LAPORAN PENELITIAN

PENGUATAN MUTU PROGRAM STUDI (PPMPS)

PENGEMBANGAN MODEL MULTILITERASI MAHASISWA

PENDIDIKAN BAHASA INGGRIS SEKOLAH PASCASARJANA UHAMKA

DENGAN MULTIMEDIA

TIM PENGUSUL

Dr. Santi Chairani Djonhar, MA

NIDN 0311025301

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NIDN 0331036603

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

SEKOLAH PASCASARJANA

UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA

MEI 2018

URAIAN UMUM

1.   Judul Penelitian :
PENGEMBANGAN MULTILITERASI MAHASISWA PENDIDIKAN
BAHASA INGGRIS SEKOLAH PASCASARJANA UHAMKA DENGAN
MULTIMEDIA

2.   Tim Peneliti   :

No	Nama/NIDN	Jabatan	Instansi Asal	Bidang Keahlian	Alokasi Waktu (jam/minggu)
1.	Dr. Santi Chaerani Djonhar, M.A. Ketua Tim Pengusul	Dosen	SPs UHAMKA	Pendidikan Bahasa Inggris	20 jam/minngu
2.	Dr. Ir Suciana Wijirahayu, M.Pd. NIDN 0331036603 (Ketua Peneliti)	Dosen	SPs UHAMKA	Pendidikan Bahasa Inggris	30 jam/ minggu

3.   Objek Penelitian   : Manusia (mahasiswa, dosen, penentu kebijakan),
       dokumen
       (bahan ajar, kurikulum)
4.   Masa Pelaksanaan   :
       Mulai Tahun   : Agustus 2017
       Berakhir Tahun   : 30 Mei 2018
5.   Usulan Biaya Dana Hibah UHAMKA Tahun ke 1 Rp. 10.000.000,-
6.   Lokasi Penelitian   : Jakarta
7.   Instansi lain yang terlibat (Jika ada uraikan kontribusinya)
8.   Temuan yang ditargetkan (produk atau masukan kebijakan)
       -    Draf bahan ajar
       -    Model Pembelajaran
       -    Draf Pengayaan bahan ajar bahasa Inggris
       -    Publikasi : Presentasi di seminar/konferensi Internasional/ Jurnal
            Internasional
9.   Kontribusi mendasar bidang ilmu
       Pengembangan model pembelajaran RCLIL dengan target profesi yang
       diharapkan di Program Studi Pendidikan Bahasa Inggris SPs UHAMKA
10.   Jurnal ilmiah yang menjadi sasaran
       ELT, Curriculum
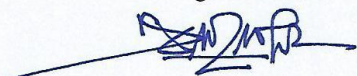11.   Rencana luaran HKI : Buku Teks

PENELITIAN PENGUATAN MUTU PROGRAM STUDI (PPMPS)

Judul Penelitian	PENGEMBANGAN MODEL MULTILITERASI MAHASISWA PENDIDIKAN BAHASA INGGRIS SEKOLAH PASCASARJANA UHAMKA DENGAN MULTIMEDIA
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e. NPD/NIDN	031036603
f. Fakultas/Program Studi	Pendidikan Bahasa Inggris SPs UHAMKA
Lama Penelitian	6 Bulan
Luaran Penelitian	Publikasi sebagai presenter di Konferensi Internasional, Proceeding/ Model dan Modul (Bahan Ajar)
Biaya Penelitian Diusulkan	10.000.000,-

Mengetahui,

Ketua Program Studi

Hamzah Puadi Ilyas, Ph.D.
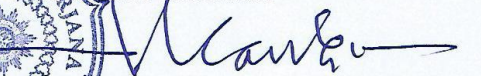NIDN 0302047104

Jakarta, 30 Mei 2018

Ketua Peneliti,

Dr. Santi Chairani Djonhar, MA.
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Mengetahui,
Direktur SPS UHAMKA

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Ketua Lemlitbang UHAMKA,

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NIDN. 0020116601

SURAT PERJANJIAN KONTRAK PENELITIAN
LEMBAGA PENELITIAN DAN PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH PROF DR HAMKA

Nomor   : 427/F.03.07/ 2017
Tanggal   : 12 Oktober 2017

Bismillahirrahmanirrahim

Pada hari ini, Kamis, tanggal dua belas, bulan Oktober, tahun dua ribu tujuh belas, yang bertanda tangan di bawah ini **Prof. Dr. Hj. Suswandari, M.Pd**, Ketua Lembaga Penelitian dan Pengembangan Universitas Muhammadiyah Prof. DR. HAMKA, selanjutnya disebut sebagai PIHAK PERTAMA; **Dr. Dr. SANTI CHAIRANI DJONHAR MA. M.Pd.**, selanjutnya disebut sebagai PIHAK KEDUA.

PIHAK PERTAMA dan PIHAK KEDUA sepakat untuk mengadakan Perjanjian Kontrak Kerja Penelitian yang didanai oleh Universitas Muhammadiyah Prof. DR. HAMKA.

Pasal 1

PIHAK KEDUA akan melaksanakan kegiatan penelitian dengan judul : **PENGEMBANGAN MULTILITERASI MAHASISWA PENDIDIKAN BAHASA INGGRIS SEKOLAH PASCASARJANA UHAMKA** dengan luaran wajib sesuai data usulan penelitian Bacth 2 Tahun 2017 melalui simakip.uhamka.ac.id dan luaran tambahan (bila ada).

Pasal 2

Bukti luaran hasil penelitian sebagaimana yang dijanjikan dalam Pasal 1 wajib dilampirkan dalam laporan penelitian yang diunggah melalui simakip.uhamka.ac.id.

Pasal 3

Kegiatan tersebut dalam Pasal 1 akan dilaksanakan oleh PIHAK KEDUA mulai tanggal 12 Oktober 2017 dan selesai pada tanggal 31 Mei 2018.

Pasal 4

PIHAK PERTAMA menyediakan dana sebesar Rp.10.000.000,- (Terbilang : *Sepuluh Juta*) kepada PIHAK KEDUA untuk melaksanakan kegiatan tersebut dalam Pasal 1. Sumber biaya yang dimaksud berasal dari Penelitian Universitas Muhammadiyah Prof. DR. HAMKA melalui Lembaga Penelitian dan Pengembangan.

Pasal 5

Pembayaran dana tersebut dalam Pasal 4 akan dilakukan dalam 2 (dua) termin sebagai berikut:

(1) Termin I 70 % : sebesar Rp.7.000.000,- (Terbilang : *Tujuh Juta Rupiah*) setelah PIHAK KEDUA menyerahkan proposal yang telah direview dan diperbaiki sesuai saran reviewer pada kegiatan tersebut pada Pasal 1.
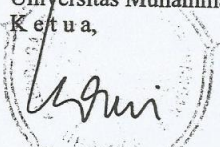
(2) Termin II 30 %: sebesar Rp.3.000.000,- (Terbilang : *Tiga Juta Rupiah*) setelah PIHAK KEDUA menyerahkan laporan akhir berikut luaran yang telah dijanjikan dalam kegiatan penelitian tersebut dalam Pasal 1.
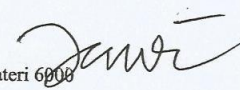
Pasal 6

(1) PIHAK KEDUA wajib melaksanakan kegiatan tersebut dalam Pasal 1 dalam waktu yang ditentukan dalam Pasal 3.

(2) PIHAK PERTAMA akan melakukan monitoring dan evaluasi pelaksanaan kegiatan tersebut sebagaimana yang disebutkan dalam Pasal 1.

(3) PIHAK PERTAMA akan mendenda PIHAK KEDUA setiap hari keterlambatan penyerahan laporan hasil kegiatan sebesar 0,5% (setengah persen) maksimal 20% (dua puluh persen) dari jumlah dana tersebut dalam Pasal 4.

(4) Dana Penelitian dikenakan Pajak Pertambahan Nilai (PPN) pada poin honor peneliti sebesar 10% (sepuluh persen).

(5) Besarnya Honor peneliti dapat dilihat pada Proposal.

Jakarta, 12 Oktober 2017

PIHAK PERTAMA
Lembaga Penelitian dan Pengembangan
Universitas Muhammadiyah Prof. DR. HAMKA
K e t u a,

PIHAK KEDUA
P e n e l i t i,

Materi 6000

Prof. Dr. Hj. Suswandari, M.Pd
DJONHAR MA. M.Pd.

Dr. Dr. SANTI CHAIRANI

Mengetahui
Wakil Rektor II UHAMKA

Dr. H. Muchdie, MS.

5

ABSTRAK

Penelitian ini adalah Penelitian Penguatan Mutu Program Studi dengan pengembangan pemanfaatan multimedia yang merupakan pengembangan sebuah model pengajaran bahasa Inggris sebagai bahasa asing (TEFL) yang komprehensif dengan target capaian pembelajaran berbasis penelitian, pendidikan karakter dan pengembangan nilai-nilai religious sebagaimana visi dan misi UHAMKA sebagai bagian dari lembaga pendidikan Muhammadiyah yang bernuansa dakwah. Untuk mewujudkan capaian pembelajaran bahasa Inggris yang berbasis profesi pendekatan multimedia *task based* dipakai untuk mengembangkan multiliterasi mahasiswa pascasarjana. *Pilot project* dilakukan di Mata Kuliah Approach to TEFL dengan tujuan meningkatkan mutu lulusan sesuai dengan harapan profesi menyongsong globalisasi maka sebuah model pembelajaran perlu selalu diperbaharui dan dikembangkan. Metode penelitian adalah penelitian kualitatif yaitu *a case study*. Acuan data yang dianalisa dan dibahas untuk pengembangan model pembelajaran dan pembentukan karakter sesuai tuntutan profesi adalah hasil observasi, presentasi mahasiswa, *research based task*, *port folio* dan *indepth interview*. Penelitian dilaksanakan di dua kelas *Approach to TEFL* yang terdiri dari 45 mahasiswa. Luaran berupa model pembelajaran dan artikel hasil penelitian dipublikasikan di konferensi (prosiding konferensi internasional UICELL dan prosiding seminar nasional BI) dan jurnal internasional (Teaching and Teacher Education).

 KATA KUNCI : TEFL, ELT, Multiliterasi, *religious value*

HALAMAN SAMPUL

HALAMAN PENGESAHAN

SURAT KONTRAK PENELITIAN

ABSTRAK

DAFTAR ISI

REFERENSI

LAMPIRAN

Daftar Judul You Tube Video sebagai multi media literasi

Draf Buku Teks

BAB 1
PENDAHULUAN

1.1.   Latar Belakang

Tantangan yang dihadapi perguruan tinggi sebagai lembaga pendidikan menyambut era globalisasi adalah mengembangkan kurikulum berdasarkan visi

dan misi secara komprehensif sehingga proses pendidikan dapat memberikan sumbangan yang signifikan terhadap eksistensi bangsa dengan mempertimbangkan segala potensi yang ada khususnya sumber daya manusia. Sesuai dengan visi dan misi UHAMKA sebagai salah satu lembaga pendidikan dan lembaga dakwah yang mengembangkan karakter peserta didik diantaranya adalah pengembangann budaya sebagai ilmuwan dan profesional di bidangnya maka peran bahasa Inggris sebagai bahasa global sangat penting. Fakta di lapangan adalah bahasa Inggris sebagai bahasa asing belum dikuasai oleh mahasiswa secara otomatis walaupun telah diajarkan sejak sekolah dasar sehingga penguasaan strategi belajar bahasa Inggris diperlukan untuk efektifitas proses belajar mengajar (Wijirahayu 2017) dan *Strategy Training* merupakan salah satu alternatif solusinya (Wijirahayu 2010). Pengembangan inovasi metode belajar mengajar bahasa Inggris dengan multi-media dalam hal ini diperlukan agar motivasi belajar mahasiswa semakin tinggi dan kemandirian dalam belajar bahasa Inggris sebagai bahasa asing dapat ditingkatkan sehingga perkuliahan lebih efisien. Maka model pengembangan karakter dan profesi dan budaya melalui strategi belajar bahasa Inggris sebagai bahasa Asing yang sesuai dengan capaian pembelajaran masing-masing fakultas perlu diteliti dan dikembangkan.

1.2. Tujuan dan Sasaran

Untuk mewujudkan capaian pembelajaran profesi dan pengembangan karakter yang diinginkan pengembangan buku teks dan model pembelajaran CLIL (*Content Integrated Language Learning*) dicanangkan untuk mengembangkan multiliterasi mahasiswa sesuai capaian pembelajaran khususnya bahasa Inggris sehingga dapat menjawab tantangan profesional menghadapi globalisasi.

Penelitian tahap 1 (Analisis kebutuhan) akan menjawab pertanyaan penelitian sebagai berikut :

1. Capaian Pembelajaran dan sikap yang bagaimana yang diharapkan program studi di akhir capaian pembelajaran pembelajaran bahasa Inggris sesuai dengan profesi di program studi Bahasa Inggris SPs UHAMKA.

2. Capaian pembelajaran dan target profesi yang berkaitan dengan pengembangan karakter dan nilai-nilai religius yang mana yang dapat diintegrasikan dengan pembelajaran bahasa Inggris khususnya Approach to TEFL.

3. Bagaimana pandangan tim dosen pengajar bahasa Inggris dengan topik-topik yang erat hubungannya dengan mata kuliah jurusan serta pengembangan profesi dan karakter yang sesuai untuk dikembangkan menjadi bahan kuliah bahasa Inggris?

4. Topik-topik apa sajakah yang menurut mahasiswa dan dosen di program studi yang menjadi *pilot project* yang menarik dan/atau perlu untuk diangkat di dalam buku teks bahasa Inggris?

Pengembangan hasil penelitian di tahap 1 digunakan untuk pertimbangan pembuatan buku teks (bahan ajar) dan   model pembelajaran Content Language Integrated Learning (CLIL) untuk aplikasi nilai-nilai religious dan pengembangan karakter.

Kebaruan dan Terobosan Teknologi

Proses belajar bahasa Inggris sebagai bahasa asing tidak dapat dipisahkan dari bagaimana pandangan kita sebagai pembelajar terhadap bahasa tersebut dan upaya kita mengatasi hambatan dalam menguasainya. Kesadaran (awareness), pengetahuan dan pengalaman mahasiswa tentang aplikasi strategi belajar bahasa Inggris dapat mempengaruhi bagaimana mereka menggunakan strategi tersebut. Karena itulah penguasaan strategi pemerolehan bahasa sangat diperlukan terutama bagi para mahasiswa Indonesia yang ingin menguasai bahasa Inggris menimbang berbagai kendala yang dihadapi di kelas sejak mereka mengikuti pembelajaran bahasa Inggris di sekolah dasar sampai mahasiswa. Terkait dengan keyakinan guru dan mekanisme strategi belajar bahasa Inggris di kelas Wijirahayu (2017) menyarankan perguruan tinggi dan lembaga terkait untuk menentukan kebijakan tentang pengembangan kurikulum khususnya tentang pembelajaran yang kreatif dan inovatif yang berkaitan dengan pelatihan strategi-strategi belajar bahasa Inggris sebagai bahasa asing (Wijirahayu : 2017). Pengembangan dan aplikasi strategi dengan *Content and Language Integrated*

Learning (CLIL) merupakan terobosan untuk mengatasi permasalahan dan meningkatkan motivasi dan mahasiswa

BAB 2
TINJAUAN PUSTAKA

Dalam studi kasus di penelitian sebelumnya tentang 'Keyakinan Guru tentang Strategi-strategi Belajar Bahasa Inggris sebagai Bahasa Asing dan Mekanismenya di Kelas (Wijirahayu 2013) , tujuh guru memiliki cerita yang unik mereka sendiri tentang keyakinan bagaimana mereka belajar EFL dan strategi yang mereka digunakan saat belajar bahasa Inggris. Keyakinan tentang strategi pembelajaran bahasa EFL terbukti tercermin dalam cara mereka menyampaikan materi dalam praktik kelas mereka. Akibatnya variasi strategi pembelajaran bahasa juga ditemukan dalam praktik kelas mereka.

Pada dasarnya keyakinan guru tentang strategi pembelajaran EFL yang dijabarkan dari strategi pembelajaran bahasa mereka mulai dari bagaimana mereka belajar bahasa Inggris untuk pertama kalinya, kesan mereka tentang bahasa, pengaruh dari guru mereka, cara mereka berjuang untuk mempertahankan bahasa, mereka pengalaman menerapkan strategi bahasa Inggris dan bahasa pembelajaran dan pengalaman mengajar mereka. Setiap guru memiliki cerita yang unik dan pengalaman yang mempengaruhi keyakinan tentang strategi pembelajaran EFL dan praktek kelas. Variasi keahlian guru terutama dalam menerapkan strategi kognitif bisa dilacak. Semakin banyak strategi belajar bahasa (LLS) yang diketahui guru dan diterapkan dalam proses belajar bahasa Inggris mereka lebih beragam LLS mereka menawarkan untuk siswa yang akan digunakan untuk berlatih Bahasa Inggris sebagai bahasa asing (EFL).

Wijirahayu (2017) melaporkan bahwa guru SMAN menerapkan keyakinannya tentang LLS dengan cara yang berbeda dengan menggunakan bahan otentik seperti buku teks dalam bahasa Inggris sebagai buku pegangan siswa. Siswa diharapkan untuk menemukan informasi dan menggunakan ekspresi otentik tersebut.

Wijirahayu (ICCE, 2014) melaporkan hasil penelitian tentang aplikasi strategi belajar bahasa asing untuk meningkatkan kemampuan berbicara dalam

bahasa dalam bahasa Inggris calon guru dalam artikel yang berjudul 'Pre-service Teachers' Beliefs in Utilizing Film and Role-play in EFL Classroom Practices' : "Mahasiswa menyatakan bahwa mereka menikmati kelas dengan film dan bermain peran dan 73 persen dari mereka termotivasi oleh program tersebut. Terkait dengan roleplay, Fleming di Zyoud (2006) menyatakan bahwa bermain peran atau drama adalah pasti berpusat pada peserta didik karena hanya dapat berlatih melalui kerjasama aktif. Penggunaan teknik drama dan kegiatan di dalam kelas memberikan kesempatan yang menarik untuk untuk menggunakan bahasa Inggris sebagai bahasa asing sehingga siswa menjadi lebih percaya diri dalam menggunakan bahasa Inggris. Dengan kata lain film sebagai sumber konten dalam program bahasa yang belum banyak digunakan dapat memberikan dukungan visual untuk kegiatan berbasis teks dan konten bahasa lain. Namun, film yang dipilih terkait dengan tema yang dipilih oleh siswa yang dikombinasikan dengan pembelajaran kolaboratif dan dilakukan dalam bermain adegan Peran akan meningkatkan keyakinan mahasiswa (calon guru) tentang pembelajaran bahasa dan strategi pembelajaran bahasa mereka. Disarankan lebih lanjut untuk menyelidiki pengaruh program ini dalam meningkatkan kompetensi komunikatif siswa.

2.1. *Content Language Integrate Learning*

CLIL adalah nama yang diberikan untuk proses belajar mengajar dimana mahasiswa yang sedang mempelajari mata pelajaran lain di teknik elektro di saat yang bersamaan belajar bahasa Inggris sehingga mereka memahami apa yang dibahas di kelas tersebut dengan bahasa Inggris. Harmer (2012:226) menegaskan bahwa perbedaan CLIL dengan pengajaran bahasa Inggris pada umumnya adalah karena siswa menggunakan bahasa untuk belajar sedangkan yang umum adalah siswa belajar bahasa untuk kemudian digunakan untuk berkomunikasi. Fokus dari CLIL adalah *Content* yaitu bidang studi, *Communicative* dengan menggunakan bahasa secara efektif, *Cognition* yaitu kemampuan berpikir dan strategi belajar dan *Culture* dengan pemahaman budaya. Dalam penelitian ini budaya yang dimaksud sesuai dengan bidang studi diantaranya adalah budaya akademik (ilmiah) dan budaya bangsa (kearifan lokal).

2.2.   Model Pembelajaran dan *Language Learning Strategies*

Model pembelajaran bahasa Inggris berbasis kombinasi strategi belajar dan pengajaran bahasa Inggris dan konten (Content Integrated Language Learning)   untuk pengembangan profesi dan karakter untuk meningkatkan kemampuan mahasiswa   dalam berbahasa Inggris dan menguasai konten matakuliah tertentu.

Gambaran bagaimana pengembangan strategi kognitif dalam belajar bahasa Inggris diantaranya adalah dengan strategi menganalisa dan menyimpulkan yang biasa digunakan oleh mahasiswa. Oxford (1990) menegaskan bahwa orang dewasa cenderung melakukan *"reason out"* ketika belajar bahasa asing. Mereka membuat sebuah model dalam pikiran mereka berdasarkan analisa, perbandingan, menciptakan aturan-aturan umum, dan merefisi aturan tersebut saat mereka mendapat cukup informasi yang baru. Proses ini sangat bermanfaat. Walaupun demikian, siswa sering membuat kesalahan misalnya dengan tidak mengkaji ulang aturan umum yang telah mereka pelajari untuk mentrasfer ekspresi dari satu bahasa ke bahasa yang lain misalnya dari bahasa Indonesia ke bahasa Inggris. Oxford menambahkan, bahwa penggunaan penerjemahan literal juga berpengaruh terhadap *interlanguage*, sehingga dapat disimpulkan bahwa *interlanguage* merupakan fase yang normal dalam belajar bahasa. Namun demikian, banyak siswa yang belajar bahasa gagal untuk melewati fase ini karena mereka tidak tepat atau terlalu banyak menggunakan strategi *analyzing* dan *reasoning*.

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                                              1. Repeating
                                              2. Formally practicing with sounds and writing systems
                            A. Practicing      3. Recognizing and using formulas and patterns
                                              4. Recombining
                                              5. Practicing naturalistically


                            B. Receiving and   1. Getting the idea quickly
                               sending messages 2. Using resources for receiving
                                                   and sending messages
     Cognitive
     strategies
                                              1. Reasoning deductively
                                              2. Analyzing expressions
                            C. Analyzing and   3. Analyzing contrastively (across languages)
                               reasoning       4. Translating
                                              5. Transferring


                            D. Creating        1. Taking notes
                               structure for   2. Summarizing
                               input and output 3. Highlighting
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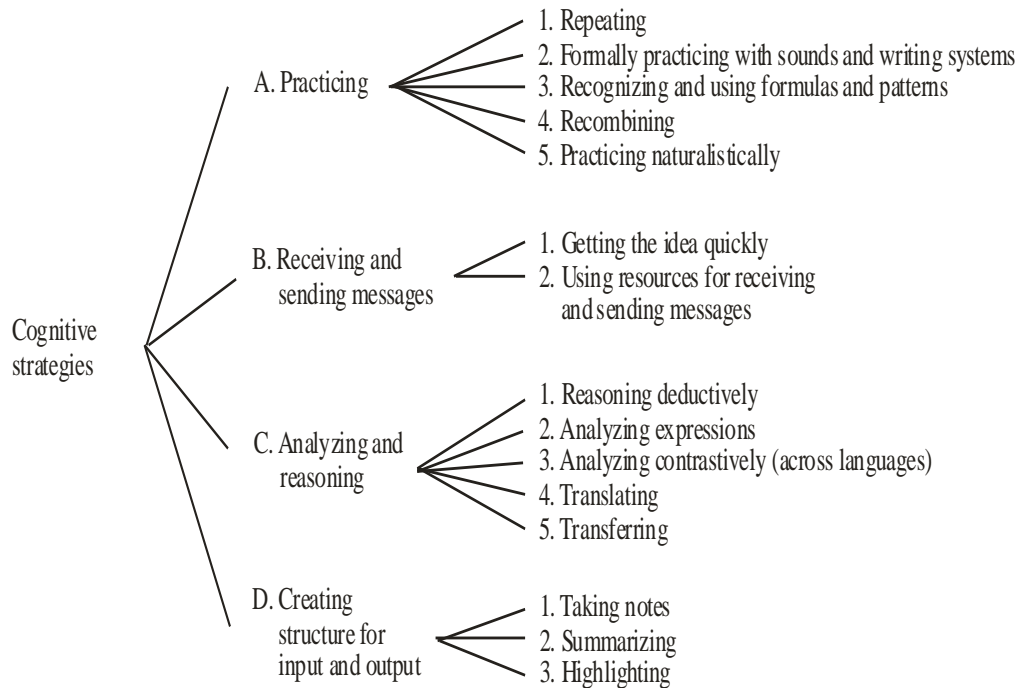
Diagram (1) The Cognitive Strategies

Strategi kompensasi memungkinkan siswa menggunakan bahasa yang baru secara komprehensif dari keterbatasan pengetahuan bahasa yang ada. Strategi kompensasi ditujukan untuk mengatasi hambatan tata bahasa khususnya perbendaharaan kata. Ada 10 set strategi kompensasi yang dikelompokkan menjadi dua bagian yaitu: menebak secara pintar dan mengatasi keterbatasan dalam berbicara dan menulis.

Strategi menebak yang juga disebut *differencing* yang meliputi lingkup secara linguistik maupun non linguistic yang luas untuk menebak makna atau arti ketika siswa tidak mengetahui keseluruhan kata-kata yang ada dalam sebuah ekspresi bahasa. Seorang siswa yang belajar bahasa dengan baik saat dihadapkan pada ekspresi yang tidak dia ketahui akan menebak secara pintar. Sebaliknya, siswa yang belum mengenal cukup strategi belajar bahasa akan panik dan segera mencari kata-kata yang tidak dia ketahui di kamus. Hal tersebut yang menghambat peningkatan profisiensi. Oxford juga menambahkan bahwa menebak sebenarnya merupakan kasus spesifik yaitu bagaimana siswa memproses informasi, menginterpretasi data dengan memanfaatkan konteks dan pengalaman secara spontan. Hal ini merupakan pengalaman belajar bahasa yang

menjadi sumber dari kemampuan menebak secara pintar baik bagi ahli bahasa maupun pemula.

Strategi kompensasi digunakan tidak hanya saat memahami bahasa yang baru atau bahasa yang sedang dipelajari, akan tetapi juga saat mengekspresikan bahasa tersebut. Strategi kompensasi memungkinkan siswa untuk menghasilkan ekspresi lisan maupun tulisan dalam bahasa yang dipelajari walaupun belum menguasai pengetahuan bahasa yang lengkap. Banyak strategi kompensasi digunakan untuk mengatasi keterbatasan perbendaharaan kata. Strategi ini juga bisa digunakan untuk mengatasi keterbatasan pengetahuan tata bahasa. Dengan kata lain strategi kompensasi membantu siswa untuk mahir menggunakan bahasa yang dipelajari sehingga siswa mendapatkan lebih banyak pengalaman dalam berlatih menggunakan bahasa yang dipelajari. Beberapa strategi yang berkaitan dengan kompensasi juga membantu siswa untuk lebih lancar dalam mengungkapkan apa yang telah mereka ketahui. Strategi kompensasi yang lain seperti *getting help* dan *coining words* juga mengarahkan siswa untuk mendapat informasi yang baru tentang apa yang tepat atau sesuai digunakan dalam bahasa yang sedang dipelajari.
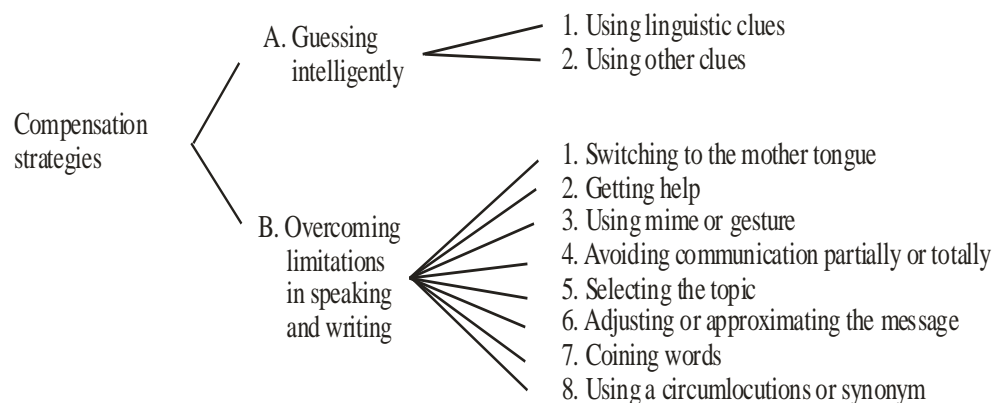

Diagram (2) The Compensation Strategies

Metagognitive bermakna *beyond,* yang berkaitan dengan kognitif (Oxford, 1990:136). Dengan kata lain strategi metakognitif adalah strategi yang melebihi kognitif, yang memungkinkan seorang siswa untuk mengkoordinasi proses belajar mereka. Strategi metakognitif meliputi tiga kelompok strategi yaitu:

Centering your learning, Arranging and planning your learning, and Evaluating your Learning.

Kata afektif berkaitan dengan emosi, sikap, motivasi dan nilai-nilai (Oxford, 1990: 140). Ada tiga grup strategi afektif yaitu: *Lowering your Anxiety, Encouraging yourself, and Taking your emotional temperatur.*

Ertmer (2004) mengingatkan, *"Part of the difficulty in defining teacher beliefs centers on determining if, and how, they differ from knowledge. She further offered the distinction suggested by Calderhead (1996): whereas beliefs generally refer to "suppositions, commitments, and ideologies," knowledge refers to "factual propositions and understandings" (p. 715).* Oleh karena itu setelah memperoleh pengetahuan, kita masih bebas menentukan apakah kita akan menggunakan strategi belajar yang mana. Sebagai contoh Ertmer menambahkan," *A teacher may gain specific knowledge about how to create spreadsheets for student record keeping and may also know that other teachers have used them successfully, yet still not believe they offer an effective tool for her classroom use."* Hal ini mungkin berkaitan dengan pengalaman sebelumnya. Ada kemungkinan guru mempunyai keyakinan yang negative tentang kemampuannya secara teknis. Ada perbedaan yang lain antara pengetahuan dan keyakinan disampaikan oleh *(*Nespor, 1987). *"Given these distinctions, Nespor and others (Griffin & Ohlsson, 2001; Kagan, 1992; Pajares, 1992) have concluded that beliefs are far more influential than knowledge in determining how individuals organize and define tasks and problems. This, then, makes them stronger predictors of behavior."*

Dengan metode CLIL menurut Harmer (2012:227) interaksi sosial di kelas sangat diperlukan terutama untuk mengurangi kecemasan mahasiswa karena mereka akan secara bersamaan mempelajari bahasa sekaligus materi yang sesuai dengan idang studi. Sehingga mahasiswa harus berkolaborasi, berkerja berpasangan atau dalam grup untuk memecahkan masalah dan berbagi (melaporkan) apa yang mereke temukan. Pengajar dengan metode CLIL berusaha membantu mahasiswa untuk mendapatkan pengalaman secara bertahap sehingga mereka mendapatkan pemahaman. Sedangkan mahasiswa dituntut untuk

menggunakan *metacognitif skills* untuk memikirkan strategi dalam belajar lebih mandiri. Dengan kata lain mahasiswa dituntut untuk berpikir secara kreatif.

Keberhasilan Model pembelajaran bahasa Inggris dan pengembangan karakter dengan CLIL. Dengan demikian bahan ajar bahasa Inggris yang sesuai untuk pengembangan profesi menghadapi tantangan globalisasi dapat dikembangkan lebih lanjut.

BAB 3
METODE PENELITIAN

Peneliti yang mengajar di perguruan tinggi adalah sekaligus sebagai pengembang kurikulum. Sesuai dengan judul dan tiga tahapan penelitian yang telah dikemukakan di BAB 1, untuk menjawab pertanyaan penelitian beberapa desain penelitian yang berbeda di perlukan..

Penelitian tahap 1 merupakan dasar untuk pengembangan model, buku teks dan buku ajar sebagai acuan pengembangan profesi dan karakter yang sesuai dengan capaian pembelajaran di program studi yang menjadi *pilot project*. Analisis kebutuhan yang merupakan target capaian di tahap 1 ini, dapat dicapai dengan melakukan penelitian **kualitatif dalam bertuk studi kasus**.

Interview digunakan untuk menjawab pertanyaan : Bagaimana pandangan tim dosen pengajar bahasa Inggris dengan topik-topik yang erat hubungannya dengan mata kuliah jurusan serta pengembangan profesi dan karakter yang sesuai untuk dikembangkan menjadi bahan kuliah bahasa Inggris? **Angket dan interview** digunakan untuk mendapatkan data tentang : Topik-topik apa sajakah yang menurut mahasiswa dan dosen di program studi yang menjadi *pilot project* yang menarik dan/atau perlu untuk diangkat di dalam buku teks bahasa Inggris?

Target Luaran

Temuan penelitian tahap 1 (Analisis kebutuhan) berupa data untuk pengembangan buku teks dan model pembelajaran. Luaran berupa buku teks yang akan dikembangkan dan draft buku teks dan model pembelajaran dan artikel hasil penelitian yang dipublikasikan di jurnal internasional tentang pengembangan kurikulum bahasa Inggris dan ELT.

Penelitian tahap 2

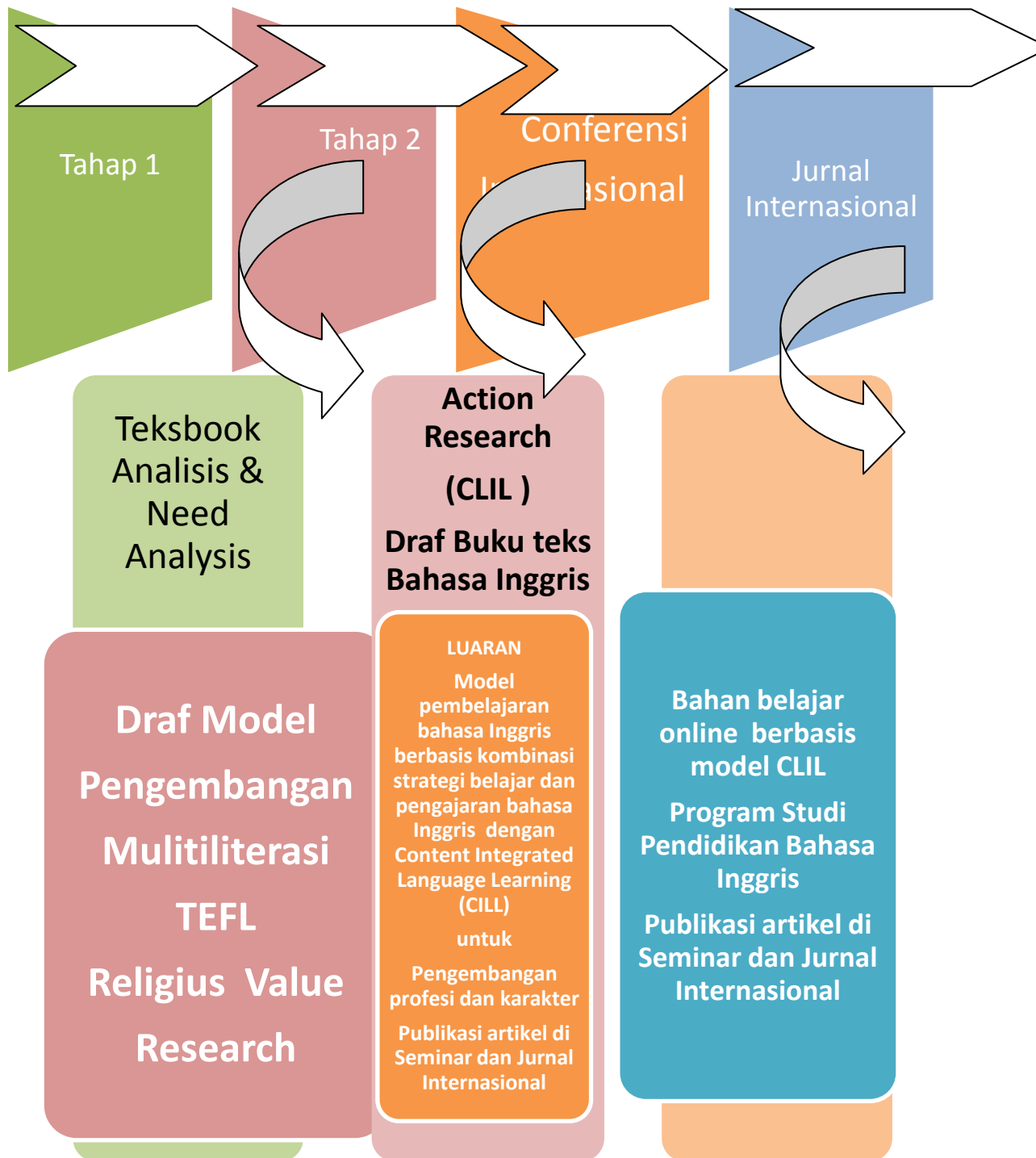**Menggunakan metode Research and Developmennt**

Penggunaan dan pengembangan strategi belajar bahasa, karakter dan nilai-nilai religius berbasis pendekatan saintifik dan CLIL dilanjutkan dengan bagaimana meningkatkan efektifitasnya dengan **model pembelajaran** bahasa Inggris berbasis kombinasi strategi belajar dan pengajaran bahasa Inggris dan

konten (Content Integrated Language Learning) untuk pengembangan profesi dan karakter sehingga mahasiswa dapat menguasai dan mengaplikasikan pemahaman di matakuliah khususnya Approach to TEFL.

Luaran penelitian yang diharapkan:

1.   Model strategi pembelajaran bahasa Inggris berbasis karakter dan profesi dengan CLIL Pengembangan strategi belajar bahasa Inggris dengan multimedia

2.   Artikel hasil penelitian yang dipublikasikan di Seminar Internasional / Jurnal internasional TEFL atau Social Science.

3.   Pengembangan pengayaan materi dari buku teks yang telah dibuat

4.   dilakukan dengan metode **Action Research**.

Bagan Alir Penelitian

Tahap 1

Tahap 2

Conferensi Internasional

Jurnal Internasional

Teksbook Analisis & Need Analysis

Action Research (CLIL)

Draf Buku teks Bahasa Inggris

Draf Model

Pengembangan

Mulitiliterasi

TEFL

Religius Value

Research

LUARAN

Model pembelajaran bahasa Inggris berbasis kombinasi strategi belajar dan pengajaran bahasa Inggris dengan Content Integrated Language Learning (CILL)

untuk

Pengembangan profesi dan karakter

Publikasi artikel di Seminar dan Jurnal Internasional

Bahan belajar online berbasis model CLIL

Program Studi Pendidikan Bahasa Inggris

Publikasi artikel di Seminar dan Jurnal Internasional

BAB 4
HASIL DAN PEMBAHASAN

a.   **Deskrispi Wilayah Penelitian.**

Salah satu tujuan program pengajaran pendidikan adalah mempromosikan perubahan yang berkelanjutan untuk menghadapi era global yang lebih banyak. Di negara multikultural seperti Indonesia, kesadaran akan konsep keaksaraan sangat penting. Potensi sumber daya literasi untuk diekspos dan dieksplorasi sebagai pengayaan dalam proses belajar mengajar untuk mengatasi tantangan sekaligus mendorong pengembangan kompetensi yang sesuai dengan kebutuhan dan harapan pribadi, institusional maupun nasional. Pada studi ini, eksplorasi kesadaran guru akan konsep keaksaraan yang dipromosikan melalui kursus Pendekatan Bahasa Inggris sebagai Bahasa Asing (TEFL) di Indonesia dilaporkan. Ada dua puluh lima guru yang bergabung di kelas ini. Lima di antaranya berpartisipasi dalam penelitian ini secara intensif. Beberapa konsep, pendekatan dan metode pengembangan bahasa dan pengajaran dieksplorasi, oleh karena itu, dampak instruksi multimedia dalam bentuk video yang diambil dari situs web juga diamati dan didiskusikan. Catatan lapangan dari tugas tertulis guru, esai presentasi dan tindakan berbasis penelitian dalam kursus merupakan bagian dari data yang dianalisis. Pengetahuan, kepercayaan, nilai dan praktik budaya kelas bahasa Inggris di masyarakat Indonesia sebagai cerminan kesadaran literasi guru ditunjukkan sebagai hasilnya.

b. Hasil penelitian

Perubahan yang berkelanjutan untuk menghadapi era globalisasi.

Tantangan dan potensi sebagai konsekuensi globalisasi mengharuskan semua bagian bangsa menjadi lebih fleksibel.Bidang pendidikan dalam hal ini ditantang untuk menciptakan perubahan yang berkelanjutan untuk mengatasi permasalahan sekaligus menggali potensi untuk mencapai tujuannya.

Di era teknologi globalisasi memungkinkan orang menerima informasi dari orang lain di seluruh dunia dan menggunakan informasi yang dibutuhkan. Oleh karena itu, pandangan yang lebih kritis dalam memanfaatkan potensi harus

dibangun untuk memilih mana yang lebih baik dan sesuai untuk memenuhi harapan. Kesadaran akan kebutuhan serta alternatifnya akan menyelamatkan warga global untuk menghadapi era global yang lebih banyak untuk mengatasi tantangan sekaligus mengembangkan lebih banyak kesempatan untuk memiliki dunia yang lebih baik.

EFL di Negara Multikultural

Sebagai negara multi budaya, Indonesia memiliki masyarakat yang lebih dinamis, situasi dan sumber daya budaya. Karakteristik ini memengaruhi masyarakatnya untuk memiliki cara unik untuk memandang diri mereka sebagai bangsa sekaligus menempatkan diri di antara yang lain. Namun, kesadaran budaya generasi muda tentang potensi ini perlu dikembangkan untuk menciptakan pembangunan yang lebih berkelanjutan. Ini melibatkan semua aspek kehidupan.

Orang Indonesia juga terkenal dengan religiusitas mereka. Ini adalah bagian dari potensi kita harus menghadapi era global yang lebih luas karena ini adalah aspek mendasar bagi kita, manusia, untuk menjaga diri kita tetap sadar akan keberadaan kita di dunia ini sebagai bagian dari kemanusiaan. Tidaklah mudah untuk mengembangkan nilai-nilai dalam semua materi pelajaran di bidang pendidikan terutama dalam bahasa Inggris utama sebagai bahasa asing (ELT) karena ia memiliki tantangan tersendiri untuk belajar. Namun, itu tidak berarti bahwa itu tidak mungkin.

EFL sebagai bahasa global memiliki potensi untuk mengembangkan lebih banyak sumber daya melek huruf di semua aspek. Misalkan semua sumber daya potensial di Indonesia sebagai negara multikultural dapat dimanfaatkan sebagai pengayaan dalam mempelajari bahasa apapun termasuk bahasa Inggris, kemungkinan untuk mengatasi tantangan dalam menghadapi era global akan semakin besar dan bangsa yang lebih kreatif bisa dipersiapkan. Namun, masalah psikologis umum yang dihadapi peserta didik yang menghambat mereka memanfaatkan potensi ini tidak bisa dipungkiri. Oleh karena itu, kesadaran akan aspek dan kreativitas para pendidik juga penting.

Semua aspek tersebut meliputi sumber literasi, sumber daya potensial, pengayaan dan kreativitas. Membina pengembangan kompetensi merupakan bagian dari tujuan pribadi, institusional, nasional.

c.   Pembahasan hasil penelitian

Apa kaitan antara pemberdayaan dan literasi?

Pendidikan literasi – dan pendidikan nonformal pada orang dewas dewasa pada umumnya - dapat dikaitkan dengan pemberdayaan setidaknya dua hal terkait: "mikro" dan "makro":

(a)   Pada program tingkat mikro, literasi dapat dirancang dan dilakukan dengan cara yang memberdayakan": yang membuat peserta menjadi perancang dan penulis buku ajar proses belajar mengajar mereka sendiri, pengembang pengetahuan dan mitra mereka sendiri dalam dialog mengenai situasi umum dan terbatas dalam kehidupan mereka. Hal ini disebutl pemberdayaan psiko-budaya.

(b)   Pada tingkat makro, program keaksaraan dan program NFE dapat berkontribusi secara langsung terhadap proses pemberdayaan sosial ekonomi yang lebih besar - mendekati, penguasaan bahwa orang, organisasi dan masyarakat memperoleh lebih dari urusan mereka sendiri dan kontrol yang dapat mereka lakukan. olahraga di lingkungan mereka.

 Bahasa sangat penting bagi kesadaran manusia. Tanpa bahasa, tingkat pemikiran abstrak dan wawasan yang lebih tinggi tidak mungkin dilakukan.

Bahasa juga kebutuhan mendasar bagi umat manusia. Tanpa bahasa, tingkat struktur sosial dan budaya yang lebih tinggi tidak dapat dicapai. Akan sangat membantu untuk menggambarkan bagaimana penerapan pemahaman tentang realitas spiritual umat manusia dan membantu mempromosikan keaksaraan secara global.

Komitmen terhadap kesatuan umat manusia menyiratkan keseimbangan antara studi tentang warisan budaya seseorang dan eksplorasi kualitas universal yang membedakan seluruh umat manusia. Kesadaran akan perlunya membebaskan orang dari kefanatikan agama dan fanatisme menimbulkan pendekatan non-sektarian namun spiritual terhadap pendidikan moral.

Isu Terkait Pemberdayaan

Apa itu "pemberdayaan"?

Pemberdayaan adalah "Mekanisme dimana orang, organisasi dan masyarakat menguasai dan dapat menyelesaikan masalah mereka sendiri."

 Kondisi utama apa yang dibutuhkan untuk pemberdayaan sosial ekonomi?

Bagaimana penguasaan lingkungan mereka?

Pada umumnya dua faktor yang menentukan

(a)   Keputusan otoritas yang berwenang untuk menyerahkan dan mentransfer sumber daya dan wewenang yang relevan, atau setidaknya memberi wewenang dan mentolerir akumulasi lokal mereka (umumnya berarti desentralisasi beberapa jenis - delegasi, dekonsentrasi, devolusi - ditambah ketentuan untuk meningkatkan partisipasi yang menyertainya.

(b)   Kegiatan atau program yang benar-benar memungkinkan aktor lokal mengumpulkan dan mengelola sumber daya mereka sendiri, dan kemudian menginvestasikannya kembali dalam memperbaiki keadaan mereka (umumnya melibatkan kapitalisasi beberapa jenis - kolektif atau individu, swasta atau publik).

Kapan, bagaimana dan mengapa hal ini direalisasikan?

Bagaimana faktor literasi diaplikasikan?

Inisiatif baru tentang keaksaraan - seperti sekolah yang lebih baik - merupakan salah satu konsekuensi pemberdayaan lokal yang sesungguhnya. Lebih penting lagi, meskipun, keaksaraan orang dewasa sebenarnya merupakan elemen penting atau persyaratan.

(a)   Tidak ada pemberdayaan efektif tanpa perolehan keterampilan manajemen yang menguntungkan, dan tidak ada perolehan kompetensi manajemen tanpa literasi dan sistem pelatihan lokal;

(b)   Pada saat yang sama, tidak ada pemberdayaan yang berkelanjutan tanpa pertanggungjawaban, dan tidak ada pertanggungjawaban tanpa beberapa cara untuk mendemokratisasikan ketrampilan.

Apa yang dibutuhkan untuk mempromosikan peran pemberdayaan literasi?
Apa akibatnya?

Membaca dan Literasi

Salah satu tujuan program pengajaran pendidikan adalah mempromosikan perubahan yang berkelanjutan untuk menghadapi era global yang lebih banyak. Ada unsur budaya yang berkembang secara alami di masyarakat dan bahasa adalah salah satunya. Bahasa sangat penting bagi kesadaran manusia. Tanpa bahasa, tingkat pemikiran abstrak dan wawasan yang lebih tinggi tidak mungkin dilakukan. Bahasa juga mendasar bagi masyarakat manusia. Tanpa bahasa, tingkat struktur sosial dan budaya yang lebih tinggi tidak dapat dicapai. Akan sangat membantu jika, untuk menggambarkan bagaimana penerapan pemahaman tentang realitas spiritual manusia dapat membantu dalam usaha seperti mempromosikan keaksaraan secara global.

Mendefinisikan dan mengkonseptualisasikan keaksaraan untuk sebagian besar sejarahnya dalam bahasa Inggris, kata 'melek huruf' dimaksudkan untuk 'akrab dengan sastra' atau, yang lebih umum, 'terpelajar, terpelajar' juga mengacu pada kemampuan untuk membaca dan menulis teks, sambil mempertahankan makna yang lebih luas sebagai 'berpengetahuan atau berpendidikan di bidang atau bidang tertentu'. Dengan demikian, makna asli dari bahasa Inggris 'keaksaraan' berbeda dengan terjemahannya dalam beberapa bahasa lainnya

Ada empat pemahaman diskrit tentang keaksaraan. Mereka melek huruf sebagai seperangkat keterampilan otonom, melek huruf seperti yang diterapkan, dipraktekkan dan dituju, keaksaraan sebagai proses belajar, keaksaraan sebagai teks.

Berkaitan dengan keaksaraan dalam membaca tes dan teks ada 9 strategi kemahiran membaca (Wijirahayu 2017):
1.   Meninjau ulang
2.   Membaca Gagasan Utama
3.   Menggunakan Konteks untuk Kosakata
4.   Memindai Rincian
5.   Membuat Kesimpulan

6.   Mengidentifikasi Pengecualian

7.   Menemukan Referensi

8.   Mengacu pada Bacaan

9.   Membaca lebih cepat

Meninjau ulang (*previewing*) adalah cara untuk mendapatkan kesan dari topik bacaan atau ide secara umum bukan untuk informasi spesifik dari bacaan. Yang dilakukan dalam *Previewing* adalah membaca kalimat pertama setiap paragraf dan kalimat terakhir dari bacaan. Jadi bila teks terdiri dari 3 paragraf, disarankan untuk membaca empat kalimat yaitu kalimat pertama setiap paragraf (ada 3 kalimat) dan kalimat terakhir dari bacaan.

Kesan bisaanya didapat karena saat previewing ada frasa atau kata yang diulang-ulang sehingga dapat mengingatkan siswa pada pengetahuan yang telah didapat sebelumnya (*background knowledge*). Pemahaman terhadap teks jadi lebih mudah dan kesiapan dalam menjawab soal-soal yang berkaitan dengan teks menjadi lebih baik.

Ditemukan dalam penelitian ini bahwa mahasiswa perlu diperkenalkan pada *previewing* sehingga daat menggunakan strategi tersebut saat mengerjakan soal reading. Ketika para mahasiswa langsung diminta untuk mengaplikasikan strategi ini pada teks contoh, mereka sangat antusias karena ada harapan untuk bisa menjawab soal dengan lebih cepat dan tepat.

Pertanyaan - pertanyaan yang diajukan saat pelatihan strategi ini diantaranya adalah: Apakah *previewing* dapat digunakan untuk menjawab pertanyaan detail dan kapan strategi ini digunakan. Jawaban dari pertanyaan tersebut adalah *previewing* digunakan untuk mengenali topik dari bacaan. Sedangkan untuk detail ada strategi-strategi yang lain yang harus dikuasai diantaranya adalah *Scanning for detail. Previewing* sebaiknya dilakukan setiap ada teks atau bacaan yang baru karena topiknya akan berbeda.

Membaca gagasan utama (*reading for main idea*) adalah upaya untuk mengetahui tujuan penulis bacaan. Yang dilakukan dalam *Reading for Main Idea* adalah membaca dua kalimat pertama dari Bacaan. Ada empat jenis pertanyaan

yng disarankan dijawab dengan strategi ini yaitu: What is the topic? What is the main idea? What is the title? What is the subject?

Pertanyaan yang diajukan siswa saat pelatihan strategi ini adalah: Mengapa dua kalimat yang dibaca? Jawabannya adalah ada kemungkinan kalimat pertama adalah kalimat pengantar, bukan kalimat utama. Oleh karena itu sebaiknya dibaca dua kalimat pertama supaya tidak terjebak di kalimat pertama ketika menjawab salah satu dari empat pertanyaan tersebut di atas.

Using Context for Vocabulary digunakan untuk memahami isi bacaan tanpa melihat setiap perbendaharaan kata baru di kamus. Yang dilakukan dalam *Using Context for Vocabulary adalah* menebak makna kata-kata baru tersebut dimulai dari konteks kalimat, konteks paragraph dan konteks bacaan.

Dari observasi yang dilakukan saat pelatihan strategi menebak kata-kata yang digaris bawahi dari konteks kalimat, didapatkan temuan bahwa para mahasiswa perlu membiasakan diri menggunakan strategi ini karena mereka belum mengenal strategi ini sebelumnya.

Scanning for Details digunakan untuk menjawab pertanyaan yang spesifik dari bacaan. Yang dilakukan dalam *Scanning for Details* adalah menemukan kata kunci dari pertanyaan, mencari kata tersebut atau sinonimnya secara cepat di bacaan, kemudian mencari jawaban pertanyaan dari informasi di sekitar kata tersebut.

Dari hasil observasi dan tanya jawab terhadap mahasiswa diketahui bahwa memulai menjawab dari kata kunci yang ada di pertanyaan adalah hal yang baru bagi mahasiswa. Sekali lagi para mahasiswa harus menyesuaikan diri untuk memanfaatkan strategi ini.

Bila para mahasiswa tidak terbiasa menggunakan kata kunci yang dikenal dengan *content word* yang berupa kata benda, kata kerja atau kata sifat, jawaban spesifik akan dicari dengan memabaca bacaan secara berulang sampai menemukannya.

Setelah mahasiswa diperkenalkan dengan *previewing, reading or main ideas, using context for vocabulary* dan *scanning for detail* mahasiwa diminta untuk mengerjakan soal reading dari TOEFL yang serupa dengan Pre-Test dalam waktu satu menit untuk setiap soal . Walaupun belum memuaskan prosentase

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jawaban benar dari mahasiwa lebih dari 75%. Peningkatan secara individual juga terlihat walaupun belum memuaskan.

Dari analisa jawaban mahasiswa dan tanya jawab diketahui bahwa mahasiswa belum bisa memanfaatkan strategi-strategi yang telah mereka pelajari secara optimal karena kurang latihan dan belum menguasai strategi-strategi lain yang juga diperlukan untuk menjawab soal-soal tersebut.

Mahasiswa diminta bekerjasama secara berkelompok (4 orang) untuk mengidentifikasi strategi-strategi yang cocok soal-soal yang sudah pernah mereka kerjakan. Dengan bekerjasama diharapkan rasa percaya diri para mahasiswa bisa berkembang karena bisa belajar dari teman sekelompok bagaimana menggunakan strategi yang tepat untuk soal tertentu. Hasil diskusi di laporkan di kelas sehingga bisa saling berbagi pengalaman dengan kelompok lain.

Making Inferences digunakan bila tidak ada pernyataan langsung dari bacaan tentang informasi yang ditanyakan pada soal. Yang dilakukan dalam *Making Inferences* adalah menggunakan *Scanning for Details untuk* mencari fakta-fakta dari kalimat-kalimat dalam bacaan yang bisa dipakai untuk membuat simpulan.

Pertanyaan yang diajukan saat strategi inidiperkenalkan kepada para mahasiswa adalah kapan strategi ini diperlukan? Jawaban dari pertanyaan tersebut adalah *making inference* diperlukan saat pertanyaan yang diajukan jawabannya tidak bisa langsung ditemukan dengan strategi *scanning for detail.* Untuk menjawab soal seperti ini, maka pembaca disarankan untuk menggunakan kalimat-kalimat penjelas yang ditemukan pada paragraf yang berkaitan dengan jawaban untuk membuat simpulan dari jawaban pertanyaan tersebut.

Identifying Exceptions dilakukan untuk mencari informasi yang tidak ada di bacaan. Yang dilakukan dalam Identifying Exceptions adalah menggunakan Scanning of Details dari setiap pilihan jawaban untuk memastikan informasi yang mana yang tidak ada di bacaan.

Dari hasil pengamatan, bila para mahasiswa sudah menguasai *scanning or detail* maka mereka akan menikmati menggunakan strategi tersebut untuk mencari perkecualian (*exception*) yang diminta. Karena ada 4 pilihan jawaban

maka akan ada 4 *content words* yang bisa dimanfaatkan untuk mencari perkecualian.

Locating References dilakukan untuk mencari subyek atau obyek yang di wakili oleh gata ganti. Untuk *Locating References,* yang perlu dilakukan adalah membaca beberapa kalimat sebelum dan sesudah kata ganti tersebut berada, kemudian dicocokkan dengan pilihan jawaban. Bila tidak merubah arti maka itulah jawabannya.

Kata ganti seperti *"it, "its, "*them, atau *"their* akan ditanyakan menggantikan kata apa di bacaan. Dari hasil pengamatan diketahui akan lebih mudah bagi para mahasiswa untuk menjawab bila mahasiswa mengenal *plural noun* (benda jamak) atau sebaliknya dalam bahasa Inggris. Konsep *part of speech* yang berkaitan deng posisi kata dalam tata bahasa juga bisa membantu menemukan jawaban yang berkaitan dengan kata ganti.

Referring to the Passage adalah mencari posisi informasi di bacaan. Yang dilakukan dalam Referring to the Passage adalah membaca pertanyaan kemudian melakukan Scanning untuk menemukan posisinya di bacaan.

Dari hasil pengamatan, penguasaan strategi *scanning for detail* dan *making inferences* akan membantu mahasiswa menjawab soal yang berkaitan dengan *referring to the passage.*

Reading Faster adalah kombinasi dari beberapa strategi yang telah disebut di atas. Untuk membaca cepat, yang dilakukan adalah membaca frasa bukan kata. Saat fokus pada bacaan, yang dilihat adalah seluruh baris dalam bacaan. *Scanning for details* dilakukan untuk mencari fakta-fakta dan membuat simpulan.

Dengan penguasaan strategi dalam menjawab pertanyaan reading yang telah diperkenalkan dalam *one-time-strategy traning* ini ternyata kemampuan reading mahasiswa SPs (Non English Department) khususnya dalam menjawab soal meningkat. Latihan membaca dan mengerjakan soal reading (TOEFL) dan peningkatan kemampuan dasar dalam belajar bahasa Inggris khususnya tata bahasa dalam hal ini diperlukan untuk mendapatkan hasil yang lebih baik (Wijirahayu, 2011). Penguatan strategi membaca mahasiswa Pendidikan Bahasa

Inggris di SPs ternyata masih diperlukan untuk sampai ke capaian lulusan dengan kualifikasi TOEFL tertentu.

Literasi strategi-strategi belajar bahasa Inggris khususnya membaca sangat diperlukan tidak hanya untuk mengajar bahasa Inggris tetapi juga mengembangkan potensi lainnya sebagai bagian dari manusia Indonesia seutuhnya. Diantara pemahaman penggunaan strategi belajar bahasa dari elaborasi jawaban mahasiswa di Ujian Akhir Semester (UAS) *Approach to TEFL* dan Ujian Kendali Mutu (UKM) mahasiswa Pendidikan Bahasa Inggris SPs UHAMKA tercermin pemahaman atas penerapan nilai-nilai religius khususnya dari Al-Qur'an dalam mekanisme pembelajaran di kelas mereka (Al Alaq, Al Baqarah 3-33). Pembentukan karakter peserta didik sangat menentukan perkembangan kepribadian mereka khususnya menyambut era globalisasi. Visi dan misi UHAMKA sebagai salah satu lembaga pendidikan bernuansa Islami diharapkan dapat mewarnai citra dan budaya bangsa Indonesia dan masyarakat dunia khususnya dalam pengembangan bahasa Inggris sebagai Lingua Franca.

Perkembangan literasi mahasiswa juga tercermin dari karya tulis mereka yang mengalikasikan apa yang telah mereka pahami di kelas Approach to TEFL diproses mengajar mereka disekolah dan kampus masing-masing dengan melakukan penelitian dan penulisan artikel sesuai minat mereka. Pemahaman mereka tentang proses akuisisi bahasa, perkembangan teori dan pendekatan bahasa , metode, teknik dan media serta literasi religius bernuansa nilai nilai Islami mendorong mereka untuk mengatasi masalah-masalah yang dihadapi siswa mereka dalam belajar bahasa Inggris sebagai bahasa asing dengan lebih bijaksana dan profesional.

BAB 5
KESIMPULAN

Penerapan pemahaman tentang budaya dan nilai-nilai religius sesuai dengan visi misi UHAMKA sebagai lembaga pendidikan dan lembaga dakwah dalam proses belajar mengajar di semua mata kuliah sampai di tingkat sekolah Pascasarjana perlu ditingkatkan dan dikaji khususnya ada Pendidikan Bahasa terutama Pendidikan Bahasa Inggris. Budaya bangsa Indonesia yang merupakan jati diri bangsa berkembang sejalan dengan bahasa apapun yang sedang dipelajari dan diajarkan oleh putra-putri Indonesia. Tugas yang diemban oleh pendidik tidak dapat dipisahkan dari pengembangan karakter tersebut.

Pelatihan mutiliterasi secara berkesinambungan tentang pengembangan strategi belajar bahasa Inggris You Tube multi media. Pengembangan dan pembinaan dan pelatihan lebih   semangat   wirausaha mahasiswa dengan   aplikasi srategi *entrepreneurship* sesuai minat mereka juga perlu dikembangkan.

Pengembangan multiliterasi (*Language Learning Strategies , Ubiquitos Learning & Entrepreneurship*), kreatifitas, life skills (sebagai MC, Presenter, Event organizer, creative design) dan kemampuan bekerjasama sangat diperlukan mahasiswa Sekolah Pascasarjana. Metode pembelajaran bahasa Inggris yang inovatif "Metode Pembelajaran bahasa Inggris Ubiquitous Plus" yang mengaplikasikan teknologi informasi dan komunikasi merupakan metode yang perlu dieksplorasi dan disosialisasikan kepada mahasiswa. Metode pembelajaran ini lebih menarik dan lebih handal dibandingkan dengan metode pembelajaran e-learning atau konvensional lainnya.

Hasil penelitian PPMPS ini salah satu kesimpulannya adalah bila rancangan pembelajaran (Approach to TEFL) disesuaikan dengan visi misi UHAMKA, maka ada potensi untuk mengembangkan nilai-nilai filosofi dan religius dengan menggali dan mengkaji referensi dari Al-Qur'an sesuai dengan tema- tema yang dibahas. Penerapan pemahaman mahasiswa secara komprehensif tentang bahasa yang mereka pelajari dan mereka ajarkan tercermin dalam mekanisme di kelas mereka dan artikel yang mereka tuliskan.

BAB VI
LUARAN PENELITIAN

Draf artikel jurnal Teaching and Teachers Education dengan judul :
Ongoing Assessment in Junior High Teachers' Language

	IDENTITAS JURNAL	
1	Nama Jurnal	Teaching and Teachers Education
2	Website Jurnal	
3	Status Makalah	Submitted
4	Jenis Jurnal	Jurnal International
4	Tanggal Submit	29 Juni 2018
5	Bukti Screenshot submit	

Pemakalah di seminar

1.   Makalah dipresentasikan oleh anggota peneliti (Dr. Ir. Suciana Wijirahayu M.Pd.) di konferensi Internasional UICELL (November 2017) di SPs UHAMKA dengan judul : Developing TPR Peer Assessment

2.   Makalah dipresentasikan oleh anggota peneliti (Dr. Ir. Suciana
Wijirahayu M.Pd.) di konferensi nasional PBI STKIP Siliwangi Bandung
dengan judul makalah : Bahasa Guru sebagai *Ongoing Assessment*

IDENTITAS SEMINAR		
1	Nama Jurnal	Proceeding UICELL
2	Website Jurnal	https://journal.uhamka.ac.id/index.php/uicell.
3	Status Makalah	Published 22 Januari 2018
4	Jenis Prosiding	Prosiding International
4	Tanggal Submit	24 November 2017
5	Bukti Screenshot submit	Terlampir online di kinerja peneliti

Pemakalah di seminar

IDENTITAS SEMINAR		
1	Nama Jurnal	***PROSIDING SEMINAR NASIONAL PENDIDIKAN BAHASA INDONESIA 2017*** **ISSN: 2615-0379** - **Volume 1 Nomor 1 Tahun 2017**
2	Website Jurnal	http:/ppublikasi.stkipsiliwangi.ac.id/prosiding/ prosiding-seminar-nasional-pendidikan-bahasa-indonesia/
3	Status Makalah	Published 14 Januari 2018
4	Jenis Prosiding	National
4	Tanggal Submit	
5	Bukti Screenshot submit	Terlampir online di kinerja peneliti

Pemakalah di seminar

Biaya Penelitian

No	Jenis Pengeluaran	Biaya yang Diusulkan (Rp)		
		Agustus-Nopember	Desember-Februari	Total Biaya
1	Honor Ketua dan 1 Anggota Peneliti	2.000.000	2.000.000	4.000.000
2	Aplikasi /Pengambilan data Pengolahan data	1.000.000	1.000.000	2.000.000
3	Pengembangan bahan ajar	1.000.000	1.000.000	2.000.000
4	Publikasi: Konferensi Internasional/ Proceeding dan Buku Ajar	1.000.000	1.000.000	2.000.000
		5.000.000	5.000.000	10.000.000

4.1.   JADWAL PENELITIAN

Kegiatan	Agustus-Oktober						September-Januari						Februari-April					
...ary study																		
...tan Rancangan instrumen ...alysis	�																	
...aan Analisa Kebutuhan / Program Studi, Dosen, ...wa Program Studi ...kan Bahasa Inggris SPs ...KA (Action Research *pilot*																		
...i Artikel di seminar ...onal																		
...data *Need Analysis*																		
...ku Teks ...an ajar Online untuk ...an																		
...i artikel di jurnal ...onal																		
...odel Pembelajaran																		
...tan buku teks																		
... bahan ajar online untuk ...an																		
...uku Teks																		

REFERENSI

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Oxford, R. L., & Cohen, A. D. (1992). *Language learning strategies: Crucial issues of concept and classification*. Applied Language Learning, 3(1-2), 1-35.

Wijirahayu, S. 2008. The *Employment of Language Learning Strategies by the Students of Magister Management Program at UHAMKA*. Majalah Ilmiah Widya.Tahun 25 No.271. Jakarta.

Wijirahayu, S. 2008. *The Influence of Motivation, Beliefs about the Nature of Language Learning and Communication Strategies to the English of Language Learning and Communication Strategies to the English Achievement – A Case Study at Graduate Program*. Majalah Mimbar Ilmiah UIJ. Tahun 18 No.1.Jakarta.

Wijirahayu,S. 2009. *The Relevance of Beliefs about Language Learning and Language Learning Strategy of University Students at UPI and UHAMKA*. A research funded by LPPM UHAMKA.

Wijirahayu, S. 2011. *Peningkatan Kemampuan Membaca Bahasa Inggris Mahasiswa Pasca Sarjana Dengan One-time Strategy Training*. Journal Penelitian Inovasi dan Perekayasa Pendidikan. No.6 Tahun 2. Jakarta.

Wijirahayu, S. (2017). *Strategi Belajar Bahasa Inggris sebagai Bahasa Asing dari Perspektif Keyakinan Guru*. Proceeding Konferensi Nasional Pascasarjana PTM ke-5 di Sidoarjo.

Lampiran 1. Justifikasi Anggaran

No	Jenis Pengeluaran	Biaya yang Diusulkan (Rp)		
		Agustus-Nopember	Desember-Februari	Total Biaya
1	Honor Ketua dan 2 Anggota Peneliti	1.000.000	1.000.000	2.000.000
2	Aplikasi /Pengambilan data Pengolahan data	2.000.000	2.000.000	4.000.000
3	Pengembangan Bahan ajar, Pengayaan dengan Multimedia dan Rancangan Model Pembelajaran Multiliterasi	500.000	500.000	1.000.000
4	Publikasi: Konferensi Internasional / Proceeding	1.500.000	1.500.000	3.000.000
		5.000.000	5.000.000	10.000.000

1. Honor Pelaksana Penelitian

No	Uraian	Jumlah	Harga Satuan	Total
1	Honor Ketua Pelaksana	1 HOK	Rp. 1.000.000,-	Rp. 1.000.000,-
2	Honor Anggota Pelaksana	1 HOK	Rp. 1.000.000,-	Rp. 1.000.000,-
3	Honor lain-lain	1 HOK	Rp. 1.000.000,-	Rp. 1.000.000,-
Jumlah				Rp. 3.000.000,-

2. Pelaksanaan Penelitian

No	Uraian	Jumlah	Harga Satuan	Total
1	Pengambilan data (Bandung dan Jakarta) Analisa data	2 HOK	Rp. 1.000.000,-	Rp. 2.000.000,-
2	Rancangan Bahan ajar dan Pengayaaan (online)	1 HOK	Rp. 1000.000,-	Rp. 1.000.000,-
Jumlah				Rp. 3.000.000,-

3. Pembuatan Proposal/Laporan dan Publikasi

No	Uraian	Jumlah	Harga Satuan	Total
1	Proposal dan Laporan	2 HOK	Rp. 750.000	Rp. 1.500.000
2	Konferensi dan Proceeding terindeks/Jurnal	1 HOK	Rp. 2.500.000	Rp. 2.500.000
Jumlah				Rp. 10.000.000,-

Lampiran 2. Biodata Tim Peneliti

BIODATA KETUA TIM PENGUSUL

A.   Identitas Diri

1	Nama Lengkap (dengan gelar)	**Dr. Santi Chaerani Djonhar, M.A.**
2	Jenis Kelamin	**P**
3	Jabatan Fungsional	Lektor
4	NIP	
5	NIDN	0311025301
6	Tempat dan Tanggal Lahir	Malang 11 Februari 1953
7	Email/Media sosial lainnya	**djonharsanti@yahoo.com**
8		
9	Nomor Telepon/HP	085779121176
10	Alamat Kantor	SPs UHAMKA Jl. Buncit Raya No 17 Pancoran Jakarta Selatan.
11	Nomor Telpon /Fax	(021)79184063, 79184065 / (021)79184063
12	Lulusan yang dihasilkan	S2= 35 S3=0
13	Mata Kuliah yang diampu	1. Language Acquisation 2. English Teaching Method 3. Teacher Education

B.   PENDIDIKAN

2007   Doktor, LinguistikTerapan Bahasa Inggris, Universitas Katolik Atma Jaya, Jakarta

1994   Master in TESOL - Indiana University of Pennsylvania, USA

1982   Lulus Ujian ComprehensiveS-1, Fakultas Sastra Inggris, Universitas Indonesia

1989   S-1, PendidikanBahasaInggris, Universitas Terbuka

C.   PENGALAMAN KERJA

2007 – Sekarang   Dosen tetap di SekolahPascasarjana, UniversitasMuhammadiyah PROF. DR. HAMKA (UHAMKA) - Jakarta

2012 – 2014   Ketua Bidang Studi Pendidikan Bahasa Inggris, Sekolah Pascasarjana, UHAMKA

D.   MAKALAH YANG DIPRESENTASIKAN

2012   *Autonomous Learning*, The 1[st]Indonesia International Conference on Lingusitics,LanguageTeaching, and Culture, Faculty of Letters, UniversitasPamulang, Juni 27 -29, 2012.

2012	*English Development of an Indonesian Child,* The 59th TEFLIN International Conference, 6-8 November 2012, Master's Program in TEFL, Widya Mandala Graduate School, Widya Mandala Surabaya Catholic University.
2012	*TOEFL and Teacher Development,* Pelatihan Strategies to Improve English Language Proficiency untuk guru-guru se-Kota Pandeglang, Banten, 24-25 Nopember 2012
2013	*The Benefits of TOEFL for Teachers of EFL,* Seminar untuk Guru-guru di Cikarang, Jawa Barat
2014	*The Learning of English as a Foreign Language:Teachers' Perspective,* The 61st TEFLIN International Conference, 7 – 9 Oktober di Solo.
2014	*Fundamental Principle of English Learning*, The 1st International on Fundamentals and Implementation of Education (ICFIE), 11 – 12 Oktober, 2014, Universitas Negeri Yogyakarta.
2015	*The Development of English Imperatives,* The 35th Annual Thailand TESOL International Conference, January 29 – 31, 2015, Bangkok – Thailand.
2015	*Learner Autonomy in Teaching English as a Foreign Language,* International Conference on Teaching English As a Foreign Language (COTEFL), May 16 – 17, 2015, University of MuhammdiyahPurwokerto.
2016	*How an Indonesian Child Learns English*, TESOL Indonesia International Conference, August 11-13 at Mataram State University, in Mataram – Lombok.
2016	*Learning Awareness to Critical Thinking in English Learning*, di Guru-guru BahasaInggrisdenganTema " Critical Thinjing dalam Pembelajaran Bahasa Inggris", 8 Oktober, SekolahPasacasarjana UHAMKA.
2017	*Teaching English in Indonesia: How should it be,*The 5[th]International Seminar on English Language Teaching (ISELT - 5), May 9-10, 2017, at UniversitasNegeri Padang (UNP), Padang-SumBar.

E. **SEMINARS/KONFERENSI/KONVENSI YANG DIHADIRI**

2012	Seminar on Engaging Reading Activities for 21th Century Learners, February 27, 2012, Pearson Education South Asia Pte, Ltd and LBPP- LIA.
2013	Workshop PelatihanPenulisan Proposal Penelitiandan

	PengabdianpadaMasyarakat Model HibahDikti DP2M, 15-16 Maret, UHAMKA.
2013	Training Leadership from Heart, 29 Juli, 2013, UHAMKA
2013	The 60th TEFLIN International Conference, 27-29 August, 2013.
2013	The 21th International Conference on Computers in Education, November 18-22, 2013, Denpasar-Bali
2014	Workshop on Action Research and Writing for International Journal Publication, 19 January, 2014, LabschoolRawamangun and Nova Science Publishers, New York, USA.
2014	The International Seminar on "The Role of Islamic Universities in Driving forward the Awakening of Islamic World", 6 February, 2014, UHAMKA.
2014	Workshop Nasional: How to get Published in International Journal, 4 Maret, 2014, AsosiasiDosen Indonesia (ADI).
2014	WorkhopPenyusunandanPengembanganKurikulum KBK-KKNI Program Magister PendidikanBahasaInggris, UMM.
2014	Creative Writing by Mark Richardson, 27 September, 2014, UHAMKA.
2014	Seminar Nasional "RefleksiSumpahPemuda: Memupuk PersatuandanKesatuanBangsa, 18 Oktober, 2014, UHAMKA..
2014	PelatihanPenyusunanDokumenAkreditasi Program Studi, 20 Oktober, 2014, UHAMKA.
2014	Seminar Nasional "PendidikanBahasadanSastra Indonesia padakurikulum 2013", 15 Nopember, 2014, UHAMKA.

2014	Workshop Kepemimpinan Entrepreneurship,
	18 Nopember, 2014, UHAMKA.
2014	Seminar and Workshop "Research Methods", December 15, 2014, UHAMKA.
2015	PelatihanPenulisanArtikelIlmiah, 20 Januari, 2015,
	UHAMKA.
2015	Workshop PenyusunanKurikulum Magister Pendidikan
	BahasaInggrisBerbasis KKNI dan SNDIKTI, 7 Pebruari,
	2015, UHAMKA.
2015	The 62th TEFLIN International Conference 2015, September 14-16, 2015, Denpasar – Bali.
2016	Educational Talk on Managing Higher Education
	Institutions, 4 February, 2016, UniversitiTeknologi
	Malaysia.
2016	KULIAH WAWASAN DAN INTERNATIONAL
	COLLABORATIVE EDUCATION PROGRAMS, Aula
	Pasacasarjana UHAMKA, Pascasarjana Uhamka & Universiti Utara Malaysia, 1 Juni 2016.
2017	Seminar dan Workshop Indeksasi Jurnal Online pada Database International, Aula SPs UHAMKA, 14 Januari.
2017	The 5th International Seminar on English Teaching
	(ISELT-5) at UniversitasNegeri Padang (UNP), Padang.

NARA SUNBER, SERTIFIKASI, MODERATOR

2012	Sertifikat Pendidik, NIDN 0311025301, lulus Sertifikasi
	Dosen – Dosen Profesional pada bidang ilmu Pendidikan
	Bahasa (danSastra) Inggris.
2015	Moderator, English Education Seminar, Sekolah
	Pascasarjana, 8 February, 2015, UHAMKA..

2015	Narasumber, Kegiatan Workshop danPelatihan
	Pemanfaatan Media Pembelajaran Online bagi Guru-guru
	SMA Se-Tanggerang,
2016	Narasumber/Pembicara "Kurikulum 2013 dan
	ImplementasinyapadapembelajaranBahasaInggris di
	SMK, 6 Agustus, 2016, MGMP SMK se-Jakarta Selatan.

PUBLIKASI (BUKU)

2012   *Introduction Language Acquisition: The Acquisition of English as a Foreign Language,* Jakarta: UHAMKA Press

Jakarta, 21 Juni 2018

Ketua Tim Pengusul

Dr. Santi Chaerani Djonhar, M.A.

BIODATA ANGGOTA TIM PENGUSUL

A.   Identitas diri

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3	Jabatan Fungsional	Lektor
4	NIP	D.01.0452
5	NIDN	0331036603
6	Tempat dan Tanggal Lahir	Malang 31 Maret 1966
7	Email/Media sosial lainnya	sucianawijirahayu@gmail.com
8		
9	Nomor Telepon/HP	081808213253
10	Alamat Kantor	SPs UHAMKA Jl. Buncit Raya No 17 Pancoran Jakarta Selatan.
11	Nomor Telpon /Fax	(021)79184063, 79184065 / (021)79184063
12	Lulusan yang dihasilkan	S1=15 S2= 25 S3=0
13	Mata Kuliah yang diampu	4. Language Assessment 5. Curriculum and Material Development 6. Academic Reading 7. Academic Listening and Speaking 8. Essay Writing 9. English Morphosintax 10. Public Speaking 11. Translation 12. Bahasa Inggris Dasar (Prodi Ilmu Gizi) 13. Bahasa Inggris Lanjut (Prodi Ilmu Gizi) 14. Bahasa Inggris (Prodi Psikhologi) 15. Bahasa Inggris 2 (Podi Elektro)

B.   Riwayat Pendidikan

	S-1	**S-2**	**S-3**
Nama Perguruan Tinggi	UMM/ UNIBRAW	UM	UPI
Bidang Ilmu	Pendidikan Bahasa Inggris/ THT	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris
Tahun Masuk-Lulus	1990-1994/1985-1991	2000	2014
Judul Skripsi/Thesis/Disertasi	**A Descriptive Study on the English Speaking Ability of the Second Semester Students Joining Intensive English Course at Communication Department of FISIP**	A Study on the Development of Beliefs about Language Learning and Language Learning Strategies of the English Department Students in Muhammadiyah	Teachers' Beliefs about EFL Learning Strategies and Classroom Practices

		UMM/ Pengaruh Tingkat Penambahan Ekstrak Jahe (Zingiber officinale Rosc.) sebagai Antioksidan dan Lama Penyimpanan terhadap Ketengikan Daging Ayam Pedaging Giling/	University of Malang	
Nama Pembimbing/ Promotor	1. Drs. Nur Yasik /Dr. Ir. Hari Purnomo, M. App. Sc.	1. Dr. Roembilin Soepadi, M.A.	1. Prof. H. Fuad Abdul Hamied, MA. Ph.D.

C.   Pengalaman Penelitian dalam 5 Tahun Terakhir

No.	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jml (Juta Rp)
	2012	Preservice Teacher's Beliefs on values behing 'Laskar Pelangi' the Movie and the Novels (CDA in action)	LEMLIT UHAMKA	7
	2013	Keyakinan Guru tentang Strategi-strategi Belajar bahasa Inggris sebagai Bahasa Asing dan Mekanismenya di Kelas (Hibah Disertasi Doktor)	DPRM	48,9
	2014	Utilizing Film and Role-play to Enhance Beliefs and Language Learning Strategies in EFL Context	LEMLIT	7
	2017	Implementing CLIL in EFL class for building Students' Character in Psychology Faculty	Mandiri	15

D.   Pengalaman Pengabdian Kepada Masyarakat

No.	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber	Jml (Juta Rp)
1	2016	Workshop on HOTS in Assessment	SPs UHAMKA	5
2	2016	Guest Lecture on Education in Bulgaria	SPs UHAMKA	4
3	2016	Seminar on Language and Culture	SPs UHAMKA	5

F.   Publikasi Artikel Ilmiah

No.	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor/Tahun
1.	Peningkatan Kemampuan Membaca Bahasa Inggris Mahasiswa Pasca Sarjana	Jurnal Penelitian Inovasi dan	2011

No.			
	dengan One-time Strategy Training	Perekayasa Pendidikan (PUSLITJAK)	
2.	Preservice Teacher's Beliefs on values behing 'Laskar Pelangi' the Movie and the Novels	IAMURE Jurnal	2014

G.   Pemakalah Seminar Ilmiah

No.	Nama Temu Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	International Conference on Applied linguistics	Teacher's Beliefs about Language Learning Strategies and Classroom Practices	2013 Bandung
2	ICHER 2013	Possible Changes of Teachers' Beliefs about Language Learning Strategies in Higher Education	2013 Jakatra
3.	60th TEFLIN International 2013	Exploring Teachers' Beliefs about EFL Learning Strategies	2013 Jakarta
4.	ICCE	Pre- service Teachers' Beliefs about utilyzing Film and Role-Play	2014 Denpasar-Bali
5.	WISSC	Teachers' Beliefs about Language learning Strategies and the Mechanism in Classroom Practices	2016 KL Malaysia
6.	IMC Jakarta	Exploring and Developing Cultural Awareness of Pre-service EFL Teachers	2017 Jakarta
7.	Konferensi PTM ke 5	Strategi Belajar Bahasa Inggris sebagai Bahasa Asing dari Perpektif Keyakinan Guru	2017 Sidoarjo
8.	UICIHSS	Building Character through Content Language Integrated Learning in English for Psychology	2017 Jakarta

H.   Karya Buku dalam 5 Tahun Terakhir

No.	Judul Buku	Tahun	Jumlah Halaman	Penerbit

I.   Perolehan HKI dalam 5 Tahun Terakhir

No.	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID

J.   Pengalaman Merumuskan Kebijakan

No.	Judul/Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat

K.   Penghargaan Dalam 10 Tahun Terakhir

No.	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1.	The Outstanding Researcher of Indonesia 2013	IAMURE (Philipine)	2013
2.	Piagam Penghargaan Masa kerja 15 tahun	UHAMKA	2016

Jakarta, 10 Mei 2018
Ketua Tim Peneliti,

Dr. Ir. Suciana Wijirahayu, M.Pd

Lampiran 3. Susunan Organisasi Tim dan Pembagian kerja

No	Nama/NIDN	Instansi Asal	Bidang Ilmu	Alokasi Waktu (jam/minggu)	Uraian Tugas
1.	Dr. Santi Chaerani Djonhar, M.A. Ketua Tim Pengusul	Sekolah Pascasarjana UHAMKA	Pendidikan Bahasa Inggris	20 jam/minggu	20 jam/ minggu Melaporkan hasil penelitian Menulis artikel dan buku
2	Dr. Ir Suciana Wijirahayu, M.Pd. NIDN 0331036603 (Anggota Tim Peneliti)	SPs UHAMKA	Pendidikan Bahasa Inggris	30 jam/ minggu	Menyiapkan proposal, instrument penelitian, analisa data, Rancangan model dan buku teks dan bahan ajar

Lampiran 4. Surat Pernyataan Ketua Peneliti

SURAT PERNYATAAN KETUA PENELITI

Yang bertanda tangan di bawah ini:

Nama : Dr. Santi Chairani Djonhar, MA

NIP/NID : 0311025301

Nama Institusi Tempat Kerja : Sekolah Pasca Sarjana UHAMKA

Alamat Kantor : Jl. Buncit Raya No 17 Pancoran Jakarta Selatan

Dengan ini menyatakan bahwa proposal saya dengan judul:

PENGEMBANGAN MULTILITERASI MAHASISWA PENDIDIKAN BAHASA INGGRIS SEKOLAH PASCASARJANA UHAMKA

yang diusulkan dalam skema Penelitian Prnguatan Mutu Program Studi (PPMPS) untuk tahun anggaran 2017 bersifat original dan belum pernah dibiayai oleh lembaga/sumber dana lain.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Mengetahui
Ketua LEMLIT UHAMKA

Prof. Dr. Suswandari, M.Pd.
NIDN 0020116601

Jakarta, 12 Agustus 2017
Ketua Peneliti

Dr. Santi Chairani Djonhar, MA
NIDN 0311025301

LAPORAN KERJA PENELITIAN

NIDN	:0311025301
NAMA LENGKAP	:Dr. SANTI CHAIRANI DJONHAR MA. M.Pd.
FAKULTAS/PROGRAM STUDI	:Pascasarjana/S2 Pendidikan Bahasa Inggris
JABATAN AKADEMIS	:Lektor
PANGKAT/GOL RUANG	:Pangkat Penata, III/c

Penelitian Mandiri
Jumlah: 0

No.	Tahun	Judul	Lokasi

Jenis Luaran: Buku/Bahan Ajar
Jumlah: 1

No.	Judul	Buku
1	Introduction to Language Acquisitionof English as a Foreign Language	Penerbit: UHAMKA Press ISBN : 9786028040495 Jml. Halaman :50

Jenis Luaran: Publikasi Jurnal
Jumlah: 0

No.	Judul	Penulis Publikasi	Jurnal

Jenis Luaran: Forum Ilmiah
Jumlah: 2

No.	Nama Dosen	Judul Makalah	Penyelenggara
1	**Dr. SANTI CHAIRANI DJONHAR MA. M.Pd.** NIDN : 0311025301 Status : Pemakalah Biasa	Teaching English in Indonesia: How should it be, The 5thInternational Seminar on English Language Teaching Forum : ISELT 5	Institusi : Universitas Negeri Padang Tgl. : 09/05/2017 - 10/05/2017 Tempat : Padang - Sumatera Barat Indonesia
2	**Dr. SANTI CHAIRANI DJONHAR MA. M.Pd.** NIDN : 0311025301 Status : Pemakalah Biasa	How an Indonesian Child Learns English Forum : TESOL Indonesia International Conference	Institusi : Mataram State University and TESOL Asia Tgl. : 11/08/2016 - 13/08/2016 Tempat : Mataram - Lombok - Indonesia

Jenis Luaran: Hak Cipta
Jumlah: 0

No.	Nama Dosen	Judul	HKI

Jumlah:

Jenis Luaran: Luaran Lainnya

No.	Luaran	Deskripsi Singkat

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima risikonya.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi pelaporan kinerja penelitian dosen Universitas Muhammadiyah Prof DR HAMKA.

Jakarta, 09 Juni 2018
Pembuat Kinerja Penelitian

Dr. SANTI CHAIRANI DJONHAR MA. M.Pd.

LAPORAN KERJA PENELITIAN

NIDN	:0331036603
NAMA LENGKAP	:Dr. Ir. SUCIANA WIJIRAHAYU M.Pd.
FAKULTAS/PROGRAM STUDI	:Pascasarjana/S2 Pendidikan Bahasa Inggris
JABATAN AKADEMIS	:Lektor
PANGKAT/GOL RUANG	:Pangkat Penata Tingkat I, III/d

Penelitian Mandiri
Jumlah: 0

No.	Tahun	Judul	Lokasi

Jenis Luaran: Buku/Bahan Ajar
Jumlah: 0

No.	Judul	Buku

Jenis Luaran: Publikasi Jurnal
Jumlah: 2

No.	Judul	Penulis Publikasi	Jurnal
1	Teachers' Prior Knowledge Influence in Promoting English Learning Strategies in Primary School Classroom Practices	• Dr. Ir. SUCIANA WIJIRAHAYU M.Pd.	Jurnal Inovasi Pendidikan Dasar (The Journal of Innovation in Elementary Education) ISSN : 24773859 Volume : 2 Nomor : 2 Halaman : 45 - 52 URL: http://jipd.uhamka.ac.id/index.php/jipd
2	Peningkatan Kemampuan Membaca Bahasa Inggris Mahasiswa Pascasarjana Dengan Onetime Strategy Training	• Dr. Ir. SUCIANA WIJIRAHAYU M.Pd.	JIPP (Jurnal Penelitian Inovasi dan Perekayasa Pendidikan) ISSN : ISSN 20871503 Volume : 6 Nomor : 0 Halaman : 744 - 763 URL:

Jenis Luaran: Forum Ilmiah
Jumlah: 7

No.	Nama Dosen	Judul Makalah	Penyelenggara
1	**Dr. Ir. SUCIANA WIJIRAHAYU M.Pd.** NIDN : 0331036603 Status : Pemakalah Biasa	Strategi Belajar Bahas Inggris sebagai Bahasa Asing dari Perspektif Keyakina Guru Forum : Konferensi Nasional ke 5 Assosiasi Perguuan Tinggi Muhammadiyah (APPPTM)	Institusi : APPPTM Tgl. : 24/02/2017 – 26/02/2017 Tempat : Sidoarjo Jawa Timur

2	Dr. Ir. SUCIANA WIJIRAHAYU M.Pd. NIDN : 0331036603 Status : Pemakalah Biasa	Colouring EFL Literacy in Action Forum : International Seminar on Gender {erspective of Multiliterate Development in the Era of ASEAN Economic Community	Institusi : Kerjasama Pusat Studi Gender dan Perlindungan Anak (PSGPA) UHAMKA dan Kementrian Pemberdayaan Perempuan dan Perlindungan Anak RI, Universiti Sains Malaysia, Indonesia University of Education, USAID Prioritas Tgl. : 27/04/2016 - 28/04/2016 Tempat : FKIP UHAMKA
3	Dr. Ir. SUCIANA WIJIRAHAYU M.Pd. NIDN : 0331036603 Status : Pemakalah Biasa	Exploring teachers'beliefs about EFL Learning strategies Forum : 60th TEFLIN international Conference	Institusi : Universitas Indonesia Tgl. : 27/08/2013 - 29/08/2013 Tempat : Universitas Indonesia, Jakarta
4	Dr. Ir. SUCIANA WIJIRAHAYU M.Pd. NIDN : 0331036603 Status : Pemakalah Biasa	Primary School Teacher' Beliefs in Promoting EFL Strategies in Classroom Practices Forum : The 7th COTEFL International Conference	Institusi : University of Muhammadiyah Purwokerto Tgl. : 16/05/2015 - 17/05/2015 Tempat : Universitas Muhammadiyah Purwokerto, Jawa Tengah, Indonesia
5	Dr. Ir. SUCIANA WIJIRAHAYU M.Pd. NIDN : 0331036603 Status : Pemakalah Biasa	Affective Strategies, Attitudes and A Model of Speaking Performance Development for Engineering Students Forum : International Conference of Education on Science, Technology, Engineering and Mathematics (ICE-STEM)	Institusi : UHAMKA Tgl. : 17/10/2017 - 17/10/2017 Tempat : Jakarta - Indonesia
6	Dr. Ir. SUCIANA WIJIRAHAYU M.Pd. NIDN : 0331036603 Status : Pemakalah Biasa	Bahasa Guru sebagai Ongoing Assessment Forum : SEMINAR NASIONAL PENDIDIKAN BAHASA INDONESIA 2017	Institusi : STKIP Siliwangi Jawa Barat Indonesia Tgl. : 23/12/2017 - 23/12/2017 Tempat : STKIP Siliwangi Jawa Barat Indonesia
7	Dr. Ir. SUCIANA WIJIRAHAYU M.Pd. NIDN : 0331036603 Status : Pemakalah Biasa	Developing TPR Vocabulary Peer Assessment in Primary School Classroom Practices Forum : UHAMKA International Conference on ELT and CALL (UICELL)	Institusi : UHAMKA Graduate School English Education Department Tgl. : 23/11/2017 - 24/11/2017 Tempat : UHAMKA Graduate School

Jenis Luaran: Hak Cipta   Jumlah: 0

No.	Nama Dosen	Judul	HKI

Jenis Luaran: Luaran Lainnya   Jumlah:

No.	Luaran	Deskripsi Singkat

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara

hukum. Apabila di kemudian hari ternyata dijumpai ketidak-sesuaian dengan kenyataan, saya sanggup menerima risikonya.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi pelaporan kinerja penelitian dosen Universitas Muhammadiyah Prof DR HAMKA.

Jakarta, 09 Juni 2018
Pembuat Kinerja Penelitian

Dr. Ir. SUCIANA WIJIRAHAYU M.Pd.

LIST OF YOU-TUBE VIDEO AS MULTI MEDIA USED IN THE CLASS ROOM

1. Behaviorist Theory of Second Language Acquisition
2. CELTA - Different approaches to teaching language -PPP to TBL
3. CHILD LANGUAGE ACQUISITION_ Key Theories
4. Direct method for English
5. Five Communicative Language Teaching Methods
6. Jack Richards on approaches and methods and what teachers need today
7. Methods and approaches to language teaching (Anthology of videos)
8. Noam Chomsky on Language Acquisition
9. Stephen Krashen's 5 Hypotheses of Second Language Acquisition
10. Teaching Tips 2_ Using Flashcards in the Classroom
11. The Grammar Translation Method.
12. Total Physical Response (TPR)

DRAF OF TEXT BOOK CONTENT

1. DEVELOPING TPR VOCABULARY PEER ASSESSMENT IN PRIMARYY SCHOOL CLASSROOM PRACTICESS
   By Suciana Wijirahayu & Ria Septiani

2. IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLASHCARDS AT THE FIFTH GRADE STUDENT OF NURUL HASANAH ISLAMIC SCHOOL
   by Adiya Hermawan Pratama

3. THE IMPLEMENTATION OF USING JIGSAW TECHNIQUE IN TEACHING READING COMPREHENSION
   (A Classroom action research in Tenth Grade at Madrasah AliyahMinhajutTholibin Jakarta)

   InayahTaslimah

4. The use of Multimedia-Based Presentation in Improving Students' Speaking Skill
   (A Classroom Action Research in the Nursing Department 2nd Semester of STIKes Persada Husada Indonesia.)
   LISA PUTRI JAYANTI

5. THE USE OF PRESENTATION PRACTICE AND PRODUCTION (PPP) METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY OF
   THE LOW LEVEL STUDENTS AT POLITEKNIK LP3i CIKARANG, ACADEMIC YEAR 2017/2018
   Ni'mah Darlina

6. THE EFFECTIVENESS OF USING RECIPROCAL TEACHING TO IMPROVE READING COMPREHENSION SKILL AT THE TENTH GRADE STUDENTS OF MAN 2JAKARTA IN THE 2016/2017 ACADEMIC YEAR
   Silva Fadila Suparman

7. THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO IMPROVE THE SPEAKING SKILLS OF THE FIRST GRADE STUDENTS OF SMK KENCANA 1 IN THE ACADEMIC YEAR OF 2017/2018

   Wahyu Setiyanti

Developing TPR Vocabulary Peer Assessment
in Primary School Classroom Practices

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This study was conducted to improve students' vocabulary mastery of the 2nd grader in a private primary school in Tangerang Indonesia. A classroom action research was initiated for the development. It was found in the preliminary observation that there were problems and weakness in students' vocabulary mastery therefore suitable strategies to overcome that problem need to be employed. There are many aims of peer assessment, yet in this case it essentially involves young EFL learners as participants in providing feedback to others on the quality of their work. The students enjoyed to have the opportunity to assess their partner's performance in doing TPR activities. There was a lot of fun when pair of student doing this Peer Assessment. One of them did the action based on the command in the rubric sheet while their partner guessed the correct command in accordance to what have their partner's movements. Based on the students' result of peer assessment activity in learning English vocabulary, it was found that students were so motivated and tried hard to do the best their performance. They realized that their partners will assess them, so they were enthusiastic to do TPR correctly. The vocabulary mastery improvement could be observed from the results of the students' peer assessment score in each cycle.

Keywords: TPR, peer assessment, EYL, EFL, vocabulary mastery

INTRODUCTION

One of the main problems faced by the primary school students in this study is the vocabulary mastery. According to Alqahtani (2015) that "vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings". The problem was found in the preliminary study of this research. As EFL young learners, learning through playing is the ideal in nature (Wijirahayu, 2017). Total Physical Respond (TPR) is one of approaches in language learning provided motions during teaching and learning process that attract young

learners attention to overcome their anxiety and arouse their interest in acquiring new words, expressions and meaning in English as a foreign language. The idea of applying TPR approaches has previously applied by Ghani and Ghou (2014) by conducting TPR method in her research. The research studied the effectiveness of TPR approach in helping slow young learners in acquiring English as a second language in a quasi experimental design.

Relating to assessment and classroom context, Fauzan (2016) has implemented debate and peer-assessment to solve the students' speaking problem in his classroom by conducting an action research. The study was successful since the problems to be solved came from the classroom setting and the actions were suited to the real progress. The result showed that the university students gradually express their thought and opinions in debate practice better. The activities also encouraged the students' creativity to explore the English language use, since they were asked to develop their arguments from certain motions.

For English as a foreign language young learners vocabulary assessment many times gives an unhappy impression especially if the learners' mastery is still limited. As part of learning process peer and self-assessment plays an essential role in teaching and learning process to change the image. Through peer assessment, students can promote mutual supervision among members of the group to learn each other. It helps them stimulate the motivation in English learning and the mastery of new vocabularies. Peer assessment as an alternative may also create significant pedagogical value as it enables the learners to take part in the evaluation process and gives them opportunities to participate and evaluate their peers' learning process for a reflection of their own.

Since the previous studies about TPR and *peer assessment* as well as the preliminary study in the primary school have ideas in common, the aim of the study in this article was to overcome the problems of the 2nd grader elementary school students in mastering English vocabulary and fostering their interest and enthusiasm in learning EFL. The research questions to be answered were : (1) How are the TPR peer assessments developed in improving students' vocabulary mastery? (2) What are the students' vocabulary responses on the TPR peer assessments?

METHOD

This research was aimed at implementing TPR method and peer assessment in order to solve the classroom problem in the teaching vocabulary. For that reason, the classroom action research (CAR) design was chosen for this particular study since the problems to be solved come from the classroom site. Teacher as a participatory researcher creates some action plans

based on early reflection, implementing, evaluating, reflecting and re-implementing the plan in improving students' English mastery or achievement (Wijirahayu, 2011).

The research was done at an Islamic private elementary school in Tangerang, where the researcher is a classroom teacher in the second grade. The school was chosen because there was a phenomena related to problems in learning English vocabulary for young learners. Twenty five students in one class participated in this study. Based on the preliminary study, the improvement of students' interest and mastery in learning English, especially in mastering vocabularies were needed.

Data Collection Method and Analysis

TPR peer assessment were based on four indicators, they are students' activity, the application of lesson plan, students' response, and students' achievement in mastering vocabularies. Some data will be analyzed using simple formula in counting the students score, the used of numerical data in this case as a support for the main data. A combination of techniques used were observation, vocabulary test, interview, and documentations to determine the analysis of TPR peer assessment process in teaching vocabulary in Elementary School.

The observation was conducted during the implementation of action research in the class. Observation was done to determine how the analysis of TPR peer assessment process in teaching vocabulary is and how the students' vocabulary mastery is improved by using TPR method and peer assessment in the second grade Elementary School Student. The observation sheet was used to note how the process and progress in applying TPR peer assessment in each cycle.

FINDINGS AND DISCUSSION
FINDINGS

The first question to answer is how TPR peer assessment gives contribution in improving English vocabulary mastery. There are many aims of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work. In this research, the practice of peer assessment was by doing TPR activity and filling the rubric sheet. The students enjoyed to have the opportunity to assess their partner's performance in doing TPR activities. The assessment was about the peer's performance having through doing action in TPR successfully done. There was a lot of fun when pair of student doing this peer assessment. One of them did the action based on the command in the rubric sheet and their partner guessed the correct command that was according to what have their partner done.

In first cycle, The students have conducted TPR activity "Matching action with command" about theme "How are you?" in pair work. In this moment, they filled Peer Assessment Rubric to assess their peer. The students showed their enthusiasm in implementing the rubric while they assessing their friend. They noticed their friend orderly, so they could determine whether their peer is right or false in matching the action with command. The rubric in this cycle 1 is showed below:

Peer Assessment Rubric in cycle 1

Peer Assessment Rubric (Cycle 1)

Names:_____and_____

Class: ____

Please assess your friend:

put √ in column 😀 = the answer is RIGHT or 🙁 = the answer is FALSE

Sentence	😊	🙁
1. The girl is happy. She is smiling.		
2. My sister is crying. She feels sad.		
3. The boy is frowning. He is worried.		
4. My brother is tired. He is yawning.		

Score =

The rubric is conducted by pair work. First, this rubric is given for Student 1. After Student 2 guesses the action of Student 1, then Student 1 has to determine whether the answer of Student 2 right or false by giving checklist (√) inside the column above. This activity was so exciting for the students as this would be the first time for them conducting peer assessment activity. On the other hand, some students still need guidance in assessing their peer. The result was vary in giving assessment to their peer. So, the researcher accompanied them to do it. Teacher's beliefs in involving students in the assessment as part of strategy training in this case influence the successfulness of the activities (Wijirahayu 2013). Here is a picture of the student who was enjoying the peer assessment process by filling the rubric (She was trained to assess her peer).

In addition, the second cycle was conducted also by Peer Assessment activity. The theme in this cycle 2 was "Awesome Animals". The material included vocabulary connected with actions that animal like doing (swim, run, walk, fly, etc.). The difference between cycle 1 and cycle 2 was the students conducted TPR activity with "Reading Poetry" about theme "Awesome Animal" individually and they were provided Peer Assessment Rubric to assess their peer each other. In this moment, the students were asked to construct the Peer Assessment quite serious. So, they performed the poem in front of their friend and another who brought the rubric need to assess their friend's performance. The picture below was the rubric that the students need to fill in.

Peer Assessment Rubric in cycle 2

This rubric was given for all students. In this cycle, the students still need to work in pair. The technique was the student read the poem one by one, and then assessed their pair each other in reading the poem by giving checklist (√) inside the column above. The students enjoyed doing this activity; they showed no more worry in this cycle. While filling the rubric the students were looked more confident, they noticed orderly their peers' performance and when their turn needs

to perform they tried hard to act the poem as an animal. The picture here may describe the student when did the TPR activity and filled the rubric in this cycle:

From the observation, there was one of pair who did this peer assessment very well. The one who was hopping just did TPR activity as reading and acting the poem that she got, and her pair who was as an assessor just conducted the peer assessment rubric. They tried to cooperate and enjoy this activity. Yet, there was still some of their friends who still tried hard to act that means that they didn't master all words in the poem yet. The result was they were getting panic when showing their performance. Basically adaptation was still needed. It wasn't a matter as the students still showed funs in this activities.

On the other side in the last cycle, much better progress shown in the whole teaching learning process. In the cycle 3, the students still need a rubric in conducting Peer Assessement. The differences was the theme in this cycle "The world of work". The vocabulary exposed about kind of work words (a farmer, a vet, a dentist, at home, in the office, Etc.). Then, the students conducted TPR activity "Matching command with picture" about theme in pair work and they filled Peer Assessment Rubric to assess them each other's.

The rubric in cycle 3 asked the students to more focus on picture and command. The students looked more enthusiast, it is caused in this moment some pictures together used while filling the rubric. Moreover, the students have used to this Peer Assessment activity in the third time, so they had already good understanding how to conduct the rubric. This rubric was given for Student 1. After guessing was given by Student 2 about the picture that related with the sentences from Student 1, then Student 1 determined the answer of Student 2 whether it was *right* or *false* by giving checklist (√) inside the column below. The picture below was the rubric that the students need to fill in:

Table of Peer Assessment Rubric in Cycle 3

Peer Assessment Rubric

Names:_____and_____

Class:_____

Please assess your friend:

put √ in column 😊 = the answer is RIGHT or 😞 = the answer is FALSE

Sentence	Picture	😊	😞
1. My father is an English teacher. He works in a School.			
2. My sister works in an Office. She is office worker.			
3. I like to play soccer. I want to be a soccer player.			
4. My brother loves to draw and paint. He wants to be an artist.			

Score =

The rubric drilled the students to be cooperative, because this activity must be done in pair work. In this cycle, the students tried to do the best in doing TPR according to the pictures. On the other hand, some students need assessing their peer, they called as assessors. The assessors team looked very concerned in filling the rubric. It could be concluded that the Peer Assessment has contributed good athmosphere in the third cycle. Here is a picture of the students while filling the rubric.

Filling the rubric TPR peer assessment activity in cycle 3

They were a pair who did this Peer Assessment cooperatively, enjoyed it and got good score in filling the rubric. One of them guessed the picture correctly. This facts proved that pair work activity created effectiveness in learning proceess. Despite of saving time, the pair work also drilled students to cooperate in doing the task.

Based on the students' result of peer assessment activity in learning English vocabulary, it was found that students were so motivated and tried hard to do the best their performance. They realized that their partner will assess them, so they should do TPR correctly. It can be showed by the results of the students' Peer Assessment score in each cycle. The score was accumulated of the students' rubric sheet results by the researcher. The results of this data can be tabulated into a table as follows:

	Initial	Peer Assessment Rubric		
		Cycle I	Cycle II	Cycle III
1	AS	50	80	100
2	ASA	60	90	100
3	APF	75	90	100
4	AQR	75	90	100
5	CZH	75	95	100
6	DZH	75	90	75
7	DPR	50	85	100
8	FAH	75	85	75
9	FHA	75	85	100
10	GAM	50	75	75
11	IAM	75	75	100
12	KF	75	90	100
13	KGN	75	95	100
14	KGS	75	85	100
15	LSL	50	85	100

16	MAH	50	95	100
17	MAP	75	95	100
18	MFA	75	70	75
19	MFR	75	85	100
20	MRH	50	70	100
21	MSA	75	80	100
22	NA	50	80	100
23	NFI	75	90	100
24	QMA	75	85	100
25	SZW	75	90	100
SUM		**1685**	**2135**	**2400**
MEAN		**67.40**	**85.40**	**96.00**

Peer Assesment Mean Score in Cycle 1 2 3

	1	2	3
Series1	67.40	85.40	96.00
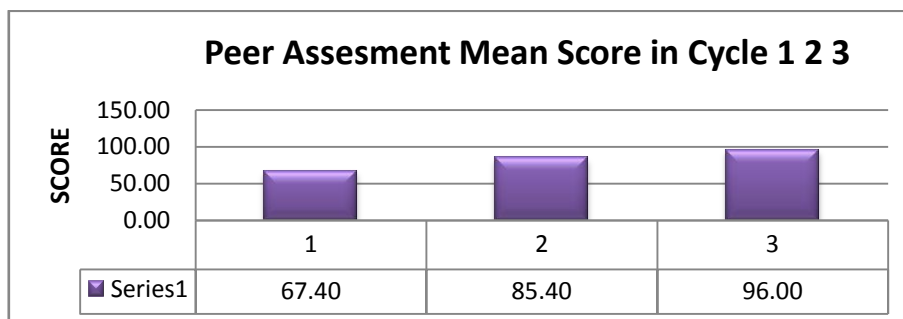
Graph of Peer Assessment Score

The data above were the students' score in doing TPR based on peer assessment's rubric sheet in each cycle. There was a good improvement achieved that starting from cycle 1 to cycle 3, where the mean score in cycle 1 was 96.00. Before cycle 2 was conducted, the result in cycle 1 was not really good in which the subjects' mean score was 67.40. Moreover, after cycle 2 was conducted, the result was much better with the mean score of 85.40. In fact, some students still had score less than the minimum passing grade. In the last cycle it was clearly shown that peer assessment activity was effective and successful in increasing the students' vocabulary mastery related to the materials of second grader elementary school students. It could be seen from the mean score in cycle 3 which showed that 25 subjects had achieved the minimum passing grade which was determined for the second grade students 75 score. This means this peer assessment

activity were giving good contribution in English vocabulary mastery of the second grade students in that school.

DISCUSSION

How are the TPR peer assessments developed in improving students' vocabulary mastery?

The data analysis of the research showed how TPR and peer assessment improved the vocabulary mastery of the second graders elementary school students. TPR is not a newly developed language teaching method. It was developed in 1965 by James Asher. Although English teachers do unconsciously use TPR in their instruction, it is executed without thorough the lesson plan. Therefore, this research can be used as future reference by English teachers, so they can plan and use TPR as one of a powerful language tool to help their pupils.

The study was started by Pre-cycle through the students vocabulary pre-test that was not satisfying. Cycle 1 of peer assessment was conducted by as asking the subjects to do the first TPR activity that was Matching Action with Command Form in theme "How are you?". After explaining the topic systematically through TPR, students were given a task to fill the rubric sheet with Peer Assessment. The students did the task very well. Peer Assessment as the main strategy was applied as it has been conducted by Bryant and Carless (2010) "Peer assessment in a test-dominated setting: Empowering, boring or facilitating examination preparation?" Both of the study about peer assessment contributed to the development of student learning and promotes ownership of assessment processes.

In the cycle 2 peer assessment were conducted by giving a chance for the subjects to learn in interpreting a poem. The TPR activity in this cycle was Reading Poetry with theme "Awesome Animal Poems". In order to make the material clear, explanation about the topic b using pictures and video were given. Then, similar with cycle 1, students' rubric sheet was asked to be filled as the students assessing their peers' performance in reading and acting out the poem. The students were looked very confident in assessing each other. Moreover, some of them tried to prepare it before performing well. The result impacted on better vocabulary scores in this cycle. According to Silver (as cited in Budiarti 2012), part of the success of TPR is that student keep up their enthusiasm for learning (p. 3). In addition, Freeman (2011) stated, this TPR method was developed in order to reduce the stress people feel when they are studying other languages and thereby encourage students to persist in their study beyond a beginning level of proficiency (p. 144).The last, the TPR evaluation test was administered for students and the researcher filled the observation sheet about this cycle.

For ensuring that TPR peer assessment activities could give improvement for students' English vocabulary mastery, the researcher applied the third cycle with the theme "The world of work" and TPR activity as Matching Command with Picture Form. In the cycle 3, the students learned to know many jobs and they were asked about their dream. They enjoyed to tell their dream job and pretended it with TPR activity. As usually, the researcher explained it before with helping some media, pictures and song about dream job. All of the students memorized the song very well. It gave good result, so the students were able to fill the rubric sheet as Matching

Command with Picture about job and the place of those jobs by assessing their partner. They were able to work together with their partner while doing this activity.

Similar with cycle 1 and 3, in this cycle 3 the TPR evaluation test should be finished by students and the researcher also filled the observation sheet about the whole activities in cycle 3. The results in the cycle 3 were much more satisfying comparing with cycle 1 and 3. There is a need to think about assessment in ways that align more closely with the ideals of learning self and peer assessment can play an important role in this respect (Spiller, 2012, p. 2). Furthermore, as noted by Boud and Falchikov (in Spiller, 2012), active participation by students in assessment design, choices, criteria and making judgements is a more sustainable preparation for subsequent working life (p. 3).

In the third cycle, vocabulary post-test was administered to know the subjects' progressing scores of the vocabulary mastery after the implementation of TPR peer assessment. There was a good improvement in each cycle of the students' vocabulary score. It could be concluded that the intesity in implementing TPR peer assessment influenced the students in learning the vocabulary. There are many variants of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work. In some instances, the practice of peer feedback was included in the assigning of a grade, but this was widely recognized to be a process that is fraught with difficulties. "Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining" (Falchikov as cited in Spiller, 2012, p. 7).

What are the students' vocabulary responses on the TPR peer assessments?

In cycle1 to cycle 3 the students were introduced to interesting peer assessment activities in their English lesson. The English lesson was started with much enthusiast in doing TPR performance by the students. There were pictures, songs, videos and also poem in learning the materials. Here is an example of "Awesome Animal Poems": This poem described how the parrot moving. It tells us that the parrot can fly but can't swim. So, the students who got this poem need to have interpretation and pretend to be a parrot. They did some actions such as, flying and swimming or jumping. Peng (2010) told that peer assessment has received much attention in recent years due to the growing focus on learner independence and autonomy (p. 1). The evidence suggested that students become better at peer assessment with practice (Falchikov as cited in Spiller, 2012, p. 12). Students need practice to gain confidence in peer assessment and to become more competent at it. Other classroom on group work practices can also help to prepare students for peer assessment, such as discussion of the feedback form. The students can assess their friend with helping the feedback form that is created by the teacher.

In introducing thes poems, the teacher also gave an interesting video that helped the students to imagine what and how these awesome animals are and this resulted better student performance in giving peer feedback. It can encourage collaborative learning through interchange about what constitutes good work. Students were more motivated as they can help each other to make sense of the gaps in their learning and understanding and to get a more

sophisticated grasp of the learning process. According to Cicerchia (2015), the poetry can be useful for developing the language that we learn.

CONCLUSIONS

The improvement of students' vocabulary mastery in this study were developed in each cycle through some themes : "How are you?", "The awesome animal" and "The world of work" increasingly. The result proved that TPR and Peer Assessment were able to improve the students' vocabulary mastery. It was clearly showed through the mean score that was increasing from 75.36 to 92.96. From to the students' Post-test score, all of students have reached score more than standard minimum score (75.00). Thus, TPR and Peer Assessment activities were effective and useful in increasing the subjects' English vocabulary especially the materials of second grader students in that elementary school. The target vocabulary could be showen when the students were able to identify many vocabularies according to some themes that they learned in each cycle.

From the observation TPR peer assessment creates positive students responds not only in form of vocabulary mastery but also higher interest and enthusiasm in learning English. In cycle one they need process to get used to the TPR peer assessment. Acting meaning and expression through poetry reading in cycle 2, motivated the students to have better understanding and more efforts to memorize more vocabulary for their performance. Collaboration in cycle 3 shared pedagogical value that was needed for further activities.

TPR and peer assessment activities are important for the students to get exposure, especially for those who want to improve the language skills, especially in speaking and listening. By giving exposure based on their interest in the peer assessment, the students will have a chance learn to have self assessment and be a more autonomous learner. Since more spontaneous and motivated learners were shown as the result of the study in this article, it is suggested for EYL, primary school teachers and further researcher to have more exploration on the use of TPR and developing TPR peer assessment as part of strategy training for more autonomous EFL young learners.

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IMPROVING STUDENTS' VOCABULARY MASTERY BY USING FLASHCARDS AT THE FIFTH GRADE STUDENT OF NURUL HASANAH ISLAMIC SCHOOL

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Abstract

This research is a study about the use of flashcards toimprove vocabulary mastery. This reseach attempts to find out whether flashcards can improve the students' interest to study English and to find out whether flashcards can improve the vocabulary mastery or not. The subjects of this research are the fifth grade students of Nurul Hasanah Islamic School. The researcher used a classroom action research as a qualitative method which includes three cycles. Each cycle consists four steps namely planning, action, observation, reflection. There are 20 vocabularies were taught in every meeting. After that, the researcher used written test such as pre-test and post-test to get the data in the teaching leaning procces. Based on the findings of the research, the researcher found that there was improvement on the students' vocabulary mastery.

A. Introduction

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995: 1). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Students of Elementary School study basic English.

In Indonesia, students have been already taught English especially vocabulary since post kindergarden up to elementary schools. Ideally, students' competences should have improved as their higher level of education. They have to be able to master many vocabularies and the meaning. They also should understand the simple English words in daily context. Then, it is difficult to master the other competences without understanding the vocabulary because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking.

In fact, after the researcher interviewed teacher at the fifth grade of Nurul Hasanah Islamic School, he found that most of the students have the lack of vocabulary. They are

difficulty in understanding the meaning of some words and mispronounced some English words. After that, the problems also came from the students' motivation during teaching-learning process. Those problems of motivation are some students were busy talking with their friends when learning process was occurring, some students were busy drawing picture to their books, the students were not actively involved in the leaning process or they tended to be passive, and some students ignored the teacher's instruction.

Based on the facts above, it can be concluded that the main reason causing the problem is the teacher not creative to use media in teaching vocabulary mastery. Therefore, it is needed to find the appropriate media to solve the problems. The researcher chose flashcards as the appropriate media to improve vocabulary and motivation. According to Cross (1991: 119), flashcard is a simple picture on a piece of card or paper, which is probably the most widely used visual aids in language teaching. It means that flashcard is one of media which can help the teacher to teaching English easily. Flashcards in teaching vocabulary are very simple visual aids. The teacher could make the students more active during the teaching learning process.

1. The Research Questions

Based on the delimitation the problems above, the researcher formulated the problems in this research as follows:

1) How is the process of learning vocabulary using flashcards media?

2) How is the student's vocabulary improvement of using flashcards media?

2. The Research Objectives

1) To find out the process of learning vocabulary using flashcards media.

2) To find out the student's vocabulary improvement of using flashcards.

B. Literature Review

1. Vocabulary Definition

According to Richard, vocabulary is one of the most obvious components of language and one of first things applied linguistic turned their attention to (2001:4). Hornby also states that vocabulary is total number of words which (with rules for combining them) make up a language (1974: 959). Webster (1993: 327) said that vocabulary is "A list of group of words and phrases, usually in alphabetical order."

Based on the definitions above, it can be concluded that vocabulary is a stock list of words that is used individually or in a group arranged in alphabetical order and has meanings.

2. **Types of Vocabulary**

Vocabulary is a part of the computerized analysis of language data. Vocabulary includes a various type that must be known (Harmer, 2001: 16-22). They are as follows:

a). Language Corpora

One of the reasons we are able to make statements about vocabulary with considerably more confidence than before it because of the work of lexicographers and other researchers who are able to analyze large banks of language data stored in computers. From a corpus of millions of words the computer can now give quick accurate information about how often words are used and in what linguistics context.

b). Word Meaning

The least of problematic issue of vocabulary is that it deals with its meaning. The meaning of a word is often related to other words. For example, we explain the meaning of "full" by saying that it is the opposite of "empty"; we understand that "cheap" is the opposite of expensive.

c). Extending Word Use

Words do not just have different meanings. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such contexts black and yellow mean something else.

d). Word Combinations

Although words can appear as single items which are combined in a sentence, they can also occur in two-or-more item groups. They often combine with each other in ways which competent speakers of the language recognize instantly, but which others often find strange. The kinds of words that go together in one language are often completely different from the kinds of word which live together in another.

Word combinations have become the subject of intense interest in the recent past, in part spurred on by discoveries from language corpora.

e). The Grammar of Words

A key middle ground where words and phrases on the one hand and grammar on the other meet up is through the operation of word classes or parts of speech such as noun or adjective. When we say a word is a noun, we then know how it can operate in a sentence.

3. **Flashcards Definition**

According to Haycraft, flashcards are the cards on which words and or picture and painted or drawn (Insaniyah, 2003:19). Suyanto also states that flashcards is the cards that usually use thin paper and stiff (2008:109). Flashcards show picture or words. Usually flashcards include of group with kind or classes. Flashcard is a piece of cardboard about 18 X 6 inches on which appears a word, a sentence or a simple outline drawing. The lettering should be large, net and clear so that it can be seen from the rear of the room. Capital letters are preferred. Print should be used since it is easy to read at a distance (Nasr, 1972:119). After that, flashcards are a powerful memory tool write questions on one side of the cards and the answer on the other side (Edwards, 2006: 98).

Based on some definitions about flashcards above, it can be inferred that flashcards are the cards in which words and or picture and printed drawn in order to be used as the media to support students in memorizing information.

4. **The Role of Flashcards in Teaching Vocabulary**

Flashcards are particularly useful for drilling grammar item for cueing different sentence or practicing vocabulary (Harmer, 2001: 134). Flash cards are always an easy way to get some of those vocabulary words stuck inside your head, where they need to be when the big test rolls around (http://testprep.about.com/od/tipsfortesting/Make_Flashcards.htm, 20May 2010).

Based on the statements above shown that the using flashcards in English learning process are more effective and practical way of memorizing to accomplices new vocabulary. By using flashcards is suitable for the beginner in English. By the implementation this method gives emphasis on pronunciation of the utterance of words.

Beside that in the English learning process the students can be more active and not only passive.

5. **The Procedure of Using Flashcards**

   The researcher used eight procedures to interupt flashcards in the teaching and learning process of vocabulary mastery. First, sit comfortably facing your students. Second, arrange the flash cards in the order you would like to present them. Third, starting with the first flash card, hold it up so your students can clearly see the front. Keep the back of the flash card toward you so your child cannot see it. Fourth, showing the flash card front to your students that consist of picture and said in English and asked the students to repeat after several time to make sure that they could say it in a correct pronunciation. Fifth, giving question to them by showing flashcards one by one randomly, if your students give a correct answer, place the correctly answered flash card in a pile on your left. Sixth, if your students give an incorrect response or no response, tell him the correct answer, and place these flash cards in a pile on your right side. Seventh, after you have finished showing your students all of the flash cards, you may continue your flash card teaching session by using the stack of incorrectly answered cards. Continue in the same manner, placing correctly answered flash cards on the left and incorrectly answered flash cards on the right. Eight, once your students have mastered the full set of flash cards, practice them periodically to ensure your child remembers them.

   Based on the explanations about the procedure of using flashcards above, the researcher conclude that the step in using flashcards in English learning process are show of flashcards, sounds, repetition and practice. The procedure of using flashcards is simple, so the students or parents can practice it in their home to improve their vocabulary.

C. **Methodology**

   The classroom Action Research was applied in this research. The research applied in this research consists of four stages of activities. They are namely: (1) The planning of the action, (2) The implementation of the actions, (3) Observation, and (4) reflection of the action. Those are the main steps of the research design. The main steps were preceded by supporting steps. They were a preliminary research, analysis and identification of problem.

After knowing the problem and fact findings, the researcher went to the planning stage where the lesson plan and material were arranged. In this research, the problem appeared in the classroom was on memorizing vocabulary. The researcher designed planning, implementing, observing, and reflecting. The researcher use some steps as Kemmis stated.

1. **Technique of Collecting Data**

    In this study the researcher uses written test, oral test and observation in collecting the data. Written test, pretest and posttest are used to know the students percentage in answering the questions orally. The researcher also uses observation done with his collaborator. The observation used to know situation in the teaching learning process when the method is applied. It is also very important to know how far their interest to learning English and how they think about their teacher.

D. Findings and Discussions

From the result of analyze in cycle 1, cycle 2 and cycle 3, the researcher analyzed the students' improvement from cycle 1 to cycle 3. The improvement as follows:

Table 1
The analyze of students improvement

NO	ANALYZE	CYCLE 1	CYCLE 2	CYCLE 3
1	MEAN			
	PRETEST	67.17	59.17	64.48
	POSTTEST	78.01	80.55	81.51
2	T-TABLE N=28	2.05	2.05	2.05
3	T-CALCULATION (T-TEST)	6.256	8.712	9.784

If t-table same or greater than t-calculation, so null hypothesis (Ho) is rejected. Ho is no significance different between pretest and posttest mean. From the t- test calculation above is greater than t-table. So, Ho is rejected, therefore there is a significant different between pretest and posttest mean. It shows that flashcards give influece in improving students vocabulary. From the statement above, the researcher can see that the mean between pretest and posttest has a significant different, where posttest is greater than

pretest. it shows that flashcards give influece in improving students vocabulary, because the student's achivement has been increase after the students did the flashcards. It means that flashcard is appropriate with the situation and condition of students in Nurul Hasanah Islamic School in learning English especially in vocabulary. Beside that, the students are more interested and involved actively in teaching learning process. From the finding research above, shown that flashcards can improve the students vocabulary mastery, and appropriate with the Nasr said that flashcards are useful for teaching of vocabulary and reading (1972: 67). So this research proof that flashcard is useful in the teaching learning process especially in teaching vocabulary.

E. Conclusion

Based on the explanation above, the researcher conclude that the use of flashcards in teaching English, especially in teaching vocabulary to the students of Nurul Hasanah Islamic School is able to improve students vocabulary mastery. Researcher taught the students by giving 20 vocabularies for every meeting. For the result of the research showed that flashcards of teaching vocabulary was able to help the students to improve their vocabulary mastery from the t-test calculated. The result of t-test calculation with n=28 is 2,05 in cycle 1 is 6,256, cycle 2 is 8,712 and cycle 3 is 9,789. If t-table same or greater than t-calculation, so null hypothesis (Ho) is rejected. Ho is no significance different between pretest and posttest mean. From the t- test calculation above is greater than t-table. So, Ho is rejected, therefore there is a significant different between pretest and posttest mean.

From the statement above, the researcher can see that the mean between pretest and posttest has a significant different, where posttest is greater than pretest. it shows that flashcards give influece in improving students vocabulary, because the student's achivement has been increase after the students did the flashcards. It means that flashcard is appropriate with the situation and condition of students in learning English especially in vocabulary. Beside that, the students are more interested and involved actively in teaching learning process.

F. Suggestion

Based on the result of the study and conclusion, the researcher would like to suggest as follows:

a). To the teacher

They should enhance their ability in teaching English especially when he taught using flashcards to improve vocabulary mastery, so the students will remember the words easily. The teacher should teach vocabulary effectively. So, teachers' role in teaching learning process can influence students in improving their vocabulary mastery. Beside, the teacher asked the students to study English continually.

b). To the students

Student should always be active in teaching learning process and are not afraid of English lesson; students should study English continually in classroom and in their home. When teacher teach vocabulary, the students should pay attention to the teacher's explanation.

c). To the researcher

It has been known from the result of the study using flashcards that it can improve the students' vocabulary mastery. Therefore, it is hoped that the result of the study makes the English teacher use an appropriate teaching mode of presentation on improving student's vocabulary mastery. Based on the explanation the researcher would like to suggest other researcher, the result of the study can be use as additional reference for further research with the different sample and occasions.

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THE IMPLEMENTATION OF USING JIGSAW TECHNIQUE IN TEACHING READING COMPREHENSION

(A Classroom action research in Tenth Grade at Madrasah AliyahMinhajutTholibin Jakarta)

InayahTaslimah

1609067003

INTRODUCTION

There are many languages that are used in the world. One of them is English. English is one of the languages that is used in the world to communicate. Patel and Jain state, "The English language is the window which opens up the vast prospect of human achievement"[1]. It shows that English is an important trigger to achieve wider opportunities to live better.   Furthermore, almost all countries have adapted English used as a compulsory subject in the school. English has four basic language skills. There are listening, speaking, writing and reading. Listening and reading are receptive skills, speaking and writing are deductive skills.

Reading is one of the most important skills in learning English. It means that it can give more knowledge and information from printed text. According to Brich and Rumelhart, "Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge"[2]. The key terms of this statement are interactive process, reader's processing strategies, and background knowledge. **Interactive process** means the communication occurs between the writer and the reader where the reader understands the text well. **Reader's processing strategies** means an action of method that the reader does in reading the text. **Background knowledge** means the information about the text that the reader has already known before. From those key terms, the writer summarizes that reading is communication between the reader and the writer where the reader has an action of method to read the text or to understand the text and it happens because the reader has already known the text well before.

Moreover, according to Nunan, "Reading comprehension is thus an interactive process between the reader and the text, in that the reader is required to fit the clues provided in the text to his or her own background knowledge"[3]. It means that reading comprehension is about the understanding of what students read. It is a process of studying in order to get the idea and knowledge which the writer has already provided in the text. It is also called as an interactive process because it lets students work through a text interactively by constructing and reconstructing the ideas after getting more knowledge through the reading activity they carry out.

However, when the writer interviewed the English teacher at SMK PGRI 36 Jakarta about the students' reading comprehension, the teacher told the writer that the process of

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[1]M.F. Patel and Praveen M Jain. 2008. *English Language Teaching (methods, tools & techniques)*Jaipur: Sunrise Publishers & Distributors. p.10

[2]Kristin Lems, et al. 2010. *Teaching Reading to English Language Learners*. New York: The Guilford Press. p.33

[3]David Nunan. 2001. *Second Language Teaching & Learning.* Boston: Heinle&Heinle Publishers. p. 257

comprehending a reading text was still problem for a student's especially at the 10th grade. Their unsatisfactory result of the student's reading comprehension might be caused by the following problems. Firstly, most students of SMK PGRI 36 still had low competence in those skills and low understanding of language components especially in reading comprehension. For them, reading is difficult and boring lesson. Secondly, they were difficult to find the message contain in the text because of the lack of vocabularies that they have. Thirdly, the text of the subject that they had was not up to date. Finally, a less effective of learning condition also caused them to get easily bored, and they did not get fun in learning activity. One of the reasons was the technique in teaching reading that could not make the situation effective and unsuitable to the purpose of learning.

To solve this problem, in the process of teaching and learning English, the teachers have to know the techniques to make the class activities more active and interesting. One of them is using cooperative learning. In cooperative learning, not only the teachers who participate in learning activities but the students also take the roles. Gillies, *et al* states, "Cooperative learning is widely accepted as a pedagogical practice that can be employed in classrooms to stimulate students' interest in learning through involvement with their peers".[4] It means that cooperative learning can make teaching and learning more active and interesting and also give students the responsible in learning activities. Cooperative learning has many types of techniques that can be used in teaching reading. One of the techniques is Jigsaw.

Jigsaw is one of techniques which is learned by grouping that can be used in teaching reading. Based on Orlich, *et al,* "Jigsaw technique is a method in which each member of the small group is given a specific peace of textual information".[5] It means that, by jigsaw technique, the students will not feel bored and the condition of learning in the classroom would be more effective. Students have the opportunity to teach themselves, instead of having material presented for them. The technique fosters depth of understanding. Each student has a chance to contribute meaningfully to discussion. Students can ask each group to discuss a follow-up question after individual presentation fosters real discussion.

Based on all explanations above, the writer intends to do the research about the application of jigsaw technique in teaching reading. Thus, the writer entitles the research as *"The Effectiveness of using Jigsaw Technique in Teaching Reading Comprehension at the Tenth Grade Students of SMK PGRI 36 Jakarta at the Second Semester of 2016/2017 Academic Year."*

The Identification of the Problem
Based on the background of the study above, the problems can be identified into:
1. The student had low competence in Reading skill
2. The student had low understanding of language components

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[4]R.M Gillies, et al. 2008. *The Teacher Role in Implementing Cooperative Learning in the ClassRoom*. New York: Spinger Science + Business Media, LLC. p. 239

[5] Donald C.O, et al. 2010. *Teaching Strategies A Guide to Effective Intruction*. Boston: Wadsworth, Cengage Learning. p.263

3. They were difficult to find the message contain in the text
4. They had lack of vocabularies
5. The text of the subject that they had was not up to date
6. They had less effective of learning condition,
7. They did not get fun in learning activity

The Limitation of the Problem

According to the identification of the problem, the writer limits the research on finding the effectiveness of using jigsaw technique in teaching reading comprehension at the tenth grade students of MA MinhajutTholibin Jakarta in Academic Year of 2016/2017.

The Question of the Problem

Based on the background of the study above, the problems can be identified into:
1. How does the implementation of using jigsaw technique for students' reading comprehension at the tenth grade students of **MA MinhajutTholibin**Jakarta in Academic Year of 2016/2017?".
2. Does jigsaw have any effects on students' understanding of implicit information in reading texts?

The Purpose of the Research

The main purpose of this research is to find out the empirical evidence whether using jigsaw technique can teach reading comprehension at the tenth grade students of MA MinhajutTholibinJakarta in academic year of 2016/2017

The Significance of the Research

In doing this paper, the writer hopes that the finding of the research will give some useful information for the English teaching teacher about the important of using jigsaw technique in teaching reading comprehension.

THEORETICAL FRAMEWORK
The Understanding of Reading Comprehension

Reading comprehension is an ability which students should have when they read a text. Students should be exposed with reading comprehension from the beginning of study. According to Reid and Lienemann, "Reading comprehension should be emphasized from the beginning

rather than waiting until students have mastered the prerequisite skill of reading".[6]The writer summarizes that reading comprehension should show something useful to the students that have knowledge in effective of reading skill.

Furthermore, Grellet states, "Reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible."[7] The key terms of this statement are extracting, required information and efficiently. The writer summarizes that reading comprehension is the ability of him/her to take out knowledge from the written text which enables him/her to take out the needed information efficiently.

Therefore, in comprehending reading materials, readers have to go through a complex process which engages numerous interactions with the written text, as stated by Snow, "Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".[8] In other words, readers who interact with written text have grasped meaning in the process of reading. By having good reading comprehension, readers are able to understand the information provided in a particular context.

Based on all definitions above, the writer sums up that reading comprehension is the process of getting and concluding the message from a text to extract the required information of the communication.

The Principles of Teaching Reading

Talking about teaching reading, the teacher must know what the principles behind the teaching of reading are. By knowing the principles, teacher can make the guidance in how the teacher should do while teaching. Some principles of teaching reading that Harmer has said are:

a. Reading is not a passive skill: in making students understand and a keep the information on their mind, teacher should give the word meaning with the picture, the argument and etc.

b. Students need to be engaged with what they are reading: students must interest in what they are reading, knowing everything in lessons, like the topic and what is in front of them.

c. Students should be encouraged to respond to the content of a reading text, not just to the language: The students have to respond the content of the text by expressing their feeling about the topic.

d. Predicator is a major factor in reading: before reading, the brain starts to predict what the information is. The book covers, photographs, or hand lines, can give students' idea about the context before they read.

e. Match the text to the topic: teacher must choose good reading task that related to the topic. The right kind of the question can be made with imaginative and challenging task.

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[6]Robert Reid and TorriLieneman. 2006. *Strategy Instruction for Students with Learning Disabilities*. New York: The Guilford Press. p.148

[7] Francoise Grellet. 2010. *Developing Reading Skill*. New York: Cambridge University Press p.3

[8] Catherine Snow. 2002. *Reading for Understanding*. Santa Monica: RAND Education p.11

f. Good teachers exploit reading texts to the full: good teachers integrate the reading text become interesting class. Not only reading the whole text that full of sentences, but also using the topic for discussion and giving the further tasks or some activity.[9]

Thus, teachers need to consider their ways in teaching reading. It is started from knowing that reading is not a passive skill. Teacher has to engage students about what they read and encourage them in responding to the content of a reading text, then make the students predict the text that they read.

Types of Reading Test

In teaching and learning process, assessment is an essential part of the educational curriculum. It is needed to help teachers and students in the process of learning through assessment. Moreover, teachers are able to identify the students' understanding of the lessons. Some types of reading test that Burgess and Head have said are as follows:

a. Multiple choice
b. True / false
c. Matching
d. Gapped texts
e. Proofreading[10]

For this research, the writer chooses the multiple choice items to test the reading comprehension, because it is the common type of many standardized tests.

The Understanding of Jigsaw

Jigsaw is one of effective techniques that can be used in teaching reading. According to Hill, "Jigsaw is a way of structuring the classroom learning so that groups work co-cooperatively on small part of a problem".[11] It means that jigsaw is a teaching method where the students in learning activity make a group and every student has a responsibility about the problem of the text.

Moreover, jigsaw is a method which includes four until five students in each group and they have to solve the problem. Kagan states, "Each participant was given some of the information necessary to solve a problem, so they had to cooperate to be successful".[12] It means that the students do not only learn about their lesson but also how to communicate and cooperate with their peers in order to solve their tasks.

Other explanation comes from Jollife. Jollife states, "Each member of a group learns an essential part of whole of a topic by working with focus group and then helps the home group to

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[9]Jeremy Harmer. 2001. *How to Teach English*. Essex: Pearson Education Limited. pp.70-71

[10]Sally Burgess and Katie Head. 2005. *How to Teach for Exam*. England: Pearson Education Limited. pp.27-28

[11]Susan Hill & Tim Hill. 1993. *The Collaborative Classroom A guide to co-operative learning*. Armadale. Eleanor Curtin. p.77.

[12]SpeacherKagan and Miguel.2009. *Kagan Cooperative Learning*. San Clemente: Kagan Publishing. p.17.2

combine the knowledge to complete the task".[13] It means that jigsaw is a method where students are taught to cooperate to get knowledge in the expert group and back into first group to share what they have gotten from expert group.

Based on the explanation above, the writer concludes that jigsaw is a technique where the students in learning activity make a group. Each group consists of 4-5 members to learn essential part of the text and each student has responsibility to solve the problem. Every groups in each student has personal text which has been through to the others members as the expert.

The Procedures of Jigsaw

There are some steps of using Jigsaw in the classroom. According to Richard and Rodgers the steps of using jigsaw are:[14]
   a. Each group member receives a different piece of the information.
   b. Students regroup in topic group (expert group) composed of people with the same piece to master the material and prepare to teach it.
   c. Students return to home group (Jigsaw group) to share their information with each other.
   d. Students synthesize the information through discussion.
   e. Each student produces an assignment of part of a group project, or takes a test to demonstrate synthesis of all information presented by all group members.

Thus, the implementation of jigsaw technique is back and forth, like a saw. Students are assigned to home groups to read their part of a text. Then, they are formed into expert groups to discuss the sections. Finally, they return to home groups to synthesize the information based on their own part.

RESEARCH METEDOLOGY
   1. Place and Time of the Study
       The place of the research is in West Jakarta. It is located at Kalideres. She takes the research in West Jakarta on June 2017.
   2. Objective of the Study
       The objective of the research is to develop reading comprehension of students in senior high school and the process of "improving reading comprehension students through "Jigsaw" strategy. It is expected that the students can enjoy reading the Narrative text. Besides that, they can also get fun in learning English at school especially for learning English reading.
   3. Method of the Study
       In this research, the research uses the qualitative paradigm with classroom action research method to improve reading comprehension through Jigsaw strategy in West Jakarta. It is located at Kalideres.

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[13] Wendy Jolliiffe. 2007. *Cooperative Learning in the Classroom Putting it into Practice. London*: Paul Chapman Publishing. p.48

[14] Jack C Richards and Theodore S. Rodgers. 2001. *Approaches and Methods in Language Teaching. 2nd edition*. New york: Cambridge University Press. p.198

Classroom action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.

Classroom Action Research Method is attended the rules of reading and how to improve reading comprehension through Jigsaw strategy. The research connected in three cycles.

The Implementation of Jigsaw in Teaching English Reading Comprehension
The steps of applying Jigsaw Strategy

Procedure	Teacher's Activities	Student's Activities
Step 1: Preview	Give a reading material to the students and ask them to read it. Ask students start with reading the topics, title, and sentence in the first and last paragraph then ask them to read with a quick glance in order to get an idea of the text.	Scan the material that is given by teacher to get an idea.
Step 2: Question	a. Inform the students to pay attention to the idea of the reading material that's given. b. Have students make questions from the idea that they have found in reading material by using WH – words. They should use the title, sub-title, or the main topic to help them.	a. Pay attention to teacher's explanation b. Make their own questions before reading the reading material.
Step 3: Read	Have students read the text and ask them to try to answer their questions when reading. Ask students to underline the information and unexpected ideas that answer the predicted questions.	Read actively. Try to answer the questions while reading
Step 4: Reflect	Inform the students to relate their prior knowledge with the reading material that they read.	Think about the reading material they read and try to make it meaningful by relating it to their prior knowledge
Step 5 : Recite	Have students conclude what	Practice remembering the

	they have just read. Ask students to answer the questions that they made up before. Then ask students to summarize main idea, supporting details, and unexpected ideas of the text. Then, asked them to state summary aloud.	information by stating the points allowed and asking and answering the questions and notes the major idea they have got from the expository text as their conclusion.
Step 6 : Review	Have students read the conclusion of the reading material and reread if they aren't sure of their answer	Read the conclusion of the and reread if they aren't sure of their answer

Every cycle consists of four steps. They are:

1) Plan

Plan is follow up for the identifying media to find out solution for problems in students` response during learning process and the students` improvement of reading comprehension.

2) Action

Action is a description of actions to be taken scenario remedial action work to be done and action procedures to be applied.

3) Observation

Observation is the procedure recording of data on process and product of the implementation of action designed.

4) Reflection

According to Nunan (1992) Reflection is description of analysis of monitoring results and reflections related to the process and impact of corrective actions implemented, as well as the criterion and action plan for the next cycle.

4. Procedures of the Study

To improve reading comprehension through Jigsaw strategy, researchers are trying to solve this problem with the plan of action as much as there cycles namely:

1st cycle with a plan of action I

2nd cycle with a plan of action II

3rd cycle with a plan of action III

Each cycle consists of four steps, namely:

1. Plan

2. Action

3. Observation

4. Reflection

Cycle I:

Giving reading comprehension learning and introduce about the *Jigsaw* strategy.

a. Plan

In this section, The Author tries to prepare the Learning planning about the lesson which will be given in the class. Before beginning, the teacher prepare Arranging lesson plan with is suitable to be reading learning concept and preparing the research instrument for the teacher and students.

Preparing the research form for the collaborator, the teacher and students.

b. The Action

In the implementation, teacher explains about the significant of reading skill in English learning. The teacher tries to make the students want to learn and capable for reading in English well. Next Teacher introduce about *Jigsaw* strategy will be used to make reading English easier to learn. Then the teacher show. The teacher prepares the themes of *Jigsaw* strategy with the interesting topic and tells the topic to the students. Ask students to make a group with their friends to discuss the topic or solution. Finally, randomly call on a few groups to review their ideas in front of the class.

c. The Observation

In this activity, the Author observes the observation about relation of students in the class, especially about student's reading skill.

d. Reflection

The result of data that have been done it will be continued in the analysis until can be reflection action research. The reflection it will be discussed as well as a guidance lecturer while teacher and should make research planning for the next cycle.

Cycle II:

In cycle II conducted four times meeting include once time for the test in cycle II. The main activities were:

1. Plan

The way that have been done:

a. Continued the activities that have been done in first cycle.
b. Repaired the weakness in the first cycle.
c. Make planning more in the scenario learning process from the result of cycle I reflection
d. Action research repaired.

2. Action

In this stage, Action is done to improve the result based on the cycle reflection I. The stage done is the same with the previous cycle that is to say, to do improvement of the applied teaching strategy.

3. Observation

In the reality the observation done at the cycle II is almost same with done observation at cycle I.

4. Reflection

The result of data that have been done it will be continued in the analysis until can be reflection action research. The reflection it will be discussed as well as a guidance lecturer while teacher and should make research planning for the next cycle.

Cycle III:

In cycle III conducted four times meeting include once time for the test in cycle III. The main activities were:

1. Plan

The way that have been done:

a. Continued the activities that have been done in second cycle.

b. Repaired the weakness in the second cycle.

c. Make planning more in the scenario learning process from the result of cycle II reflection

d. Action research repaired.

2. Action

In this stage, action is done to improve the result based on the cycle reflection II. The stage done is the same with the previous cycle that is to say, to do improvement of the applied teaching method.

3. Observation

In the reality the observation done at the cycle III is almost same with done observation at cycle II.

4. Reflection

According to the achieve result of the observation is collected and analyzed, from the result of the author, the author can draw conclusion that *Jigsaw* strategy can improving student's reading comprehension.

5. Data Resources

The data resources of this research are the principal and English teachers in Kalideres, as informants. While being the informants in this study were 15 students 11th grade as a volunteer Kalideres.

Result and discussion

The result of students' discussing could be explained that the students in "average" category from the cycle 1 to cycle 3, many of students talking to their friends and some of them still confused to do the second and the fifth steps of Jigsaw strategy. Most of students did not have self-confidence to ask the teacher and they were frightened to answer the researcher's questions. While, in cycle 2 to cycle 3, the students were more active in asking and answering the questions because they did not diffident to communicate their problems

to the teacher. Then, in discipline in doing all activities during treatment, the students were "very good". They tried to do all the activities although they were confused to do the task.

Then, the result observation of implementation Jigsaw strategy based on the researcher experienced in the classroom that students applied Jigsaw strategy were in "very good" category. Even though there were some students still confused to apply Jigsaw strategy in the cycle 2 and cycle 3. The researcher found students difficulties in doing the second and the fifth steps of Jigsaw strategy that was question and recite. Students were quite hard to make questions and answer the questions in second and fifth steps. Although, they were guided by the researcher to do steps.

The objective of pre-test and post-test that were given by the researcher was to know whether there was significant improvement in reading comprehension by using Jigsaw strategy. Thus, the result of test was seen from the pre-test and post-test of students. The results of pre-test and post-test scores of students were presented in table as follow:

The result of Pre-test and Post-test in Experimental Group in Reading Comprehension through Jigsaw Strategy

NO	Number Students	Score Pre-test	Elements of Reading			Score Post-test	Elements of Reading		
			Main Idea	Making Inferences	Pattern		Main Idea	Making Inferences	Pattern
1.	1	64	2	1	2	73	2	3	4
2.	2	64	3	0	3	73	3	1	4
3.	3	54	3	0	4	70	3	1	3
4.	4	45	3	0	1	83	4	2	4
5.	5	36	2	2	2	82	3	3	3
6.	6	64	3	1	3	91	3	3	4
7.	7	27	1	0	2	74	3	0	3
8.	8	45	3	0	4	73	3	2	3
9.	9	45	1	1	1	82	2	3	4
10.	10	36	2	1	1	69	3	1	3
11.	11	54	2	0	2	69	3	0	4
12.	12	36	3	1	0	82	3	2	2
13.	13	27	1	0	2	73	2	1	2
14.	14	27	2	0	1	73	4	1	2
15.	15	67	1	1	2	73	3	1	3
16.	16	27	3	0	0	73	2	2	3
17.	17	45	2	1	2	91	4	3	4
18.	18	27	2	0	2	73	3	2	3
19.	19	45	2	1	2	82	3	2	3
20.	20	78	3	1	1	91	3	4	3
21.	21	54	3	1	2	78	4	2	4
22.	22	52	4	0	4	87	3	2	3

23.	23	45	3	0	2	77	4	2	4
24.	24	36	2	0	2	70	4	1	1
25.	25	27	2	0	1	73	3	2	3
26.	26	36	3	0	1	70	3	0	4

Based on the students' pre-test and post-test results in table, the notice of pre-test and post-test score of students who were taught by Jigsaw strategy were presented as follow, the lowest score in the pre-test was 27 and the highest was 78. Meanwhile, in the post-test, the lowest score was 69 and the highest was 91.

The Frequency and Percentage of Students' Test Result

Score Interval	Criteria	Frequency		Percentage	
		Pre_Exp	Post_Exp	Pre_Exp	Post_Exp
81 – 100	Very Good	0	9	0%	34.6%
61 – 80	Good	5	17	19.2%	65.3%
41 – 60	Enough	10	0	38.4%	0%
21 – 40	Low	11	0	42.3%	0%
1 – 20	Very Low	0	0	0%	0%
	Total	26	26	100%	100%

Based on the table, it showed the score of pre-test. None (0%) of the students got the score between 1 to 20, 11 (42.3%) of the students got the score between 21 to 40, 10 (38.4%) of the students got the score between 41 to 60, 5 (19.2%) of the students got the score between 61 to 80 and none (0%) of the students got the score between 81 to 100. While, the result of post-test showed that none (0%) of the students got the score between 1 to 20, none (0%) of the students got the score between 21 to 40, none (0%) of the students got the score between 41 to 60, 17 (65.3%) of the students got the score between 61 to 80 and 9 (34.6%) of the students got the score between 81 to 100.

In conclusion, based on the result of the observation, most of the students were "very good" and "good" in every activity. Therefore, the researcher could interpret that the usage of Jigsaw strategy could make the students enthusiasm increased in learning especially in improving their reading comprehension.

Conclusion

The researcher had conducted the research entitled improving reading comprehension through Jigsaw strategy to the eleventh grade students of Madrasah AliyahMinhajutTholibin, West Jakarta. After doing the experiment, the researcher concluded the result of the test.

Based on the observation, besides the Jigsaw strategy could improve the student's reading comprehension, it could increase the students' motivation in learning reading comprehension as well because it is an interesting strategy. It was shown when the students

studied; most of the students were interested in following the study by using Jigsaw strategy. It was seen from the most of their attendance, attention and interaction are very good and good.

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The use of Multimedia-Based Presentation in Improving Students' Speaking Skill

(A Classroom Action Research in the Nursing Department 2nd Semester of STIKes Persada Husada Indonesia.)

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Abstract

The purpose of this paper is to improve students speaking skills using multimedia based presentation. The study focuses on the relationship between students' preferences regarding PowerPoint and their speaking skills in the nursing classroom learning process. The study was conducted using classroom action research in undergraduate program of nursing at STIKes Persada Husada Indonesia in the academic year 2017/2018. The data was collected from a questionnaire, observation, presentation assessment form, and interview. The study was conducted with cycle model through the steps of planning, conducting, observation, and reflection. The findings showed that students' speaking and presentation skills improved and their confidence to speak in front of the class increased. Students also learned technology which is beneficial for their study and future career. Students can make an attractive presentation using power point in English. This study, therefore, suggests that teachers consider this aid in teaching-learning processes.

Keywords: multimedia-based presentation, speaking skill, classroom action research.

INTRODUCTION

Background of the Study

Language is a communication tool. It is one of important parts in communication. Language is an output of thinking process in brain system, as a tool to express human feeling and thinking. There are many kind of languages have been created by human in the world. English is one of a kind. English is one of the most important and powerful language in the world. In Indonesian, Ministry of Education and Culture has put more emphasis on teaching and learning English as foreign languages. With the recognition of the importance of developing speaking skill for students, STIKes Persada Husada Indonesia has implemented a English for nursing program for four semesters and focuses on teaching English extensively for communication.

English study for Nursing in Semester II is informational level and literacy level. Students on informational level is considered to be able to access and collect information related to various knowledge trough language mastery. The informational level is a part of literacy level. Well quoted by Hammond et al (1992: 11) said that there are four literacy levels in learning language. They are performative, functional, informational and epistemic level.

In addition, after making reference about the process of teaching English for Nurse in the 2nd semester , the researcher found out that all of classes still applied teacher-centered approach to the teaching and learning of English. To solve the problems and give the students a chance to work independently and practice their English speaking skill, the researcher did a small research on creating an action research by using multimedia based presentation in improving students' speaking skills.

The scope & significance of the study

This study mainly focuses on the impacts of oral presentations using multimedia presentation of PowerPoint on the second year students' performance in English for nursing. Besides, their attitudes towards making oral presentations in class are also one of the concerns of the study. After that, some suggestions to help students improve the effectiveness of their presentations and speaking skills are offered. The study involves the participation of 20 students of Nursing department of Health Faculty at STIKes Persada Husada Indonesia.

Conducting this study in a very specific context, I hope that, to some extent, the effective integration of oral presentations using power point will make my students' speaking and presentation skills much better and the current situation of teaching and learning will encourage students to improve their English speaking skills.

The Purpose of Study

The purpose of this paper is to improve students speaking skills using multimedia presentation of PowerPoint. The study focuses on the relationship between students' preferences regarding PowerPoint and their speaking skills in the accounting classroom learning process

LITERATURE REVIEW

Further, Rebele et al. (1998: 207) recommend that in education research is very important to explore how educational technology (especially multimedia presentation) can contribute to the continuing evolution and improvement of accounting education. Ariani (2013) states that presentation needs skills of explaining, stating, practicing, and recommending something to others. Jeffcoat defined the multimedia presentation can be viewed in person on stage, projected, transmitted, or played locally with a media player. A broadcast may be a live or recorded multimedia presentation. Broadcasts and recordings can be either analog or digital electronic media technology. Digital online multimedia may be downloaded or streamed.

Speaking is an activity used by someone to communicate with other. It takes place very where and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to other trough communication. Brown (2001) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depend on the context in which it occurs. We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

Agnew (as cited in Neo& Neo, 2009) states that "multimedia has been shown to affect students' motivation and self-esteem levels, as well as allow them to become creative and self-directed thinkers" (p. 254).

Gunduz (2005) states that "the computer has changed the way the people work, learn, and communicate. It is used by students, teachers, and research scientists as a learning tool all over the world, as well as by individuals at home to study, work, and entertain (p. 195).

Questions of the Research

1. What is the suitable technique which meet the students' needs to improve their speaking skill?

2. How does the use of multimedia based presentation improve the students' speaking skill?

METHOD

Research Design

` This study adopted action research and took place at the STIKES Persada Husada Indonesia (PHI).There were two majors : Nursing and Ilmu Kesehatan Masyarakat. 20 students at the 4th semester majoring in nursing participated in this study.

This study did several stages. The first stage was planning. In the planning stage, the researcher obtained consent from the head of Yayasan Persada Husada Indonesia (PHI) to conduct action research. Then observation and interview were done to find out the condition of learning process. Finally, the researcher set the evaluation instrument used to measure and assess the students' weaknesses and strengths in speaking.

The next stage was cycle one. In this stage, the researcher set tasks and pattern concerning presentation practice before giving a presentation model and guidelines of how to do a good presentation for the purpose of developing speaking ability. The researcher also observed the activity focusing on how far the effectiveness of the first performance, evaluated the result of the practice, modified the medium or materials of study based on the previous evaluation and observation, and did reflection.

The next stage was cycle two. In this stage, students were given a presentation model and guidelines by applying multimedia-based presentation before they delivered presentation. Peer observer was adopted to help the researcher measure the students' performances. Observation and evaluation were conducted to see the effectiveness of the instruction and the students' achievement. Finally, the researcher did reflection to find out what was still wrong in this stage.

In the stage of cycle three, the researcher collaborated with a peer observer to assess the progress of students' speaking skills. In this stage, students gave the third presentation using multimedia-based presentation. The activity was observed and evaluated to see the effectiveness of this activity and to know the difficulties of using this medium.

Data Collecting Methods

Four methods to collect the data were adopted in this study: questionnaire, observation, presentation assessment form, and interview. Questionnaire was adopted to find comments, statements, and perception for needs analysis in order to lead the researcher to apply multimedia-based presentation. The questionnaire asked three points. First, it asked what the students needed to improve their speaking skills. Second, it asked what materials could be used and matched to their field of study. Third, the questionnaire asked what the institution expected from its graduates concerning their English skill. Regarding observation, the researcher attempted to find out how students speaking skill improved. Since this study required students to give English presentation, their presentation was assessed; therefore, presentation assessment form was used to measure the improvement of students speaking performances. Finally, interview was used to find out what students felt regarding the activity. Only ten students were interviewed as samples.

FINDINGS AND DISCUSSIONS

With regard to the suitable materials students need to improve their speaking skills, the researcher asked five questions: (a) Does the given material make you comfortable in doing oral presentation? (b) Does the given material make you feel free to improve your English? (c) Does the given material make you speak actively? (d) Does the given material make you interested in doing an oral presentation? (e) Does the given material make you motivated to practice your English orally?

The findings showed that 20% of the students said the given material did not give any effect on their motivation and interest in learning the language. The majority of them stated that (a) they were not familiar with oral presentation in English and difficult topics, (b) they were not accustomed to giving presentation, (c) they could not express their thoughts in English, and (d) they had problems with vocabulary, grammar patterns, and language expressions. In solving the problems faced by the students, the researcher designed the grammar lessons using the basic form of PowerPoint presentation for their learning materials, gave them a model for oral presentation, and asked them to practice. It is based on what they need to learn for improving their English skills. By learning grammar they expect they can speak better English. Furthermore they should be familiar with the advanced technology such as internet access and computer because they should be able to download their preferred topics and design their own PowerPoint

slides with interesting animation, pictures, and sounds in order to make the presentation more attractive and effective.

In the second activity of cycle two, 10% of the students said that the grammar lessons could make them feel motivated and interested in order to be able to practice oral presentation, while 10% of the students informed that they did not feel free to improve their English and speak actively. This may be because they still lacked understanding English grammar and language expressions. To solve the problems, the researcher provided the guidelines of oral presentation which contained many English expressions and suggestions commonly used for presentation they can learn and practice.

Finally, in the activity three of the third cycle, finding showed that 20% of the students Stated that they were motivated to learn grammar in order to improve their speaking skills. They were also eager to learn English grammar deeper and have more vocabulary and English expressions. They were getting interested in practicing oral presentation for improving their speaking skills.

In connection with the students' progress of speaking skills, the following cycles inform the findings:

Cycle One

In the planning stage, the researcher planned to design the learning scenario by putting the students into groups, giving them the topics that they had to present, and arranging the schedule time for conducting the research. The given topics were about education, how to be a good nurse, technology in education, health, and computer. Those topics had to be presented by each group for ten minutes. There were four groups which consisted of five students in each group, so each student had two minutes to present their parts of presentation.

In the implementation stage, after having their topics, students presented the topics with their own ways in front of the class. This activity was done before they had the guidelines of oral presentation, watched a good model of presentation, and practiced the presentation. During the activity, the researcher along with a peer observer observed each group to assess the extent to which they used English or Indonesian and to determine whether they were doing presentation well. Their presentation was recorded to know their speaking progress.

In the observation stage, the researcher did some observation. The results of the first cycle showed that 25% of the students performed a 'poor' presentation. They were not familiar to practice presentation in English orally, and they did not present their presentation systematically. Besides this, most of them could not design their PowerPoint slides effectively. Having seen the activity, the researcher observed that there were several things that need to be improved: (a) students faced the problems of delivering their topics in front of the class, they were not accustomed to practice oral presentation in English, (b) they lacked confidence and motivation to learn English, (c) they felt reluctant and frustrated when performing an oral presentation in the classroom, (d) they could not explore their ideas in front of the class because they felt scared to speak, (e) most of them still depended on their handouts when they were presenting their slides, (f) they lacked grammar, vocabulary, and language expressions, (g) they could not present their information in sequent manner because they did not know the rules of doing presentation, (h) they were not familiar with the PowerPoint used for presentation, and the important thing is (i) the time in one meeting was not enough for them to practice oral presentation.

In reflecting on activities in this first cycle, it was found that most students were actually good in non-verbal delivery; however, they were still very confused what to say. The time allotment was also restricted. They did not perform oral presentation well because they felt that the given material or topic was very difficult for them to do presentation in English.

Based on the results of students' responses about the materials, they really wanted to learn English grammar in order to be able to speak English well. The researcher looked more deeply into those problems and decided to provide the grammar lessons in the form of PowerPoint. It was then uploaded into the web-blog of language center, which was designed for learning media. The researcher also gave them a model of oral presentation and the guidelines of oral presentation which aimed to help them express their thoughts in English and deliver their presentation with their preferred ways. In line with encouraging the students' confidence . The researcher provided the extensive exposures, so that they could rehearse oral presentation as much as possible.

Cycle Two

In the planning stage of this cycle, the researcher designed grammar lessons in accordance with what the students requested such as 'too' and 'enough' passive sentences, conditional sentences, modal auxiliaries, etc. Dealing with the problem of time allotment, the researcher provided extensive classes for their practices in oral presentation. The students had two meetings in two hours in the extensive classes. In these classes, they were given a model of oral presentation and the guidelines of good presentation. In the implementation stage, the students still worked in group and cooperated to perform better presentation. They were given more practice. Then the researcher gave a good model on how to do presentation in English and familiarized various expressions included in the guidelines of presentation. Moreover, students had some practice on how to design attractive PowerPoint slides. With the help of internet access, they could get many

downloadable templates and animations of PowerPoint. During the extensive classes, the students had two meetings in two hours for their practice; then they were required to perform their presentation in one meeting. Each group had ten minutes to present their topics. Having observed the activity, the results showed that 10% of the students did a poor presentation. Some of them said that pronouncing English words was difficult. Most students who did a satisfactory presentation informed that they were getting interested in learning grammar because they thought that without understanding English grammar they could not speak English effectively.

The activity in cycle two showed that students' skills in oral presentation improved. Their presentation slides looked attractive, and they were more active than before. Only a small number of students did a poor presentation due to their weak pronunciation skill. This all can be concluded that because the students were getting motivated to practice oral presentation, they also felt motivated to design their PowerPoint slides to look more attractive. They also tried to learn more English grammar and expressions.

Cycle Three

Letting the students practice more actively by giving them motivation and more time to rehearse their presentation was the first thing which was more effective for them to get more confidence to express their ideas and deliver their presentation more attractively. Second, in motivating them, the researcher tried to collaborate with a foreign teacher and lecturer to

stimulate them to improve their English skills. Third, the researcher taught them simple grammar such as countable and uncountable nouns, types of gerund, question tags, etc. to help them present their topics. Again, each group had 10 minutes to present their topics. In the implementation stage, the students kept going on presenting their work of PowerPoint in group so that each student could demonstrate his/her ability in speaking and elaborate information in more sequent manner. Each student was given not more than 2 minutes in presenting their parts of PowerPoint presentation. The researcher noted the progress and improvements of students performance. Having observed the activity, the results showed that there was no more 'poor' presentation. The majority of the students performed a 'good' presentation. A good presentation means that the students were capable of explaining and giving their information or ideas, were able to present their information in logical and interesting sequence, designed better PowerPoint slides integrated with interesting multimedia such as animations, picture, templates, etc., and did effective presentations. Reflecting on this cycle, it shows that the students were getting interested in learning the language and motivated to practice more presentation. The findings showed that their speaking skills improved, and they could deliver a better presentation.

CONCLUSIONS

As mentioned, some authors have discussed the role of multimedia in improving students' speaking skills. This action research has shown that the notion is true. Multimedia can be included in a speaking class to help students perform better oral presentation. This may be due to the characteristic of multimedia which can be attractive since it can contain animation, sound, figures, etc. However, this is only a teaching-learning aid. Providing students with basic skills such as grammar, vocabulary and a model of presentation is still more important. This study took place at STIKES Persada Husada Indonesia majoring in nursing.. One of the limitations is each individual was not given much time to present since they had to do it in group. Further action research may be needed to explore the effects of multimedia in a small EFL classroom, and further studies may be needed to investigate the effectiveness of multimedia-based presentation in different departments or secondary school setting. Finally, a more robust study needs to be done to investigate the role of multimedia in improving students' speaking (presentation) skills.

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THE USE OF PRESENTATION PRACTICE AND PRODUCTION (PPP)

METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY OF

THE LOW LEVEL STUDENTS AT POLITEKNIK LP3i CIKARANG, ACADEMIC YEAR

2017/2018

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ABSTRACT

Darlina, Ni'mah. *The Use of Presentation Practice and Production (PPP) Method to Improve Students' Speaking Ability of the low level student at Polteknik Lp3i Cikarang, academic year 2017/2018.*

PPP stands for Presentation Practice and Production is one of effective method, in which the teacher presents the topic of discussion then the students practice to establish product of speaking. The purpose of the research is to know the use of Presentation Practice and Production (PPP) method to improve students' speaking ability of the low level student at Polteknik Lp3i Cikarang, academic year 2017/2018.

The way to improve speaking ability that is retelling story. CAR with the cycle model was applied in this study. The research subject is 16 students from level 4 at General English Class.

The percentage of students in Cycle 1 who got score $\geq$ 75 is 37,5% and in the Cycle 2 who got score $\geq$ 75 is 81,25%. It means that the requirement of students' involvement in the teaching learning process in speaking ability (75%) had already been fulfilled. Hence, the cycle was not continued to the next. The result of the research showed that Presentation Practice Production (PPP) method could improve students' speaking ability of the low level student at Polteknik Lp3i Cikarang, academic year 2017/2018.

Introduction

Speaking skill is the art of communications and one of four productive skills, which must be mastered in learning foreign language. Good speaking skill is the act of generating words that can be understood by listeners. However, many students find speaking as one of the most difficult skills. It is supported by Nunan (2003:48) stated that many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right then s/he will speak later. Second, when you speak you cannot edit and revise what you wish to say, as you can when you do writing.

Based on preliminary study conducted at Politeknik LP3i Cikarang on the low level students (Level 4) at the leveling class for General English course, most of the students' had difficulties in speaking. The result of teaching speaking has not been satisfied yet. It can be seen from the result of their Daily Conversation Journal (DCJ) assignments that should be done regularly within 6 months. Based on the DCJ result, the average score is below 75. Whereas the passing grade should be at least 75. According to it, the writer thinks that there should be a method that can help them to improve their skill. And PPP is a right method to apply.

Presentation – Practice – Production (PPP) is a method for teaching structures yet the activities are full with speaking exposure. Students can practice their speaking in real context and correct grammar at the same time. Moreover, the material is very meaningful that students will not loose their way in understanding and using the target language provided.

Like its name, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. PPP is a method that is widely used in teaching simple language at lower levels (Kostoulas, 2012:2). In the PPP method, the teacher presents the target language by explaining and demonstrating to the students in communicative teaching learning. For a good presentation, the teachers can use song, game, or story. In this stage, teacher explains the aim of the lesson include that students know what they will learn.

Practice stage, the goal is to help the students use the new language. The teacher can ask the students to produce sentences or answer question to demonstrate they understand how to use the language correctly with new language. Therefore, PPP method can activate the students' speaking ability.

Identification of the problem

The researher found that students have difficulty in speaking. They always feel afraid in making mistake when they speak. Grammar still becomes a nightmare for them. Therefore, I think PPP can help them to improve their speaking in fun and meaningful way.

Limitation of the problem

Based on the identification of the problem, I focus to discuss and to do research on how to improve students' speaking skill by using PPP method.

Reseach question

How PPP method can improve students' speaking ability especially the ones who have low competencies in speaking English?

Objective of the study

This study aims to analyze if PPP method can improve the low level of speaking English competent students or not.

Significance of the study

1. Practical

    a. For the teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

    b. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

    c. For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.

2. Theoretical

    Theoretically, this study provides beneficial and referential contribution in giving general knowledge of the way to improve the students' speaking ability by using the PPP method.

THEORITICAL FRAMEWORK

Presentation Practice and Production (PPP) Method

The PPP method is a variation of Audiolingualism and a traditional method of language teaching. The term "method" in SLA refers to a practical realization of an approach (Harmer, 2007:62). Presentation – Practice – Production or PPP, is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language and it can stimulate the students are able to speak. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom (Kostoulas, 2012:1).

The Stages Applying PPP Method

1) Presentation Stage

The presentation stage usually consists of two steps: an introductory activity such as warm-up or a lead-in, which is an activity, intended to raise students' interest in the topic; and an introduction of the target language (Nascimento:2010).

2) Practice Stage

According to Nascimento (2010), in the practice stage, the focus is on form. The researcher provides opportunities for students to practice the learnt items in a controlled way. In this research the researcher use the cue response drill exercise to practice past tense as language feature of the text. For example:

T: go to beach!

S: I went to beach

T: Play football!

S: I played football

3) Production Stage

After the learners have completely mastered the form and have learnt how to produce it without mistakes in controlled exercises, they can move on to the (free) production phase. In this phase, they use newly learnt language structure to produce oral texts. Typical production activities include dialogues, oral presentations, and the production of sentences, paragraphs or longer texts. The teacher does not generally intervene or correct in this phase. After all, the students should not make mistakes. If mistakes are made, they are pointed out after the exercise has finished (Kostoulas, 2012:2)

Speaking Ability

Speaking is product skill and it involves many components. In addition Thonbury (2005:1) notes that speaking is so much part of daily life that we take it for granted. It can be said that speaking is more than making the right sound, choosing the right words or getting the construction grammatically correct but also the students have much vocabulary to understand what they say.

Components of Speaking

Fluency

Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying (BBC, 2003:2). Fluency in speaking ability can be obtained with students' experience on practicing the language repeatedly.

Based on the statement above, it can be said that when people talk to much must be clear, correct, and have well delivered message, in order that the students can make their speaking fluently with acceptable pronunciation to make the listener understand.

Accuracy

Accurately means that you speak without errors of grammar and vocabulary (BBC, 2003:2). If the students want to improve the speaking accuracy, they have no courage to express the idea orally, but they also need the knowledge of the aspects of the target language. The aspects of accuracy are as follow:

1) Pronunciation
In oral communication, pronunciation becomes the important one of preventing misunderstanding between speaker and listener. In Hewings (2004:3) pronunciation is components range from the individual sounds that make up speech, to the way in pitch the rise and fall of the voice is used to convey meaning.

2) Vocabulary
Before practice to speak in the target language, the students must be familiar with the target language words because it is very important in expressing idea of human being. In definition of Oxford Pocket Dictionary (2008:495) vocabulary is list of words with their meanings, especially in a book for learning a foreign language.

3) Grammar
Grammar is partly the study of what forms (or structures) are possible in a language (Thornbury, 2003:1). Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. In addition, grammar is a description of the rules that govern how a language's sentences are formed.

Aspects of Speaking Assessment

According to Brown (2004, p.172-173) the procedure evaluate speaking based on pronunciation, vocabulary, grammar, fluency and comprehension. The procedures as follow: Oral proficiency scoring categories (Brown, 2004, p.172-173), there are follows:

Fluency: 1 – 5

Pronunciation: 1 – 5

Vocabulary: 1 – 5

Grammar: 1 – 5

The Use of PPP Method in Improving Speaking Ability

A variation on Audiolingualism in British based teaching and elsewhere, is the procedure most often referred to as PPP, which stands for Presentation, Practice, and Production (Harmer, 2006:80).

Doff in Vystavelova (2009:21) Presentation, Practice, and Production works through

the progression of three stages.

Presentation: The teacher presents new words or structures, gives examples,

writes them on the board, etc.

Practice: Students practice using words or structures in a controlled way, e.g.

making sentences form prompts, asking and answering questions, giving

sentences based on a picture. Practice can be oral or written.

Production: Students use language they have learnt to express themselves

more freely, e.g. to talk or write about their own lives and interests, to express

opinions, or imagine themselves in different situations. Like practice,

production can be oral or written.

Therefore, PPP not only can be applied to teach grammar and vocabulary items, but it can be used to teach speaking.

Daily Conversation Journal

Daily Conversation Journal (DCJ) is a program which is designed as a training program to improve the students speaking and confidence in speaking English. There are 7 topics that the students should present in front of the examiner. There is also passing score that should be fulfilled by the students to continue to the next topic. They should get at least 75 to be able to continue to the next topic. The topics are:

1. My breakfast
2. Reasons for being late
3. Instruction to do something
4. The most thing I like
5. Direction for certain place
6. Exercise habit

7. Your goals and how to get

RESEARCH METHOD

Kind of Research

The research is intended to know how the use of presentation practice and production (PPP) method can improve students' speaking ability of the low level students at Leveling Class for General English course at Politeknik LP3i Cikarang 2017/2018. Therefore, the research is used Classroom Action Research method. According to Ary (2010:512) action research is about taking action based on research and researching the action taken.

Design of the Research

The research design used is Classroom Action Research (CAR). According to Arikunto (2010:131) there are four activities of classroom action research procedures as follow: (1) the planning of the action, (2) the implementation of the action, (3) observation, and (4) reflection of the action. If the first cycle does not achieve the criteria of success, the second cycle is conducted.

Subject of the Research

The population of this research is the second semester of Politeknik LP3i Cikarang students which classified low at the leveling class for General English course. There are 16 students in one class.

Area of the Research

This research is conducted at Politeknik LP3i Cikarang which is located on Jl. Jalan Industri No. 57 Cikarang.

Procedure of the Research

Based on the research design, the actions of the research are implemented in some stages, they are: 1) Preliminary Study, 2) Planning, 3) Implementing, 4) Observing, 5) Reflecting.

Preliminary Study

Based on the result of Daily Conversation Journal interview, the average score is <75. There is only one student who performed well and get >75.

Planning of the Action

The first step is planning the action, before implementing the action in the class, the researcher have prepared some activities. They are as follows:

a. Choosing the topic based on the genre (narrative) for teaching speaking which is taken from Project Success 4 book by Pearson (student's textbook).

b. Selecting the materials that are used in teaching speaking taken from students' text book.

c. Writing the lesson plans for the first and second actions in the first cycle.

d. Setting up the criteria of success

e. Preparing the way to score the students' speaking test.

Implementing of the Action

The implementation of the action in cycle 1 is based on lesson plan 1 and lesson plan 2. Then, the implementation of the action in cycle 2 is based on the reviewing lesson plan 3 and the lesson plan 4. Each meeting is provided 90 minutes.

Observing of the Action

In this classroom action research, observation is doing to observe the activities and the application of the action. In collecting data those are quantitative data (score of students) and qualitative data (aspects of evaluation). To get score of students, the researcher observes the way students retelling story by covering fluency, vocabulary, pronunciation, and grammar. Then the researcher prepares the observation form to observe the researcher's aspects of evaluation during teaching learning in the class.

Reflecting

Reflecting is the activity to analyze the result of observation and test to know how far the development of the strategy's success to solve the problem or on the contrary what kind of factors can make failure.

To measure the percentage of students speaking score the researcher uses the formula:

$$E = \frac{n \times 100\%}{N}$$

Where:

E : The percentage of students who get score ≥ 75

n : The number of students speaking score get ≥ 75

N: The total number of the students

(Adapted from Ali, 1993:186)

The Criteria of Success

The criteria of success are used to find out whether the goal of the action is achieved. The target score of speaking ability is ≥ 75. This research will be success if the percentage of students who passed the minimum standard score is 75%. If the requirement above could not be achieved in Cycle I, the action will be continued to Cycle 2.

The Research Instrument

The instrument of this research is test and observation checklist. In this research, the data is taken from score of speaking test subject of the research and using observation checklist which focused on the researchers' implementation in the teaching learning process of speaking using PPP method.

The researcher applying the test by asking the students to retell the story by using their own word individually. The aspects that are scored cover fluency, grammar, pronunciation and vocabulary.

In this research uses observation checklist to assess researcher's activities in teaching learning during the class. It takes a note on researcher's activities and the process of the teaching and learning in the classroom that is reflected in while activities and test. The observation checklist is used to assessing whether the researcher has already done the steps in teaching speaking in the class as the method will be observed. Form of observation checklist as follow:

Table 2: Observation Checklist

No	Aspects of Evaluation	Yes	No
1	Warming up (asking the students' favorite story)		
2	Writing the suggestion given by the students'		
3	Helping the students mention generic		

	structures, and explain language features of the text.		
4	Using cue response drill in explain language features of narrative text.		
5	Giving translation for difficult words		

THE RESULT OF THE RESEARCH

The Result of Preliminary Study

Based on the result of the score taken from DCJ, there were only 1 student out of 16 students who could achieve the passing grade (≥75)

The Result of Cycle 1

The observation was conducted by the English teacher and an observer. It was intended to know the researcher activity is success or not in the teaching learning process of speaking by using PPP method. There are two aspects of evaluation that had done yet, those are using cue response drill in explain language features of narrative text and giving translation for difficult words. Those could make the students difficult to understanding the text. It can be said that the researcher was unsuccessful if those aspects of evaluation were not fulfilled in cycle 1. Therefore, the researcher need to revise in cycle 2. There were 6 students who achieved the target score or 37.5% .

The Result of Cycle 2

Based on the observation checklist in cycle 2, the researcher had given clear explanation and instruction to the students during teaching and learning process and can control the class was better than in cycle 1. The researcher had done all of the aspects in observation checklist. It can be said that it was success and those aspects of evaluation were fulfilled in cycle 2. There were

13 students or 81,25% of students achieved the target score. Therefore, it can be concluded that the action in this research is success and does not need to do the next cycle.

Discussion

Based on the result of speaking test in cycle 1, there were 6 of 16 students or (37,5%) students got score ≥ 75 could achieve the target score. It means that the cycle 1 was failed.

Based on the result of observation checklist during the cycle 1, the researcher did not use cue response drill and gave translation for the students. It could make the students got difficulty in understanding the text.

Then, for better implementation some revised actions had done in cycle 2. They were as in the following explanation.

Firstly, the researcher involved the students in teaching learning process that's made the class more effective, asked the students to speak up expressed their idea. When the researcher explained the materials, she asked "What kind of dream house would you like?". This step called as warming up. According to Nascimento (2010) the presentation stage usually consists of two steps: an introductory activity such as warm-up or a lead-in, which is an activity, intended to raise students' interest in the topic; and an introduction of the target language. Then the students mentioned some clues based on their suggestion. After that the researcher wrote on the board.

The teacher chose one of the stories that have mentioned by students and explained the language features and generic structures of the story. Then, the researcher used cue response drill technique and asked the students make sentence in the past form. In addition, the students repeat a part of the sentence, usually the last phrase of the line.

Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line (Larsen & Freeman, 2000:48). It could stimulate the students to speak up. Then help students to translate difficult words.

Secondly, gave translation for difficult words. According to Catford in Suryawinata (2003:11) translation is the replacement of textual material in one language by equivalent textual material in another language. Hence, translation could help the students easy to understand the material and could make the students interesting when the teacher used story as media in learning process. Then, the researcher used any kind of teaching method. In the practice materials the students not only focused on exercise in paper but also the students involved in

speaking class. The last with a good presentation and practice, the students can product sentences to retell the story using their own word.

Cycle two was conducted as revision of cycle one. While, the result of speaking test in cycle 2, there were 13 of 16 students got score ≥ 75 or (81,25%). Therefore, it can be said that it was successful because more than 75% of the students could achieved the target score ≥ 75.

It could be known that the results was achieved since the teacher used PPP method in teaching speaking during the action, and the result of observation checklist was the researcher had done all aspects of evaluation. Those, the researcher used cue response drill in making sentences and translated the difficult words. Therefore, students became more enthusiasts to practice speaking.

CONCLUSION AND SUGGESTION

Based on the result of the speaking test and the discussion in the previous chapter, the conclussion of this research is teaching speaking using PPP method could improve the students' speaking ability of the low level students at Politeknik LP3i Cikarang, academic year 2017/2018

The way to use this method was PPP method applied by using cue response drill in making sentences and giving translation to the students for difficult words.

Considering the conclusion above, that is using PPP method could improve the students' speaking ability, some suggestions are proposed for the English teacher, for the students, and for the other researchers.

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THE EFFECTIVENESS OF USING RECIPROCAL TEACHING TO IMPROVE READING COMPREHENSION SKILL AT THE TENTH GRADE STUDENTS OF MAN 2JAKARTA IN THE 2016/2017 ACADEMIC YEAR
A Classrroom Action Research

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INTRODUCTION

A. The Background of the Research

Talking about English, every learner of it has to master all four main language skills, and reading takes place in it. In language learning, reading, as well as writing, is taught after the learners are given some instructions in listening and speaking, so its function is to reinforce both skills. That is why reading is also important in English learning. As stated by Johnson (2008) "Reading is a practice of using text to create meaning." It means that reading is a regular training of using text to fully find out the ideas and knowledge which are available in a piece of written material.

From the definition above, reading competence cannot be taken for granted because one does not read if she or he cannot get the point of what he or she reads. The majority of language learners are like that. They can read but not all of them can comprehend what they read. Their abilities in grasping the key points and information are almost awful. This phenomenon is also found at the tenth grade students' of MAN 2 East Jakarta, they have lack of skills of reading comprehension. After interviewing their English teacher, the researcher discovers that the students are lazy to read and they have a little interest in reading than speaking and listening activities. It can be shown by their low scores in reading subject. Not enough with those data, the researcher interviews several students, so the other problems are occurred, such as they said that the teacher does not guide them in reading activity and does

left them reading by themselves. Some of them fell happy with that situation, for they dislike reading and say that reading is not their favorites.

If those are the cases, we must not be surprised if the reading comprehension skills of the students are low. Something that comes in the researcher's mind is how to grow up their reading habits in the class, so their reading skills will be enhanced. Therefore, she wants to apply a strategy that can force the students to read by the use of guiding and monitoring which is called reciprocal teaching. Brown and Palincsar in Doolittle et al, define reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students. It shows that reciprocal teaching is a method to improve students' reading comprehension skill where the teacher at the beginning gives an example what to do in a group, and afterwards instructs the students to imitate the process in their own group.

Based on the background above, the researcher is motivated to conduct a research entitled "The Implementation of Using Reciprocal Teaching to Improve Reading Comprehension Skill at Tenth Grade Students of MAN 2 East Jakarta in the 2016-2017 Academic Year."

B. The Question of the Research

The questions of this research are: (1)Is there any effectiveness of using reciprocal teaching to improve reading comprehension skill at tenth grade students of MAN 2 Jakarta? (2) does reciprocal teaching make tenth grade students of MAN 2 Jakarta active while teaching and learning process?

THEORETICAL FRAMEWORK

A. Reciprocal teaching

1. The Concept of Reciprocal Teaching

In the teaching and learning activities, there are certain strategies or technique which must be applied in order to have an effectiveness of it. Reciprocal teaching is one of strategy that is conducted in this research which is defined as an instructional procedure designed to enhance students' comprehension of a text.

According to Brown and Palincsar in Doolittle et al (2006) stated that reciprocal teaching is an instructional strategy based on modeling and guided practice, in which the instructor first models a set of reading comprehension strategies and then gradually cedes responsibility for these strategies to the students. It shows that reciprocal teaching is a method to improve students' reading comprehension skill where the teacher at the beginning gives an example what to do in a group, and afterwards instructs the students to imitate the process in their own group.

Brown and Palincsar in Namara (2007)said that there are basically four main strategies: question generating, summarizing, clarifying and predicting.

Therefore, the writer concludes that reciprocal teaching is a strategy in which all of students have their own duties in the learning activity, and it consists of four strategies: question generating, summarizing, clarifying and predicting.

2. **The Four Strategies of Reciprocal Teaching**

Oczkus (2003) states that reciprocal teaching has four main strategies that teachers and students employ together to comprehend text: predicting, questioning, clarifying and summarizing which he calls them the "Fabulous Four" or "Be the Teacher".

The first is predicting. Predicting is a stage where the students are expected to come up with some opinions of a passage in the pre reading and whilst reading activities. In this stage also, the students are given a chance to know more deeply about the passage that they have to comprehend.

The second strategy in reciprocal teaching is questioning. Making questions is the most difficult task indeed, so the teacher initially has to give the examples. Afterwards, a student in each group has to imitate being a teacher, so he or she asks to others the questions that have been created.

The third strategy that students have to be involved is clarifying. In this stage, students' tasks are to make clear about everything that they havenot been understood in the passage, so all the unclear problem are expected to be solved.

The last strategy in this strategy is summarizing. To summarize the passage, the students have to recollect all the information that they have got. The teacher comes in modeling how to summarize, so the students imitate him. In reciprocal teaching, this stage is very important because the teacher will know how well the students comprehend the passage that is being discussed.

To sum up, reciprocal teaching has four strategies they are: (1) predicting is a stage of guessing, (2) questioning is a stage of identifying the parts that have not been understood, (3) clarifying is a stage to make clear of the answers from the questioning stage, and (4) Summarizing is a stage to know how far the comprehension is. In fact, all of the stages are done by the student.

3. Scaffolding and explicit instruction

The concept of scaffolding is grounded in Vygotsky's social constructivist learning. According to Vygotsky, every mental function in a child's development first appears in collaboration with an adult or expert. This collaboration occurs in the zone of proximal development, an area that stands between what children can do by themselves and what they need assistance to do. With enough practice, children internalize this collaborative form in their mental process and can work alone in new contexts.

Clark and Graves have defined scaffolding as an effective way to assist students in reaching their higher ability by supporting their accomplishment of a task they could not complete by themselves. Once this level of performance is reached, the teacher decreases his or her responsibility whereas the students take more responsibility in their reading tasks until they become fully independent readers. The teachers should provide enough support so that the learners do not give up on the task, but at the same time they should not overly scaffold in a way that the learners are not offered enough opportunities to work actively by themselves.

Reciprocal teaching provides scaffolding through explicit instruction involving the modeling and explanation of the four main strategies, guided practice, independent practice, and the application of the strategies by the students themselves. Rosenshine and Meister stated that it is easy to memorize strategies, but it is difficult to transfer or apply

independent strategic thinking. Teachers need to show their students how to do this through explicit instruction that includes limiting tasks to make them manageable, motivating the learners, pointing out critical features, and demonstrating solutions to problems.

4. **Social interaction**

Social interaction is based on the zone of proximal development (ZPD) developed by Vygotsky. Through it, students are able to learn or solve harder problems, or reach a more complete development of their potential through some guidance from an adult (teacher or expert) or learning activities such as discussion, brainstorming, and group work. Group work offers four movements of social interaction. First, students in a group learn with the members of their group by sharing, discussing, and peer tutoring. Second, they internalize this knowledge. In reciprocal teaching, students learn the four main strategies through the teacher's modeling and, later, working in cooperative groups, they think of the four main strategies they have learned, what strategies to use, and when and how to use them, and why to use them. Third, the students build their own understanding and reading process on the basis of what they have learnt from the social setting and thus engage in a process of transformation. Finally, they share their understanding and thinking with the group. In this stage, the students' thoughts are shaped through group discussion. In reciprocal teaching, each participant in a group has a chance to be a leader and manages group work by discussion through the four main strategies. Social interaction is important because it promotes social learning. In the reading classroom, working in a group provides opportunities for students to improve their cognitive, metacognitive, and affective strategies. Finally, students create new knowledge from what they internalize in order to reach a higher development of their potential (Stevens, Slavin&Farnish, 1991).

In brief, through scaffolding and explicit instruction, reciprocal teaching provides four key reading strategies for students to comprehend a text better. These strategies encourage students to be actively and consciously involved with a text. Moreover, the expert-novice interaction between the teacher and the student or between peer and peer helps the students to regulate their own rules. This gradually assists them in their becoming independents readers.

5. The Benefits of Reciprocal Teaching

According to Education Ministry of New Zealand, when reciprocal teaching is implemented, learners will make substantial gains in their comprehension skills.

Firstly, learners can gain include more self-confidence and motivation to read, improved leadership skills, increased co-operation and greater initiative (Education Ministry of New Zealand 2004). By attempting to clarify the sources of their difficulties, students become familiar with a range of potential comprehension blocks in text. And finally, they can learn ways of dealing with them. Questioning important information in the text helps students distinguish between important information and detail. While constructing a summary encourages them to see the text as a coherent whole. And the predicting gives students a purpose in reading the new section of text. It also activates their prior knowledge in order to construct hypothesis of what will come next in the text and what is on the writer's mind.

Secondly, other benefits can be gained from the interaction during the process of reciprocal teaching. Teachers have observed that even normally achieving or above average students profit from strategy instruction because it allows them to read and understand more challenging texts. Also, students with more experience and confidence help other students in their group to decode and understand what is being.

B. Reading

1. The Concept of Reading

Every expert has different point of view in defining reading, but each of it is seems to be overlapped. As stated by Johnson (2008) "Reading is a practice of using text to create meaning." It means that reading is a regular training of using text to fully find out the ideas and knowledge which are available in a piece of written material.

Additionally, Parel and Jain (2008) note that reading is not only a source of information and pleasurable activity but also a means of consolidating and extending one's knowledge of a language.It shows that reading is a process which has various aims, such as looking for information, getting fun and even learning a language to strengthen and widen the reader knowledge about it.

What is more, Grabe(2009) defines reading as a procedure which involves an interaction between two sides; a writer in presenting the ideas and a reader in comprehending them.It intends that reading is an activity that can be successful if the ideas of the writer can be fully transferred to the mind of the reader.

In conclusion, the researcher takes the definition only from Johnson point of view that reading is means to comprehend fully the ideas in the written material. So, if a reader cannot grasp the meaning from the text, he or she does not read at all.

2. **The Kinds of Reading**

When reading printed words, the reader not only pays attention to the purpose of reading, but also he/she knows the kinds of reading. According to Mikulecky and Jeffries, they revealed that the differences kinds of reading skill, as following:

a. Reading for pleasure

Reading for pleasure is the reader read a text whatever he/she wants. It could be fiction or nonfiction. This activity brings the reader enjoy and fun.

b. Reading comprehension skill

Reading comprehension is the activity when the reader's brain, the text and the reader's eyes can strongly to build a connection. Next, this condition makes the reader studies about what she/he reads and remembers about it. in this notion. 1. Reading for survival

c. Reading for survival is almost literary a matter of life and death. For example, a stop sign fora motorist. Survival reading serves immediate needs or wishes.

d. Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning

3. **The Meaning of Reading Comprehension**

Reading as one of the language skill is a process that involves reader, text, and interactionbetween reader and text. Reading cannot be separated from the knowledge readers bring to a text in understanding reading namely schema and strategies, because in

the process of decoding written symbols to assign meaning, what writer means may be different from reader gets.

Kennedy defines reading comprehension as a thought process through which readers become aware of an idea, understand it in terms of their experiential background and interpret it in relation to their own needs and purpose. Smith and Robinson state that reading comprehension is the understanding, evaluating and utilizing of information and idea gained through an interaction between the readers and the author.

Grellet states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible.

From the definitions above, reading comprehension can be concluded as an interactive process of understanding, evaluating and utilizing information from a written text through an interaction between the readers and the author as efficiently as possible.

4. **Descriptive Text**

Descriptive text describes particular person, place, or things. Winshon and Julia (1980) stated that the purpose of descriptive text is helping the reader through his/her imagination to visualize a scene or a person, or to understand a sensation or an emotion. Thus, descriptive text is a text which tells the reader the characteristic of living (person, animals) or non-living things (places) so that they can imagine and interpret those things.

5. **Generic Structure of Descriptive Text**

There are two characteristics of descriptive text. James (2006) states that the two aspects in descriptive text are identification and description.

a. Identification

Identification introduces things that will be described and states its initial information. In this section, the reader identify the object that will appear. It is in line with Pardiyono (2007) that identification introducing the thing is a first step to begin the descriptive text.

b. Description

In this section, it explained about physical features or the personality of the things being described.

6. **Reciprocal Teaching and Reading Comprehension**

Palincsar and Brown explained that the purpose of reciprocal teaching is to promote the readers' ability to construct meaning from texts and facilitate the monitoring of their path to comprehension. It is based on a sociocultural method through which readers are modeled, explained, and guided in acquiring strategies within a social, supportive environment. Moreover, the four main strategies of predicting, questioning, clarifying, and summarizing promote and enhance reading comprehension.

Baker and Brown (1984) and Palincsar and Brown (1985) stated that those four main strategies were based on the following criteria: 1) the successful readers employ these strategies; 2) these strategies support both comprehension monitoring and comprehension fostering; 3) each strategy is applied when there is a problem in reading a text; 4) these strategies are regarded as metacognitive strategies. For these reasons, the readers who are taught through reciprocal teaching are more aware of their own thinking and reading process. Indeed, they build effective reading plans such as setting a purpose to the reading, hypothesizing on what is being read, and drawing and testing hypotheses, interpretations, and predictions; they monitor and control their thinking process and check whether they understand; and they evaluate their own reading process, problem solving skills, and comprehension. Reciprocal teaching builds in the readers a metacognitive awareness of the active nature of reading, of task demands, and of self-regulating, in order to succeed in reading comprehension.

In conclusion, reciprocal teaching is a method providing vital reading strategy instruction that emphasizes on metacognitive awareness. Its goal is to improve readers' reading comprehension and to facilitate their becoming independent readers. It offers three features: scaffolding and direct instruction, practice of the four main strategies, and social interaction.

7. **Reciprocal Teaching Applied in Teaching Reading Comprehension**

Reciprocal teaching is a cooperative learning instructional method in which natural dialogue models and reveals learners' thinking processes about a shared learning experience. Teachers foster reciprocal teaching through their belief that collaborative construction of meaning between themselves and students leads to a higher quality of learning (Allen, 2003 as cited in Richards). They are not just passive receivers of information. They cognitively interact with new information, based upon what they already know.

One of the ways to discuss text deeply and to give students experiences is through social interaction. Oczkus confirms that reciprocal teaching builds on the cooperative nature of learning that causes one's reading comprehension to be deepened through social interactions. The interaction may be described as students talking to each other-discussing text, questioning and sharing points of view. Consequently, from the interaction they can gain and assimilate knowledge and at last find solution for the problem.

Finally, all the above principles are in line with the heart of reciprocal teaching which is composed of four strategies, namely predicting, clarifying, questioning, and summarizing to promote students comprehension.

RESEARCH METHODOLOGY

A. The Object of the Research

The object of this research is the tenth grade students of MAN 2 Jakarta which consists of 37 students.

B. The Setting of the Research

This research will be taken place at MAN 2 Jakarta which is located on Jl. Pengantin Ali No. 112 Ciracas, East Jakarta. The research will be carried out on June to July 2017.

C. The Method of the Research

The Method that is used in this study is Classroom Action Research (CAR). According to Gay, Classroom Action Research is concerned with a local problem and is conducted in a local setting. It means the researcher has to observe and identify the problem at the classroom. In addition, he states, "the purpose of action research is to solve classroom problem through application of the scientific method." It means that the researcher also has to provide the solution and an effort about problem that is concerned in teaching and learning process.

D. The Population and Sample of the Research

The population of this research is all tenth grade students of MAN 2 Jakarta. The population of this research is 117 students who are divided into three classes, and the sample is 37 students from two classes.

E. The Instrument of the Research

The instruments of this research are reading test for student, teacher's performance and teacher's lesson plan and video recorder. The researcher is the key instrument of this research.

F. The CAR Procedures

The writer uses a classroom action research which is designed by Kurt Lewin model. The cycle consisted of four Phases; they are planning, acting, observing and reflecting.

Kurt's Lewin's Action Research Design
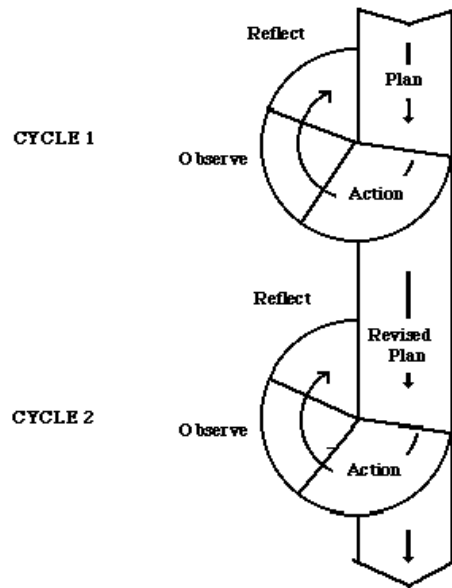
The procedures of action research in this research are as follows:

1. Identifying the problem

   In this step, the researcher identifies the problem occurring in the class. The problems refer to the factors making the students difficult in reading. To identify the problem, the researcher observes the teaching learning process, interviews the teacher, and conducts a pre-test.

2. Implementing the action research

   Based on Kemmis and Mctaggart, action research occurs through a dynamic and complementary process, which consists of four essentials 'moments': planning, action, observation, and reflection. These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

   A. Planning

      In this step, the researcher develops a lesson planning, makes instruments, observational guidelines and the post-test 1.

   B. Action

      The researcher acts to implement the plan. This is the step where the researcher conducts the technique in the class based on the plan made, the teaching

learning process of using reciprocal teaching technique. The end of the action, the teacher gives post-test 1.

C. Observing

The researcher is helped by the teacher to observe the critically informed action in the context in which it occurs. The teacher observes how the process of the teaching learning runs, monitors and writes the responses of the pupils in the class.

D. Reflection

Reflection seeks to make sense of processes, problems and issues in the action. If the researcher finds some difficulties unsolved during the teaching learning process, the researcher prepares the re-planning steps. The researcher tries to formulate the conclusion of the previous steps. The result of observation is analyzed and evaluated. In this case, if the result has not reached the criteria, consequently, the researcher has to prepare and arrange for the next cycle.

G. The Technique of Data Collecting

The first data of the research are collected by using qualitative method: interview, observation andtest. The interview with the teacher and the questionnaire completion were done in the pre-research to find the problem occurred in the teaching and learning reading comprehension. The researcher does the opened observation directly in the classroom to see the learning process.

The second was quantitative method. The data collected using quantitative method was gotten from the test. In this research, the researcher used objective items of pre-test and post-test. The total numbers of test items were 40 items. The test consisted of vocabularies that had been taught to the students.

H. The Criteria of the Action Success

Classroom action research is success if it can exceed the criterion that has been determined, and it is fail if the result of the post test is lower than the criterion. The research will be success if 75% of the students have the scores which pass the score of the minimal mastery level criterion. If the criteria has not been achieved yet, the alternative action would be done in the next cycle.

FINDINGS

The writer divided the findings into four parts. Those are before implementing the action, the implementation of the CAR, discussion of the data after implementing the action and the interpretation of the result.

A. Before implementing the CAR

Before applying the CAR, the writer had done a survey to know the detail condition of the class. The survey is through interview, observation and pretest. First, the writer held an interview with the teacher and students. The result of the interview are: 1) there are two out of four classes which have the lowest score on reading comprehension. 2) The students have difficulties to comprehend the text because they said it takes time to look up the dictionary on the vocabulary they do not understand. 3) The students also have a hard time in grasping the man point because they do not know the structure of the text. 4) The teacher used reading aloud and repeated reading 5) the students said that the teacher does not guide them in reading activity and does left them reading by themselves. Second, the writer did an observation. During reading instruction, the writer found that the students are not given a chance to be active. The teacher only requested them to read aloud, repeat the reading and doing exercise. In addition, the writer held pre-test. The pre-test is about descriptive text, and the mean of score was 56.04. Thus, viewing these results, the writer asked the teacher to allow her to teach reading by applying reciprocal teaching strategies focuses on descriptive text.

B. The implementation of the CAR

1) Cycle I

   a) Planning

   In this cycle, the writer accompanied by the teacher arranged a lesson plan for the action based upon the problems faced by the students. The writer delivered descriptive text and prepared some texts and pictures of the seven wonders in the world, and observational guideline and the post test.

   b) Acting

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In this phase, the writer implemented the instructional process based on the planning that had been made. The teacher first showed a picture of TajMahal so the students predict what it is, then explained the descriptive text and its generic structure. Afterwards, she continued the step of questioning about what TajMahal is, where it is etc. Then, in the stage of clarifying, she gave them the text and asked them to search for the vocabularies they did not know. Finally, after comprehending the text, the teacher and the students made the summary orally.

After doing the action together, the teacher divided them into some groups and asked them to conduct the same activities that had been done before. The table below shows the activity of reciprocal teaching while reading.

ACTIONS	ACTIVITY
Predicting	Make a prediction when: • A title is given • Headings are provided • The author poses a questionin the text • The text suggests what willbe discussed next Prediction stems: • Based on the title, I predictthis is going to be about... • I already know these thingsabout the topic/story... • I think the next chapter orsection will be about... • Based on... (a clue), I predict... • Based on what ___ said/did,I predict...
Questioning	Ask teacher-like questions: • Who is ___? • What is/does ___? • When/where is ___? • Why is ___ signi_cant? • Why does ___ happen? • What are the parts of ___? • How is ___ an example of ___? • How do ___ and ___ compare? • How are ___ and ___ different? • What is most important ___? • What is your opinion of ___?
Clarifying	Clarify hard parts when: • You don't understand • You can't follow the text

	• You don't know what a wordmeans
	Clarifying stems: • I don't really understand ... • A question I have is ... • A question I'd like answeredby the author is ... • One word/phrase I do notunderstand is ...
Summarizing	How to do a summary: • Look for the topic sentence • Look for who, what, when,where, why, and how Summary stems: • This text is mostly about ... • The topic sentence is ... • The author is trying to tell me... A framed summary sentence: This story/passage about ___ begins with ___, discusses (or develops) the idea that ___, and ends with ___.

c) Observing

In this third phase, the observer notice all activities in the classroom. The activities for instance, teacher performance, students' participation and the classroom situation. It showed that the teacher need to give more attention to the students because some of them want to become a group with their close friend, and the students were more enjoy and active after the students worked in their own group.

d) Reflecting

The teacher together with the observer made the conclusion of this first cycle. First, only some students were active in their group. Second, some students are ashamed to ask questions. Third, the teacher need to give more attention to the students which got difficulties. In addition, the post-test results had not showed a significant improvement because there were only 33% students who passed the KKM.

Viewing the result of the post-test, the teacher need to modify and make an improvement in the instruction which was done in the cycle II.

2) Cycle II

   a) Planning

        To make some improvement, the teacher adapted a worksheet of reciprocal teaching strategyby , so the students can focus on the reading comprehension and know clearly what they need to do. The teacher also prepared different texts and pictures for each group.

   b) Action

        The action in this cycle was the same as the cycle I, but in this cycle the teacher give them all the things which has been prepared in the planning. The pictures can be found in the Appendix, and the worksheet is presented below.

Name:_____ Chapter or Book title: _____	
Reciprocal Teaching Worksheet	
Prediction: Before you begin to read the selection, look at the title or picture, and look at any illustrations. Write down your prediction(s).	
Prediction:	**Support:**
As you finish reading each paragraphor key section of text, identify the typeand the structure of text	**Questions:** After knowing themain idea, type and structure of text write down atleast one question.
Main Ideas:	**Question 1:**
Type of the Text:	**Question 2:**
Structure of the Text:	**Question 3:**
Summarize: Write a brief summary of what you read.	

Clarify: Copy down words, phrases, or sentences in the passage that are unclear. Then explain howyou clarified your understanding.	
Word or Phrase:	**Clarify**

c) Observing

In this phase, the students were highly interested in the reading activity. It can be seen from their participation in their own group. The teacher also could gave more attention to the students and joined in each of the group for a while.

d) Reflection

Looking at the post-test, the teacher and the observer were satisfied ofthe results because there were some improvement of the post-test comparing to the pre-test. Around 75% of the students had passed KKM.

C. **The discussion of the data after CAR**

1) The result of the test

The writer inputted the result of the data containing the pre-test, cycle I post-test and cycle II post-test. The results are in the table below.

STUDENT NUMBER	PRE TEST	CYCLE I POST-TEST	CYCLE II POST-TEST
1	40	60	75
2	55	60	65
3	35	50	65
4	60	65	75
5	65	75	75
6	75	75	80
7	25	65	75
8	60	65	75
9	60	65	75
10	60	65	75
11	55	60	75
12	75	75	80

13	50	55	75
14	50	75	80
15	75	75	80
16	55	75	85
17	55	65	75
18	50	55	65
19	60	65	75
20	75	75	80
21	50	55	75
22	65	75	75
23	60	75	80
24	65	75	75
25	55	60	65
26	55	65	75
27	55	65	75
28	65	80	85
29	60	65	75
30	50	55	60
31	60	65	75
32	55	60	65
33	45	50	75
34	60	65	75
35	35	55	75
36	50	75	75
37	55	60	65
Mean: $M = \dfrac{\sum x}{N}$	56.08	65.4	74.32

In analyzing quantitative data, the writer compares the result of the pre-test the cycle I post-test and the cycle II post-test. The results were showed in the table above. The writer also calculated the percentage of the students who passed the KKM in each test, and showed as below.

Pre-Test	$P = \dfrac{4}{37} \times 100 = 10.81\%$
Cycle I Post-Test	$P = \dfrac{12}{37} \times 100 = 32.43\%$
Cycle II Post-Test	$P = \dfrac{30}{37} \times 100 = 81.08\%$

From the table above, it showed that there were some improvement of the student who passed the KKM in each test, and the most significant is in the cycle II Post-Test.

CONCLUSION AND SUGGESTION

Based on the result of the result showed in the previous point, it can be concluded that students' reading comprehension could be improved by applying reciprocal teaching strategy. The teacher and the students worked cooperatively by the four step: predicting, questioning, clarifying, and summarizing. The students also tend to be more active especially when they worked in their group because each of them has their own role.

So, it is suggested that this reciprocal teaching strategy will be applied in the reading comprehension activity. The teacher need to make a worksheet so the students can easily focus on the strategy.

MACHU PICHU

Machu Picchu is a famous symbol of the Incan Empire history. It is also well known as the lost Incan city. It was built in 1450 but a hundred years later it was abandoned after the Spanish came and conquered the Incan Empire. Machu Picchu is a city built with the polished stone. It is located in the middle of a tropical mountain forest with an extraordinarily beautiful panorama. The main building is Intihuatana, the Temple of the Sun, and Room of the Three Windows, which are called the Sacred District. Initially, the city was a fortress and then transformed into the capital of the Incas. Machu Picchu means Old Mountain. The city stands about 3 thousands meters above sea-level, among the high mountains. Though it takes long time to reach the place, the dazzling panorama is very worth it.

CHICHEN ITZA

Chichen Itza is one of Seven Wonders of the World. This place is chosen as a symbol of Worship and Science. The pyramid El Castillo is probably the main reason why tourists visit Chichen Itza at Mexico. Besides the pyramid El Castillo, there are magnificent and ancient buildings in Chichen Itza. They are Temple of the Warriors, Ballcourt, High Priest's Temple, LasMojas, El Caracol as an astronomy observatory, and the first building or Old Chichen. In the past, Chichen Itza became a Maya's settlement, one of the Indian tribes living in America. Chichen Itza means on the lip of the Itza wells. The Maya people were expert in the field of sculpture, ceramics, architecture and astronomy. This can be seen from the buildings which are so magnificent with stunning architectural techniques used to worship and to observe the stars.

COLOSSEUM

Colosseum is one of Seven Wonders of the World which is located in Italy. This place is a large amphitheatre in the city of Rome. It is a historical relic. This place was built in the period of King Alfero Gilberto year 72 AD. But it wasn't finished. Then his son, Titus, completed this building in the year 80 AD. This building is elliptical or spherical shape which can accommodate 50,000 spectators. Colosseum is recognized as an astonishing work with great and spectacular architecture. Unfortunately, this magnificent amphitheatre was used for gladiator battles, animal battles and capital punishment. The Colosseum is considered as one of the greatest examples of Roman building with its unique design and elliptical structure. Tourists and first-time visitors to Rome never fail to be amazed after seeing Colosseum. Therefore, it is acknowledged as Rome's most famous monument which becomes the symbol of the city.

THE GREAT WALL OF CHINA

The Great Wall of China is one of Seven Wonders of the World. The wall extends for about 8.851 kilometers over the deserts, mountains and grasslands. It is recorded that the wall

traverses 9 provinces and cities in China. This famous Great Wall was built during three dynasty periods, from Qin Dynasty, Han Dynasty, to Ming Dynasty. It took more than 2000 years to finish the Great Wall. The purpose of building this very long wall was to be a stronghold from enemies in the northern area. Nowadays, The Great Wall of China becomes very popular. Many tourists come to see and to have a long walk along the wall. Moreover, some tour operators arrange night tours when the Great Wall is illuminated with lines of lights. It is a great time to see a unique and excotic magical view of The Great Wall of China.

<p align="center">*TAJ MAHAL*</p>

TajMahal is one icon from India which is very famous for its beautiful architecture and history. It is spesifically located in Agra. This building was established during the reign of Mughal Emperor Shah Jahan. It took around 22 years to build TajMahal. It was dedicated as a mausoleum (grave) to his wife, the Empress ArjumandBanu Begum known as MumtazMahal. Although the Emperor had had two other wives, but the Empress MumtazMahal was the one he loved very much. After the birth of their daughter, the Empress passed away. Then Mughal Emperor ordered his ministers to design the TajMahal as a symbol of his love to the Empress. The building looks so majestic with white marble from the front. TajMahal consists of the main gate, the garden, a mosque, a living room, and some white and beautiful buildings. Especially at sunrise and sunset, this building looks so wonderful.

<p align="center">*PETRA*</p>

Petra as The Lost City attracts many tourists' interest to visit. The number of visitors increases significantly since it is known as one of the wonders of the world in 2007. They visit and admire the splendor of Petra and its history. The word Petra means "rock" in Greek. This city is famous for its rock-cut architecture magnificent buildings beautifully carved in high and gigantic rocks. Petra was the capital of the Nabatean kingdom of King Aretas IV in 9-40 BC. Petra was a safe place because the enemies were difficult to get there. Besides, the people were safe from the sandstorms since it is located in the valley of WadiAraba. Nowadays, the visitors can take a special vehicle provided in Amman bus station. By paying the ticket 50 JD or Rp 700.000, the visitors can have a great tour around the magnificient carved rock buildings of Petra.

VENICE

One of the famous city in Italy is Venice. It get its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.

Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others. As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the hugest problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the Republic of Venice decided to move the operations to the eastern shores. When we think of Venice, the first thing which comes to mind are canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the city. Visiting Venice brings a rich aura of history and culture. Floating through the canals for an afternoon makes for a memorable experience, and it's one that any traveler commonly enjoy.

THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING (CLT) TO IMPROVE THE SPEAKING SKILLS OF THE FIRST GRADE STUDENTS OF SMK KENCANA 1 IN THE ACADEMIC YEAR OF 2017/2018

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ABSTRACT

The aims of this study are: (1) the achievement of speaking skill mastery for the first grade students of SMK Kencana 1 Jakarta, Communicative Language Teaching to improve the speaking skill of the first grade students of SMK Kencana 1. The data collections method used in this research are: (1) testing, (2) documentation.

A. Background of the Research

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Liao (2009) says that speaking skills is the one which is in the real-life situation will be measured most.

Speaking English is the main goal of many students who learn English. They play a large role in determining how quickly and how correctly in mastering English. In learning process of English, many students face difficulties like crisis of confident. The shy students in expressing their speaking will take a long time in speak confidently. They are afraid in making mistakes during they speak English while the students.

Communicative Language Teaching (CLT) is a method that developed in 1970s as the response to the shortcomings of previous approaches. Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richard, 2006: 2).

B. The Identification of the Problems

1. The students get difficulties in speaking process
2. The teacher only used the old method and make the students feel bored

3. The teachers in using speaking technique and method is not interesting

4. The student less vocabulary and make the students difficult to speak fluently.

5. Almost of students had less motivation in speaking English because they thought that English is difficult.

6. Almost of the students were passive because in teaching and learning process showed to be teacher-centered

C. Research Questions

To clarify the research question that is going to be analyzed, the researcher will make the statement of the problems as follows:

1. Does and to what extents communicative language teaching improve students' speaking skill?

2. How is the class situation when communicative language teaching implemented in speaking class?

D. Objective of the research

The objective of study can be stated as follows:

Based on the problem statement, the objectives of this research are:

1. To identify whether communicative language teaching can improve students' speaking skill.

2. To describe class situation when communicative language teaching implemented in speaking class.

E. The Significance of the Research

The researcher expresses that the result of this study can give contribution for academic field and practical field.

1. Theoretical Benefits

   a. This research gives additional academic reference about learning methods,

   b. This research gives more information for further researches dealing with Communicative Language Teaching (CLT).

2. Practical Benefits

   a. The results of this research can enrich the reader's knowledge about the information of Communicative Language Teaching (CLT),

b. The results of this study can help the readers to realize that there are some methods that can be applied in learning.

Research Methodology

The research analyzed the data collected by using the procedure as

follows:

The qualitative data was analyzed using Constant Comparative

Method as suggested by Strauss and Glasser in Lincoln and Guba (1985:339).

The process includes the following steps:

1. Comparing incidents applicable to teach category

2. Integrating categories and their properties

3 .Delining the theory

4.Writing the theory.

2. Quantitative Data

Mean

The data from speaking test was individual data Ngadiso (2007: 5)

explains about how to find the mean of the data.

THEORETICAL FRAMEWORK

A. The Review of Related Literature

a. Teaching

1. Definition of Teaching

Teaching essentially is a process of setting, organizing the environment around the students so that it can foster and encourage the students to do the learning process (Djamarah: 2006). It same as Sudjana, he states that teaching is a process of giving, guiding/ assisting the students in learning process. Process means an activity which requires a period of time. The

result of learning to the students is acquiring the information as Wardana stated that teaching is a process to deliver the information. Teaching is arts. A good teaching will produce output as expected (Soekartawi, 1995). Teaching is arts mean that teacher must capable to make the circumstance and must be able to teach with adjusting certain conditions in terms of the skills that can attract the sympathy of the students in learning. Teacher should have four characteristics in teaching as Medly stated in (Soekartawi, 1995). There are four characteristics in efficient teaching: (1) mastering the materials (preparation of teaching), (2) teaching (model selections, instructions, teaching tools, and evaluation),

2. **Teaching Strategies**

Teaching and learning strategies according to David (1976) is a plan, method, or series of activities designed to achieve a particular educational goal. The strategies intend as a plan operation achieving something. Based on the definition, teaching and learning strategies include the order, rule, and ratings activity that designed to achieve the goal and the objective of particular teaching. Teaching strategies encompass several aspects of order and intimation arrangement and make a decision how to submit it (Dick and Carey, 1996).

3. **Methods of Teaching**

Method is the way in which to achieve the goals. The good methods will be effective to achieve the goals. The establish methods whether effective or not, it needs some factors, there are: goals, students, situations and conditions and the teachers who the main role to determine a method that used in teaching. The method that applied by the teacher will reflect student's activities in learning. During learning process occurs educative interaction between teacher and student to achieve the learning process. Interaction process will take place properly if the student is active in learning process. Therefore, a good method is the methods that create a variety of learning activities.

4. **Teaching Speaking**

According to Cambridge International Dictionary of English, teaching means to give (someone) knowledge or to instruct or train (someone), whereas the Longman Dictionary of Contemporary English suggest that it means to show somebody how to do something or to change somebody's ideas. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking

is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

b. Learning

1. Definition of Learning

Learning according to KBBI (1999) means try to obtain the intelligence/ knowledge, practice, or the change of behavior or response caused by the experience. Other definition of learning according to the scientists:

Gege in (Sagala, 2003) stated that learning is as a process where an organism changes the behavior as the effect from the experience. Organism's behavior can be positive or negative behavior that it depends on the experience they acquired.

2. Learning Activities

Djamarah (2002), there are some of learning activities as follows:

1. Listening

   Listening is one of learning activities. When the teacher explained, listening is the activity which undertaken the students with use auditory.

2. Seeing

   Seeing is directing the sight to an object. Along with listening, the students also see the teacher who explained a lesson.

3. Fingering, Smell, and Tasting / Taste

   Fingering, smell and tasting / taste activities are the human senses that can be used as a tool of learning. This activities can be carried out and produce a good result when doing it with the intention that has been in coordination.

4. Writing or Note

   Writing or note is an activity that relate with what has been seen, perceived, or heard. It means the activities that previously obtained will be a note which as the result documents from what has been acquired.

5. Reading

   Reading activities are the activities that are often done by the students. Reading can make the students understand toward the problems that exist on the source reads.

6. Make an Overview or Summary and Underlines

Make an overview is same as notes. The difference in making an overview is make a summary appropriately accordance with his or her ability. At the time of rewriting of what has been obtained, generally the students who are able to make their own overview will be longer because they remember the lesson that have been learned.

3. **Learning Strategies**

Learning strategies are defined as "specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own leaning" (Scarcella& Oxford, 1992, p. 63).The word strategy comes from the ancient Greek word strategia, which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away, but the control and goal-directedness remain in the modern version of the word (Oxford, 1990).

4. **Learning Style**

Learning styles are the general approaches – for example, global or analytic, auditory or visual – that students use in acquiring a new language or in learning any other subject. These styles are "the overall patterns that give general direction to learning behavior" (Cornett, 1983, p. 9). Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

c. **Communicative Language Teaching**

Communicative Language Teaching (CLT) is to be found in the changes in the British language teaching tradition dating from late 1960s. It is as the replacement of the earlier method, called Situational Language Teaching. This was partly a response to the sorts of criticisms the prominent America linguist Chomsky (1957) had leveled as structural linguistic theory in his classic book Syntactic Structure. Communicative Language Teaching is one of language approach that develops from the previous method like Situational Language Teaching and Audio Lingual Method.

B. The Background to CLT

In planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar to teach at the beginning, intermediate, and advanced levels, and which skills and micro skills to teach and in what sequence. Decisions about these issues belong to the field of syllabus design or course design. Decisions about how best to teach the contents of syllabus belong to the field of methodology. Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and CLT prompted a rethinking of approaches to syllabus design and methodology. We may conveniently group trends in language teaching in the last 50 years into three phases:

a. Phase 1: traditional approaches (up to the late 1960s) Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned to direct instruction and through a methodology that made much use of repetitive practice and drilling.

C. Theoretical Framework

in this research, the researcher makes the scheme of theoretical framework. The scheme explains that to improve students speaking skill of SMK Kencana Jakaera, the researcher begins from English Speaking Skill learning process which it is applied in the X TKR 2. For X TKR 2class, the researcher applied Communicative Language Teaching (CLT) method. In the class that applied different method, it will produce the achievement of students speaking skill which it will be different. From the difference result of the methods, it indicates which one of the methods is more effective. Whether Communicative Language Teaching.

D. Theoretical Hypothesis

This research is to know the effectiveness of Communicative Language Teaching to improve the speaking skill of the first grade students of SMK Kencana in academic year 2017/2018. To find the answer of the problem, the researcher should propose the formation of the hypothesis

E. The Goal of Language Teaching

Communicative Language Teaching sets as its goal the teaching of communicative competence. Canale and Swain (1979) have further specified the component of communicative competence in four areas: grammatical competence, discourse competence, sociolinguistic competence and strategic competence. Communicative competence includes the following aspects of language knowledge:

a. Knowing how to use language for range of different purposes and functions,

b. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication),

c. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations),

d. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

F. **Techniques of Collecting Data**

Technique of Collecting Data

Kinds of data	Participants	Techniques	**Data**	**Analysis**
Quantitative	Students	Test	Test Score	Scoring Rubric Scale
Quantitative	Researcher Collaborator	Observation	Written reports - Field note - Teacher's diary - Jurnal harian	Descriptive Elaboration
Quantitative	Students	Questionnaire	Questionnaire Filled sheet	Scoring percentage criteria
Quantitative	Researcher Teachers Students	Interview	Recorded from interview	Descriptive Elaboration

RESEARCH METHODOLOGY

A. **Setting and Participants**

In order to ease the procedure, the researcher will conduct the study in SMK Kencana 1` Jakarta, academic year 2017-2018. The subject of the study is First Grade of SMK Kencana 1 Jakarta. The number of First Grade of 25 students.

B. Research Method

    The research method use Quasi-Experimental Research. Quasi-experiment is a type of experimental design in which the researcher has limited leverage and control over the selection of study participants. Specifically, in quasi-experiments, the researcher does not have the ability to randomly assign the participants and/or ensure that the sample selected is as homogeneous as desirable (Leedy and Ormord, 2010).

B. Procedure of the Research

    This research was held using the procedures in order to get the data objectively.

1. Planning

    a. Pre-test

    b. Post-test

    c. Collaborative English teacher

    d. Media and equipment

2. Acting In acting, the researcher carried out the lesson plan and conducted the teaching activities step by step. The instructional activities conducted as the following steps below:

    a. Opening the class

    b. Conducting Communicative Group:

    1) Warming up

    2) Main activity

    c. Closing the class.

    d. Test

3. Observing The observation aimed at knowing:

    how did students response toward communicative

    group technique?

    How was students' interaction among others?

    What problems arise during the implementation of the communicative group technique?

    The researcher was helped by the collaborative teacher to observe students' activities and the situation of the class during the speaking class.

4. Reflecting Reflection in this research refered to the activity conducted by researcher in analyzing what would happen during the implementation of Communicative Group Technique. By

reflecting, the reseacher knew the srengths and the weeknesses of Communicative Group Technique. The result of reflecting gave advantages in deciding what to do in the next cycle.

5. Revising the plan Having conducted the reflection, the researcher made a revision of the plan. The revision is for improving the condition that had not been successfully in the previous cycle. By revising the plan, it was hoped that the rest of the problems could be solved in the following cycle.

E. Techniques of Analyzing Data

The research analyzed the data collected by using the procedure as follows: 21 The qualitative data was analyzed using Constant Comparative Method as suggested by Strauss and Glasser in Lincoln and Guba (1985: 339). The process includes the following steps:

1. Comparing incidents applicable to teach category

2. Integrating categories and their properties

3 .Delining the theory

4.Writing the theory.

There are two sections in this chapter: section A and section B. Section A relates to the introduction which includes the condition before the research, the implementation of the research, and the final reflection. In section B, it relates to the findings and discussion.

Pre-research : Gaining base-line data

- Observing teaching and learning process
- Collecting the result of daily tests on speaking
- Interviewing students ·
- Conducting pre-test

Research implementation

Cycle	Task	Activity
One: Communicative Activity M1: In public service (health) M2: In a park M3: Rearrange pictures M4: Post-test	1.What happened to us? 2. At the street/a restaurant 3.What a poor boy	1. Finding the members of group . using a game 2. Doing a picture difference 3. Rearranging the pictures.
Two:Communicative Activity M1:Exploring vocabulary and grammar M2: In a travel agent M3: In a pet-shop M4: Post-test	1.Famous person and characteristic, present tense 2.What can I do for you? 3.I like my pet	1. Finding the members of group using game 2. Doing exercises 3. Performing dialogue on the pictures of event. 4. Making a dialogue 5. Performing dialogue

Research Implementation
Overall Implementation of the Research

Problem Solution Students No of cycle	Students had low speaking activity Teaching speaking through CLT first grade of SMK Kencana 1
Cycle 1	Communicative activty
Planning	Vocabulary building and language focus in every meeting.Grouping Role-playing Picture difference. Rearranging pictures
Action	- Exploring vocabulary and grammar - Making a group - Discussing in a group - Talking picture difference - Role – playing - Post-test
Observation	SS: Active, brave to speak, fluency is achived, accuracy is less achived, shy T: Grammar discussion and monitoring, speak too fast. CS: Alive, enjoyable, fun, crowded
Reflection	(+) Raise SS ability and participation, student's involvement; various activities; success in group. (-) Lack of monitoring, grammar, grouping, sentence arrangement, and vocabulary building.
Cycle 2	Communicative activity
Planning	- Giving vocabulary and grammar building, and sentence arrangement - Giving exercise in vocabulary and grammar - Giving pictures to be discussed - Making group - discussing in group and presenting dialogue(role-playing)
Action	- Exploring vocabulary and grammar modelling - Making a group - Discussing a picture of event - Presenting a dialogue(role-playing) - Post-test
Observation	SS: Very active, braver, fluency increased, accuracy, increased, not shy,fewer mistakes in vocabulary and grammar as well as sentence arrangement. T: Spoke in normal speed, modeling in sufficient speaking form, grammar and vocabulary discussion CS: More alive, more fun and enjoyfull, group work was more effective to increase the chance to practice speaking, grouping is effective.
Reflection	(+) Improving speaking ability, effective grouping, effective group work, good involvement, high self -confidence. (-) Need more challenge activity for high and low level of English ability at the same time Students could not combine fluency and accuracy
Final Reflection	Speaking ability raised, fluency and accuracy of speech was achieved, mother tongue use

	was decreased. CS: Alive, SS participation was increased, bigger chances for speaking, high students' involvement, T. More innovative. T: Explored students' potentials

a. Cycle 1

Planning	Topic : Role – play (in a public services) - Giving vocabulary building and grammar. - Grouping - Role-playing - Picture difference - Rearranging pictures
Action	First – Third meeting - Exploring vocabulary, noun-phrase,and grammar - Doing the tasks on vocabulary and grammar - Making a group using games : finding a member of group by matching words into noun phrase - Giving pictures of public services - Discussing the pictures - Making sentences based on the picture - Designing dialogue - Doing picture difference - Rearranging pictures - Role-playing Fourth meeting - Having a test of dialogue in certain places
Observation	Students: - Some SS could find the group easily, some could not - Active in communication - Alive in discussion - Brave to speak in group - Still made mistakes in grammar - Still mispronounced - Fluency is achieved - Shy Teacher: - Gave too much task in vocabulary and grammar - Did not give model - Lack of monitoring in group work - Spoke too fast Class situation: - Alive, crowded in finding members of group - Alive, crowded in conducting the group work - Enjoyable for various types of activities - Fun, but crowded
Reflection	Strength - Using CGT could increase students' activeness and participation /involvement in speaking - There was an improvement of students' speaking ability. - CGT could accommodate various types of activities which are motivating the students to speak. - Group work in CGT is beneficial for eliminating psychological barriers in speaking such as the fear of making mistakes, lack of self confidence and shyness. Weakness - Less control of the teacher in group work - Lack of discussion about grammar - Lack of activity in

		vocabulary - Lack of modeling from teacher

Cycle 2

The overall description of Cycle 2

PLANNING		a. Giving vocabulary, grammar, and sentence arrangement. b. Giving exercise in vocabulary and grammar. c. Giving pictures. d. Making group. e. Discussing in group. f. Role-playing
ACTING	M1	- Exploring vocabulary, grammar modeling.
	M2	- Doing the main task and performance (travel agent)
	M3	- Doing the main task and performance (in pet shop)
	M4	- Post -test : having speaking test.
OBSERVING	Student Teacher Lassroom situation Strength Weaknesses	More active in doing activities - Could perform role- play with fewer mistakes in vocabularies, grammar,pronunciation, and sentence arrangement Teacher - Spoke more slowly - Gave sufficient model in spoken form; sufficient vocabulary building and grammatical practice. Classroom situation - More alive, fun and enjoyable for students - Group work was more effective to increase the chance to practice speaking

REFLECTING		- There were improvements in students'speaking achievement in grammar and sentence arrangement. - The class management was improved. Teacher could control the language use of the students. Weaknesses - It was not easy to find the activities which covered the need of both students which high and low level of English ability at the same time. Some smart students thought that some activities were to easy. - Some students could not combine fluency and accuracy at the same time. Students' fluency was improved significantly when the researcher ignored the accuracy.
REVISING		The next action should select the activity which could fulfill the need of both students whose abilities were different. - The next action should select the activity which could combine both accuracy and fluency

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Using instruments of the research when implementing action research in classroom, the researcher obtained important data. Based on the data analyzing, it is concluded that communicative group technique can improve both the students' speaking skill and the teaching learning situation in the classroom. The conclusions of the implementation of CLT are as follows:

1. Communicative Language Teaching can improve students' speaking skill. The improvement of students' speaking skill can be showed from the improvement of

speaking achievement, students' ability in answering questions, students' ability in expressing and sharing ideas in appropriate vocabulary and grammatical form.

2. Communicative Language Teaching can create the free atmosphere during the learning process. The situation of the classroom become active and more alive with various communicative activities. There is also a rising students' participation. The students are eager to explore their potential skill in speaking freely. The class becomes more relaxed and fun. Students seemed to enjoy various activities.

3. Communicative Language Teaching could also improve students' confidence and motivation to speak English. Some students whose English ability was low seemed enthusiastic to join the communicative activities. They had a satisfaction of achievement feeling because they could speak English like the students whose English ability was better.

4. Various communicative activities in CLT change the speaking class toward a student – centered class. The students do a lot of talking. The teacher is a facilitator and guide. The main role of teacher in communicative Language Teaching is as language consultant. The teacher help the students with what thy want to say instead of judging what students have to say.

B. Implication

The research finding of this study implies that communicative Language Teaching is one of effective techniques which can be used in speaking class. The implication of action is described as follows:

1. Communicative Language Teaching can change the class into students centered class. The roles of teacher in communicative group technique are a language facilitator and guide. Teacher helps students who have problems with what they want to say by providing them with difficult vocabularies or sentences. The teacher guides the students to finish their task by interacting and speaking in English.

2. Various activities in Language Teaching can change the atmosphere of speaking class. The students are more relaxed when they talk a lot to practice speaking without worrying making mistakes.

3. Communicative Language Teaching can enhance students' confidence and motivation to speak English. It also increased the students' participation and involvement during the activities.

4. Communicative Language Teaching can vary classroom relationship among students and teacher. Students interact less with the teacher in their teaching and learning process but most of the time they interact among themselves. They become familiar with working in pairs and small groups.

A. Suggestion

Based on the facts of how effective is communicative Language Teaching to improve students' speaking skill, the researcher gives some suggestions to the teachers, the students, other researchers, and for school as the following :

1. For English teachers

   a. For preparation in teaching and learning in class runs well, teacher should be able to know the students' potential and characteristic to apply the appropriate technique in speaking class.

   b. Teachers should be creative and innovative to select and use good materials for the students. Good materials refers to challenging communicative interesting materials dealing with the real life situation.

   c. In spite of speaking skill is not evaluated in national exam, teachers should teach speaking skill appropriately. Teachers should pay attention in speaking skill, therefore the students feel that speaking is very useful in daily life.

2. For students

   a. Students should eliminate their fear to speak English and change their attitude about speaking skill. Making mistakes is a part of learning progress and students should not concern about mistakes. Mistakes prevent the students from practicing English.

   b. Students should realize that speaking is not difficult there are many ways to be able to speak, as long as they want to practice regularly.

   c. Students should realize that they have potentials to be good students in speaking. They should know that there are many opportunities of self development in speaking.

d. Students should pay attention more to vocabulary and grammar. They should know that make now that many vocabularies and grammatical sentence will solve the problem in speaking skill.

1. For other researchers

a. Other researchers who are interested in conducting similar research should pay attention in choosing the technique which is able to fulfill the objective of speaking skill both of fluency and accuracy.

b. CLT is just one of the efforts to improve students' speaking skill. The findings of this research are expected to use as a starting point to apply further research in the same field.

2. For schools The school is recommended to improve the teaching learning quality by giving the teachers the bigger chances to develop speaking skill. It is hoped that the schools give more attention in speaking skill for daily life than the mark of the speaking test.

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