analyze the document that related to a test of English proficiency.

After the writers got data, then they analyzed them using an interactive model by Miles and Huberman (1994). It consists of data collection, data display, data reduction, and conclusion. To ensure the trustworthiness of this research, triangulation is used to confirm the truthfulness or the validity of research findings as it is proposed by Creswell (2007). According to Patton (2002), there are four types of triangulation: a) methods triangulation; b) triangulation of sources; c) analyst triangulation; and d) theory/perspective triangulation. In this research, the writers used triangulation of sources.

## Findings and Discussion

This section provides the findings related to research questions as follows:

### *Research Question 1*

What are the students' perceptions on a test of English proficiency as graduation requirement?

The first research question reports on how the students perceive a test of English proficiency as graduation requirement. The following table is the result of questionnaires given to test takers that illustrates the students' perception in percentage.

**Table 1. The Students' Perceptions on a Test of English Proficiency**

No	Students' Perceptions	Responses				
		(SA)	(A)	(N)	(D)	(SD)
1	Test of English proficiency motivates you to study English.	38,19 %	52,08 %	8,33 %	1,38 %	0 %

No	Students' Perceptions	Responses				
		(SA)	(A)	(N)	(D)	(SD)
2	Test of English proficiency is beneficial.	39,72 %	53,31 %	6,96 %	0 %	0 %
3	Test of English proficiency isn't obstacle to follow academic activities.	28,12 %	48,61 %	18,05 %	4,16 %	1,04 %
4	Test of English proficiency is easy to do	6,09 %	17,56 %	64,15 %	10,75 %	1,43 %
5	The passing grade of test of English proficiency is 450 for English Educational Department and 400 for Non-English Educational Department.	17,07 %	47,03 %	29,61 %	5,57 %	0,69 %
6	The important of special treatment such as training or course before doing test of English proficiency	34,49 %	42,85 %	20,90 %	1,39 %	0,34 %

\*Note: (SA): Strongly Agree, (A): Agree, (N): Neutral, (D): Disagree, (SD): Strongly Disagree

From table 1, the writers classify the result of questionnaires into three main aspects; (1) TEP activity which is represented by statements number 1, 2, and 3, (2) test instrument used in TEP which is represented by statement number 4, and (3) the preparation which is represented by statement number 5 and 6. The discussions of each aspect are as follows:

Test of English proficiency is an activity held regularly by Language Center based on the policy that obligates the students to take it as graduation requirement. This policy has been implemented for more than two years since it was issued in 2015. Based on the result of questionnaires in number 1, 2, and 3, they reveal that in general the implementation of TEP gets positive responses from the students. For example: TEP motivates the students to study English. The students' responses are (SA): 38, 19 %, (A): 52,08 %, (N): 8.33 %, (D) 1,38 %, and (SD): 0 %. The same finding has ever drawn by Li et al (2012). They said that Collage English Test motivated the students to make a great effort to learn English. In addition they explained that many students seem to have motivation to put more effort on the language skills in the test. The result of questionnaires is in line with the following interview transcript:

*"It can motivate students because we need English. Moreover it becomes our soft skill"*

In addition to TEP as a motivation for the students, TEP is also beneficial for the students. The students' responses are (SA): 39,72 %, (A): 53,31 %, (N): 6,96 %, (D) 0 %, and (SD): 0 %. According to Shahomy (2001), the results of the test

have harmful effects on the students as they can create winners and losers, successes and failures, rejections and acceptances. The test score is one of indicators to place the students in class levels, for granting certificates and prizes, for determining whether or not the students will be allowed to continue in future studies, for deciding on professions, for entering special education classes, for participating in honor classes, for getting accepted to higher education and for obtaining jobs. The result of the interview also shows the same idea with the questionnaire.

*“It is beneficial because it will be attached with the graduation certificate and English test certificate”*

The last is that test of English proficiency isn't obstacle to follow academic activities. The students' responses are (SA): 28,12 %, (A): 48,61 %, (N): 18,05 %, (D) 4,16 %, and (SD): 1,04 %. It proves that TEP isn't obstacles for the students, although they have to take TEP before they graduate from higher education. From these students' responses, it can be drawn that TEP is beneficial activity because it motivates them to study English in order to pass the passing grade needed. The interviewee argued that the implementation of English test is not an obstacle for the students whereas it can be a starting point for them to study English although they aren't from English education department.

*“actually, it isn't an obstacle for us. It depends on the students' motive. This test is not only the obligation but also it is a must to do because if we look from our educational background, we all are not from English education department but there is a time for us to study English, motivates us to study”*

The second discussion deals with the test instrument. Based on the statement “test of English proficiency is easy to do”, The students' responses are (SA): 6,09 %, (A): 17,56 %, (N): 64,15 %, (D) 10,75 %, and (SD): 1,43 %. Neutral is the most dominant response from the students. Since the test instrument for TEP is used regularly to test the student, the validity and reliability must be kept. Hsu (2009) argued that it is crucial to guarantee the validity and reliability of the tests employed. Furthermore, she explained that Validity refers to the extent to which a test measures what it is intended to measure and not what it is not designed to measure and reliability is basically concerned on how consistently the test does what it is supposed to do.

The last discussion focuses on treatment. The students' responses toward the important of preparation before doing the test of English proficiency are (SA): 34,49 %, (A): 42,85 %, (N): 20,90 %, (D) 1,39 %, and (SD): 0,34 %. Based on this result, it shows that preparation such as training or course is important for the students before they take TEP. The policy also has set the passing grade for the English Educational Department (450) and Non-English Educational Department (400). The students' responses toward this passing grade are (SA): 17,07 %, (A): 47,03 %, (N): 29,61 %, (D) 5,57 %, and (SD): 0,69 %.

From the three aspects discussed above, it can be summarized that the students perceive the test of English proficiency as a beneficial activity because it motivates

and attracts the students to study English in relation to materials or skills tested in TEP. Moreover, the policy also has set the passing grade for each department and the students are encouraged to have a good preparation before they take the TEP. Besides, the validity and reliability of test instruments must be kept because they are used regularly to test the students.

### **Research Question 2**

How is the implementation of test of English proficiency?

This research question deals with how a test of English proficiency is implemented regularly by Language Center of UGJ. In this research, the writers explore four aspects that relate to the implementation of TEP. Those aspects are 1) registration system, 2) information system, 3) proctoring, and 4) facilities. The following table is the result of questionnaires which reveals students' satisfaction toward the implementation of TEP.

**Table 2. The Implementation of a Test of English Proficiency**

No	The Implementation of Test of English Proficiency	Responses			
		(VS)	(S)	(U)	(VU)
1	The registration system of test of English proficiency in Language Center	51,39 %	47,55 %	1,04 %	0 %
2	The information system (test schedule and publishing score) done by Language Center on test of English proficiency	43,55 %	50,52 %	5,92 %	0 %
3	Proctoring during test of English proficiency	55,20 %	44,09 %	0,34 %	0,34 %
4	The facilities of test of English proficiency (class, speaker, timer, etc)	49,30 %	44,09 %	5,90 %	0,69 %

\*Note: (VS): Very Satisfied, (S): Satisfied, (U): Unsatisfied, (VU): Very Unsatisfied

Registration system is one of the important parts in TEP. Since Language Center as the operator of TEP used offline or on the desk system, the students have to register TEP to the office. Based on the result of the questionnaires, the students' responses toward registration system are (VS): 51,39 %, (S): 47,55 %, (U): 1,04 %, (VU): 0 %. Another aspect of the implementation of TEP is an information system. This information system deals with how Language Center informs the students about test schedule and score. Language Center has three ways to informs the students using FP: PusatBahasaUGJ, IG: pusatbahasa.ugj, and WA. The students' responses toward information system are (VS): 43,55 %, (S): 50,52 %, (U): 5,92 %, (VU): 0%.

The third aspect of the implementation of TEP is proctoring. The job of proctor during the implementation of TEP is to distribute the test and answer sheet, to set timer, to keep the process of TEP. The results of the questionnaires are (VS): 55,20 %, (S): 44,09 %, (U): 0,34 %, (VU): 0,34 %. The last aspect is facilities. Language Center provides many facilities to support the implementation of TEP such as class, speaker, times, pencil, eraser. These facilities are provided to make the

implementation of TEP run well. It can be seen from students' response toward facilities: (VS): 49,30 %, (S): 44,09 %, (U): 5,90 %, (VU): 0,69 %.

The successful implementation of TEP can be drawn into four aspects: the registration system, information system, proctoring, and facilities. From the explanation above, VS and S are the dominant responses coming from students. It indicates that the implementation of TEP done by Language Center can run well.

## Conclusion

This study is intended to explore and investigate the students' perceptions on TEP and the implementation of TEP. The research findings reveal that the students' perceptions can be classified into three aspects: 1) TEP activity; 2) test instrument; and 3) preparation. TEP activity based on the students' perceptions is a meaningful and beneficial activity that motivates the students to learn English. Since a test instrument is used to test the students regularly, the validity and reliability must be kept. Furthermore, to pass the passing grade or minimum score, the students needs a preparation such as training or course that concerns on materials tested by TEP.

Another research finding on how a test of English proficiency is implemented reveals that most of the students perceive satisfaction toward the implementation of TEP in several aspects such as: a registration system, information system, proctoring, and facilities.

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## **METACOGNITIVE STRATEGIES OF UNDERGRADUATE AND POSTGRADUATE STUDENTS IN READING**

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### **Abstract**

Metacognitive strategies are widely used by students in learning activities, often without them realizing it. In this article, the researchers aimed to observe postgraduate and undergraduate students' metacognitive strategies in reading. Reading is a memory construction, it is essential for successes in the future. Students who are self-determined and motivated are successful readers. Metacognitive strategies of student teachers in reading maturity inspire students to integrate ideas with experiences into the transformation of actions. As reading maturity shapes character, it is identified to those who are independently and eagerly participates in the activity. It focuses on critical thinking and reflection. This assessment of metacognitive strategies in reading may offer an idea to be a good readers and teachers in the future. Using mixed method approach, particularly questionnaires and interviews, the data were collected using procedural statistic SPSS independent t-test in order to have the description of how the two groups applied metacognitive strategies in reading. The findings showed that both postgraduate and undergraduate students utilized metacognition strategies. However, postgraduate students demonstrated more metacognitive strategies and maturity in reading.

**Keywords:** metacognitive strategies, undergraduate, postgraduate, reading

### **Introduction**

Learning is an act of acquiring knowledge and skills by practicing, training, experiencing, observing, and reflecting. In this study, the researchers intended to observe the learning process of teacher education university students as adult learners, particularly in reading. As stated by Merriam (2001, p. 96), adult learners are considered to own their intelligence, memories, conscious and subconscious domains, feelings, dreams, and a physical shape in their learning process, as it is a life meaning-making process which transforms what to study and how the learning process is going. By this account, it is safe to say that metacognitive learning strategies play an important role in adult learning, especially since they have had experiences in learning, either it is emotionally, physically, spiritually, or intellectually.

Metacognition refers to how students become aware and have control for their learning process (Schraw and Moshman, 1995, p. 358). Metacognition is related

to one's knowledge which is the process of cognitive and the products of that process (Flavell, 1976, p. 232). More specifically, it is one of the cognition types and a process higher order thinking that include active regulation over the cognitive processes (Wenden, 1998, cited in Rahimi & Katal, 2012, p.74). As Schraw and Moshman (1995, pp. 352-355) contend that metacognition comprises two aspects, namely cognition knowledge and cognition regulation. Cognition knowledge is related to what one knows about one's cognition. Generally, cognition itself is classified into three forms of knowledge: declarative, procedural, and conditional. In the other hand, cognition regulation refers to controlling process of one's thinking; planning, monitoring and evaluating.

A study conducted by Diaz (2014, p. 91) describes five cycle phases of Chamot and O'Malley's, (1994) instructional model. Cognitive academic language learning approach (CALLA) comprises "an introductory phase, teaching phase, practicing phase, evaluating phase, and phase for the application. These phases are very useful to implement metacognitive strategies in learning. In this matter, these learning strategies give opportunities for students to do a reflection so that they become conscious of their strengths and weaknesses, hence, they can take part actively in their learning. By implementing this learning strategy training, students have great chances to improve their habits to advance their strategies in learning and to become more and more aware of the processes happen in their learning (Diaz, 2014, p. 91).

This study, how metacognitive strategies were applied by students of English Education Study Program of Sanata Dharma University in the context of reading comprehension was observed. This study particularly focused on how different or similar the metacognitive strategies in reading that were used by two different groups of students in the context: undergraduate and postgraduate. This study expected to discover how these two groups of students apply experience the effectiveness, significance, and value of metacognitive strategies in their reading activities. It is vital to note that both groups of students experienced similar reading activities in order to know, understand, and grasp the materials they learn. Two research questions were formulated to direct this research:

1. What metacognitive strategies are implemented by the undergraduate and postgraduate students in reading?
2. Is there a difference between undergraduate and postgraduate students' metacognitive strategies in reading?

## **Literature Review**

### ***Students Metacognition***

As stated by Tavakoli (2014), "among language learning strategies, metacognitive strategies are regarded as high order executive skills that make use of knowledge of cognitive processes and constitute an attempt to regulate ones' own learning by means of planning, monitoring and evaluating" (p. 316). In the same light, Tobias & Everson (2002, pp. 21-22) also claim that the capacity to detect what the lesson they have learned and what they have not learned is the main aspect to be successful in all educational aspects. The good monitoring of one's knowledge is the only aspect of metacognition that might be significant for success in learning the lessons. Promoting metacognition development can be established by sharing

thoughts between friends. In this matter, the thoughts arise can be an object for thinking (Conrady, 2015, p. 134).

Metacognition, in a simple way, is thinking about thinking. The capacity of knowing own thoughts will inspire people to be more open for their greater efficacy, flexibility, and transferability to adjust to their learning demands, in which they lead to a better learning process (Pintrich, 2002; Sarver, 2006, cited in Conrady, 2015, p. 134). A study by Conrady (2015, p. 134) shows that students must have the capacity to evaluate their own learning activities in order to acquire the advantage of metacognitive monitoring. As acknowledged by Tobias & Everson (1996; 2002, p. 1), learning would be effective for those who have metacognitive skills. Its main point is to help students to improve their capacity to monitor their comprehension because it will assist the students to be creative in solving their problems in the learning process.

Using a theory by Schraw and Moshman (1995), the researchers focussed on the metacognitive process of the participants. As has been stated, metacognition is related to learners' ability to be conscious of and monitor their own process of learning (Schraw, 1998, p 114). One of the components in metacognition, cognition knowledge, is related to what a person can understand about the process of how one obtains certain knowledge - which falls into three types: declarative, procedural, and conditional awareness. Declarative awareness is related to knowing about one's capacity, limitation, and how to integrate them in the learning process. Procedural awareness is related to the time one enters the learning process. Conditional awareness is about the way one knows when and why cognitive action is used. Regulation of cognition includes essential skills during the process of controlling one's thinking or learning, such as planning, which refers to selecting appropriate strategies and allocation before doing the tasks, monitoring, which refers to self-knowledge on how one knows and performs knowledge and capacities in learning the materials, and evaluating, which refers to the products and process of learning regulation. Based on the result of the learning process, a person will see the process and the improvement that is achieved. He or she also will know the parts that need to be improved.

Many researchers also support the theory by Schraw (1998) with the method by Chamot and O'Malley (1994, cited in Diaz, 2014, p. 91). The method consists of phases which are classified into five layers. They are: introductory phase - the introduction about the meaning and goals of metacognitive learning strategies, teaching phase - the presentation of the ideal of the strategies, practicing phase - giving chance for students to apply them in their assignments given, evaluating phase - giving students opportunities to evaluate and reflect about their learning strategies in order to know the things that need improvement or development, and expansion phase - inspiring the students to apply what they have learned in their own lives.

### ***Reading Comprehension***

Having a reading comprehension planning skill is very helpful for one to be successful in reading. According to Upton and Thompson (2001), reading is not monolingual occurrence; for L2 readers to enter into the process of reading L2 text, they have to access their first language as a strategy to help them comprehend the

meaning). Many researchers on the area of Second Language Acquisition (SLA) seems to agree that the most essential skill in English language learning is reading (Koch, 1974; Alderson, 1984; Carrell & Carrell, 1988; (Rajab, 2015, p. 4). Reading skill is considered as an important skill for survival in this modern era as well as the main skill for academic life (Pugh, Pawan, & Antommarchi, 2000; Rajab, 2015, p. 4).

Reading comprehension is a memory construction, in this matter, it identifies comprehension as the consistency which the reader build an idea based on the ones' intention, the connection between the reader's reinterpretation and the interpretation aimed by the author. A reader interpretation detects the implicit and explicit correlation of author intentions. The criteria that the readers have effectively understood the text is whatever the facts in the reading can be related to the interpretations they have made to that goal in their process of reading. (Lorch Jr. & Broek, 1997, p.224). Reading comprehension is about the coherent between process and product in reading. In the process of reading the reader enlarge and develop the meaning into the representation, which can be used to actualize other goals. Therefore, the implication of reading has an essential part in the reading process too. What a reader does in the process of reading has effects on the implication of how the reader has after reading. (Lorch Jr.& Broek, 1997, p.232). In the process of learning, the object of reading is to understand well the reading, if the readers do not actively involved in the process of reading in order to help their comprehension then the goals of learning will be unproductive. Reading is essential for successes in the future. Students who are self-determined and motivated are successful readers. (Sanford, 2015, p. 182).

Armbruster, Echolsand, and Brown (1983, pp. 3-20) conclude that metacognitive in reading is extended to include the knowledge of four variables such as the text, task, strategies, and learner characteristics. Text, as a variable, implies that a reader has to be conscious about its difficulty, importance, structure, and contextual limitations, which are the important parts of a text. In the task a reader has to know that the main reading purpose is to understand the meaning of the content, not to interpret the words. In strategies, a reader has to find strategies in order to really comprehend the reading itself. In addition, learner characteristics imply that a reader has to know what the differences between good and poor readers are and what to do about it. Having a reading comprehension planning skill is very helpful for one to be successful. In addition, it is also important that one should have a higher-level executive skill in planning and working memory (Baddeley, 2003; Vellutino, Scanlon, & Lyon, 2000, cited in Kendeou1, Papadopoulos, & Spanoudis, 2016, p. 122).

### ***Metacognition in reading***

Reading becomes one of the English basic skills that is most emphasized in the context of traditional foreign language teaching and learning; even, nowadays reading is still considered as the most important English skill for instruction many foreign countries (Susser & Robb, 1990, cited in Tavakoli, 2014, p 316). Most EFL students have limited opportunities to communicate with native English speakers. However, they have a number of facilities to access many literatures and scientific written materials in English to help them in their studies and work (Rivers, 1981, as cited in Tavakoli, 2014, p. 317). The learners do not necessarily need to speak English daily in order to learn; instead, they can just read to find a great deal of information in English (Eskey 2005, cited in Tavakoli, 2014, p. 317). Alderson (1983, as cited in Tavakoli, 2014) concluded that “a reading ability is often all, that is needed by learners of English as a foreign language (EFL)” (p.317).

In the process of reading, metacognition - the process of thinking about thinking – strategies are applied. Therefore, one should have a higher-level executive skill in planning and working memory. In this process, there is planning, monitoring, and evaluating. Graves, Juel, & Graves (2001 as cited in Mbato, 2013, p. 31) argue that good readers are metacognitive; the readers are able to monitor their understanding about reading text, and they can focus on what they want to gain; they can also distinguish if they do not understand the context of the reading so that they can find the solutions to understand the reading text better. O'Malley and Chamot (as cited in Mbato, 2013) state that “stress the importance of students’ use of a wide range of reading strategies that match their purpose for reading and teach them how to do the right ways should be a prime consideration in the reading classroom.” (p. 32).

Anderson (2004, p.17) contend that there are five components of metacognitive in reading, namely “(a) preparing and planning for effective reading; (b) deciding when to use particular reading strategies; (c) knowing how to monitor reading strategy use; (d) learning how to orchestrate various reading strategies; and (e) evaluating reading-strategy use” (p. 17). In the postgraduate learning, most of the materials should be comprehended so that they can do other related activities such as writing journal articles, doing classroom presentations, and making reflections. They unconsciously have to make an extra effort in order to reach a good comprehension of the reading materials in order to finish the assigned tasks. As explained by Palincsar and Brown (1984, p.124), there are four key strategies in reading which are generally applied in metacognitive strategies, namely; summarizing, questioning, clarifying, and predicting.

Metacognition (Flavell 1979; Kuhn 2000, p. 178; Veenman 1993: 1997; O’Neil & Abedi 1996; as cited in Cubukcu, 2008, p. 84) is comprised of two aspects: self-awareness of understanding how, when, and where to use a certain appropriate

strategy and how to utilize that strategy in the process of learning the material. "Reading comprehension is one of the most essential study skills in higher education. Academic, and even technical courses demand substantial readings, so there is a need for students to be able to comprehend what they read in order to succeed in their academic life and beyond" (Meniado, 2016, p. 117). In reading activity, metacognitive strategy is utilized in the process of "procedural, purposeful, effortful, wilful, essential, and facilitative in nature" (Alexander & Jetton, 2000, p.295). Reiss (1983) agree that the more students read, the more they will be accustomed to the native speakers' "vocabularies, idioms, sentence patterns, organization flow, and cultural assumptions" (as cited in Tavacoli, 2014, pp. 316-317). In English language learning, particularly focuses in terms of literacy, reading is the most of the works which have related metacognition. (Mbato, 2013, p. 28). In reading, reflection and awareness have been connected to metacognition. (p. 29).

## **Method**

In order to elucidate the metacognitive strategies used by the undergraduate and postgraduate students in reading, the researchers employed mixed-method. As contended by Creswell (2003), the mixed-method study combines both quantitative and qualitative approach. The researchers used questionnaires with Likert-type statements in the first part of this study to measure the three metacognitive strategies: planning, monitoring, and evaluating in reading. In addition, for measuring the difference between the two samples, independent sample t-test is applied. Therefore, two hypotheses are presented:

Ho: There is no difference between undergraduate and postgraduate students' metacognitive strategies in reading.

Ha: There is a difference between undergraduate and postgraduate students' metacognitive strategies in reading.

If the result shows  $\text{Sig} > 0,05$ , Ho is accepted whereas if  $\text{Sig} < 0,05$ , Ho is rejected. To support the quantitative data, the researcher analyze the qualitative data which was collected by interviewing the participants.

## **Participants**

As the participants of this research, 33 undergraduate and 40 postgraduate students of the English Education Program of Sanata Dharma University were selected. The participants filled out the questionnaire related to the metacognitive strategies that they used. This study also used the interview with six participants, three from the undergraduate program and three from the postgraduate program. The participation was voluntary and the confidentiality of the participants was guaranteed.

### ***Instruments***

The researchers used a set of questionnaire and interview as the instruments of this study. As stated by Cubukcu (2009, p. 160), a questionnaire is frequently used as a tool to measure metacognition. In this study, the questionnaire itself was to measure how metacognitive strategies were applied in reading. The questionnaire was set to cover all of the aspects of metacognitive strategies: planning, monitoring, and evaluating. The questionnaire was adapted from Mbato (2013, p. 150) and Chamot, Barnhardt, El-Dinary, and Robbins (1999) comprising 18 items of Likert-type statements that accommodate three essential skills of regulation of cognition. The first part consists of six items to measure students' planning in reading. The second part contains six items, which collect the data related to the students' monitoring in reading whereas the final six items aim to measure the students' evaluation in their reading.

To have a good and deep understanding of the topic, the researchers conducted an interview, which allows the students to share their answers more (Akturk & Sahin, 2011, p.4). The interview protocols were adapted from Balcikanli (2011, p.15) and they were simplified into six simple questions utilized to understand how metacognitive strategies were applied by the undergraduate and postgraduate students in relation to the theory proposed by Schraw and Moshman (1995) elaborated in the previous section.

### **Findings and Discussion**

According to the result based on the independent t-test, specifically Levene's test for equality of variances, it is shown that  $\text{sig}=.0.000$ , is less than 0.05, so, the  $H_0$  that 'there is no difference between undergraduate and postgraduate students in applying metacognitive strategies in reading' is rejected. The conclusion is there is a difference between undergraduate and postgraduate students. The description is listed in table 1. The differences between these two groups can be seen in the average (mean) of the two groups in table 2.

**Table 1.** Independent Samples T-Test for PBI and MPBI Groups

Independent Samples Test									
Levene's Test for Equality of Variances							T-test for Equality of Means		
Std. Error Difference							95% Confidence Interval of the Difference		
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Metacognitive strategies	Equal variances assumed	1.626	.206	-4.149	71	.000	-.46528	-.68889	-.24167
	Equal variances not assumed			-4.060	66.62	.000	-.46528	-.69447	-.23609

The results of this study showed that both postgraduate and undergraduate students applied metacognitive strategies in reading. They demonstrated high scores in all metacognitive strategies, including in the three strategies of regulation of cognition. Quantitative analysis of this study, however, proved that there were some differences between undergraduate and postgraduate students' metacognitive strategies in reading. The postgraduate students displayed more metacognitive strategies compared to undergraduate students.

**Table 2.** Mean of undergraduate and postgraduate students' metacognitive strategies

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Undergraduate metacognitive strategies	33	2.40	4.70	<b>3.7000</b>	.53327
Postgraduate metacognitive strategies	40	3.11	4.94	<b>4.1653</b>	.42506
Valid N (listwise)	33				

The result of the data analysis shows that postgraduate students, compared to undergraduate students, have a different level of metacognitive strategies. In table 2. it is listed that mean of undergraduate students is **3.7000 < 4.1653 of postgraduate's** metacognitive strategies, **so the mean of postgraduate students is more than undergraduate students.** However, it is still safe to say that both groups demonstrated high metacognitive scores. In the following table 3, 4, 5, it can be closely seen that the postgraduate students have a higher average degree of metacognitive strategies in reading compared to the undergraduate students which



this study focuses on the three metacognitive strategies: planning, monitoring and evaluating.

Table 3. Mean of undergraduate and postgraduate students' planning strategies in reading

Statement No		Mean	
		PBI	MPBI
1.	I decide in advance what my reading purpose is, and I read with that goal in mind.	<b>3.7576</b>	<b>4.2000</b>
2.	I decide in advance specific aspects of information to look for, and I focus on that information when I read.	3.9697	4.2500
3.	Before I read, I think of what I already know about the topic.	3.7273	4.0750
4.	I try to predict what the text will be about	3.8182	4.2250
5.	While reading, I periodically check if the material is making sense to me.	3.7576	4.1750
6.	6. I imagine things, or draw pictures of what I am reading.	3.4242	4.1250

The results of the average of postgraduate students and undergraduate students in planning strategies were quite high. In here, both groups demonstrated metacognitive and it can be seen that postgraduate students showed a slightly higher mean than the undergraduate students in planning. The lowest average of undergraduate students is found in helping oneself to remember what one has read by imagining things, drawing graphics, making tables, etc. It is described as the lowest average of monitoring strategy but the average is in the high level of applying metacognitive strategies. For the post graduate students, the mean between these six statements are in the high level. Thus, it can be concluded that postgraduate students were considered mature enough to manage themselves in terms of having a good planning before doing the reading. They knew the purpose of reading and how to find strategies and information from different sources. They could also focus, evaluate, predict, monitor while they were reading and they could summarize the topic of the reading. Furthermore, they could find strategies in order to have information about the topic of the readings.

Table 4  
Mean of undergraduate and postgraduate students' monitoring strategies in reading

Statement No		Mean	
		Undergraduate	Postgraduate
1.	I encourage myself as I read by saying positive statements such as "You can do it."	3.4545	4.0750
2.	I work with classmates when reading English texts or solve problems.	3.4848	3.6500
3.	When I encounter a difficult or unfamiliar word I try to work out its meaning from the context surrounding it (such as other words or pictures)	4.0909	4.4500
4.	I identify what I don't understand in the reading, and I ask a precise question to solve the problem.	3.7273	4.1250
5.	I use reference materials (such as a dictionary, textbook, or website) to help solve a comprehension problem.	4.2121	4.6000

Statement No		Mean	
		Undergraduate	Posgraduate
6.	After reading, I check to see if my prediction is correct.	3.6364	4.2000

In the monitoring phase, the undergraduate students demonstrated lowest mean in the affirmation of self in order to help in motivating and encouraging oneself in facing the challenge in reading. The most frequent strategy the undergraduate and postgraduate students applied was monitoring strategy because the average of the two groups are higher than other areas. In this monitoring strategy, postgraduate students did not really apply the strategy of working with friend every time they face problems and difficulties in reading since postgraduate students got the lowest average in this area. They solved their problems in looking for information and sources by their own self instead of directly approaching friends to solve it. Generally, postgraduate students were more independent than the undergraduate students. The highest point of postgraduate students in the whole areas of the process of three regulation of cognition is found in this area which is that they are capable to find their own strategies. They knew, reflected, and decided the best ways and strategies to comprehend the reading well. They used tools in facing problems and difficulties in reading such as dictionaries and inputs and information from the websites. They also sought help.

Table 5. Mean of undergraduate and postgraduate students' evaluating strategies in reading

Statement No		Mean	
		PBI	MPBI
1.	I summarize (in my head or in writing) important information that I read.	3.6970	4.4500
2.	I evaluate my comprehension by reflecting on how much I understand what I read.	3.6364	4.1000
3.	After reading, I decide whether the strategies I used helped me understand, and think of other strategies that could have helped.	3.2727	3.9500
4.	I check whether I have accomplished my goal for reading.	3.4848	4.0250
5.	I focus on key words, phrases, and ideas.	3.8485	4.3000
6.	I write down important words and concepts.	3.7576	4.0500

In the evaluating phase, both groups applied evaluation strategies in reading. However, as the means were still quite high, it is safe to say that the two groups still applied metacognitive strategies in reading. Summarizing is the most frequent strategy that the postgraduate students used to evaluate their reading process. The lowest average of both groups is found in the same area that is the evaluating of the result of the reading texts by looking back again to the strategy which has been applied. In metacognitive strategy, evaluation is intended to find another new

strategy in case the previous strategy is not helpful or repeat the previous strategy because it had given a good impact.

### ***Discussion***

Gray and Rogers (1956, as cited in Thomas, 2013, pp. 148-149) declares that reading maturity is a stage in which a person reaches the reading ability of an adult as a result of the whole progress, training, experience, and long involvement of extensive reading. It means that the person has good level of accurateness, comprehension, and objective thinking. Furthermore, he or she must be able to discuss about what he or she has read with both analytical skill and fluent level of speaking.

By comparing the two groups of students, postgraduate and undergraduate students, this study found that postgraduate students were more mature in relation to their age. They might have longer time to develop reading habit as they had finished their undergraduate study. In addition, the significance of familiarity with assignments and tasks demanding autonomous memorization of information could be due to the higher-level needs of comprehension (Schaie, 1978, as cited in De Beni, Borella and Carreti, 2007, p. 190).

In terms of living their own life, they were more stable. Many of them were working and studying at the same time. These reasons might influence their autonomous decision to continue study in the master's degree. Furthermore, their independent decision could influence their standard in studying and reading. Gray and Rogers (1956, p.149) argue that reading maturity is interpreted as a stage in which a person has a strong interest, attitudes, and skills that permit that person to profoundly, autonomously, and effectively engage in a reading activity and extract many meaningful lessons from the reading. The postgraduate students' motivation to study was to improve and expand their knowledge more in order to have a better life. Some of them financed their postgraduate study by themselves; this would influence their motivation to be more serious in their study.

Additionally, many researchers have proven that most of the mature readers are able to read intensively and extensively without other people telling them to do so. (Thomas, 2001, p. 1, Manzo, Manzo, Barnhill, & Thomas, 2000; Gray & Rogers, 1956). They are able to cognitively and emotionally understand what they have read. This was what the postgraduate students had shown. They had a strong aptitude of critical attitude in reading. This applied to both emotional and intellectual senses. They were also able to catch ideas in reading and adjust to the events and the difficulties in reading the materials. It is not easy, as admitted by Thomas (2008, p. 12) that "reading maturity should be treated deliberately not left to chance as a hoped-for by-product of schooling that some students acquire but others apparently do not."

The undergraduate students here were students who graduated from senior high school and continued their study in the university in order to have a better job one day. More or less, in terms of the financial matter, they were still leaning towards their parents. This could influence their motivation in study. Furthermore, they were still in the age of exploration to find their future. They had a lower degree of reading habit than the post graduate students had because during this period, they were still in the process to reach the graduation time. Regarding all of these reasons,

Thomas (2001, cited in Theiss, et al., 2009, p.60) describes maturing reader roughly in six areas.

Area 1 is reading attitudes and interests. Maturing readers have profound interest in reading assorted topics and they love reading to study about things hold interest to them. Since the postgraduate students autonomously decided to continue their study in order to have more knowledge and better work, they would find reading as something that brought more knowledge and information to help them reach their goal. For them, the autonomous decision also created interest in studying. That interest was in reading the subject materials.

Area 2 is reading purposes. Maturing readers are flexible and conscious about the purpose for reading and they will find proper strategies for them to achieve effective reading. They put effort to engage actively in reading. Furthermore, the postgraduates here were more stable in terms of living their own life; many of them were working and studying in the same time. These reasons could influence their autonomous decision to continue study in the master degree.

Area 3 is reading ability. In terms of reading ability, maturing readers read competently and fluently. They understand most of what they read and they can get a good, accurate grasp. Postgraduate students were more mature. Most likely, they had more experiences in reading because they had graduated from their undergraduate program.

Area 4 is reaction to and use of ideas apprehended (higher-order literacy). Maturing readers have the ability to generalize and make personal conclusion about what they have read. Additionally, they can also combine ideas from the reading and their personal ideas to form new understanding.

Area 5 is kinds of reading materials. A maturing reader does further than just 'easy reading'. They read a more cognitively challenging material. This is true as the subjects in the postgraduate used English as the language of instruction and the reading were all in the English language. They needed to immerse themselves into the reading materials as the readings were about reflecting, exploring, inspiring, motivating, and making life decision in being a teacher as they were studying in the master degree of English Education which intention was to shape a professional teacher.

Area 6 is personal adjustment to reading/transformational reading. Reading affects personal reflection. It influences the decisions that a person has to make in life. Since the content of the materials in the postgraduate were more intense for the preparation of a professional teacher in the future, it promoted reflection for self-transformation of a professional teacher. Reading maturity is a concept that largely focus on reading development in terms of not only basic reading skills, but also reading attitudes, habits, and dispositions (Thomas, 2001, p.142).

As concluded by Thomas (2001, p 157), reading maturity exceeds the level of reconstructive reading. It further touches on the level of constructive reading which demands the readers to build a solid connection towards the whole growth of maturity.

"Reading maturity is panacea for all the challenges facing us, nor a golden pathway to all we aspire to become. Overall health, wellness, and human flourishing surely involve many factors including physical fitness, nutrition, sleep, spiritual

growth, relational contentment, mental health, and sound general learning and appreciation of life.” (Thomas 2013, p.157). Metacognitive strategies in reading might be very helpful strategies to transform oneself in order to be a person for others.

### ***Limitations of the study***

Having the positive result in the discussion, the researcher believes that there are also limitations found in this research. First, the researcher used accessible sampling that limits the capability to generalize the findings to the population of postgraduate and undergraduate students in Yogyakarta. Second, regarding the participants in this research, they were close friends of the researcher. Thus, some biases might happen during the interpretation of the data. Regardless, the researcher believes that this research has provided some beneficial information about the awareness of applying metacognitive strategies in the educational field especially in reading.

### **Conclusion**

In conclusion, this study found out that both postgraduate and undergraduate students were practicing metacognitive strategies in reading. Based on the data's average, the postgraduate students had better score compared to the undergraduate students, even though the difference was small. This research further concluded that between those two groups, the one who had better average score had almost all the description of a mature reader. Therefore, from the findings, the utilization of metacognitive strategies in reading and in learning is believed to have a positive impact for the students in learning. Continuous process of checking and developing one's understanding about written or spoken text will help him or her to always see the progress of one's process of learning as well as life itself.

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## **AN ANALYSIS OF STUDENTS' WRITING SKILLS: FOCUS ON GRAMMATICAL AND DISCOURSE COMPETENCE**

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### **Abstract**

This paper presents an analysis of the students' writing skills. It is believed that writing is a powerful device to reflect language structure and to promote language learning. However, many students still experience difficulties in writing since it requires the appropriate grammatical and textual structures. Therefore, this study tries to analyse the students' writing skills that will help them to improve their communicative competence. Data were obtained through documentation of students' texts and interviews. The theories of Systemic Functional Linguistics, explanation text, and communicative competence were employed as the framework of the text analysis. The findings revealed the social function, the generic structure, the linguistic features, and also the grammatical and discourse competence in students' explanation texts. It was concluded that the students perceived the importance of the use of correct grammar and textual structure in their writing. Regarding some grammatical mistakes in students' explanation texts, it is recommended that teacher give explicit teaching and more exercises to them so that the students' communicative competence can be developed.

**Keywords:** writing, grammatical competence, discourse competence, systemic functional linguistic, explanation text

### **Introduction**

Many studies have revealed that writing is important for engineering students (Clement, Murugavel, & Murugavel, 2015; Donnell, Aller, Alley, & Kedrowicz, 2011; Hadiani & Permata, 2017; Mulia & Krisanti, 2014; Riemer, 2007; Surya, 2015). Most studies consider writing as an essential language skill for engineering students since it is used to perform various communicative tasks in formal and informal situations. It is also a powerful tool to reflect language structure and to promote language learning (D'Andrea, 2010). However, many students still encounter difficulties in writing as it requires the grammar mastery and organisation (Hadiani & Permata, 2017; Saravanan, Prakash, & Selvakumar, 2018). Thus, providing practical resources in teaching writing is needed. This can be problematic since improving students' writing skills may include developing linguistic and communicative competence.

Developing students' communicative competence in terms of writing skill requires several instruments, in that teachers, can support the students with

exposures to reflect the language in all the competence areas. Concerning grammar, the students should be given practices on the grammatical features of the text. In terms of sociolinguistics, the students should be able to determine the readers of their texts. Regarding discourse, the students' text should have the features to show coherence. With regards to strategy, the students should be able to prefer the genre appropriate to their needs (D'Andrea, 2010).

Explanation text is essential for engineering students as it is a factual text used to explain phenomena, and to answer the questions of how and why, which are not only used in science for natural process, but also common in industry for explaining technological processes (Gerot and Wignel, 1994; Derewianka, 2004; Martin and Rose, 2008). In addition, Cullen and Pudwill (2002) argue that engineers are often asked to give technical explanations on product design or manufacturing processes. It indicates that engineering students should be able to write a technological explanation text related to the engineering field.

However, writing an explanation text is not easy for EFL students. The students were reported to experience problems in writing an explanation text (Ting & Campbell, 2013). For Indonesian EFL students, the explanation text is considered a new type of text, so the availability of the text samples is still limited. This impacts on students' understanding of the text, leading to a different interpretation of how an explanation text should be written.

Studies regarding the students' explanation texts based on Systemic Functional Linguistic have revealed the students' ability in writing explanation text in terms of structure and language features. Common problems encountered by the students are the incorrect use of grammar and the limited use of textual structure (Martínez Lirola, 2015; Ting & Campbell, 2013; Hadiani & Fatonah, 2018). These lead to the failure of forming the purpose of an explanation text. Utilising the appropriate grammar and textual structure plays an important role in constructing an effective explanation text. It can be inferred that the students' understanding and mastery in grammatical and discourse competence can be viewed from the students' text analysis that can be used to improve the students' communicative competence.

Based on the elaboration of the students' difficulties in using the appropriate grammatical and textual structures in explanation text, this study is designed to investigate the students' explanation text in SFL perspectives and its impact on the students' grammatical and discourse competence. Therefore, this study aims to look into the students' explanation text with regard to lexico-grammar analysis (Mood, Theme, and Transitivity). By carrying out the text analysis, it is expected that the students' grammatical and discourse competence in writing can be generated.

#### ***Communicative Competence and Systematic Functional Linguistic***

Communicative competence has long been considered important in second and foreign language learning (Hymes, 1972; Canale and Swain, 1980; Canale, 1983; Savignon, 1997). This term is related to the language user's grammatical knowledge of syntax, morphology, phonology as well as social knowledge about the appropriate ways to use utterances (Hymes, 1972). It includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The first area, grammatical competence, is concerned with sentence-level grammar in which it governs the understanding and knowledge of using the

grammar, syntax, and vocabulary of a language (Canale, 1983). It deals with the ability to use the correct words, the rules of sentence structure, the punctuations, and the spellings, etc. Discourse competence, on the other hand, deals with intersentential relationships. It is the understanding of how ideas are connected, and how to interpret language based on its context. In writing, discourse competence can be found in the use of connectors, so that the text is coherent and meaningful (Eggins, 2004). Meanwhile, sociolinguistic competence is the knowledge of having an awareness of the social rules of a language (Savignon, 1997). Whereas, strategic competence deals with the experience to observe the problem in communication and how it is fixed (Canale, 1983; Savignon, 1997).

The notions of Systemic Functional Linguistic (SFL) and Communicative Competence (CC) have been considered fundamentally different in terms of meaning-making and choice making. SFL is a system that focuses on making meanings and producing meaningful communication (Halliday, 1985). Whereas, communicative competence deals with the ability of language user's on grammar, syntax, morphology, phonology as well as social knowledge about the appropriate ways to use utterances (Hymes, 1972). It can be stated that CC focuses on learning to talk that sees language as an expression rather than a source of meaning. However, many scholars believed that SFL could be used to support the development of someone's communicative competence (Royce, 2007; Rodrigues and Williamson, 2010). It can be inferred that communicative competence is a subtype of SFL in which the use of its approach in teaching will support the students' grammar learning in meaningful communication. SFL helps to improve communicative competence, which is essential for the students in learning languages.

### ***Explanation Text***

Explanation genre as a scientific text includes social function, generic structure, and linguistic features (Swales, 1990; Anderson and Anderson, 1997; Gerot and Wignel, 1994; Derewianka, 2004). The social function of the explanation genre as the first element of the genre is to communicate how something happens, elaborating steps or any other procedures on how something is done, or why it occurs. It focuses on the steps rather than things. Therefore, the purpose of an explanation text is to inform each step of the process and to provide reasons (Gerot and Wignel, 1994; Anderson and Anderson, 1997; Derewianka, 2004).

The second element of a genre is the generic structure which requires explanation texts to provide components such as a general statement to inform about the thing being explained and a sequenced explanation of why or how something occurs (Gerot & Wignel, 1994). There are two steps for constructing a written explanation according to Anderson and Anderson (1997), Derewianka (2004), and Martin and Rose (2008). It is initiated by a general statement about the event or thing as the first step. Then, it is continued by pointing out a series of sequenced activities that tell how or why.

To make a good explanation text, the writer has to consider some linguistic features in composing the text as the third element of the genre. These are generalised non-human participants, action verbs, passive voice, and timeless simple present tense.

### ***Metafunctions in Explanation Texts***

In analysing the students' text concerning its coherence and meaningfulness, this study draws on the generic structure, social function, and linguistic feature of the explanation text. Furthermore, the elaboration of the students' explanation text will be based on the SFL perspectives namely interpersonal, textual, and experiential metafunctions.

Interpersonal metafunction is concerned with how language is used for interacting in the form of talking or writing between interlocutors. The explanation text is mainly to inform how something is done. Hence, the purpose of the communicative exchange is giving information that is mostly written in the declarative form (Eggin, 2004; Thompson, 2014). The realisation of interpersonal metafunction is using Mood structure consisting of Mood, Finite and Residue (Eggins, 2004). The Mood element includes of two parts; the Subject, realised by a nominal group, and the Finite which is usually a part of the verbal group (Gerot & Wignel, 1994; Eggins, 2004). The Finite (lexical verb) is commonly written/spoken in present tense (verb I) such as produce, create, make, etc. Modality to show ability, possibility, and necessity might appear in several parts of the clause. In terms of Residue, it is formed from Predicator (non-finite verb), Complement (noun or nominal group), and Adjuncts in the form of adverbial group, and a prepositional phrase (Halliday, 1994; Gerot & Wignell, 1994; Eggins, 2004).

The experiential metafunction is realised by Transitivity system in which ideas and experience are represented through choices of participants, processes, and circumstances (Halliday, 1994; Martin and Rose, 2008). Therefore, the analysis focuses on the grammar of the clause as a representation (Eggins, 2004; Halliday, 1994). Explanation text is generally informing an event or a thing. Therefore, it is concerned with action and reaction. In the English transitivity structure, clauses can be analyzed for a process type (material, mental, behavioral, verbal, existential, and relational). Material processes such as the words, 'hit,' 'put,' 'process,' 'maintain,' etc. are commonly used in the explanation text since they show physical action. Thus, the role of the participant is as an actor in the process. Nevertheless, passive voice construction is usually used to focus on the activity done instead of someone who does the action. In addition, the verbs such as 'are' and 'is' which refer to the process of establishing an identity and assigning a quality are also found in the explanation text. These words mark the relational process. Hence, the participants act as carrier, token, or value.

The textual metafunction of language deals with how the text is created in the form of talking or writing to shape the text. This concept utilises the structure of Theme and Rheme (Gerot & Wignel, 1994; Eggins, 2004). The Theme is recognized as the elements which come first in the clause. This element is what the clause is about, and it serves as the point of departure of the message from the previous one. However, Theme is not always the subject of a clause, but it is the left-most important constituent of the clause (Gerot & Wignel, 1994). Meanwhile, Rheme refers to the rest part of the clause. The Theme can be classified into several types. The first type is topical Theme in which it appears in the form of Subject (noun or nominal group), and it is considered as unmarked topical Theme, whereas a topical Theme which is not the Subject is known as a marked topical Theme

(Gerot & Wignel, 1994). Another type of Theme is a textual Theme in which it functions to relate the clause to its context. It can be set out in the form of Conjunctive Adjuncts (first, then, next, after that, etc.) and Conjunctions (but, and, or, etc.). Regarding the explanation text, the Conjunctive Adjuncts as the textual structure are used to keep the text cohesive and coherent.

### **Method**

This study is aimed to explore how student's explanation text is analysed based on SFL perspectives. By utilising a qualitative case study approach, the data were collected through the documentation of students' texts and interview. The students' explanation texts were used as the first method of data collection. The writings were deliberately chosen from six students' explanation text during English class at the fifth semester of one state polytechnic in Bandung, Indonesia year 2017/2018. The six writings represented the high, mid, and low achievers. The students were asked to write an explanation text about a tool, an instrument, or a machine that they can find in their workshop after they had three meetings discussion on writing the explanation texts. The texts were then analysed in terms of the social function of the explanation text generated by Gerot and Wignel (1994), Anderson and Anderson (1997), and Derewianka (2004) that is to communicate how something happens, elaborating steps or any other procedures on how something is done. After that, the analysis was continued by identifying the generic structure in students' texts as suggested by Gerot and Wignel (1994), Anderson and Anderson (1997), and Derewianka (2004) which covers a general statement, and a sequenced explanation of why or how something occurs. Then, the students' explanation texts were analysed based on the linguistic features at the clause level; interpersonal, experiential, and textual metafunctions. The results of text analysis were then fitted to the theory of communicative competence, especially grammatical and discourse competence.

The interview with the participants of the study as the second source of data was carried out after the students' explanation texts had been analysed. It was used to obtain more in-depth data on the students' perspective about the process of writing explanation texts and to justify the data elicited from text analysis. For this reason, semi-structured interviews with open-ended questions (Frankel & Wallen, 2007) were chosen to get the information required (Field & Morse in Emilia, 2005). The content and procedures of the interviews were arranged based on the data obtained from the text analysis. Each student was given questions based on their experiences during the process of writing the explanation text. In addition, Bahasa Indonesia as the participants' native language was used to make the participants easier to elaborate on their answers. The interviews were recorded by tape recorder. The interview data were inserted while discussing the main data resulted from the text analysis.

### **Findings and Discussion**

This section presents the analysis of students' explanation text in SFL perspectives, with regard to interpersonal, experiential, and textual metafunctions.

The results will be used to interpret the students' grammatical and discourse competence in their writing.

The first step of genre analysis is done by analysing the generic structure of the students' explanation texts. Theoretically, explanation text includes a general statement, and a sequenced explanation (Anderson & Anderson, 1997; Derewianka, 2004; Martin and Rose, 2008). The result of the analysis is illustrated in Table 1 below.

Table 1. The generic structure of the students' explanation text

Text	General Statement	Sequenced Explanation
1	√	√
2	√	√
3	√	√
4	√	√
5	√	√
6	√	√

Based on table 1, it can be seen that the students' explanation text has fulfilled the structure of explanation text. Regarding the social function, explanation text is a text which informs about how something is done (Anderson and Anderson, 1997; Derewianka, 2004; Martin & Rose, 2008). It can be said that the students' ability to write the explanation text with regards to its structure and organisation is considered sufficient. The students argued in the interview that they were able to write the generic structure of the explanation text since it was taught previously. It indicates that giving explicit teaching on the theory of explanation genre will improve the students' awareness and also their ability in writing an explanation text. The analysis of Mood structure in the students' explanation texts is carried out to identify interpersonal metafunction. These can be found in the form of clauses and sentences. There is a total of 96 clauses in 60 sentences found in students' explanation texts. Almost all of the sentences (58 sentences or 97%) are positive declarative. It points out that the students are aware that the readers are the recipient of information (Egins, 2004). The dominant use of declarative sentences in students' explanation texts reflects the characteristic of explanation text in which to give information. Moreover, the students mostly employ present tense with verb 1 in the clauses in spite of errors they make in the tense form. The most common errors are the inappropriate use of Verb 1 in the text. The students write: 'The machine process the workpiece when it finishing'. The first Finite uses present tense, but it is incorrect. Since the subject is singular, the finite should take an additional 's'. On the second clause, there is no complete finite. Since the complement is in 'ing-form', the finite should take the verb 'is.' These show that the students still have problems differentiating the types of verbs in their writing. It was found from the interview that for the low achiever participant, they admitted that they did not know and they did not understand how to use the correct types of verbs in sentences. It means that the teacher should work harder to give them some extra exercises and explicit teaching on the use of type of verbs in sentences.

In addition, the students also use Modal Finite in the clauses. The Modal Finite *can*, *may*, *will* in an explanation text are applied to express the students' opinion towards a specific utterance in the text whether it is to indicate ability, necessity, or possibility. However, there is an improper form of Modal Finite in the students' explanation texts. In the text, the student writes 'The coil will changed' which is considered inaccurate. The predicator 'change' which appears to be written as 'changed' after the Modal Finite 'will.' The students admitted in the interview that they did not know that they should use an infinitive verb after Modal Finite. Meanwhile, some others admitted that they knew that they made mistakes, and the error was caused by their carelessness. It indicates that errors in students' writing can be caused not only by the students' inability but the students' carelessness as well.

The experiential metafunction analysis is carried out to recognise how reality is presented in the language. Based on the review, it can be outlined that majority of clauses in the students' explanation texts are written in material process (78%) followed by relational process (21%) and verbal process (16%). The dominant use of material processes in the students' explanation text shows the students' understanding of the social function of the explanation text which is to inform how something is done. They are written in words to present physical action. The students, in their texts, applied the material processes such as *maintain*, *put*, *create*, *check*, *prepare*, *mark*, *place*, *rotate*, *repeat*, and *hit*. The verbs are categorized as dynamic verbs which signal the doing which are in line with Gerot and Wignell (1994), and Anderson and Anderson (1997) who state that explanation texts occupy the use of material processes. In addition, the huge number of passive voice such as 'is set', 'is checked', etc. also demonstrates the students' comprehension that the explanation text focuses on the actions on how something is done instead of pointing out who does the actions. It indicates that the students have tried to apply the linguistic features of explanation text showing technological processes by using passive voice (Martin and Rose, 2008) although there were still some errors in its construction. Moreover, the students also use relational process such as 'is,' and 'are' to show the entity or the state of being. The use of relational processes in their explanation texts indicates that the students have been able to adapt with the linguistic features of the explanation texts by using relational processes (Derewianka, 2004; Gerot & Wignell, 1994; Martin & Rose, 2008). Nevertheless, the errors in the form of the verb still occur. Taking, for example, the student writes 'After that the molten glass is cutted slowly'. As the clause is in the passive voice, the construction of verb form should be the verb 'to be' followed by the verb in past participle form (Verb 3). This is in line with the study conducted by (Ting & Campbell, 2013) who state that students employed inaccurate construction of passive voice in their explanation texts. This is possibly due to the students' misunderstanding of the use of the structure of sentences.

The textual metafunction is extracted to identify the topic of the clause through Theme and Rheme structure (Gerot & Wignell, 1994; Thompson, 2014). The result of the analysis shows that the clauses are mostly written in proper noun which can be categorized into unmarked topical Theme. The students probably want to show that the subject of their explanation text is an important object, so it

appears in a proper noun such as 'Trafo,' 'The workpiece,' etc. The Rheme of unmarked topical Theme will be consequently the informing agent of the Theme that could be in the form of a definition, an explanation, or an opinion. However, some students produced marked Theme in their explanation texts which are mostly in the form of sequence markers. This is relevant to the characteristics of an explanation text which is to inform how something is done. Most clauses are marked by the sequence markers such as first, after that, then. The students tend to show that they are explaining the process of how something is done. It can be said that the students have attempted to give precise information which forms a coherence in their explanation texts by employing the sequence markers (Ting & Campbell, 2013). The text analysis shows that the students have tried to write the explanation text by using the generic structure and organization of the text appropriately.

The interpretation of students' grammatical and discourse competence is taken from the result of text analysis from SFL perspectives, with regards to interpersonal, experiential, and textual metafunction. Based on the result of text analysis, it was found that in general the students' grammatical and discourse competence is considered satisfactory. It can be seen from the students' ability to use the correct grammar and textual structure to mark discourses in their texts. The students still made several errors in their writing. From the students' texts, it can be found that students made more errors in grammar (75 % that represents 21 errors) than in textual structure (25% that represents 7 errors).

In terms of grammatical competence, students made mistakes in using the verb type (38%), passive voice construction (33%), modal auxiliary (19%), and spelling (10%). These show that some students still have difficulties in using the correct grammar, in this case, sentence structure in their writing. However, these errors are mostly made by the low achiever students. It was revealed from the interview that the students do not understand the rules of sentence structure in terms of tense and passive voice construction. It indicates that the teacher should provide the students with more exercises and explicit teaching related to this issue.

Meanwhile, concerning the discourse competence, the students employed conjunction such as 'and', 'but', and 'or' and the conjunctive adjuncts such as 'first', 'to begin with', 'then', and 'next' as the textual structure in their explanation text to make their text coherent and meaningful. However, some errors were still found in the students' texts specifically in using the correct conjunction and reference in their sentences. From the analysis, it can be said that some students still encounter some difficulties in using the correct cohesive devices in their texts to make them coherent and meaningful. The preferred solution is that the students should be given more exercises and explicit teaching related to the problems faced during the process of writing.

## Conclusion

This study has examined the students' explanation texts in SFL perspectives intended to improve the students' communicative competence. The results show that the students have fulfilled the criteria of the explanation text by employing the elements of generic structure in their texts. Whereas, with regards to the linguistic



features, the students have been able to identify the types of verb appropriate with the characteristic of the explanation texts in spite of some errors in verb type, passive voice construction, modal verb, and spelling. The dominant use of declarative sentences as the Mood choices is considered relevant to the characteristic of the explanation text. The Transitivity structure analysis shows that the clauses are dominated by material processes. In the Theme-Rheme structure, the clauses are mostly written in unmarked topical Theme. Based on the text analysis, it can be inferred that in terms of grammatical competence the students could be categorised satisfactory, even they still have difficulties in using the correct grammar of type of verbs, passive voice construction, and spelling, for example. Meanwhile, regarding discourse competence, the students have been able to use conjunctions and conjunctive adjuncts in their explanation text to keep the text cohesive and coherent. It should be stated that analysing students' text analysis can reveal the students' grammatical and discourse competence.

In conclusion, students realised the importance of the use of correct grammar and textual structure in their writing. In terms of teaching-learning practice, learning writing is not a single shot activity. It should be carried out regularly and intensively. Thus, to create a meaningful writing class, it might be suggested that teacher and student continue active communication both inside and outside the classroom. Concerning the grammatical mistakes in the students' explanation texts, it is recommended that the teacher give explicit teaching and more exercises to them so that the students' communicative competence can be improved.

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## STUDENTS' PERCEPTION OF TABLEAU IN EFL CLASSROOM

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### **Abstract**

This is the qualitative study that examines the students' perception of benefits and concerns of tableau used in EFL classroom. Tableau actually is one of the process drama techniques which allows the students to create a living picture using their body, gesture, and facial expression. Tableau is theoretically useful for students to be engaged in reading because it offers all reading strategies. However, there has been few available studies regarding to tableau, especially in EFL classroom context. It was then compelling for conducting the study of how students perceive of their experience in doing tableau in their classroom. The participants were 25 students in one of the EFL classroom in Indonesia. These participants were engaged in doing tableau for three-time meetings. After they experienced doing tableau in their classroom, they were asked to write a reflective journal to know their perceptions in regards to the benefits and concerns of tableau. Moreover, four participants were interviewed to get deeper understanding of their perceptions of tableau. The results from reflective journals and interviews revealed that the students perceived several benefits after doing tableau, such as it help them create sensory images, gain more vocabulary knowledge, deepen characters feeling, learn the text collaboratively, provided an alternative learning; and created a fun atmosphere in the classroom. However, they also perceived several concerns about tableau, such as it takes much time, some ineffective groupworks still happens, and they also reported that they found some students misinterpreted the text in tableau.

**Keywords:** Tableau, process drama technique, students' perception, EFL classroom

### **Introduction**

Reading has been the major concern for Indonesian students for over a decade. Recent studies reveal that reading achievement of Indonesian students is very low. It was shown from the annual reports made by International Association for Evaluation of Educational Achievement (IEA). IEA has been conducting the Progress in International Reading Literacy Study (PIRLS) for every 5 years since 2001 to examine the students' progress of reading achievement among the international participating countries. The fact is found in the study that Indonesian students' average score of reading has not even reached its center point in the study of PIRLS in 2006 as well as in 2011. The study revealed that among the 45

participating countries in total, Indonesia was ranked at the bottom of 4 in 2006 annual report. This rank number has not moved ever since because the report in 2011 showed that we also ranked at the bottom of 4. This indicates that Indonesian students have less ability to read and to understand the information contained in the reading material to other students in the other countries of the worldwide. In other words, Indonesian students are still left behind because they are still at the bottom part of the whole population in the world.

It is very unfortunate to discover this kind of information that Indonesian students showed low reading comprehension skills, considering the fact that is stated by the Law of The Republic of Indonesia number 20 Article 4 of 2003 concerning that education is executed to bring about the culture of reading, writing, and counting for all citizens. In regards to reading, the above elaborated facts have seemed to contribute much to say that Indonesian education has not been able to carry out what the law said. Although recent Human Development Report (2013) said that 92,6% out of a total 244.8 millions of population in Indonesia have known how to read, but it does not stop right there. Nowadays, it should be known that the most part of reading is not only know how to read but it goes beyond that boarder. Reading itself is associated with the process to construct meaning from the students' interactions with the written language text that allows them to bring their existing knowledge, and the context of reading situation (Harste, 1989). Kirana (2005) also mentioned in her study that the process of reading is involving the brain function, and mastering this skill is not easy to do. Thus, teachers need to put some extra efforts to teach students more than just to know how to read.

Nowadays students need to use reading as a way to learn about the world and to prepare them for the future (Tompkins, 2006). As Freire (1987) also emphasizes that words express the essential of the world, understanding the words then eventually forces students to work with the world. Additionally, it is generally known that reading can have great impact on students' life, as a proverb says that reading is a window to the world. It is very important to take note that the students who have good ability to interact with the reading are those who have better chance to be successful in the social, economic, and civic life (Clark & Akerman, 2006).

In addition to the importance of reading in the first language, reading in the second language as in English is even more important nowadays. In the case of Indonesia, especially, students have already worked with English written text for over 6 years in elementary school, the other 3 years in junior high school, and the next 3 years in senior high school.

There are a lot of benefits for Indonesian students to learn English. One of them is because English has now become an international language that the people from all over the world use to understand each other. Simultaneously, there are millions of information contains in the sources and books that global people wrote in English. These written sources and books are even more up-to-date than what students can find in Indonesian written sources and books. Venita's et al. state (2010) that books written in Bahasa Indonesia are only found 5000 items published per year, whereas books written in English are published approximately 100.000 items every year. Thus, it is essential for students, especially whose native language

is not English, to comprehend the English reading materials so that they can get broad access to more references of book in the global area with more updated information or sources from those new published books written in English. Reading has been the major concern for Indonesian students for over a decade. Recent studies reveal that reading achievement of Indonesian students is very low. It was shown from the annual reports made by International Association for Evaluation of Educational Achievement (IEA). IEA has been conducting the Progress in International Reading Literacy Study (PIRLS) for every 5 years since 2001 to examine the students' progress of reading achievement among the international participating countries. The fact is found in the study that Indonesian students' average score of reading has not even reached its center point in the study of PIRLS in 2006 as well as in 2011. The study revealed that among the 45 participating countries in total, Indonesia was ranked at the bottom of 4 in 2006 annual report. This rank number has not moved ever since because the report in 2011 showed that we also ranked at the bottom of 4. This indicates that Indonesian students have less ability to read and to understand the information contained in the reading material to those in the other countries. In other words, Indonesian students are still left behind because they are still at the bottom part of the whole population in the world.

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However, there are some challenges why teaching English to Indonesian students, especially in teaching reading of English, is harder than ones can expect. It is particularly because reading, somewhat, does not meet students' interests. Recent study proved that most EFL students in Indonesia do not show a good reading habit and motivation towards English reading practices (Iftanti, 2012). It is found in her study that partly it is because not many of them view reading English as pleasure, instead most of them see reading English as an assignment which is associated with a burden. Therefore, teachers need to come up with a way to give students experiences in reading activity in an interesting way so that they are motivated to learn. Likewise, Dewey (1983) emphasizes that "students may lose the desire to learn because of the way in which they experience learning".

As Kabilan and Kamaruddin (2010) have previously mentioned that to make students interested to learn the content of the text, the teachers need to provide the experimental learning situation to the students so that they are motivated to learn. Likewise, Snow (2002) suggested that teachers should use various ways to put the context to create the reading experience so that the students can construct the meaning by their interaction to the text. Subsequently, teachers need to give various strategies that meet students' interest in reading so that they can grab more information to enhance their knowledge.

To that matter, more researchers are now paying more attention to use the art of process drama as one of the alternative strategies and techniques to experience reading (Rose et al., 2000). In correspondence to that, Guerrero (2010) stated the following:

Process drama, unlike choral reading, questions strategies and othe direct reading instruction activities, allow students to begin with their own understanding of a text or a theme or questions related to a text, and build on a text from own experiences or the experiences of others, and work with it in real life terms, taking action to manipulate the meaning. (p. 6)

Moreover, drama and theater can be a tool to make the students learn a lot of things integrated. It is not only to improve speaking skill, but also to improve other skills, such as listening, writing, and reading skills. Similarly, Sun (2003) suggested

that drama and theater allow students to learn integrated from “developing their decoding knowledge, fluency, vocabulary, syntactic knowledge, discourse knowledge, and metacognitive knowledge to comprehension of extended texts, drama and theatre in many ways educate children as a whole” (p. 5).

Micolli (2003) also argued that through process drama students can increase their English proficiency level, learn more collaboratively with others, and increase their self-confidence. If they have high self-confidence to work with others, the filter to improve English language skills would decrease. Furthermore, Porter (1989) also emphasized that drama activities can be an effective tool for students in order to experience the use of language, to involve the context of real situation into the learning, and to improve their interpersonal skill. Above all of the advantages of drama to be used in English language classroom context, the more important aspect on improving reading comprehension was examined by Bell (1991). She argued that when students read such a reading material/text, they actually catch an image or visualization to what they have read in the text. From Bell’s study, then, Rose et al. (2000) conducted another study to see whether drama can be such a tool to support the students’ comprehension in reading. They discussed that in drama the students will be able to act out so that they can create the visualization of the text that they have read. Thus, drama would be effectively used to create reading experiences for the students.

Regarding to those benefits on reading, there is one process drama technique that uses not only one direct instruction of reading, but also allows students to have “a space and place to interpret and talk about text” they read (Guerrero, 2010), that is called tableau. This process drama technique allows students to create a scene as a response of their understanding of the text they read. In tableau, students freeze in a position to create a living picture of certain moment in the text (Kelner & Flynn, 2006).

It is very interesting to know that tableau is a non-verbal activity, but can actually help students in the language classrooms. As Afflerbach (2004) stated that tableau can be one of strategies to assess reading comprehension and to promote students’ higher-order reading comprehension such analysis, synthesis, and evaluation.

Kundin & Meath (2009) also reported that teachers who have been using tableau in their classroom perceive that this technique impacted the students’ progress in several ways, such as “improved focus, improved ability to recognize the beginning, middle and end of a story, improved writing and vocabulary, and improved confidence” (p. 3). In their study, tableau is seen as a tool to improve students in the above mentioned progress. Although teachers perceived that doing tableau give a lot of benefits for their students, but teachers also perceived that tableau concerned them in the time and scheduling (Kundin & Meath, 2009). They reported that time management is the challenge for using tableau in the classroom because it requires much time.

However, in regards to Kundin & Meath’s study, they only focus to the teachers’ perception of benefits and concerns of tableau. In the real classroom, the students themselves experience the use of tableau. Therefore, it is essential to see how students perceive it. This present study, then, brings the students’ perception



towards tableau to see how students perceive the benefits and concerns about it and to bring some recommendation to use it for better learning activity in EFL classroom. Moreover, this present study used literary text in doing tableau. It is believed that literary text provides the students with real world experiences and an authentic targeted language so that it will be useful for EFL learners in learning new language (Pardede, 2010).

## **Method**

The study was organized using a qualitative approach. The data will be gathered and examined thoroughly and compared using the existing theories. It is an interpretative study to see students' perception towards the benefits and concerns of tableau. Therefore, in this study, the data analysis will be in form of descriptive data.

### ***Participants and Instruments***

The participants of this present study were twenty-five ninth grade students majoring in social science. In Indonesia high school context, there are three majors which students can choose: science, social science, and language. These participants were asked to write a reflective journal after the tableau was implemented for 3 times meeting. Furthermore, four participants were asked to be interviewed to support data from their journal. Those four interviewees were the participants who showed 100% participation in all 3 meeting of tableau implementation.

There were 2 main tools used to gather the data collection in this study, reflective journal and interview. Reflective journal was collected through students' reflection to see the students' perception toward the benefits and concerns of using tableau in the classroom. Several questions as the guideline were adopted from Guererro (2010):

1. What values did you find in the drama activities during the class?
2. What did you like about the drama activities during the class?
3. What did you dislike about the drama activities during the class?

The other data collection was gathered through interview. The interview was transcribed using audio recording device. This was done to get deep understanding of how students' view of tableau used in reading literary text in the classroom. The questions that were asked during the interview session were designed for a semi-structured interview using several open-ended questions.

### ***Research procedures***

The data was gathered after the tableau was implemented for three meetings. Before the data collection, the participants were involved to experience reading English literary text through tableau. The class was taught by a pre-service English teacher during her two-month teaching practicum. The home-room teacher let the pre-service teacher implement tableau as she's more knowledgeable about this technique. The pre-service teacher also became a teacher researcher. This experience of tableau will be the stimuli to their own perception (Rookes & Willson, 2000). The teacher entered the class to give students experiences of doing tableau for 3 times meeting. The time allocation for each meeting was 90 minutes. In the last meeting, the teacher asked the students to write reflective journals. Students

were given approximately 15 minutes to write and complete the reflective journals after the session ended. Several students who did not attend the class in this last meeting were asked to submit their reflective journals at the end of the school hour. At this point, there were 25 reflective journals collected from all the participants. However, for the sake of the reliability of the data analysis, only 14 reflective journals were analyzed. The next day, 4 students were picked to do the individual interview. The interviews were done on the following day because the students were not available after the last sessions. After all the instruments had been gathered, analyzing the data collections were then prior to be accomplished.

## Findings and Discussion

### *Students' perception of tableau*

#### 1. Students' perceived benefits of tableau

##### a. Tableau helps creating sensory images

From the students' reflective journals and the interview, it was found that most of the students in the classroom perceive that they understand the literary text better by doing tableau. It was reported that by creating tableau they can visualize and imagine the situation from the text. One of the students, even, said that he can "see the plot of the drama" from the performances of tableau. The evidence of this phenomenon can be seen in the following excerpts in reflective journal

- P6 : Tableau can help us to **understanding more because from the performance**, we can **directly see the plot** of the drama (R6)
- P9 : **I get the story** from my friends **gesture** ... (R9)
- P13 : While reading, we should **imagine the situation** is by doing the performance. (R13)
- P15 : In the group, when we get our part we try to **imagine the situation** in my group so we can **know what to do while performing** (R15)
- P20 : **Understanding by imagine**, try to **read with imagination** (R20)
- P21 : I really **understand the text** by using **some performance** (R21)
- P10 : I like it because it's really helpful for me to understand the text more because it's **describe visually** about the **situation in the text** (R35)

In the excerpts shown above from the reflective journal, the students viewed tableau as beneficial for them because they perceived that they can get more understanding by acting out in tableau. As Kelner & Flynn (2006) emphasized that creating a tableau involves students in all reading comprehension strategies. One of the reading comprehension strategies mentioned is by developing the sensory images stored in their mind. By creating sensory images, they can make the pictures in their mind and acted out the picture in

their mind through their body, facial expression, and gesture (Kelner & Flynn, 2006). Thus they could comprehend the text better by this reading strategy that is exposed in tableau.

To get deeper understanding about this phenomenon, the investigation was sharpened through the interview. Starting out, P14's opinion about the use of tableau in the classroom. Here is what P14 thought about tableau.

P14 :Bagus bu. Dengan teknik ini, kita bisa lebih fokus dalam memahami teks tersebut kita bisa lebih faham, baik dg hanya menonton teman-teman yang sedang perform or kita sendiri yg perform. Teknik ini mengharuskan kita untuk tetap fokus walaupun lagi santai (I3)

*Good, Ms. with this technique. We can be more focused in understanding the text through either watching our friends or performing it ourselves. This technique forces us to be more focused even though we're just relaxing.*

In excerpt I3, P14 perceived that tableau as a useful technique to understand more about the text she read by watching the other's performance as well as her acting out. Moreover, P23 also indicated the similar response as what P14 said. His response was:

P23 :Waw great ibu, itu bagus metode yg sangat bagus untuk mempermudah anak-anak untuk mengerti bacaan. ....

Masalahnya mayoritas orang indonesia ni visual bu. Jadi kalo pake metode itu lebih efektif. (I4)

*Wow great Ms. That is a good method, a really good method to understand the text easier.... most of Indonesian people are visual learner, Ms. So this method is more effective.*

In his opinion, he thought that this method of teaching is "great" and it can benefit him to understand the text easier. He viewed tableau as an effective method in reading instruction. As to response to his eagerness in showing his opinion, I asked follow-up question to him as to challenge him whether he understand and still remember what the last literary text he read and to give response to inform of tableau in the classroom. Amazingly, he remembered it clearly. He could summarize it orally using Bahasa Indonesia. When I asked what advantages of using tableau that made him remember the text, his reply is in the following excerpt I12:

P23 : Okta **ingat orang yang mraktekin** (I12)  
(**mempraktekkan**) bu tapi kalo disuruh nulis ulang cara benarnya gak bisa bu. Kalo **dibikin drama gak bakal lupa sama pemainnya**. Sama kayak ingat sama pemain bola bu. Karena **ada teman saya bermain drama**, jadi **kalo mau inget cerita nya**

**tinggal ingat teman saya aja** bu. ingat wajahnya  
ingat teks nya.

*Okta remember the people who performed, Ms. But if you ask me to rewrite (the story), I cannot do that, Ms. If we made it in form of drama we will not forget about the actors (who played in the character). The same as remembering football players, Ms. Because my friend was performing, so if I want to recall the story I just recall my friends in my mind, Ms. If I remember the face, I will remember the text.*

He perceived that by doing this process drama as in tableau he can easily remember the plot of the story by keeping the image of his friends' who played in a role and recall it easily. By performing the tableau it helps the students to visualize the text. The performance of the text can be more memorable, thus it sticks in their brain longer. As Rose et al. (2000) reported in their study about imagery-based learning that "if reading instruction can be made less dependent on memory of text and focus instead on visual images described in the story, then the readers are likely to store, retain, and recall more about what they read" (p. 57). Thus, doing tableau does not only make the students understand about the text but also make them remember the story longer, than when they just read the text.

b. Tableau benefits vocabulary learning

Several students perceived that by doing tableau, the students gained more vocabulary words from the literary text they read. It was seen mostly from the reflective journal written by the students:

- P3 : We can know and we can **add new vocabs.** (R3)
- P5 : **... Vocab** and easy way to understanding the text (R5)
- P10 : **I learned about new vocabularies**, 'den', 'chased', 'cubs', etc (R10)
- P14 : ... Also we can know and we can **add new vocabs.** (R14)
- P25 : Tableau actually could make me jump from struggles (R25)  
of these text, because **when we read the text we face some difficulties in vocab. By doing tableau it helps more**

One of the ways to improve literacy development is to gain more vocabulary. Indonesian students are considered an EFL learners and thus need more exposure to English vocabulary (Chandraningrum, 2008). By introducing more and more new words to the students, it will help them to improve their English language skill. It is mainly because learning new vocabulary words is essential for learning new language. The more the students gain new words,

the more they can understand what they read and hear in the language they currently learn. In here, the students view tableau as a medium to gain more vocabulary in English. One student, P23, also stated that tableau can help him in understanding the text that he felt difficult.

Additionally, when P23 was asked in the interview her perception about tableau as she already experienced in the class, she replied:

P23 : Meski terkadang **banyak vocab atau kalimat yang tidak dimengerti** akhirnya dapat **mengerti dan ingat di kepala bertahan lama**  
*Eventhough sometimes too many unknow vocabulary items I found in the text, but eventually I can understand and remember it in my memory for long-term.* (I20)

She affirmed that using tableau can help her gain and remember more vocabulary in her head. This was also explained by Bruce (2010) from her study that using physical action like movement can force the students to develop vocabulary knowledge because the students can express the feeling and the meaning of the words they acted out. Thus, finding more vocabulary words on the texts that were introduced in this tableau activity was beneficial for them, but to remember them and to actually act it out will be more beneficial to stay longer in their heads. When the students can create the atmosphere of fun to learn about the words and to play with it, they can easily learn it (Bruce, 2010). There will be explained later that some students also perceived doing tableau as fun learning, and thus they were also able to recall or to remember their new vocabulary knowledge because they were engaged in the learning (Bruce, 2010)

c. Tableau helps deepen character's feeling

In tableau activity, students got chances to become others. Several students perceived that they can feel characters' feeling they acted out in their role by doing tableau. This was shown from the following:

P5 : I like about the way our **character feeling** in the drama (R29)  
 P24 : It's asked us to **become others not our own self**. So, it's please us to **feel what others feel** (R24)

Working with drama, including tableau, provides students with a lot of meaning making in character roles (Domat, 2012). In making frozen poses, they put their selves into the characters they play. According to Domat (2012), students who put their selves into the role of the character in the text have chances to soak into the story world in the text they read. Thus, they are able to feel what the character in the stroy world they entered in the text. This is in line with what the students perceived when they become the character in

tableau scenes. They perceived that tableau can make them feel the character they play as a response of what they read in literary text.

This findings was supported by Cramer et al. (2007), emphasized that reader experiences the characters feeling and action in the text. They were engaged mentally with the text. This was the benefit from tableau in reading literary text. Apart from their understanding in the literary text, the more important thing to learn is see and feel different insight and to connect it into the real world. Kamarudin & Kabilan (2010) suggested that:

Instead of just reading or discussing a character, they now literally stepped into character's shoes, felt and became the character based on their own interpretation and evaluation (of characters). Also, instead of just trying to figure out a scene, they stepped inside and influenced the scene with their characters in the active experimentation and concrete experience phases and (re)considered its meanings and their shifting understanding during the reflective observation phase.

There found the sense of this process drama in tableau where students perceive that they can develop empathy towards the characters they played as one of the benefits. Here are the examples of the students' view as one of the benefits of tableau in the classroom:

- P4 : We learn about how to feel the other feeling, **if we become the people, who suffer in the text.** (R4)
- P23 : We can act and share our feeling as a real mom (R48)  
**(how if in the future we are becoming a mother)...**

In the excerpts above shown the students' perception of how they can feel the character's feeling in the role they got from doing tableau. They stated that they can see things from other's perspective as they put themselves into the characters they play. P4 explained that she can feel the character she acted out as a response from the text she read. In line with Guerrero's (2010) statement that the essential of process drama in tableau forces the students to work with other people's experience in "real life term". Thus, they can experience of how to become others. As well as P4, P23 also felt the same way that she understands the character's feeling. She even wondered if later in the real world she became the character she plays. This students' perception of the benefit they get by doing tableau can be endorsed by Shuman's theory (1987). He stated that playing in a role in different situation of anger, love, hatred, and pity encouraged the students to become more aware to the cause that influence these situational contexts. That way, they perceived that they can have more empathy by understanding of others' view. This view is also endorsed by Yassa's (1999) statement that the involvement of creative drama in classroom, such as tableau, can make students learn the value of differences and be more emphatic.

Creating tableau, though, seemed to make the students aware of these situation, and thus it served more to be a beneficial tool to prepare the students

to the situations where these contexts might happen in their future life. Thus, this technique also served as an authentic learning experience. As Hertzberg (2003) believe that process drama can enact the right situation and allows the students to respond to the issues they find in the text. Tableau is also one of the process drama that allows the students to respond to the text, thus it can also be benefits for the students.

d. Tableau promotes collaborative learning

The other benefit of tableau seen by the students is that they perceive that they are more encouraged to work collaboratively with the other students. It was reported by some students in the reflective journals that they were much involved to use their social skills in the discussion with their friends so that they can create their tableaux.

The students' perception of the benefits they get through tableau is seen when they get chances to work collaboratively in creating their tableau. It can be seen from the excerpts of the reflective journal in the following.

- P2 : ... The value that we can get is we will **understand and trust with our friend** who has different character (**trust each other**) (R2)
- P7 : I **learn about to work with my friends** to perform in the class and **helping each other** (R7)
- P14 : I learn about the four friends. I can learn more about **value of togetherness...** (R14)
- P17 : I **work with my friends** in the drama and I get that **it is a teamwork** (R17)
- P18 : We need to read correctly and try to understand the text and **if we dont get much ask our friends** or teacher (R18)

Some students reported in the reflective journals that they learn to work with their friends in creating tableau scences. It seemed that active participation that was offered by creating tableau in the group discussion leads them to work collaboratively in the classroom. They helped each other to understand the text, as well as generated good result of the tableau. When P6 was also asked what difficulty he had in making the tableau. The majority of the interviewees affirmed that they did not have too much difficulty to make the tableau. It was because they either helped their friends' or got helped by their friends to understand the text. This was what P6's opinion about what she liked about tableua, she replied:

- P6 : ... terus **jadi gampang** bu kan kita melakukannya dan **mikir nya barengan** sama temen-temen  
*...then it is easier, Ms., because we think together with the other friends* (I6)

She perceived that creating tableau can be easier if she worked and shared thoughts with her other friends. This is actually the essence of learning itself. Learning doesn't appear naturally, but it was channeled from the sharing moment where the more expert one share something they know to the less expert one (Wilhelm, 2002). The more expert one does not necessarily to be the teacher. Instead, their peer can be acted as the expert one. Here the role of the teacher is to facilitate the students so that they can learn through this way. Moreover, the students can have more meaningful learning by letting the students work collaboratively in their classroom. It is supported by Wright and Kowalczyk (2000, p. 63) who explained:

Our commitment as teachers includes relying the principles of freedom, justice, solidarity, tolerance, peace, and understanding. We do this by creating an environment of social interaction, providing opportunities for collaborative learning, allowing our students to make interdisciplinary connections, and engaging students in meaningful language-based activities through the arts

Thus, doing tableau was seen as a tool to bring the students to have shared meanings and understanding among the small group or even in the classroom. It is partly because they share their understanding of the text in the group.

e. Tableau provides an alternative learning

From the interview session, students showed their interest in drama activity. These thoughts were shared by several students in the classroom from the reflective journal:

- P8 : Understand more about the story by acting, (R8)  
**innovative,**  
 believe in self  
 P12 : I like to have an action not **only silent and** (R37)  
**study**

Tableau could be seen as another alternative learning in the classroom, particularly in Indonesian school context. In this school, for instance, the students were not familiar with the tableau technique. They experienced a lot of drama activities in their classroom beforehand, such as role play. In role play, the students ought to make the script and use their script for their performance. On the contrary, tableau offers the students unscripted and none verbal language type of process drama. This could contribute to be the alternative way of learning to be experienced by the students.

Moreover, inside the classroom, reading is one of the skills that students needed to comprehend. Mostly teacher used transmission model. Transmission model is when the teacher assigned the students to read and they had to do some assessment. Grade will be recorded based on the assessment (Cummins, 1994). In this model, teacher can not really maximize students' critical thinking. Sometimes they were limited by the language pattern and grammar. This theory was emphasized by P23:



- P23 : ...dari pada ibu cuman suruh kami baca, enak maen drama buk, masalahnya mayoritas orang indonesia ni visual buk, jadi kalo pake metode itu lebih efektif.  
*...rather than you ask us to read, it is better to play in the drama. The thing is the majority of Indonesian people is visual learners, Ms. So this method is more effective* (I4)

P23 prefer to have drama rather than just reading. She needs something more than just printed material. According to her, drama can stimulate her to become more interesting in reading. To overcome this phenomenon, tableau can be one of the alternative. In tableau they did not pay much attention to the linguistic elements such as grammatical strcture, words, collocations (Liu, 2002). Attention was driven more on the “focusing meaningful form”. Students were seen to understand the text, if they can make the appropriate gesture based on the story. Tableau promotes students with more concrete techniques and strategies (Savignon, 1983; Ellis, 1985, 1994) (as cited in Liu, 2002). Visual and kinesthetic learners will get lots of benefits from tableau activity. They can maximize their potential by acting out the printed material into a movement. In line with Savignon, Willcult (2007) endorsed that rather than asking students to seat and read, drama offer student to interpret the story or text based on their interpretation.

The transmission model is one we all know well; teachers assign reading, give assessments that ask for recall of information teachers provided and grades are given. According to Cummins (1994), “teacher centered transmission of information has the effect of limiting the possibility of any kind of critical thinking on the part of either the students or the teachers” ( p.3 14). Teacher-centered learning, though, as Cummins (1994) associates this with a traditional method used by the teacher. Thus, with tableau the students feel that they were given other alternative way in reading instruction.

f. Tableau provides fun learning atmosphere

The majority of the students reported that through tableau they could have fun learning and that they were not bored during the class, most of them responded in the reflective journal that the tableau performances create fun learning situation. It was shown from the above excerpts.

- P1 : It was interesting because we studied with performing in the drama that related to the lesson. Thus **we are not bored** (R1)  
P7 : **Quite interested.** Funny expression, **sometimes friends' face when freeze are funny** (R32)  
P16 : the drama is **soooo interesting** (R41)

- P13 : the **interesting** part is when I perform the tableau. I like (R38)  
 when my  
**friends laugh at me.**  
 P15 : **Cheerful** and creative (R50)

Students reported in the reflective journal that tableau performances are fun and it is interesting for them. As Wilhelm (2002) emphasized that fun and a sense of a play can also affect the students in the learning. Though, sometimes fun atmosphere cannot be associated with effective learning (Liu, 2002). However, the fun learning atmosphere in the classroom can then attract the student in the learning. Similarly, Dewey (1983) stated that the students can be repulsive to what they learn by the way they experience what they learn. Guerrero (2010) also supported that tableau can contribute to create a fun atmospheres for students to learn. Students perceived that they are motivated to learn because they feel that doing or watching tableau performances make them interested to what they learn. Doing tableau, thus, made them think that they were engaged in the lesson in a fun way.

## 2. Concern

### a. Time limitation

The students' perception of major concern in doing tableau in the classroom was mostly in time. The students mostly reported in their journal reflection and in the interview that working with tableau takes a long time and that they only had limited time to work on the tableau in the class. These view was shared like the following:

- P10 : **I dont like drama** because it can **waste the time** (R60)  
 P11 : Time is **so loooong** (R61)  
 P12 : The time to have **performe was to short**, we can (R62)  
 not  
 performe well  
 P14 : We are **not on time** (R64)  
 P15 : Take a **long time** (R65)  
 P19 : The **limited time** (R66)  
 P25 : so long time even it **took our break time** (R75)

Some students view of their time spent on doing tableau has been wasted because they feel doing tableau requires them to spend much time. The other also felt dissapointed of the limited time he got from doing tableau. These findings are also supported by Liu (2002). She said that time limitation is always the major problem for teaching and learning in ESL/EFL classrooms, especially in doing tableau.

- P14 : **Mencari ide, dan gerakan serta gaya apa yg harus** (I15)  
 kita tampilkan biar menarik dimata temen-temen bu  
 itu kadang  
**makan waktu yang banyak.**  
*To find the idea and the gesture, as well as to find*  
*what poses*  
*we should show so that our friends are interested*

*to look at us, took much time.*

P14 said that it took much time to think about the idea of frozen poses that can attract other friends who watched them. Thus, the teacher in class should put extra effort to manage the time or the activity so that the activity can be accessible for all the students.

b. Low-proficiency learners might disrupt the group work

Even though, it was found that some students perceived the benefit of group work when they created and discussed their tableau scenes together, but some students said that they felt being treated unfair because some of their friends did not contribute much in the group work because they didn't understand the text well. It can be seen from these excerpts below:

P2 : Somebody **didn't cooperated well!** (R52)

P13 : I don't like because sometimes we **lack of teamwork** (R63)

When P2 was asked about the concern of tableau, his reply is in excerpt I5

P2 : ... nah itu disitu tuh **kekurangannya. Jadi tidak semua siswa membaca atau mengerti text tapi mereka hanya menanyakan dengan satu siswa yang mengerti.** (I5)  
*...that is probably my concern towards tableau. So, not all of the students read and understand the text but they only ask the other student who already understand the text.*

According to Davies (2009), there is always a problem when involving a group work in the classroom. He emphasized that one of the problems of group work is with the this low-proficiency learners, as Davies called as "free-riders". He defined this "free- rider" learners as students who gain benefits from the group work but with no or less effort. In here, P2 perceived that creating tableau was concerned in the group work. He felt disappointed with his friend who did not cooperate well in creating the tableau. This actually can be resolved, even though it is a hard task to do. Davies' (2009) suggestion to this problem is that a recognition of effort needs to be given to the students, so that students who felt that they gave a lot of contribution in the group may felt that they are rewarded of what they contribute.

c. Interpretation of tableau might be misleading

As there were a number of students who reported that they had difficulties to interpret what their friends made of tableau in front of the classroom because they didn't not speak, here is the example of the report:

- P6 : Kalau dari tableau, kadang-kadang, Saya kan rada cuek bu jadi kalau misalnya dari tableau kadang saya merhatiin sesuai dengan siapa yang memerankannya. Dan misalnya orangnya (I13)

fun, dan dia bisa bener-bener memerankan. Kalo dia ga bisa kayak Cuma main-main doang ya ga ngerti lah bu  
*From tableau, sometimes, I did not pay attention much, so I examine the performance based on performers. For example, **if the person can really act his role. Then I can understand what he is doing in tableau.** But if he's just playing around (doesnt act the role correctly), I cannot get the point of it.*

She felt that their friends just played around and was not really serious to play the character in the text. The similar perception of concern was also stated in P2, as follows:

- P2 : waktu kita disuruh freeze itu sebenarnya itu kan menanyakan bagaimana karakter yang digunakan tetapi sebenarnya karakter yang kami gunakan itu kadang-kadang **ga sesuai dengan karakter sebenarnya pada alur cerita**, seperti itukan.  
*When we are asked to freeze, we are asked to play or to be in the character. But sometimes, **the character we played is not suitable with the story.*** (I13)

He also felt the same thing as P6. He also thought that the characters they posed in the tableau sometimes did not fit with what he understood in the text. This concern from the students is partly because they have their own interpretation of the image they get in their mind when they read the literary text. As it is emphasized by Katsarska & Gupta (2007), literary text offers an imaginative form of writing and it allows the reader to interpret their own understanding towards the text they read. Thus, when they show their understanding of the text in form of tableau scenes, there is a chance to interpret it different way from the others.

Thus, Liu (2002) suggested that this meaning and interpretation of tableau should be open, by which there is a need for communication of the group members who perform their tableau. This communication aims to explain their intention when performing tableau. That is why after the students perform their tableau there should be a debriefing session where students and teacher both

discuss what the students have done during tableau to synchronize the concept of the overall meaning of the text (Vasquez et al., 2013).

### Conclusion

Several findings have been discussed to answer the research question. Therefore, a brief conclusion can be drawn to describe the overall study. Firstly, the students' perceptions of the benefits of tableau are various. They viewed tableau as a tool to create sensory images where they can picture what is written in the text in their mind. They also viewed tableau as a technique to help them improving their vocabulary knowledge. Next, they also see tableau as to benefit them in deepen the characters' feeling and connect it to the real world. Another benefit of tableau perceived by the students is that they saw it as a place to improve their collaborative learning. Moreover, the students also viewed it as an alternative way in reading literary text. The last benefit that the students perceived is that they could experience tableau as one of the useful process drama techniques in this study provided them with a fun learning atmosphere, where they could engaged with the text as well as understood it through watching and observing their friends' performances or actively demonstrating the action themselves. Besides of benefits that students perceived by doing tableau in their classroom, there are also some concerns that might be treated as the disadvantages of tableau as a process drama technique. The concerns are that they perceived that doing tableau consumed a lot of time. Another concern is that several students had a challenge to work with low-proficiency learner. The last is that the students found it difficult to interpret their friend's tableau because of the multiple interpretation followed in posing in tableau.

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## **A READER RESPONSE APPROACH IN COLLABORATIVE READING PROJECTS TO FOSTER CRITICAL THINKING SKILLS**

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### **Abstract**

Reading has become a major concern of EFL educators. Reading does not only help students learn foreign languages, but it is also believed that it has a strong link with critical thinking skills. A reader response approach in collaborative works, adapted from literary theory, is believed to be beneficial for the students. Therefore, this study aims at investigating the answers to these two questions: (1) how are the collaborative reader responses implemented in Critical Reading and Writing II? and (2) To what extent does reader response approaches promote students' critical thinking skills? With these questions in mind, the researchers collect the data by involving 24 participants from CRW II (Critical Reading and Writing) class. The data from students' reflections, questionnaires, and focus group discussion are analyzed descriptively, using both qualitative and quantitative method. It is hoped that the implementation of this approach can be useful not only to improve students' reading skills, but also to provide more opportunity for students to exercise their critical thinking skills.

**Keywords:** reader response theory, group projects, critical thinking skills

### **Introduction**

A study revealed that in 2016 Indonesia ranked 60 out of 61 countries in terms of reading interest (Miller & McKenna, 2016). Reading then has become a major concern of educators. In the university context, reading first language (L1) texts can be hard for some students and it can be more painful for EFL students to read foreign language (L2) reading materials. One main reason is due to students' low reading interest, which automatically influences their reading habit. A research on students' reading habit was conducted by Iftanti in 2012. Her participants were 546 students of English Departments from five different state universities in East Java. She focused on their quantity of reading practice as a parameter of reading habit. The result indicates that 68.49% of the participants have low reading habit mainly due to inadequate reading exposure, limited linguistic, and cultural knowledge of the texts that hinder them from comprehension. Therefore, it is vital that language teachers help students develop their reading interest and habit.

Reading provides not only linguistic information, but this activity can also offer rich cultural insights of the language they are learning. It is confirmed by Grabe and Stoller who considered reading as the "central way to learn information" (2001).

Reading can be defined as “a complex ability to extract, or build, meaning from a text”. Reading does not only help students learn language, but it is also believed that it has a strong link with critical thinking skills. Mohammadi, Heidari, and Nirya (2012) find out that extensive reading encourages students to use metacognitive strategy which shows low positive correlation with students’ critical thinking ability. However, Eftekhary and Kalayeh (2014) argue that there is actually a strong correlation between extensive reading and critical thinking skills. These skills are highlighted by Ristekdikti proposing that learning should focus on four goals of higher order thinking skills, including critical thinking skills.

Critical thinking skills are considered a necessity to face 21st challenges. With the advent of technology, information can be easily accessed through the Internet. Students who fail to analyze and evaluate myriad information can easily fall into hoax. Receiving information is not learning because students should be able to evaluate the information. Paul (1992) argues that critical thinking is beyond recalling information because it involves one’s ability to analyze and evaluate the cognitive processes. Elder and Paul (1994) add that this is the ability to take charge of the thinking processes and to evaluate them. A more recent study, Masduqi (2011) mentions critical thinking involves meaning negotiation in the classroom discussion. A more recent work by Hughes (2014) mentions some elements of being critical, namely: understanding, applying, analyzing, evaluating and creating. His arguments concludes the arguments by former researchers who suggest that being critical deals with the ability to question, analyze and evaluate the thinking processes of the mind.

Considering the importance of critical thinking skills, foreign language teachers should provide learning environment which encourage students to practice their higher order thinking skills (HOTS). This need should be well-addressed in Critical Reading and Writing II, a subject offered to the 4th semester students of English Language Study Program, Sanata Dharma University. After completing this course, the students are expected to develop critical thinking skills on a variety of issues and write responsive, analytical, and argumentative responses to the texts. Generally, there are three phases in reading classes, namely: pre-reading activities, whilst-reading activities, and post-reading activities. The activities implemented in these phases can be designed to promote high order thinking skills, including critical thinking skills. With these goals in mind, the students are encouraged to make collaborative reading response.

Studies mentioned the positive links of reading and critical thinking skills (Eftekhary & Kalayeh, 2014, Liaw, 2007, and Mohammadi et al., 2012). One effective approach to motivate students to read is reader-response approach. Writing reading response requires students to choose a text and give responses through writing. It is developed from reader response theory which is considered effective to engage readers in reading and responding to the text (Chou, 2015). Chou (2015) further argues that reader response journal motivates and fosters students’ engagement. Furthermore, Lee (2012) also suggests that students experience meaningful learning when they are engaged in reading response activities. In contrast with Chou, Biglari (2017) conducts a quantitative study and finds that reader response does not improve students’ comprehending or

vocabulary, but it decreases students' anxiety. The finding is partially contradictory with the findings of other studies (Chou, 2015 and Lee, 2012). However, this research assumes that if reader response succeed in decreasing students' anxiety, students will be more motivated to exercise their critical thinking skills through reader response. When students collaborate to give responses, they are to engage in receiving, analyzing and evaluating information as well as distributing tasks among the group members. Using collaborative reading response activities in the classroom hopefully may not only increase students reading interest, but also develop their critical thinking skills.

### ***Reader Response Theory***

Reading is a vital skill in learning a foreign language. Studies indicate that the implementation of reader response theory is vital to keep the students engage with the text (Kelly et. al. 1996, Roessing, 2009, Lee: 2012). It helps students interact with the texts from a personal perspective (Kelly et. al. 1996), helps them to organize ideas (Cohen, 2007; McIntosh, 2006), reduces anxiety (Bilgari, 2007) and promotes critical thinking (Carlisle, 2000; Gonzales and Courtland, 2009; Mizuno, 2005)

Studies have elaborated some benefits of reading response theory in promoting thinking skills. Carlisle (2000) finds out how reader response provides opportunities for students to give personal critical responses. His finding is in line with Gonzales and Courtland's study (2009) showing relationship between reader response and critical thinking skills. This approach, according to Mizuno (2015), results in a positive effect on reading cognitive processes. It is assumed that Indonesian students who study English will benefit from this approach as it helps students to engage with the texts, allows students to express personal interpretation of the texts, and encourages critical thinking skills. To fill the gap of these studies, further research on the implementation of reader response theory in Indonesian setting should be conducted.

### ***Critical Thinking Skills***

Writing and reading skills are usually taught separately in EFL classes. However, recent studies have elaborated benefits of integrating reading and writing. From reading, students gain new information related to both linguistic and socio cultural knowledge. Readers constantly make meaning by reading process (Day & Bamford, 2002). After reading L2 sources, students are able to analyze and synthesize the texts. In other words, students can give their responses in the form of writing. Zhao and Hirvela (2015) found out that understanding the complex reading and writing relationship is crucial for successful textual production. The English Language Education Study Program of Sanata Dharma University offers Critical Reading and Writing II for the fourth semester students. This course is designed to facilitate students to access into a large amount of reading through which students acquire information, which thus enhances the progress of their knowledge and the development of their critical thinking skills. In addition, this course involves the skills to plan the building up of information, the skill to create

mind mapping and the skill of note taking, summary making and synthesizing. The skills are integrated to develop critical reading skills on a variety of educational and social issues and to write responsive, analytical, and argumentative essays in response to social enterprises.

Critical thinking is an old topic, but it is still a debatable topic among scholars. It can be traced back to Socrates' era. He emphasizes on the importance of questioning methods (Masduqi, 2011). Paul (1992) argues that critical thinking is beyond recalling information because it involves one's ability to analyze and evaluate the cognitive processes. Elder and Paul (1994) add that this is the ability to take charge of the thinking processes and to evaluate them. A more recent study, Masduqi (2011) mentions critical thinking involves meaning negotiation in the classroom discussion. A more recent work by Hughes (2014) mentions some elements of being critical, namely: understanding, applying, analyzing, evaluating and creating. His arguments concludes the arguments by former researchers who suggest that being critical deals with the ability to question, analyze and evaluate the thinking processes of the mind.

Educators must provide environment which encourages students to build critical thinking skills to meet the challenges of the 21<sup>st</sup> century. Students should be able to exercise high order thinking skills, including critical thinking skills. Cromwell (in Masduqi, 2011, p. 193) mentions that "the main purpose of advanced education is the enhancement of student thinking." Teachers should consider more than grammar rules or vocabulary, but should prepare students to exercise their higher level of thinking skills.

Studies have highlighted the importance of critical thinking skills in language learning. However, research on how a reader response theory in collaborative projects encourages students to exercise their critical thinking skills in Indonesian context has not been explored widely. The respondents of this study are students who are equipped to teach English when they graduate. It is vital to encourage them to exercise their critical thinking skills. Therefore, this study emphasizes on the importance of giving opportunities for students to do collaborative reading projects by questioning, analyzing, evaluating and sharing information in groups.

Collaborative activities in learning language are considered beneficial (Pastor & Perry, 2010; Ning, 2011; Pasaribu, 2016). These activities place learners as the center of the learning process. When students discuss the goals, plans and targets in groups, they interact with the thinking process of other students. When working in groups students may also clarify, compare and analyze information—skills which are needed to think critically.

This approach is also believed to reduce anxiety of high anxious students. When working with peers, students tend to express their ideas. This is in line with Pasaribu's study (2016) arguing that students gain more self-esteem when they receive feedback from their friends. Sastrapratedja (2013) and Pastor and Perry (2010) also consider working in groups as an effective learning strategy because it is less threatening and less formal than lectures.

Collaborative approach in language learning also boosts students' motivation. A study by Hurst et. al. (2006 in Ning, 2010) articulate how enthusiastic the students are when joining the journal discussions in groups. When working in groups,

students are actively involved in the interactions among group members. Ning (2010) also mentions that it “builds up a well-structured and supportive learning environment”. Therefore, this approach provides a highly motivating environment for the learners. In this study, students are to work in groups when responding to the text they choose. Because each student has different roles, they see the tasks from different perspectives. Not only do they need to explore linguistic or social knowledge of the discourse, but they also have to exercise their collaborative skills in doing the projects.

Although some studies have investigated the importance of extensive reading and critical thinking, there has been only little research has been done to figure out how collaborative reader response encourage students to exercise their critical thinking skills in Indonesian context. Therefore, this study aims at finding out how using collaborative reading response can help Indonesian students exercise their critical thinking skills. To investigate the link between these two variables, this study involves students from Critical Reading and Writing II class, English Language Education Study Program, Sanata Dharma University. This study discusses related documents which cover reading skills, reader response theory, and critical thinking skills. Furthermore, it also elaborates the methods used in elaborating the collaborative reader response activities and how they foster students’ critical thinking skills.

## **Method**

To elaborate the answers to the research questions, this study used a mixed method in collecting the data. By using this method, the researchers analyzed quantitative and qualitative data. The research was conducted in the English Language Education Study Program of Sanata Dharma University involving 24 CRW II students. The first research goal--elaborating the implementation of a reader response approach in collaborative reading projects—was investigated qualitatively by observing the class, analyzing students’ posters and students’ reflections. The second research question related to the link between a reader response approach and critical thinking was analyzed by distributing questionnaires. The researchers developed questionnaires based on Hughes (2014) and Ennis Weir (1985) to know how students assessed their own critical thinking skills. Finally, the data were compared and contrasted with other similar studies in the discussion section

## **Findings and Discussion**

Students may face difficulties not only because they have low reading interest, but they may have limited linguistic and cultural knowledge of the texts which can hinder them from comprehension. However, they need to deal with these challenges because reading does not only help students learn language, but it is also believed that it has a strong link with critical thinking skills. Tasks may encourage them to

read and develop their critical thinking skills. Ellis in Thomas and Reinders (2010) mention that task-based learning involves “making meaning, real-world authentic language use, focus on four language skills, learners in cognitive skills and communication-based learning outcome.” On the other hand, reader response approach encourages students not only to interpret the writers’ purposes in creating the text, but they also create meaning by using their background knowledge when interacting with the text. In this case, readers are encouraged to play an active role in interpreting the meaning of the texts. This table shows how task-based learning goes hand in hand with reader response approach.

Table 1. Task-based learning and reader response approach

Task-Based Learning	Reader Response Approach
Involving a plan	Planning in doing the project
Making meaning	playing an active role in interpreting the meaning of the texts
Real-world authentic language use	reading authentic English texts
Focusing on any or four language skills	Focusing on language skills.
Engaging learners to use cognitive skills	Giving a positive impact on the cognitive process of reading
Communication based learning outcome (Reinders, 2010)	

In this study, students are to work in groups when responding to the text they choose. Because each student has different roles, they see the tasks from different perspectives. Not only do they need to explore linguistic or social knowledge of the discourse, but they also have to exercise their collaborative skills in doing the projects. Critical thinking skills are considered a necessity to face 21st challenges. With the advent of technology, information can be easily accessed through the Internet. Students who fail to analyze and evaluate myriad information can easily fall into hoax or false news. On the contrary, critical students are able to analyze and evaluate information they get from the texts.

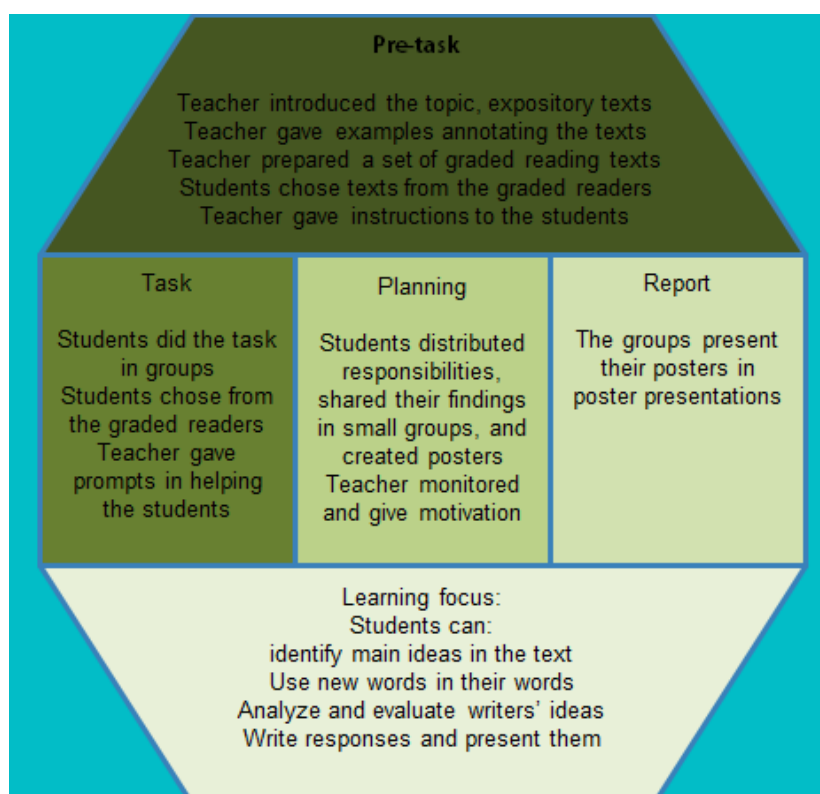


Figure 2. Reader response 1

In the first reader response activity, the teacher prepared a set of graded reading texts focusing on expository texts, divided the students into groups and gave instructions to them. Afterward, they individually chose a text from the set of graded readers. They did some vocabulary and reading comprehension activities. After reading and doing individual activities, the lecturer divided them into groups of four students. They shared the information they have learnt and chose an article they wanted to respond to. After deciding the texts for their reading response e-poster project, they worked collaboratively by dividing roles in the groups. One student became the leader of the group who assigned roles and distribute responsibilities to the members of the group. The roles of the students in a group are the word wizard who finds new words and make them into sentences; the inspector who searches social and cultural information about the text; and a navigator who reflects on the text by connecting the texts with their experiences.

The focus of the second reader response activity was different. It focused on narrative texts. The teacher gave an example of a short story, divided the students into groups, and gave instructions to them to read and discuss the short story and find other short stories from recommended website on the internet.



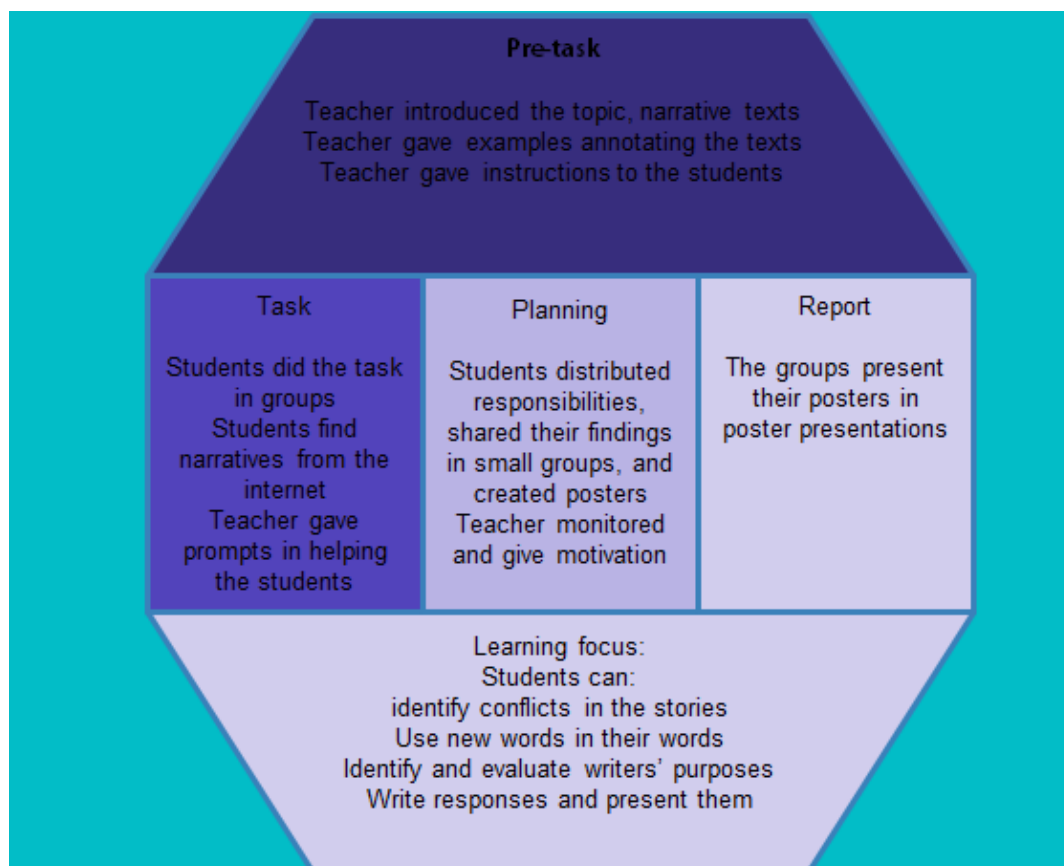


Figure 3. Reader response 2

After choosing a short story individually, they shared in a group of four. They discussed the plot and characters of the short story they chose. After deciding the texts for their reading response narrative e-poster project, they chose a project leader. The leader assigned roles and distributed responsibilities to the members of the group. The roles were similar to the first reading response project: a leader, a word wizard, an inspector, and a navigator. The purposes of making this project were to help students to be able to identify conflicts in the stories, use new words and evaluate writers' purposes. After making the posters, the students presented them to the class.

Reader response 3 focused on argumentative texts, so the teacher gave examples of argumentative texts. The topic that the teacher gave ~~is~~ was "standardized test". The first article supported standardized test and the second one questioned the benefits of standardized tests. The students read the articles, made a mindmap of the text, found two controversial articles with contradicting points of view from the internet. The students discussed their mindmap in groups and chose one article from the members of the group that they found thought-provoking. In this third project, they needed to evaluate the text and choose one side with which they agreed more. Like the other projects, they presented their posters.

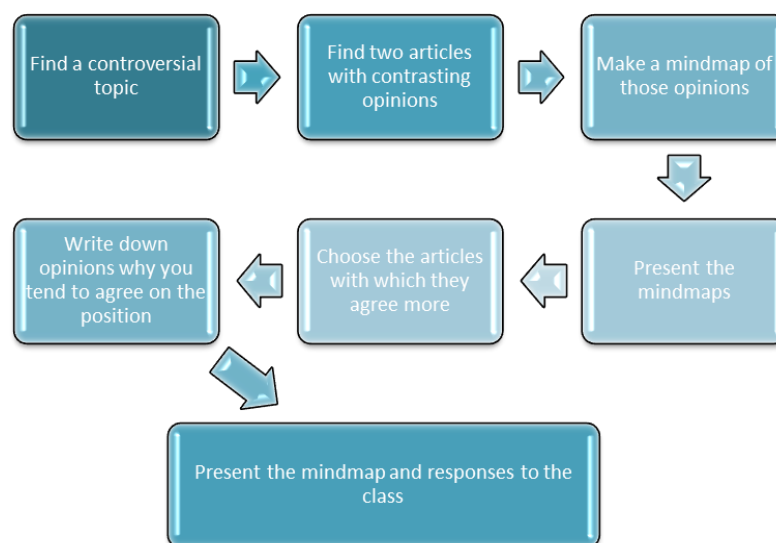


Figure 4. Reader response 3

Through these cycles, the students were active in constructing meaning of the text inside the classroom and outside the classroom while they were doing group projects. As suggested by Masduqi (2011), critical thinking involves meaning negotiation. Students were given responsibilities to see the text from different perspectives, the word wizard constructed the meaning from the text, the navigator constructed the meaning from their experience and the inspector constructed the meaning from the social and cultural information of the text.

The challenges identified were that the students as a team had to make up their mind and united each idea into one agreed idea. They also had to make good sentences, so the audience would not feel confused. The benefits were that they tried to make a good teamwork and provided new information for some team members. Furthermore, the reflection written by the students revealed that group discussion enriched their understanding towards texts. Besides, they could play active roles in meaning negotiation, which trained them to practice critical thinking skills.

### ***Reader response and critical thinking skills***

Bloom's taxonomy has been continuously updated including by his students (Anderson & Krathwohl, 2001 as cited by Xu (2011)). Hughes (2016) introduces stages of learning: understanding, applying, analyzing, evaluating and creating. Students are considered able to exercise their critical thinking skills when they do these stages of learning. The terms which are introduced by Hughes (2006) have similarities with the classification synthesized by Anderson and Krathwohl as cited by Xu (2011)).

Table 2. Stages of critical thinking skills

Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
Understanding:	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining
Applying	Carrying out or using a procedure through executing, or implementing.
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing
Evaluating	Making judgments based on criteria and standards through checking and critiquing.
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

The students were motivated to read the text of their own choice. When reading the texts, they were required to summarize what they read. They were challenged to extract the main ideas of the texts. Specifically, they were asked to make outlines from the paragraphs in the texts and make summaries using their own words. When they found difficult words, they needed to share using their own sentences to the whole class. After the projects, the students were asked to evaluate their ability in exercising critical thinking skills.

The students were able to identify the main arguments in Reading Response Project #1 (expository texts) and Reading Response Project#3 (argumentative texts). They also stated that they identified conflicts in Reading Response Project #2 as highlighted in their reflections below:

1. I should read again and again to understand the story, I get much information.
2. Before making the posters, I need to make sure I understand the story by reading it for several times.
3. I have to understand the story because there are a lot of unfamiliar words that I have to know in order to understand the story
4. All of us read the story first. We read the story while identifying the conflicts in the story. After that we discuss it together to decide what

sentences will be written on the poster. Then we do they analyzing step to make sure that we have the same understanding.

5. The story makes me realize that there are lots of cultural and social differences between one country and another, even about some trivia things that sometimes we really didn't give attention to. For example, the story mentions about some tribal hat that is originally from America. Sometimes we didn't really care about it, unless it becomes viral. That is why we should read as many books or articles as possible so that we can be aware about others.

One major problem that hindered comprehension was the lack of vocabulary as stated in Data 3. Therefore, the students were motivated to list difficult vocabulary found in the text and put them into sentences (see Data 6). In this case the students applied the story by making sentences using difficult vocabulary from the text.

6. The challenges are we, as a team must make our minds, our idea become one big idea, which is mean our idea. We had to made a good sentences, so that the audience will not feel confused. The benefits are, try to make a good team work, try to provide the information that maybe not all of us have already know about that.

In addition, they could express their feelings related to the texts and apply the values they found in the text with their life. In this case, a student mentioned that she had to be responsible in whatever she did.

7. Having found the moral values, I try to apply them in my life. I discuss it with my group members to evaluate our findings and opinions.
8. I apply the story in my life that we have to be responsible about what we do. But I pity them because they have to work hard in ten years but eventually the necklace was imitation.
9. From her presentation she further explained that it is fine to admit that we were wrong as long as we were responsible for it.

Reader response approach put the readers in the central place of meaning interpretation. This interpretation might enter into readers' awareness (Rosenblatt, 2004) and influence their responses and real life applications.

Analyzing involves identifying the organization of ideas in the texts. When students are able to analyze texts they are able to relate one part to the others or relate the text to other texts. They can also read between the lines to know the writer's purpose in writing the text. One student stated that they could analyze the aspect of the text (9). In reading narrative texts they could also identify the conflict in the story (10). Some students also were able to relate one text to other texts. They analyze that narrative texts share some similar patterns (11).

10. Afterward [...], I analyze the intrinsic and extrinsic aspects.
11. All of us read the story first. We read the story while identifying the conflicts in the story. After that we discuss it together to decide what sentences will be written on the poster.
12. I connect the story "Mist Girl" with the legend from Indonesia. The short story has a similar plot with "Jaka Tingkir", a story from Indonesia so I can predict the end of the story.

Data 12 indicates that reader response allow reading to happen from a socio-cultural context (Brooks, 2006). The students' culture and reading history influences their analysis of the text shown in the responses (Beach, 1993). Students were developing their thinking skills by analyzing materials from their backgrounds and reading history.

When students were given goals, in this case reader-response projects, they worked together to analyze the texts. The group can bridge their information gap in reading particular text with their peers. Students were also encouraged to share their evaluation of the text to their peers. They further evaluated how the texts made them feel.

13. I think the poster fosters my evaluating thinking skills, since I can connect it with my personal life.. I compare the values of the story with real life experiences.
14. I think if I am the character (Matilda), I will do the same thing. It is going to be different in the first step to solve it. Maybe I will tell the owner first and discuss the solution together so that it will not be a burden for everyone.
15. By presenting the poster we knew that we shouldn't do what bill weaver do. We should think about the future event that will occur if we did something. But I didn't blame Bill at all, because he couldent clearly think about what he did because he is too tired.
16. I connect the text with what is happening in our society. I feel heartbroken when I hear some news about thieves who are being hurt physically. It seems like our society is already blinded by wrath and twisted justice.

The statements shows how students engaged actively with the authentic texts they read. Through text evaluation, they had active interactions with the texts and they shared them to their peers. In other words, reader response approach allowed students to develop social engagement with their peers.

The final phase of this collaborative project was creating posters and presenting them to the class. The students were to work together with their friends in making posters to report the summary, new vocabulary, social context of the texts, and the connection between personal life and the texts. The students were motivated in creating the poster because they were active in organizing ideas so that the poster covered all the elements required for the projects. Since the students shared mutual goals, they confirmed their understanding of the text and integrated their perspective with that of their peers. The students did not only engage with the texts, but they also engaged with different perspective from their peers in making the posters (Data 17).

17. Last but not least, the fun and challenging part, creating the poster. It is fun because we use our creativity, and it is challenging at the same time to pour our ideas clearly and concisely to the posters.
18. Finally to foster my critical thinking we need to create the foster after we understand, apply, analyze and evaluate the story.
19. The activity fosters my ability to create a poster. How to make the poster interesting for people I think about the things I should write in the poster. Should I add pictures or anything that support the poster and its content?

The reflections showed how students were motivated in doing the poster. They were guided through the project to reproduce the meaning of the text. As reflected in data 18 and 19, they did not passively receive the information in the text, but they also provided summary and written responses of the texts through posters. Zhao and Hirvela (2015) found out that understanding the complex reading and writing relationship is crucial for successful textual production. Readers actively constructed meaning of the text (Tyson, 2006) from different social and cultural perspectives, which can be an indicator of critical thinking skills.

## Conclusion

Reading skills are not only central to learning a language, but they are linked with thinking skills. Accordingly, a reader response approach was adapted in Critical Reading and Writing II so that students did not only enjoy reading, but also exercised their critical thinking skills. In this approach, readers play central roles in negotiating and constructing meaning. This approach was implemented in three e-Poster projects. Students worked in groups with different roles: leaders, word wizards, inspectors, and navigators. They read the texts with different purpose in mind and they shared what they learnt from the text to the group. After group discussion, they created posters and presented them to friends in the class. The activities were considered beneficial in improving students' motivation to read and critical thinking skills. They were able to understand the texts, apply difficult words in their own sentences, analyze the parts of the texts, evaluate the texts and their understanding, and finally reproduce meaning of the texts by creating posters. Further studies should focus on sets of authentic texts which are available for different students with different reading skills. Furthermore, how this reader response approach can finally enhance students' reading habit needs to be taken into account for future research.

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## **THE IMPACT OF USING AUDIO-VISUAL AIDS ON TEACHING LISTENING AMONG IRANIAN PRE-INTERMEDIATE EFL LEARNERS**

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### **Abstract**

This paper explored the impacts of audio-visual aids among Iranian pre-intermediate EFL learners on teaching listening. The investigator chosen 40 homogeneous pre-intermediate learners to accomplish the study's goals and split them into two equal groups. The experimental groups (n=20) and a control group (n=20) were the two groups. Then an understanding of listening pre-test was administered at the start of the course to evaluate the listening comprehension of the respondents. The investigator performed the therapy on the experimental individuals after the pre-test. The EG was instructed using genuine video during the therapy sessions, while the CG used Compact Disc (CD) audio as the most common teaching aid used by ESL educators in learning. The investigator administered a post-test after the therapy that lasted 15 sessions to determine the impact of audio-visual aids on teaching listening. T-tests of Independent and Paired Samples were conducted to evaluate them when the information was obtained. The findings showed that the learners of the EG instructed using genuine video obtained greater listening outcomes than those taught by an audio compact disk (CD). The study's consequences indicate that using audio-visual aids can help EFL students grow their understanding of listening.

**Keywords:** audio-visual aids, authentic video, teaching listening

### **Introduction**

Despite the reality that it is perceived essential to listen to second or foreign language (Nasri, Namaziandost, & Akbari, 2019; Wolvin & Coakley, 1996), there is a lack of understanding on the most proficient method to create listening ability among students and instructors (Graham, 2006; Namaziandost & Nasri, 2019). Listening has additionally gotten less research consideration than different abilities (Vandergrift, 1997). Thinking about this issue, this field appears to require a lot of increasingly exploratory investigations which may give us instructive standards about method of learning and listening-related study. Listening in correspondence implies an urgent task. It is recognized that hearing takes up 40-half of the complete moment spent on conveying; speaking, 25-30%; perusing, 11-16%; and composing, about 9% (Mendelsohn, 1994). Despite the reality that education of listening perception has been ignored in one manner or another for quite some time and has shown inadequately part of English in countless EFL programs (Namaziandost,

Rahimi Esfahani, & Ahmadi, 2019), listening is currently considered as a much significant aptitude in EFL classes and furthermore in SLA look into. Listening is a working method of comprehension and constructing meaning from both verbal and non-verbal texts (Nunan, 1998). Therefore, it ought not be named as an inactive expertise.

This presumption could be developed in such a manner that learners externally seem to demonstrate a language laboratory discreetly, hear some pre-recorded exchanges, and compose the responses to certain inquiries identified with the oral improvement (Namaziandost & Nasri, 2019). It is obvious, at that point, that listening isn't as detached as it has been professed to be as it requests various muddled procedures with respect to the students. In typical listening research facility classes, understudies hear some out instructive listening tapes received for their level (Namaziandost & Ahmadi, 2019). In spite of the fact that these materials are profitable, it is by all accounts a hole between what students listening to in the lab and what they truly listening ordinary discussions, in actuality. There must be an answer for extension this gap.

This exploration was begun on the grounds that the essayist was worried about the poor consequences of instructing tuning in to English to pre-halfway understudies. One of the fundamental capabilities in the Curriculum that understudies need to learn is to have the option to comprehend spoken and composed writings communicating expectations and petitions, proposals, offers, sentiments/musings and their reactions. These understudies are relied upon to have the option to impart their emotions in relational discussions precisely and smoothly. They additionally must almost certainly react to other individuals' sentiments and articulations properly. The following essential competency for these understudies is to have the option to develop spoken and composed writings for communicating expectations and supplications, recommendations, offers, feelings, considerations and their reactions. These understudies are additionally required to have the option to react suitably to the implications inside the past spoken and composed writings, precisely and fluidly (Namaziandost, Rahimi Esfahani, Nasri, & Mirshekaran, 2018).

For the most part, understudies cannot efficiently accomplish these vital skills. For ESL students where their introduction to English is restricted, listening standards are particularly difficult. In order to adapt to these problems, educators need to appropriately arrange their listening exercises before the class. They have to painstakingly plan their showing methodologies so as to effectively move the listening materials and aptitudes to their ESL listening understudies (Keshmirshekan, Namaziandost, & Pournorouz, 2019; Nasri, Biria, & Karimi, 2018).

This examination intends to upgrade the utilization of real recordings to attempt to beat a portion of the listening troubles experienced by the understudies. In view of a meeting with the English educator at Iranian private establishments, it was discovered that they had attempted a few strategies to manage this issue. For instance, they had effectively attempted an immediate strategy to upgrade the understudies' listening abilities. In any case, it appeared that that strategy did not altogether help build up the understudies' listening capacities. The informative

methodology and the task-based methodology had likewise been attempted in the study hall by empowering distinctive listening rehearses as far as short and long discussions with the understudies. Despite the fact that these methodologies had improved the understudies' talking capacities, it appeared that the understudies still experienced issues in understanding the discussions or chronicles if the data was not well-known to them (Abedi, Keshmirshekan, & Namaziandost, 2019; Nasri & Biria, 2017). Subsequently, this prompted a data hole between the accounts and the understudies. So as to upgrade the understudies' listening abilities, the creator chose to focus on the utilization of credible recordings as broad media helps to enable the understudies to figure out how to listening and comprehend communicated in English better.

The use of audio-visual aids has risen significantly in language education these days. Ahmad (2013) refers to some learning resources that can be regarded as wide media helps viz: television programs, video films, movies, synchronized sound slide projectors, PCs and PC instructions helped. Asokhia (2009) has formed a compound word from sound and visual that is the term different media. Sound materials allude to those that can be heard and recorded in documents, tapes or CDs of computerized sound. For an ESL study classroom, every recorded exchange, speech, or hearing English can be sound material. Visuals are materials that can be seen as images at that stage, blurbs, illustrations, recordings, diagrams, streak cards and obviously films.

This investigation stressed the utilization of video as a broad media help for improving understudies' listening abilities particularly the utilization of bona fide recordings. This medium was chosen to improve the understudies' commonality with typical paces of communicating in English by local speakers. Nunan (1999) points out that students ought to be bolstered as rich an eating routine of real information as could reasonably be expected. He states that on the off chance that they just ever experience thought up discoursed and listening writings, their learning errands will be made progressively troublesome, in actuality. Thusly, it is significant for students to listeningto and to peruse valid materials, without a doubt whatever number of various types as would be prudent. All the more significantly, this examination was not exclusively done to research the proficiency of utilizing bona fide recordings for showing tuning in, yet in addition to see the understudies' accomplishments for every angle or sub-ability of tuning in subsequent to being educated by utilizing real recordings.

This study aimed to answer the following question: Is there any significant difference in listening achievements among students taught listening using authentic videos and those who are taught using audio-compact discs (CDs)?

## **Literature Review**

### ***Listening***

Listening has been described by various experts. Chastain (1971) portrayed tuning in as the ability to fathom neighborhood talk at conventional speed. Morley (1972) said hearing includes sound-related isolation, structure of the auditory language, selecting fundamental data, recalling it, and associating it with the methodology between sound and hugeness. Listening to modifications in meaning

from sound detachment to aural recognition, according to Postovsky (1975). Goss (1982) depicted listening as a way of understanding what is heard and coping with it in lexical components that can be attributed to centrality. Bowen, Madsen, and Hilferty (1985) showed knowledge of the oral language is listening. Understudies hear oral speech, define distinct sounds into lexical and syntactic units, and understand the message. Listening is a way of tolerating what the speaker says, creating and displaying meaning, organizing and responding centrality with the speaker, and creating criticality through intrigue, imagination, and compassion. As Purdy (1997) has shown, listening is the route to tolerate, make meaning out of, and offer clarification as nonverbal messages to be spoken. Rost (2002) defined listening as an amazing clarification methodology where group of people enhance what they hear with what they know for sure. Listening makes us know our particular environment, as illustrated by Rost (2009), and is one of the fundamental components of creating convincing correspondence.

There are two unmistakable procedures or techniques associated with tuning in; the procedure top-down and the procedure base-up. Benet (2012) composed a mix or double procedure for listening. The two processes are going on all the while and are interrelated in this way. Members of the audience use 'base up' handling when using etymological teaching to understand a message's meaning. They produce meaning from lower-level sounds to phrases to syntactic links to lexical consequences in order to reach the last message (Hashemifardnia, Namaziandost, & Sepehri, 2018). Base up preparing enables understudies to perceive lexical and articulation highlights to comprehend the content. Because of their instant focus on language constructions at word and phrase levels, base-up operations are particularly helpful for lower-level understudies that need to expand their collection of languages. Morley (1991, Celce-Murcia, 1991) said that when studying turned out to be increasingly mindful of etymological highlights of the information, at that point the speed and precision of seeing and preparing aural information will increment. In order to generate basic handling, it is possible to approach understudies in order to acknowledge individual sounds, word boundaries and focus on syllables gatherings, listening for inflection designs in articulations, distinguish linguistic structures and capacities, perceive constrictions and associated discourse and perceive connecting words (Azadi, Biria, & Nasri, 2018).

#### 1. Listening for the Main Idea

Understanding the basic idea in a voiced listening entry is a substantial listening capacity along these lines, which is a substantial perusing capacity to understand the concept of thinking in a composed chapter. The basic thought is the real purpose of an announcement or section (Morley, 1991, in Celce-Murcia, 1991), it is the general expansive idea of the significant number of words communicated. It's the gigantic idea, with no littler subtleties or additional inconsistent information. The passage theme phrases contain basic ideas that are expressed frequently first. It is extremely normal for the listening segment in the National Final Examination (Ujian Akhir Nasional) to have general thought investigations in the hearing material. Such inquiries can be formulated in a variety of ways, for example, in order to distinguish the theme, the subject, the essential thought, or the principle thought, the understudies can be approached. These investigations are really the key

point that the speaker is trying to cross-examine in what he says in the account. (Hosseini, Nasri, & Afghari, 2017; Namaziandost, Sabzevari, & Hashemifardnia, 2018).

2. Listening for General Understanding (Listening for Gist)

Listening to such 'general' understanding methods does not end with each phrase and does not look at all that the presenter consolidates into the substance (Brown, 2006). By requesting understudies to verify the record energetically before jumping into it for detail, teachers assist them gain a particular knowledge of what it is about. This will assist them when they listen to ongoing data (Namaziandost, Nasri, & Rahimi Esfahani, 2019). Noteworthiness examining and tuning in is undoubtedly not an indifferent choice to get the "substance" of something. The reader or group of viewers chose not to cope with everything first, but to use their getting ready powers to get the hugeness of what is being said, for example to a more prominent degree a top-down perspective.

3. Listening for Specific Information

This sub-ability is linked when listening to something by the understudies as they need to discover a particular snippet of information. They understand in advance what kind of thing they want to explore so they can ignore other information not intriguing them. Model, adjust to a climate projection to get some climate-related responses in your nation piece. Instead of settling for meaning, understudies usually go to expressed content when specific subtleties are needed (Brown, 2006; Namaziandost, Abedi, & Nasri, 2019). They may listen to the news, perhaps concentrating when they come up with the particular thing that interests them. Because of comprehension, they can quickly look through a film audit to find the chief's or star's name. In both times, the understudies virtually ignore the different information until they start catching wind from the specific thing they are tuning in for.

***The Use of Authentic Materials***

Many analysts have maintained the use of bona fide materials in the study hall. One of the main experts to suggest this idea was Krashen in 1982 who brought up the bona fide learning encounters that offer students an opportunity to secure the objective language. In addition, Clarke (1989) stated that the language of this current truth is the thing that should be submitted to learners in view of the fact that the language is strong towards the student and represents real goals and conditions. As they represent how the language is used in bona fide correspondence, real materials should be displayed to the language learners along these lines. The use of lawful products can also upgrade the nature of the understudies with language kinds and their use in interchanges. Experts in the use of bona fide materials attest that in the earliest stages of language teaching learners should be introduced to real materials (Miller, 2005; Namaziandost & Shafiee, 2018). They claimed that early presentation of authentic texts would help understudies to later produce useful processes for increasingly complicated undertakings. Also, Herron and Seay (1991) composed that using valid materials makes it prepared to find real language teaching materials for undergraduate studies. The findings of the inquiries described above have shown that from many points of perspective lawful materials can be

useful. Such materials familiarize themselves with how language is actually used and enhance their overall language skills as well as enhancing perusal and listening skills, open skills and lexical and complicated data (Namaziandost, Rahimi Esfahani, & Hashemifardnia, 2018).

#### 1. The Use of Video as an Audio-Visual Aid

An assortment of audio-visual (AV) helps are presently being utilized for creating listening capacity. A few examinations have taken a gander at the viability of AV for training tuning in as this paper plans to do. As referenced before, there are numerous preferences of utilizing recordings as indicated by different specialists. Moreover, a few specialists have utilized DVD motion pictures as inspiration for showing getting the hang of listening e. g. Lord (2002). He examined the utilization of DVD highlight films in the EFL homeroom to rouse understudies to figure out how to listening to English. He analyzed and evaluated the utilization of subtitled versus non-inscribed movies with various student levels. what's more, created choice criteria for picking suitable movies. He utilized DVD highlight films since DVD offered an assortment of uncommon highlights, including intelligent menus, dramatic trailers, off camera discourse, everyday language and captions and prompt scene get to. Research has demonstrated that DVD highlight movies give agreeable language learning chances to understudies. The instructor ought to pick suitable length films, either complete ones or fragments, which are deliberate and custom-made to understudies' adapting needs and capability levels. Both inscribed and non-subtitled movies advantage understudies in different ways. An instructor can go for various parts of language, by utilizing the two kinds of motion pictures on the other hand. English-inscribed movies are a rich wellspring of instructional material that give genuine models and fantastic substance in oral correspondence (Mirshekaran, Namaziandost, & Nazari, 2018).

Kretsai (2014) examines the effect of using video materials to teach college understudies listening skills. The motivations behind this examination were: (1) promoting the listening skills of university understudies focusing English with the use of video materials, and (2) assessing the demeanors of understudies towards the use of video materials to show listening skills. At Thanks in University, Thailand, the participants of this inquiry were 41 first-year English true understudies in the second semester of the academic year 2012. They were selected by uneven fundamental examination. The examination was conducted over 20 periods of instruction. In this examination, the one-bunch pretest-posttest setup was performed. The outcomes demonstrated the understudies' English listening cognizance capacity expanded essentially subsequent to learning with recordings and understudies had uplifting frames of mind towards utilizing recordings in showing listening aptitudes.

Fachmi (2014) explores adequacy of utilizing elucidating recordings in getting the hang of tuning in. This exploration is planned to decide effect of utilizing unmistakable video in picking up tuning in to discover understudies' capacity in getting the hang of tuning in from the start year of SMK Islamiyah Ciputat. The technique utilized in this exploration is the semi try different things with pretest posttest control gathering structure. In light of the discoveries of this examination,

it very well may be closed the utilization of enlightening recordings to pick up listening significantly affects understudies' listening capacity.

## **Method**

### ***Participants***

This investigation included 40 learners who were looked over classes at an English language foundation. They took a situation test and their capability was resolved as pre-middle of the road level through Oxford Quick Placement Test (OQPT). These learners were male, running in age from 14 to 19. At that point they were separated into two equivalent gatherings. The students were arbitrarily separated into two groups of 20, one experimental and one control group.

### ***Instrumentation***

The main instrument which was used in the present investigation to homogenize the members was a capability test. This test was OQPT which was replied by every one of the members in the present examination. This instrument was utilized to accumulate data on the students' capability. The subsequent instrument was a listening pre-test. To acknowledge ebb and flow members' listening appreciation level, an analyst made pre-test was structured dependent on the understudies' materials. It was a listening perception trial of 40 target things including filling the spaces, genuine or false things, and numerous decision things. After the treatment, an adjusted adaptation of the pre-test was utilized for the post-test as the third instrument of the present examination and it was given to the members to evaluate their listening appreciation after the treatment time frame and to quantify the effects of intuitive input on their listening cognizance expertise. Validities of the pre-test and post-test were affirmed by two English specialists. They were steered among 10 pre-middle of the road EFL students and their reliabilities records were determined through KR-21 equation and they were 0.89 (pre-test) and 0.91 (post-test).

### ***Procedure***

The investigator administered the Oxford Placement Test to recognize the amount of homogeneity of the participants in order to obtain appropriate information from the respondents. Then the pre-test of listening comprehension was given to evaluate the listening comprehension of the respondents at the start of the course. After the pre-test, the researcher practiced the treatment on the both groups. The treatment took 15 listening sessions, each one hour. All groups had the same materials and time of instruction. The EG was taught by using authentic videos as an audio-visual aid and the CG, by contrast, was taught using the audio recording usually used by the teacher for teaching listening. In spite of the different methods, both groups had similar materials provided by the researcher. Finally, a post-test of listening comprehension was employed after ten-session treatment to gather data. After collecting the data, they were analyzed through SPSS software, version 25.

### ***Data Analysis Procedures***

For addressing the exploration questions, subsequent to get-together the required information the specialist dissected the information with the assistance of SPSS (Statistical Package for Social Science) programming variant 25. At long last, Independent and Paired Samples t-tests were raced to discover the viability of broad

media helps on showing tuning in and furthermore to contrast the presentation of control group with experimental group.

### Findings and Discussion

This segment breaks down the information gathered dependent on the information accumulation technique of area three. Free Samples T-test and Paired Samples T-test were utilized to examine the information; the outcomes are accounted for in the accompanying tables.

Table 1. Descriptive Statistics (Pre-test)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	EG	20	13.5500	.80948	.18101
	CG	20	13.2250	2.02273	.45230

Table 1 shows the descriptive statistics in the pre-test for both experimental and control groups. As the findings show, both organizations in the pre-test conducted nearly equally.

Table 2. Independent Samples t-Test (Pre-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Pretest	Equal variances assumed	.836	.366	.667	38	.509
	Equal variances not assumed			.667	24.934	.511

Based on Table 2, the meaning value (.667) is greater than 0.05, so there is no important distinction between the experimental pre-test and control groups ( $p < 0.05$ ). In the pre-test, both children had nearly the same listening ratings.

Table 3. Descriptive Statistics (Post-test)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest	EG	20	18.6750	.71221	.15925
	CG	20	15.5750	1.01664	.22733

Table 3 reports the control and trial experimental' scores in the post-test; as it is demonstrated obviously over, the mean of test bunch in the post-test is 18.6750 and the mean of control gathering is 15.5750. It very well may be presumed that the real recordings as a various media help positively affected the test members' listening.



Table 4. Independent Samples t-Test (Post-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Posttest	Equal variances assumed	3.411	.073	11.169	38	.000
	Equal variances not assumed			11.169	34.029	.000

Since the Sig. (.000) is not exactly the 0.05, the distinction between the post-trial of trial and control gatherings is critical at ( $p < 0.05$ ). As per the aftereffects of the Independent Samples t-test, the EG understudies who were encouraged utilizing genuine recordings performed essentially superior to the CG understudies who were shown utilizing sound materials as it were.

Table 5. Paired Samples t-Test (Pre vs. Post-test)

		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	EG. Post – EG. Pre	5.12500	1.28631	.28763	17.818	19	.000
Pair 2	CG. Post – CG. Pre	2.35000	2.49262	.55737	4.216	19	.000

Since the Sig. is littler than the 0.05, the distinction between the pre and the post-trial of the control gathering is critical at ( $p < 0.05$ ). The subsequent t-test demonstrates that the Sig. is not exactly the 0.05, the distinction between the pre and the post-trial of the exploratory gathering is huge ( $p < 0.05$ ). In this way, there was considerably more improvement in the EG contrasted with the CG. The EG, showed utilizing bona fide video, got a substantially more critical improvement than the CG, instructed utilizing sound reduced circles (CD), the typical listening help utilized by the educator for instructing listening.

## Conclusion

The post-test findings and the EG's independent t-test were greater at a very fundamental point than the CG's, suggesting that the use of real video affected the listening skills of the understudies vehemently. From the EG's data review of the pre-test and posttest, it will generally be seen that tuning in for unambiguous information was the most updated listening sub-mastery after using credible video as a broad media help. Disregarding the way that the other listening sub aptitudes, tuning in for

the central considerations, tuning in for the substance, and tuning in for point by point information similarly extended, tuning in for unequivocal information improved more by and large than the other listening sub-capacities. Using authentic video in the language study lobby can be extremely going after for the learners, yet it was in like manner even more captivating all the while. This could be a direct result of the way that using true blue video may bring life into the substance and the point for them that engaged them to make huge relationship on the planet past the examination corridor. As indicated by the examination of the discoveries and the exchanges, utilizing valid video as a broad media help was an effective strategy for improving educating of tuning in. In any case, a few confinements may emerge when applying this guide. The author recommends further examinations be finished utilizing an assortment of credible recordings so as to get more data about their viability for instructing picking up tuning in just as for the other English abilities so as to improve our insight about the utilization of bona fide video.

The aftereffects of this examination likewise feature the significance of enhancing reading material and their going with materials with increasingly valuable assets. Homeroom instructors need to understand the impediments of the course readings they use in their classes and try endeavors to make up for their inadequacies. Study hall educators could overhaul their insight about language instructing and open themselves to the most present educational improvements and new instructing materials. Instructors could be urged to supplement their course books with extra materials that they think about valuable to their understudies. Broad media helps can urge students to effectively partake in class as it was appeared in the various media gathering and can build their inspiration toward homeroom exercises.

In the light of these discoveries, language educators, particularly in EFL settings, can fuse true video-taped materials into their language training forms, pursue its standards in the L2 homeroom, furnish L2 students with rich conceivable info, connect with them in intelligent exercises or beneficial language use, for example, instructor understudy talks, little gathering discourses, pretends, semi-organized meetings, and commonsense evaluation errands, award them realistic remark or data on the information highlights, raise students' mindfulness towards pragmatolinguistic and sociopragmatic parts of logical skill, and help them make huge gains in sober minded capacity in the FL study hall.

In the use of video, instructors should be well prepared and how best to abuse their inalienable interest points in a teaching domain. In addition, video substance assurance should be suitable to the level of English ability of understudies. To stimulate them to know, the substance's purposes should be linked to their interests and their experience information. Certified video material should be selected intentionally to guarantee that the amount of inconvenience is adequate and that the substance is critical to the study. It is not advisable to use accounts with difficult language or ungrammatical or missing structures. This fuses chronicles in which the verbally transmitted language may contain multiple irksome or unneeded phrases and explanations of interest in English, or the beat, tone and phonological structures have distinct characteristics from the first language of the understudies that might contribute to misinterpretation or make it difficult for non-nearby crowds to appreciate the substance. As such, understudies probably will not isolate the

decreased or split language types whilst seeing the chronicles in all probability. Also, Lynch (1998) further clarified that when the talking rate is excessively quick, audience members won't have sufficient opportunity to process the total messages. This implies they will concentrate more on lexical or syntactic preparing than the importance of the content. In this way, they would not get every one of the messages passed on. Further research could look to depict carefully what educators ought to definitely do with these recordings in their own homerooms. It is likewise prescribed different examinations be led to research how understudies be prepared to utilize such visual materials in their language learning. In addition, educators ought to urge their understudies to utilize true recordings in their learning inside and outside the class, exuding from the benefit these materials are exceptionally gainful in encouraging dominance of English. Educators additionally need to improve their capacity in processing recordings' substance in instructing English to change the manner in which a given thing is exhibited. This differing exertion will at last feature usefulness and attainability of genuine recordings, in an offer to utilize them viably in course books, considering how to incorporate such assets and to use them to reinforce students' oral execution. This will probably conduce to authorizing new schedules depending vigorously on legitimate materials, in an undertaking to build up the EFL students' prosodic fitness.

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## **SEMANTIC AND AXIOLOGY OF 7 YEARS SONG AS ENGLISH MATERIAL CHOICE FOR YOUNG LEARNERS**

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### **Abstract**

The implication of curriculum 2013, the song is one of the topics to achieve the goal of learning. Learning through song emphasizes that the teacher should know the best song choice based on the axiology and semantic meaning. Not all the song can be as material for students. The teacher should evaluate based on level of the students. a song, there were a meaning that would be expressed and moral values so that it will be interested to find out what the song's lyric want to deliver. Some people often sing a song without know the explicit and implicit meaning of the lyric. There was also an existence of value. This research focuses (1) to analyze the lexical and contextual meaning in song lyric and (2) to know the implication of values that found in "7 years" lyric by Lukas Graham (2) to evaluate 7 years whether or not to be as teaching material. This research used descriptive qualitative method. The object of the research was 7 years by Lukas Graham. The researcher found lyric and analyze the lexical and contextual meaning. Then, it was related with the implication of axiology in semantic analysis of song's lyric "7 years" by Lukas Graham. The finding of semantic analysis, there are 35 for lexical meaning and 14 for contextual meaning. Then, for the lexical meaning is so different with contextual meaning. By knowing lexical and contextual meaning, it would make the listener understand and the meaning which delivered of song lyric by Lukas Graham. There is an implication of axiology in semantic analysis of lyric "7 years". This song contains esthetic and ethic based on the axiology theory. The axiology contained in song lyric can be material for students. It tells about the story of writer starting the writer was born till his father died. All of the life experiences contain in song lyric.

**Keywords:** semantic analysis, axiology, 7 years, song lyric

### **Introduction**

A language is the most important tool to communicate. A language is not only use for communicating. It used to know what the language express, idea, thought etc. Teaching English to young learners cannot be seen only as teaching a language in classroom. The challenges process of teaching language to consider the social and cognitive development (Dzanic&pejic,2016). Based on the purpose of the curriculum 2013, to teach a language there are several methods or techniques. One of them is using a song. A song can help the process of learning language for the students. However, the people have sensitivity in sound and interested of song.



Song also can help the students doing the repetition of the sentence contained. It will make them to reflect use the sentence in daily life. According to Brewster et al (2002) there are many advantages of leaning language through a song. The first is the song contains linguistic resource. This is very important to introduce the students about a new language. The second advantage is a song relates to affective or psychological resource. The students can motivate to learn language. The last is cognitive resource, it refers to a song brings students to concentrate and develop their memory of new language.

### ***Songs as the material in teaching English for X students***

Song is a part of poetry that may be used to express by singing. This research investigated the semantic analysis and to know the implication of axiology in song lyric. Each song lyric has a message. Song is a composition for voice and musical instrument (Agung et al, 2016). Based on the Yastanti and Setiawati (2018) song lyric is one of the creation has a deep meaning that try to deliver for the listener. In song lyric also has the value. It refers to implication of the axiology. All of words, phrases, in a song lyric need to be understood to catch what the information conveyed in song lyric (Oktariani et al, 2018).

The use of song in learning language should consider several things. They are (1) the level of the students (2) kind of songs (3) the complexities of language (4) moral deliver. Not all the songs can be as teaching material. By using song as teaching material, it can be something interesting for students. There are some advantages of the use song as proposed Griffie (1998) (1) songs can be useful to teach vocabulary (2) songs serve to listen material (3) song can be used to grammar practice (4) songs tell various cultures. Songs is a best treat for students to learn a language.

The teachers have to know how to prepare and select song. According to Nurhayati (2012) there are several stages to prepare and select a song. The first a teacher should know the aims of curriculum 2013. The second stage, the teacher decides the learning objectives. The third, teacher also has to analyze a song. It relates to moral value or linguistic features of a song as well as the meaning of a song.

### ***Axiology for teaching and learning***

Philosophy and Linguistics have a close relationship. Philosophy is "the mother of science". Language studies were not first conducted by linguists but by philosophers. To solve all the problems that exist in daily life, they use analysis of language for example like a form of causality and so on. Linguistics has branches of science, one of which is semantics. There are three fundamental foundations that are always a reference in philosophy, namely ontology, epistemology and axiology. This research focuses on axiology. Axiology is the foundation used to discuss the value of usefulness of the value of knowledge. In this case, we will try to uncover how the implications of axiology in sociolinguistics. Axiology is a branch of philosophy that discusses value theories and tries to describe good and good behavior (Rukiyati & Darmiyati, 2016: 35). Axiology is also related to the value of the usefulness of science (Suriasumatri, 2009) so that the principle of axiology is derived in many branches of science. One of them is the field of linguistics.



Linguistics is the science of language. Linguistics makes language the object of study.

This research is also wanted to know the implication of axiology and semantics' analysis. The teacher can be song of Lukas Graham as one of the teaching material for the students in classroom. Axiology is the science of values. Axiology is a branch of philosophy of science that discusses theories about value and tries to describe goodness and good behavior (Rukiyati & Darmiyati). Value is something that is attached to something that is very meaningful in human life, especially regarding the goodness and goodness of things. Value is something abstract. The essence of value is in language we often hear the term assessment. Value in English is value which means price, appreciation, meaning that price is attached to something or appreciation of something. Everything is always rated. It is the human who gives the depth value so that it contains value. Because of that value, the object has a value. However, how the criteria of the object have value. The theory of value is divided into two, namely ethical and aesthetic values. Ethical values are values that discuss and discuss the merits of human actions.

The coverage in ethical values is there is a measure of universally good actions that apply in society, are there norms and so on. While aesthetic values are values that are related to artistic creations and experiences about the arts. Values are the main focus in axiology. For example, it is said to steal, stealing is an evil ethical value. And the person who committed it was convicted. The value of the use of science depends on the people who use it. Ethical development is divided into two, namely descriptive ethics and normative ethics. The basis of axiology is divided into two, namely objective and subjective. Objective is the assessment of something done as it is in accordance with the state of the object being assessed. The second is subjective, namely the assessment of something where in the assessment process there are elements of intuition (feeling). In human life cannot be separated from the values that exist. Besides the value, the language also could not separate in social system.

In selection of the material teaching, the teacher cannot separate with the axiology. Axiology refers to value. Based on the value of song lyric, the student can learn the positive thing. It emphasizes on teacher to select the English material properly. It is not because the song is popular but also about the value contain.

#### ***Semantic analysis in Song lyric***

As human being, we talk each other by using language. To understand the humanity, one must to understand the nature of language (Fromkin et al;2007). Language could not be separated with language and meaning. The existence of the potential meaning is obvious. The meaning of word, phrase, sentence, and clause is most important to be analyzed. It is a way to understand what the message delivered. Some people have own perspective in making meaning. This reason becomes why the research considers in semantics' analysis and wants to know the implication of axiology or value. Based on the Halliday theory, semantics is the study of language that concerned in meaning.

Semantics can be analyzed by the lexical meaning and contextual meaning. Finding meaning of a word by using dictionary is common activity. The meaning of dictionary is lexical meaning. It relates with the real meaning. The lexicology is

the branch of linguistics that identified about the vocabulary. Lexical meaning is a term that used to “word meaning” based on dictionary words. Fromkin (2007) stated that the lexical semantics as a part of the subfield meaning of words and the relationship meaning among words. Meanwhile, the semantics refers to a study of the meaning of words, it attempts to focus on lexical and contextual meaning (Yule, 2010; Miarsih et al, 2018). A song is any poem that has explicit meaning. This study is not only focused on semantic analysis. There is a value of the song. That is very important to analyze, a song is always listened by people in the world. The semantic analysis will relate to the implication of the axiology or value in song lyrics.

Song is a part of music. There are many bands or singers. One of the solo singers is Lukas Graham. Lukas Graham has several popular songs that influenced other people. One of the songs is 7 years. This study tries to find the lexical and contextual meaning. The result of the lexical and contextual will give an implication of the axiology that contains in song lyric. In song lyric of 7 years, people can find some the contextual meaning which wants to tell to the listener. It will make the meaning of song lyric clear. Therefore, this study has aim to give the explanation of the semantic meaning and implication of axiology of the song lyric.

This research built on previous research about song lyrics (i.g. Vitria,2013; AlAfar,2016; Risdianto, 2016; Miller,2017, Yastanti&Setiawati,2018) the research about song lyrics analysis for example ambiguity, denotative and connotative meaning etc. The novelty of this research focuses on semantic analysis which combined with axiology implication.

## **Method**

This research used descriptive qualitative. The qualitative method was a procedure of a research which results in descriptive data. The object of this research was a text of lyric “7 years” by Lukas Graham to interpret the meaning depends on lexical and conceptual meaning. The researcher took a lyric in website <https://www.letsingit.com/lukas-graham-lyrics-7-years-b2wds4t>. Then, the researcher analyzed the lexical and conceptual meaning. To find out the meaning of lexical, researcher used oxford learners’ dictionary edition four to look up the words list. The writer uses structural and semantic analysis to find out the meaning representation, which construct the unity of song.

## **Findings and Discussion**

### ***The findings of the lexical meaning and contextual meaning***

After analyzing the data, there are lexical meaning and contextual meaning found in 7 years song lyric.

Table.1 Calculate the data number and percentage

No	Semantic Analysis	Percentage
1	<b>Lexical</b> 36	72%
2	<b>Contextual</b> 14	28%

*The researcher found the line in song lyric to be analyzed. Those several lines would be analyzed by the lexical meaning.*

#### #Datum1

*My Momma **told** me*

The word *told* is a past tense of *tell*. For a line in song lyric, meaning of the told is corresponding with the real meaning of the word. It can be said that the meaning found to lexical meaning.

#### #Datum2

*I'm still **learning** about life*

The verb of this part of song lyric line is *am still learning*. It contain the real meaning that the writer of song lyric try to learn about his life. The meaning of *am still learning* is corresponding with the real meaning of the verb. It can be said that the meaning found to lexical meaning.

*The researcher found the line in song lyric to be analyzed. Those line would be analyzed by the contextual meaning.*

#### #Datum 1

*Go **make** yourself some friends*

In first datum, there was a word “*make*” indicated for the lexical meaning. Based on the lexical meaning, “*make*” has meaning such as form something by putting parts together, combining substances, create, cause something to exist or come about, bring about, constitute, amount to, manage to arrive at a place within a specified time, and catch. The lexical meaning is a meaning that listed in dictionary. But if the sentence was seen by the context of song lyric, it means someone should find friends so that she/he did not feel alone.

#### #Datum 2

*It was a **big big** world*

The second datum contains in song lyric is “*big big*”. These words involves based on lexical are considerable or size, extent, considerable of important or seriousness, and often ironic generous. According to the contextual meaning is related with a world is widely but we always thought we were bigger than the world. We live in the biggest world so that we can find anything there.

### #Datum 3

*Pushing each other to the limits*

The next datum is “*pushing*”. Pushing means exert force on something in order to move them away, move forward by using force, compel, and promote the use, sale. Based on the contextual where there are many people tried to force the limits in the world and we can learn easy.

### #Datum 4

*By eleven smoking herb*

That word “*eleven*” in lexical meaning is the number order but if we are seen by the contextual. By eleven smoking herb means someone do smoking many times because in lyric song he does not know what he should do.

### #Datum 5

*and drinking burning liquor*

The word “*burning*” based on lexical meaning is very hot, on fire, intense, very keenly, deeply felt. But the context “and drinking burning liquor” means someone drinks alcohol.

### #Datum 6

*to make that steady figure*

The lexical meaning in “*steady*” word means firmly, supported, balanced, not shaking or moving, regular, even and continuous in development. Based on the contextual, to make that steady figure means how someone changes his life and becomes a rich man.

### #Datum 7

*my story got told*

the word “*got*” in lexical meaning means come to have, succeeded in attaining, achieving, experiencing, obtain, reach or cause to reach. If we see by the contextual of lyric song “7years” this sentence to tell that someone in lyric song has a story to tell.

### #Datum 8

*I only see my goals*

The word of “*see*” based on lexical meaning is perceive with the eyes, discern visually, discern, deduce after reflection, and understand. Based on the contextual means someone in lyric song focuses on goal that he/she want to reach. He never believed about failure.

### #Datum 9

*'Cause I know the smallest voices*

In lexical meaning “*smallest voices*” means the voice that cannot hear others but in contextual is about the someone just hear the voice of himself/herself that can make he/she be spirit to alive in the world.

#### #Datum 10

*we're still roaming*

The word of *roaming* means bat, cruise, kick around, range, gad about. It relates with lexical meaning but if we see the contextual meaning *roaming* in this lyric song means someone always try to see to make dreams come true. She/he always looks for.

#### #Datum 11

*My woman brought children for me*

The word “*brought*” means take or go with something to a place, cause something to be in a particular state. It relates with lexical meaning but based on the contextual the woman as his wife already had been pregnant and born children for him.

#### #Datum 12

*I got my boys with me*

The word ‘*got*’ in lexical meaning is come to have, succeed in attaining, achieving, experiencing, obtain, reach or cause to reach but based on the contextual means someone in song lyric has sons that will accompany him/her.

#### #Datum 13

*at least those in favor*

In lexical meaning “*favor*” means approval, support, liking for someone, act of kindness beyond what is usual, and a small inexpensive gift. While the contextual means someone already had the good children.

#### #Datum 14

*Some are still out seeking glory*

The word of “*seeking*” in sentence as part of lyric song is attempted to find, desire, obtain, achieve whereas the “*glory*” means high renown, great beauty, praise, and worship. Based on the contextual of song lyric is about some of his/her boys try to find identity of them.

From the finding and discussion above, the lexical meaning and contextual meaning is different. If we see the lexical meaning. It could not relate and the message of song lyric could not deliver in an appropriate and good way. The most important is message of song lyric making many people know and take benefits of song lyric. When the word as sentence form, it could be change the meaning of the word itself. There were 14 sentences that contained in lyrics and there were several word proving that meaning by lexical and context. It will be different.

#### *The implication of axiology in semantic analysis*

Axiology is a study that related with value. It will be esthetic and ethic. Axiology is as a part of fundamental question based on philosophy. Philosophy is also interlinked between the linguistics because linguistics was born in philosophy. It seems like the philosophy is a mother of science included linguistics itself. This

research will explain the implication of axiology in song lyric after the researcher did semantic analysis of song lyric. The first, this song lyric “7 years” told about the getting older. In first stanza of song lyric, the writer wanted to tell when he was seven years old, his mama told him to find some friends so that he did not feel lonely. Sometimes, the people thought they were bigger than a big world. Some people can easy to learn. Smoking herb and drinking burning liquor do not make people rich. Then, in eleven years old, we should find a wife. We had a dream to write a song. But, in twenty years old, he was lonely but can see his goals.

The writer also showed that will he has a lot of children who can warm her? It happened when he was sixty years old. The implication of axiology in semantic analysis of songs’ lyric is about the value of song’s lyrics. This song teaches other people to love her parents especially father because they will be a father soon. The next is about, the struggle of the children that want to see father but the father was died. Besides that, the song “7 years” has the esthetic as a beautiful and touching song. It contains the moral value to listener. Life is like a circle. Song lyric by Lukas Graham has an axiology. Each song has an explicit and implicit message that would deliver. A song also considers the esthetic and also ethic. Thus, it is surely existed the implication of axiology of song lyric. The moral values in lyric song can be help people take an experience for a song. There are many benefits of songs namely to listen enjoy and also songs could make people learn anything for song lyrics. Generally, song lyrics contained about love, said, life, struggle, mad, etc. all the expressing is written by song lyrics. Based on the result of semantic analysis, the dominant meanings construct a song lyrics is lexical meaning. However, a song lyric also contain the contextual meaning to express the feelings of the song lyric. It tries to construct the unity of resource to make a meaning and the axiology express from the meaning choices. The structure of the song lyric also gives an influence for the axiology.

Song lyric has aesthetic and value construct to feel deep meaning of song lyric for the listener. Every song writer has own tendency and stylistic to write a song.

### ***7 years of Lukas Graham as teaching material***

Based on the semiotic analysis and the axiology analysis, the song can be used as teaching material. There are many new vocabularies and also a song tells about how a son loves his father so much. He regrets for not spending much time with his father. It can be a lesson for students to more love their parents. Besides that, the students can be analyzed about the grammar, function, lexicogrammatical etc. The teacher should be chosen the teaching material based on authentic material such as a song. The students can be achieved learning outcomes to communicate using a language in daily life

### **Conclusion**

The purpose of this study is to find out the lexical meaning and contextual meaning of lyric “7 years” and also to know the implication of axiology and semantic analysis. It was found that there is implication of axiology and semantic analysis. In song lyric contains 14 of contextual meaning out of 50 words and the lexical meaning contains 35 out of 50 words. The dominant of song lyric uses lexical meaning. 7 years

is about getting older and message for the listener to love the parents especially father before he was died. Each song has an axiology whether esthetic or moral value. It will make the listener enjoy to listen a song and comprehend what the messages delivered by the song. The most important is when the word omitted in sentences. Sometimes, it will be changed the lexical meaning so we have to translate with the contextual to get the appropriate meaning delivered. Each song lyric has a message for those listeners. Thus, 7 years by Lukas Graham is to make the listeners impression when they listening lyric. 7 years tells about the getting older, started from seven years old till sixty years old which contained about love, life and struggle be a son till a father too. This song is made to tribute for Lukas Graham's father. Then, based on the semantic analysis, social function, linguistic features and also axiology contain in song lyric. This song is available to use as teaching material choice for X students.

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## **THE IMPACT OF PLEASE STRATEGY ON DEVELOPING PARAGRAPH WRITING SKILLS**

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### **Abstract**

This study aimed at investigating the effect of PLEASE (Pick, List, Evaluate, Activate, Supply, and End) strategy on developing paragraph writing skills of first-year students at Al-Balqa Applied University. It attempted to investigate the effect of PLEASE on paragraph writing achievement, compared to conventional method. Eighty-one EFL learners participated in the study at Ajloun College and were distributed on experimental and control groups. To fulfil the purpose of the study, the researchers applied pre- and post-test on both groups. After analysing the obtained data, the results indicated that PLEASE strategy affected paragraph writing positively. The study suggested several implications and recommendations for the future research.

**Keywords:** EFL, please strategy, writing skills

### **Introduction**

Writing is one of the most important skills that should be acquired or learned in life (Makmur at el, 2016; Pasand & Haghi, 2013) and it is essential for communication by making signs on a page. It is used to express thoughts, feelings, and ideas, and to share knowledge. It is used to translate our thoughts into useful accessible documents, so we can convey our messages effectively and meaningfully. In addition, writing also is a way to teach us how to think and how to be an educated human being (Pack, 2003). Moreover, writing has a positive impact on language learning since it invokes the learners to concentrate more on the accurate use of language (Harmer, 2004). It is also essential in several fields and professions, such as medicine, journalism, and education.

Writing is considered one of the most complex skill in learning a language that EFL students should master (Richardson & Morgan, 2003; Negari, 2011). Nunan (1989) argues that “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously” (p. 34). Richardson and Renandya (2002) claimed that writing is a complex process because it involves cognitive and meta-cognitive elements and he assumed that “writing is the most difficult skill for second language learners” (p. 303). At the sentence level, a good writer should use correctly spelling, structure, punctuation, grammar and vocabulary. At the paragraph level, he/she should present his/her ideas in a cohesive and coherent paragraph or text. As a result of its complexity, many language

learners face difficulty in writing. It is worth noting that writing is not an easy task for native speakers which makes it a challenge for foreign language learners.

Furthermore, the researchers noticed that most students at Al-Balqa Applied University have some difficulties when writing paragraphs. They have many ideas, but they cannot translate these ideas into meaningful and readable text. They committed many mistakes in grammar, punctuation, and word choice. To solve the previous problems, it is essential to adopt suitable strategies especially at the paragraph level. Several studies have been conducted on the effect of using different strategies on paragraph writing. For example, (Alzu'bi, 2007) and Sabra (2014) found out a positive influence of certain strategies on paragraph writing and solving writing problems. Thus, instructors should select a good strategy to solve the students' difficulties when they write paragraphs.

As a result, the researchers selected PLEASE strategy as it is very suitable to encounter the problems that faced the students when writing paragraph. When the researchers reviewed the related literature such as Stave at el. (2005) and Liza and Refnaldi (2013), they found that PLEASE has positive effects on improving writing at the paragraph level because it can help the students generate and organize their ideas. Because of the characteristics of PLEASE strategy, the researchers conducted the present study to investigate its impact on developing paragraph writing and solving the major problems that faced the students at universities.

Many English language learners face several problems in paragraph writing. They have many ideas, but they do not know how to translate them to readable text due to their poor vocabulary and grammar, and their inability of organizing ideas. In addition, difficulties and problems with spelling, punctuation, revising, editing and capitalization are present. To solve such problems, the researchers encourage instructors to use PLEASE strategy because most studies argued that it is among the most suitable strategies to solve all of the previous problems. The study tries to explore whether PLEASE strategy can develop paragraph writing.

### ***Operational Definitions***

1. PLEASE strategy is an instructional mnemonic meta-cognitive strategy that reminds students with the steps of the writing process at the level of paragraph
2. Writing achievement is the score of the post test that every student in the two groups gains after completing the treatment immediately (Al-zu'bi, 2015).

"PLEASE" strategy is used by teachers and instructors to determine the difficulties that face students in prewriting, planning, and paragraph revision (Welch, 1992). Also, it is a map that reminds learners to apply specific steps of paragraph writing (Graham and Harris, 2007).

#### ***Steps of PLEASE***

1. Pick the topic, audience, and paragraph type.
2. List information about the topic
3. Evaluate whether the list is complete and determine how to order the items in the list.
4. Activate your writing by starting with a topic sentence.
5. Supply supporting details in sentences, using items from the list.
6. End with a strong concluding sentence and evaluate the paragraph by revising and editing. (Vaughn, et al., 2003).

According to many researchers who conducted studies to find out the effect of PLEASE strategy on developing writing, there exists positive impact, especially at primary stages and with students with learning disabilities. Sinambela and Sinulingga (2013) found that the use of PLEASE strategy significantly improved student's achievement in writing. Similarly, Yulastri (2014) conducted a study on the effect of PLEASE strategy on the writing achievement of 12th grade of senior high school students. The study found out that PLEASE strategy helped students to organize their ideas and produce readable paragraphs. It also motivates students to write more.

A study by Wardani (2016) aimed at investigating whether there was a significant difference on writing competency between the students who learned writing with the use of "PLEASE" and those who learned writing with the use of the conventional writing strategy. The sample of the study was 44 Nigerian students at the tenth grade who were selected through a random sampling technique. After collecting and analysing the data, the results showed that there was a significant difference on writing competency between the students who learned writing by using "PLEASE" strategy and those who learned writing with the use of the conventional writing strategy. The students who were taught by using "PLEASE" strategy achieved better in writing competency, as compared to those who were taught by the conventional writing strategy.

In another study by Aminaturn, Ngadiso and Marmanto (2018), the impact of PLEASE strategy on the writing skills of eleventh grade of SMA Negeri 1 Ngemplak. The results of the study indicated that students taught using PLEASE strategy performs better in learning writing than those who taught by Guided Writing strategy.

The PLEASE strategy helps students with learning disabilities in the process writing. Welch (1992) claimed that PLEASE strategy was significantly more effective in developing the meta-cognitive abilities of sixth-grade students with learning disabilities, for prewriting planning, composition, and revision. Findings also suggest that students' attitude towards writing and writing instructions improved significantly following the experimental treatment.

Akincilar (2010) explored the impact of the "PLEASE" on writing skills. The sample of the study was selected from the fifth-grade learners who studied English in a private primary school in Istanbul. The results indicated that PLEASE strategy helped students in pre-writing and planning stage, and it increased their self-confidence.

Several researchers conducted studies that aimed at finding out the effect of PLEASE strategy on the descriptive writing. All of these studies showed that PLEASE strategy improved students' descriptive writing (Marzulina, 2018; Dewi, 2018; Spartt, 2005; Liza & Renaldi, 2013 & Nasution, 2018)

All previous studies found that PLEASE strategy affected writing achievement positively. They selected samples from primary stages and students with learning disabilities. Unlike these studies, the current study investigates the influence of PLEASE strategy on different types of writing of undergraduate university students.

## Method

The researchers selected a purposeful sample of 81 first-year students from Ajloun University College. They were divided into experimental (by using PLEASE strategy) and control group (by using the conventional way) to investigate whether or not PLEASE strategy has a positive effect.

The researchers designed a writing test which includes 3 topics, based on the students' levels to write a perfect paragraph about one of them (See Appendix 2). The specific objectives of the test include:

1. Writing the topic sentence.
2. Writing supporting sentences.
3. Writing the concluding sentence.
4. Writing using correct grammar.
5. Not making spelling errors.
6. Using suitable punctuations marks.
7. Establishing coherence by using linking words.
8. Organizing and ordering the paragraph.
9. Using suitable vocabularies.
10. Following the paragraph format.

The researchers asked a number of experts to judge the test so as to produce the final draft. Finally, the researchers used a rubric to correct students' paragraph writing mistakes based on the objectives of the test (See Appendix 3).

The researchers designed six lesson plans which covered 18 lectures (each lesson took a week) according to the PLEASE steps (See Appendixes 1). To ensure the validity of the program, a panel of experts revised the program, and the researchers followed their comments and suggestions to produce the final draft.

The researchers used the quasi-experimental design. The experimental group consisted of 41 students, whereas the control group included 40 participants. The researchers used the pre-test technique to make sure that both groups are equivalent and post-test to find out whether there is a difference between them.

## Findings and Discussion

To test the equivalence between the mean scores of the groups on writing in the pre-test, the T test was computed as shown in Table 1.

Table 1. Results of t-test for the pre-writing test

	GROUP	N	Mean	Std. Deviation	t	df	Sig.(2-tailed)
PRE	Experimental	41	17.27	6.573	-.312	79	.756
	Control	40	17.73	6.594			

As shown in Table 1, the mean scores of the experimental group on the pre-test were slightly similar to the control group's mean score: (17.27; 17.73). This indicates that the T value of writing test was not statistically significant at ( $\alpha \leq 0, 05$ ), so 0.312 is higher than 0.05, implying that the two groups are equivalent.

The t-test was performed to answer the main question of the study as shown in Table 2.

Table 2. Results of T-test of the post writing test between the two groups.

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2- tailed)
POST	Experimental	41	23.15	5.360	2.188	79	.032
	Control	40	20.18	6.793			

As shown in Table 2, there is a difference between the two tests in favour of the experimental group because T value which is (2.188) is statistically significant at ( $\alpha \leq 0.05$ ).

The result is expected because of the benefits and features of PLEASE strategy. First of all, the strategy provides a structure to help students plan what they write from pre-writing activities and to generate their ideas while writing. This strategy also helps students to revise their writing in the post-writing stage. Secondly, it motivates the students to explore their ideas. Thirdly, the steps of PLEASE strategy are easy to remember and apply. Finally, it helps students write independently because it leads students to find their topics and ideas about what they will write. This helps them to improve their ability of paragraph writing.

The main result of study is consistent with the previous theoretical and practical studies which indicated that the use of PLEASE strategy develops students' paragraph writing.

## Conclusion

The results of the study agree with the previous studies as most of them demonstrated that the PLEASE strategy plays a positive role in improving students' paragraph writing. According to the findings of the study, the researchers offer the following recommendations. Firstly, other researchers may conduct similar studies on other levels of writing like essay writing and composition. Secondly, training instructors on how to apply PLEASE strategy.

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## BOOK REVIEW

Title : Explicit Learning in the L2 Classroom: A Student-Centered Approach  
ISBN : 978-0-415-70706-0  
Author : Ronald P. Leow  
Publisher : New York, Routledge, 2015  
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This book provides a theoretically framed and empirically supported approach to support explicit learning (learning with awareness) in L2 development with a link to learning in the classroom setting. It approaches explicit L2 learning from five perspectives: theory, methodology, empirical work, model building, and pedagogy. It is theoretically based on mentalist or psycholinguistics SLA which posit that L2 development is more cognitive in nature. It also reviews studies which were motivated by cognitive accounts of SLA, more specifically studies on explicit L2 learning. It provides teachers with a model of L2 learning process in instructed SLA, and researchers with reviews on data elicitation procedures (online and offline) in SLA research. This book is written with novice teachers and researchers in mind, therefore it is both theoretical and practical in nature.

The book is divided into three sections, preceded by an introductory chapter which reviews history of SLA research and the theoretical foundations. The first section, consisting of 4 chapters, discusses theoretical foundations from non-SLA fields which inform SLA fields, focusing on the role of attention and awareness in L2 learning. The second and third section review research methodology in studies about attention and awareness in L2 research. The author discusses three online (i.e., reaction time, eye-tracking, and think aloud protocol) and two offline (i.e., verbal reports and stimulated recall) data-elicitation procedures. The fourth and the last sections focus on the models of explicit teaching in L2 classrooms and pedagogical implications of explicit L2 learning in L2 classrooms.

Since this book is about explicit L2 learning, therefore the author first presents in chapter 1 what L2 learning is and how this book is framed theoretically. The author then discusses what changes concerning students' role in L2 learning in the SLA field, from the theoretical and pedagogical approaches to learning in the 1960s to the current empirical emphasis on implicit learning in SLA. Then in Chapter 2, the author presents a preliminary framework of a five-stage learning process, from processing input (stage 1) to processing product (stage 5). The author emphasizes the distinction between learning as a process

(e.g., the processing of input to become intake) and learning as a product (e.g., L2 knowledge). This framework enables the readers to know which stage along the learning process the construct of learning is being discussed and investigated.

Chapters 3 and 4 discuss the role of attention and awareness in learning from non-SLA fields (cognitive science, cognitive neuroscience, and cognitive psychology). Understanding what non-SLA fields inform SLA facilitates readers to critically appraise the relevance or irrelevance of non-SLA theories and findings to SLA. Chapter 5 surveys the role of attention and awareness in nine theoretical foundations in SLA. For each theory, the author first describes the role of attention and awareness, followed by key features of the theories in question and his own reflective comments. It provides readers with critical evaluation on those theories. However, not each theoretical foundation was treated equally in this chapter. For example, McLaughlin's Cognitive Theory, and Robinson's Model of the Relationship between Attention and Memory, and surprisingly Swain's Output hypothesis suffer from lack of detail attention on theoretical elaboration and previous studies conducted using this theoretical foundation, something that this author did well on other theories. As a survey chapter, as the author claims, it should provide a balanced overview of all those theories.

Section 2 discusses the methodological issues in researching explicit learning. Chapter 6 explores internal and external validities in research design. 17 and 4 criteria to achieve high internal and external validities are presented respectively. Those criteria include randomizing participants to experimental and control groups, exposing both groups to the same materials, and optimizing the reliability and validity of the measurement. These criteria are followed by a clear exemplification. The author also presents some suggestions for novice researchers to minimize the limitation and achieve the highest possible internal and external validities. However, the author could have done more for novice researchers, especially L2 teachers, since this book as the author argues has direct link to L2 classroom learning and teaching. More practical suggestions for L2 teachers conducting research in classroom or school settings should be provided (e.g., what L2 teachers as novice researchers should do dealing with ethics and fairness in research, what L2 teachers should do to ensure that two intact classrooms as their research participants start from the same baseline, how to collaborate with more senior researchers, etc.).

In chapter 7 section 2 the author defines the construct of learning (i.e. learning as process and product). He also adds kinds of learning (i.e. item vs. system learning) and type of processing (implicit vs. explicit) in the discussion of construct of learning. Then, he discusses online measurements to measure learning processes, and offline measurements to measure learning products. He explains those measurements further in chapter 8. Three online (i.e., reaction time, eye-tracking, and think aloud) and two offline (i.e., verbal reports and stimulated recall) measurements or data-elicitation procedures are elaborated. For each data-elicitation procedure, a succinct introduction of the typical procedure is presented followed by its benefits.

Section 3 reviews studies on three major topics in explicit learning: attention, implicit versus explicit learning, and depth of processing. Chapter 9 on attention



starts with a reminder of the assumption that the mind is a processor, while Chapters 10 and 11 discuss explicit and implicit learning, and depth of processing in SLA. Chapter 9 also reviews four strands of research (simultaneous attention to form and meaning, input/textual enhancement, processing instruction, and interactional feedback), with their theoretical underpinnings based on the role of attention/noticing and which are implemented to promote L2 development in the classroom setting. In Chapter 11, the author presents the definition and highlights the role of deep processing. Then, he reviews the concept of deep processing in Cognitive Psychology as well as online and offline data collected in SLA research to support the conclusion. Next, he relates several relevant concepts (e.g. levels of awareness) to the concept of depth of processing. The operationalization of depth of processing for lexical and grammatical items is also provided. The L2 readers (who are teachers and novice researchers) however will benefit more if the sub-chapter on operationalization of depth of processing can be more directly related to practical classroom activities to help L2 students learn, since as the title suggests, this book is “a student-centered approach”.

Section 4 presents the model of explicit learning. Three processes are detailed following the five-stage learning process framework: input processing stage (from input to intake), intake processing stage (from intake to L2 knowledge), and knowledge processing stage (from L2 knowledge to production). The first stage can be further separated into three phases: attended intake, detected intake, and noticed intake. In the second stage, intake processing stage, linguistic data can be proceeded either to a low or high-level processing. In the low-level processing, the data are kept in the L2 system without conceptual learning. In the high-level processing, the data could stimulate previous knowledge and further processing could be automatized. In the knowledge processing stage, a learner could monitor their production in relation to their L2 system.

Section 5 conceptually describes the psycholinguistics-based E-Tutor which can suggest receptive and productive tasks to attract learners' attention to the target items, provide concurrent feedback, and encourage deep cognitive processing. The author argues that such learning platforms could optimize explicit learning by supporting awareness and deep processing.

This book provides more detailed discussion on explicit L2 learning, one aspect of SLA research covered in Ellis' book (2008). This book then serves as a useful “Further Reading” for Chapter 9, 10, 15, and 16 of Ellis' (2008) book. It is recommended that a more comprehensive, encyclopedic reference on SLA, like Ellis (2008), or an introductory book on SLA (e.g., Mitchell, Myles, & Marsden, 2013), should be discussed first before reading this book, so that readers will have more thorough and comprehensive understanding of SLA fields before they go further focusing on one specific aspect of SLA that they like.

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