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CRITICAL THINKING AND TECHNIQUES TO ENCOURAGE STUDENTS TO THINK CRITICALLY

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Abstract: This paper tried to explain in detail about critical thinking and techniques commonly used to encourage students to think critically. Critical thinking involves the use of different cognitive skills, which do not come automatic and have to be taught and developed. In language classes, critical thinking creates active classes. To bring critical thinking to classes, Bloom's Taxonomy and critical thinking strategies can be working and be applied to pedagogical materials in a practical way. Steps for encouraging students to think critically are: (1) determining learning objectives, (2) teaching through questioning, (3) practicing assessing, (4) reviewing, refining, and improving, and (5) providing feedback and assessment of learning. A lesson plan should reflect these five steps.

Keywords: critical thinking, bloom's taxonomy, critical thinking strategies, lesson plan.

Education is the most important and preliminary foundation of growth and development and its result is the change of educational systems to learning organizations. All experts accept the role of educational systems in the development of countries. Thinking and learning new information, contemplation style, and learning are prominent characteristics of human beings. So thinking is the most dominant factor in any education system. The development of educational systems is one of the most important criteria in modern societies. This issue has become a vital problem in different countries, and in recent decades it has become a very important problem in developing countries. On the other hand, attention to thinking in teaching and learning process is the most dominant feature of new approaches. Thinking has been defined differently by different authors. What is common in all approaches is the fact that thinking provides the foundation for inventions and finally it leads to human growth and development. In this article, the researcher has studied the critical feature of thinking in details.

Critical thinking movement was strengthened under the effect of Robert Ennis's thoughts in the early 1960s. Ennis, the Cornell University professor, spoke about the learning and evaluation of critical thinking by designing the X and Y tests. He claims that the concept of critical thinking was not discussed in a comprehensive scope and His efforts aim at compensating the shortages of critical thinking studying (R. Ennis, 1962). The Lipmans works open the ways to critical thinking. In the early 1980s, Lip man could instruct the techniques of critical thinking by introducing a pattern.

Lipman emphasizes that teaching reading, writing, and calculating is the basis of education and reasoning is the main axis of all these activities (Lipman, 1984). The main purpose of education is producing thoughtful people and the

final result of education must be the contemplative mind. Critical thinking is a controllable and purposeful judgment which pays logical attention to proofs, fields, concepts, methods and criteria (Harkreder, 2000). The final product of the educational systems which don't pay attention to this issue is a non-creative person, and it is considered to be a serious problem in the material and spiritual development of the country. The researcher who has been involved in education field has seen the fact that instead of training critical and thoughtful people, Iranian education system has always attempted to overload the students' minds with materials and information, so that the students have become similar to computers whose duty is just storing and retrieving the information.

Critical thinking is a necessary skill in promoting the students' thoughts. The final goal of education is generalization which is achieved through critical thinking and social interactions, out of classrooms (Johnson, 1995). This form of thinking helps a person to think deeply about the issues and criticize education system through true comprehension of the current issues. The learners' discussion is based on thinking and the learners understand the subject by thinking, and analyze the problems presented to them through asking suitable questions (Girle, 1991).

Critical thinking is created based on students and naturally it is cognitive. But creative thinking moves toward values and meaning (Lipman, 1991). It is also clear that critical thinking is not created in isolation and becomes apparent in relation to special activities or topics (Haynes, 1991).

The aim of this study was two-fold. The first aim was to know what the critical thinking is. The second aim was to know what techniques can be used to encourage students to think critically

CRITICAL THINKING

Critical thinking has its roots in critical theory and the concept of scepticism - the questioning of the source of truthfulness and the reliability of knowledge (Brecht, Brown and Eby 2000). Although the focus on critical thinking has intensified in the past decade, researchers as far back as Dewey in 1933 (cited in Walker 2004) argued that possession of knowledge was no guarantee for the ability to think well. Open-mindedness, wholeheartedness and responsibility were seen as important traits for developing the habit of thinking critically. Critical theory 'looks beneath the surface of knowledge and reason ... in order to see how that knowledge and reason is distorted in an unequal and exploitative society, and in doing so, to point the way to less distorted forms of knowledge and reason' (Porter 1998 cited in Brecht et al. 2000, p.56). Drawing on critical theory for social work practice implies a focus on the structural causes of individual 'problems', promoting client rights, challenging inequality, and recognising patterned disadvantages related to, for example, gender, race, sexuality and class. As 'social problems' are conceptualised as socially constructed rather than as fixed realities, the capacity to interrogate underlying political ideologies and discourses is essential to the critical thinking endeavour for social work.

Critical thinking is thinking with a purpose (Facione 2006). Ennis (2002) defines it as 'reasonable, reflective thinking focused on deciding what to believe

or do' (our emphasis). Gambrill (2006) describes it as thinking in a purposeful way using an array of standards such as clarity, fairness, precision, accuracy, logic and relevancy.

Some see critical thinking as a natural attribute, like intelligence, others see it as a set of skills that can be learned and followed. The more contemporary view is that critical thinking is a process that includes both cognitive and affective domains of reasoning (Facione 2006; McPeck 1981; Gambrill 2006; Ennis 1996). Accordingly, critical thinking is a combination of attributes and skills, which can be enhanced through an improved understanding of its centrality to ethically and intellectually rigorous practice, whether in medicine, nursing, social work, sports coaching or teaching history (Ennis 1996; Facione 2006). This adds a moral and ethical dimension to critical thinking: the purpose or reasoning behind critical thinking is seen as the development of a better world, one that is humane and just. Thus, critical thinking is not just an intellectual exercise in problem solving but has a value base that aims to improve human functioning, safety, health and emotional well-being (Gambrill 2005; Mason 2007). It is about sense-making as much as it is about problem-solving.

Conceptualising critical thinking as a composite of knowledge, skills and attitudes means that knowing our own limitations, the stereotypes we hold, our cultural biases and our own personal style of thinking is essential. Emotion - your own feelings, beliefs and values - is an important influence on the critical thinking process (Brookfield 1987; Gambrill 2005, 2006). For social workers, this means being aware of one's own values, beliefs and prejudices and also being able to empathise with, listen to, and incorporate the views and voices of the people with whom one works. According to Facione (2006), the personal dispositions or characteristics of open-mindedness, respect, tolerance and empathy are as important for critical thinking as the cognitive skills of intellectual curiosity, integrity and discipline. Critical thinking needs to include knowledge of oneself, as well as the ability to understand the bigger picture by learning from people from different cultures, backgrounds and worldviews (Mason 2007). Self-knowledge is positioned as one of the three forms of knowledge central to critical thinking, the others being content knowledge and performance knowledge (Nickerson 1986, cited in Gambrill 2006, p.105).

There is general agreement about a range of personal characteristics and skills that critical thinkers should have at their disposal. These include being guided by intellectual standards; supportive of intellectual integrity, perseverance, reason and self-discipline; and able to identify logical connections between elements of thought and the problem. Critical thinkers also need to be able to self-assess and self-improve, to accept multiple legitimate points of view and to seek weaknesses and limitations within their own position. They also need to be aware of how thinking can be distorted and prejudiced, which can lead to injustice and unfairness (Paul, cited in Gambrill 2006, p.102). These are skills that university students are expected to have gained through previous study, and to further develop in tertiary studies. They clearly have particular relevance for social work education, given the centrality of social justice values to the profession. There is

also consensus about the higher-order cognitive skills required for critical thinking, such as:

1. Interpretation: comprehending, expressing meaning and significance
2. Analysis: identifying inferential relationships between concepts, examining ideas and detecting and analysing arguments
3. Evaluation: assessing claims and arguments for credibility
4. Inference: identifying and securing information needed to draw conclusions; querying evidence, imagining alternatives and drawing conclusions
5. Explanation: stating and justifying the results of one's reasoning, including contextual considerations
6. Self-regulation: monitoring and reflecting on one's reasoning and correcting one's reasoning when necessary

(Fonteyn, cited in Brechin et al. 2000, p.59)

Teaching Critical Thinking

In the past there have been two distinct approaches to teaching critical thinking: discipline-specific and generic. The generalist view is that critical thinking skills can be applied across subject domains and that such skills can be learned independently of a specific discipline. Paul (2004) argues that the skills approach to critical thinking will not lead to a deep understanding of critical thinking. Substantive learning means comprehension and insight, and encouraging students to discover as well as process information. In this approach, students should be asking questions like *'How do I know this? What is this based upon? What does this imply and presuppose? What explains this, connects to it, leads from it? How am I viewing it?'* (Paul 2004). Counter-posed with the generic skills approach is the position that critical thinking is not simply a matter of applying a set of skills, but requires a thorough knowledge and familiarity with the subject matter (Davies 2006; Moore 2004). Jones (2007) argues that evidence for the transferability of critical thinking capability appears limited and that conceptualising critical thinking as a set of practical cognitive skills fails to acknowledge the culturally-established structures of meaning that are discipline-specific. She examined the epistemic cultures of economics and history and found that the different perceptions of these disciplines influenced the way critical thinking was conceptualised. History as a discipline embraces debate and different views, whereas economics looks for stability and likens itself to a science. Critical thinking is embedded in the study of history, is modelled in lectures, practised in tutorials and assessed in essay tasks. However, in economics critical thinking is more an application of logic, and the teaching of critical thinking is based around understanding of economic theory, models and tools (Jones 2007, p.92). This subject-specific versus subject-neutral debate has lessened in recent years with an acceptance that it is a combination of both subject knowledge and thinking skills, which makes a critical thinker. Mason (2007, p.334) offers an integrated conception of critical thinking, listing five components as crucial: the skills of critical reasoning; a critical attitude; a moral orientation; knowledge of the concepts of critical reasoning; and knowledge of a particular discipline.

Strategies for teaching critical thinking have been classified as general, infusion, immersion and mixed (Abrami et al. 2008; Ennis 1989). The general approach is where critical thinking is taught in a specific educational unit, with the idea that the skills are transferable across field and contexts. In infusion and immersion approaches, disciplinary content is more important. The infusion approach is where critical thinking objectives are made specific and embedded in all teaching. The immersion approach encourages students to think critically but does not make the principles explicit. The mixed approach involves critical thinking taught as an independent track within a specific content unit. According to a meta-analysis of the efficacy of different methods of teaching critical thinking skills, mixed instructional approaches that combine both content knowledge and explicit critical thinking instruction significantly outperform all other types of instruction (Abrami et al. 2008). Immersion methods significantly underperform. Moderate effects were found for the general and infusion approaches. They also found that pedagogy matters and recommended that teachers receive training for teaching critical thinking skills. They conclude that critical thinking requirements should be a clear and important part of course design and that 'developing critical thinking skills separately and then applying them to course content explicitly work best' (Abrami et al. 2008, p.1121).

TECHNIQUES TO ENCOURAGE CRITICAL THINKING

The lecture format of learning is a venerable and popular approach to content delivery in higher education; however, it frequently does not encourage active learning or critical thinking on the part of students. Those new to the teaching profession often adopt the lecture format because it is both teacher-centered and comes with a strong academic tradition. Unfortunately, it is very difficult to increase a student's critical thinking skills with the lecture format. Topics are discussed sequentially rather than critically, and students tend to memorize the material since the lecture method facilitates the delivery of large amounts of information. The student is placed in a passive rather than an active role since the teacher does the talking, the questioning, and, thus, most of the thinking (Maiorana, 1991).

Active learning can make the course more enjoyable for both teachers and students, and, most importantly, it can cause students to think critically. For this to happen, educators must give up the belief that students cannot learn the subject at hand unless the teacher covers it. While it is useful for students to gain some exposure to the material through pre-class readings and overview lectures, students really do not understand it until they actively do something with it and reflect on the meaning of what they are doing.

There have been many definitions of critical thinking over the years. Norris (1985) posited that critical thinking is deciding rationally what to or what not to believe. Elder and Paul (1994) suggested that critical thinking is best understood as the ability of thinkers to take charge of their own thinking. Harris and Hodges (1995) declared critical evaluation as the process of arriving at a judgment about the value or impact of a text by examining its quality.

The taxonomy offered by Benjamin Bloom some 50 years ago offers a straightforward way to classify instructional activities as they advance in difficulty (Bloom, 1956). The lower levels require less thinking skills while the higher levels require more. The theory of critical thinking began primarily with the works of Bloom (1956), who identified six levels within the cognitive domain, each of which related to a different level of cognitive ability. *Knowledge* focused on remembering and reciting information. *Comprehension* focused on relating and organizing previously learned information. *Application* focused on applying information according to a rule or principle in a specific situation. *Analysis* was defined as critical thinking focused on parts and their functionality in the whole. *Synthesis* was defined as critical thinking focused on putting parts together to form a new and original whole. *Evaluation* was defined as critical thinking focused upon valuing and making judgments based upon information. In the context of this paper, critical thinking is deemed to take place when students are required to perform in the *Analysis*, *Synthesis*, and *Evaluation* levels of Bloom's taxonomy.

To provide the greatest benefit to students, teachers should provide many opportunities for students to engage in the upper levels of Bloom's taxonomy where critical thinking takes place. While most teachers believe that developing critical thinking in their students is of primary importance (Albrecht & Sack, 2000), few have an idea exactly what it is, how it should be taught, or how it should be assessed (Paul, Elder, & Batell, 1997). The following model (Figure 1) is a 5-step framework that can be implemented in any classroom or training setting to help students gain critical thinking skills.

5-Step Model to Move Students Toward Critical Thinking

Step 1. Determine learning objectives. Considering the importance of a course, its placement in a program of study, and its role in providing a base of knowledge to be built upon by other courses, a teacher should first identify the key learning objectives that define what behaviors students should exhibit when they exit the class. To make critical thinking happen, these learning objectives, as well as the activities and assessments, must include those tied to the higher levels of Bloom's (1956) taxonomy.

A well-written objective should include a behavior that is appropriate for the chosen level of the taxonomy. Bloom's *Knowledge* level requires an answer that demonstrates simple recall of facts. Questions at this level could ask students to answer who and what and to describe, state, and list. *Comprehension* requires an answer that demonstrates an understanding of the information. Questions at this level might ask students to summarize, explain, paraphrase, compare, and contrast. *Application* requires an answer that demonstrates an ability to use information, concepts and theories in new situations. Questions at this level may ask students to apply, construct, solve, discover, and show. *Analysis* requires an answer that demonstrates an ability to see patterns and classify information, concepts, and theories into component parts. Questions at this level could ask students to examine, classify, categorize, differentiate, and analyze. *Synthesis*

requires an answer that demonstrates an ability to relate knowledge from several areas to create new or original work. Questions at this level might ask students to combine, construct, create, role-play, and suppose. Finally, *Evaluation* requires an answer that demonstrates ability to judge evidence based on reasoned argument. Questions at this level may ask students to assess, criticize, recommend, predict, and evaluate.

Thus, a well-written lesson plan should target a specific behavior, introduce and allow for practice of the desired behavior, and end with the learner exhibition of the behavioral response. The development of well-written questions will greatly accelerate a learner's movement into critical thinking.

Consider computer security as an example. Say that the objective is: "Students will be able to classify common security threats by category." The verb *classify* is a behavior typically identified with the *Analysis* level of Bloom's taxonomy. The three categories (natural disasters, employee errors, crime) would be presented to the students using questions to enhance the students' understanding. These questions could include (a) "What natural disasters are common in the area in which you currently live?" (b) "Are employee errors intentional acts?" and (c) "What computer crimes or acts of fraud have you read about in the past two months?" Once an understanding of the basic categories has been established, the students are placed in groups and assigned a business. Students will then be asked to identify at least three security threats from each category for that business to be shared in discussion with the entire class. Finally, students are asked individually to classify security threats by category for a business on the exam.

Step 2: Teach through questioning. Questioning is a vital part of the teaching and learning process. It allows the teacher to establish what is already known and then to extend beyond that to develop new ideas and understandings. Questions can be used to stimulate interaction between teacher and learner and to challenge the learner to defend his or her position, (i.e., to think critically). Clasen and Bonk (1990) posited that although there are many strategies that can impact student thinking, it is teacher questions that have the greatest impact. He went on to indicate that the level of student thinking is directly proportional to the level of questions asked. When teachers plan, they must consider the purpose of each question and then develop the appropriate level and type of question to accomplish the purpose. All students need experience with higher level questioning once they become familiar with a concept. Thoughtful preparation on the part of the teacher is essential in providing that experience.

Questioning techniques can be used to foster the thinking ability of students. Questions can be categorized in a number of different ways. One simple method is to use the general categories of convergent and divergent questions. Convergent questions seek one or more very specific correct answers, while divergent questions seek a wide variety of correct answers. Convergent questions apply to Bloom's lower levels of *Knowledge*, *Comprehension*, and *Application* and may include questions like "Define nutrition," "Explain the concept of investing," and "Solve for the value of X." Divergent questions apply to Bloom's higher levels of *Analysis*, *Synthesis*, and *Evaluation*; are generally open-ended; and foster student-

centered discussion, thereby encouraging critical thinking. For example, “Describe the qualities that make a person successful,” “Create an office design to facilitate group interaction,” and “Describe how sun spots might affect tree growth” are all divergent questions.

To most effectively encourage student participation, teachers must become highly skilled questioners. This is understandably difficult and takes commitment. According to Teaching Strategies (2003), the crucial elements of a skilled questioner are that they: pose brief and concise questions, are prepared to rephrase questions, are prepared to draw further responses from participants, use a variety of techniques, redirect questions/responses, provide feedback and reinforcement without repeating answers, and spread questions around the class.

Elder and Paul (1997) proposed that the art of questioning is essential to the art of learning and that, to the extent that if they fail to ask genuine questions and seek answers to those questions, students are not likely taking the content seriously. Students learn math by asking questions about math, students learn history by asking questions about history, and students learn business by asking questions about business. Teachers can and should use questioning techniques to inspire critical thinking in the classroom.

Step 3: Practice before you assess. In the past decade, a major shift has taken place in education; that shift is toward active learning. Teachers that have used this approach generally find that the students learn more and that the courses are more enjoyable. Bonwell and Eison (1991) described active learning as involving the students in activities that cause them to think about what they are doing. Fink (2003) indicated that the concept of active learning supports research which shows that students learn more and retain knowledge longer if they acquire it in an active rather than passive manner. To make learning more active, we need to learn how to enhance the overall learning experience by adding some kind of experiential learning and opportunities for reflective dialog.

According to Fink (2003), there are two guiding principles that should be considered when choosing learning activities. First, activities should be chosen from each of the following three components of active learning: *Information and Ideas*, *Experience*, and *Reflective Dialog*. *Information and Ideas* include primary and secondary sources accessed in class, outside class, or online; *Experience* includes doing, observing, and simulations; *Reflective dialog* includes papers, portfolios, and journaling. Second, whenever possible, direct kinds of learning activities should be used. Examples of direct activities include doing in an authentic setting, direct observation of a phenomenon, reflective thinking, service learning, journaling, and dialog in or outside of class.

One very important ingredient of active learning is in-depth reflective dialog. This provides students with the opportunity to reflect on the meaning of their learning experience. One can reflect with oneself, as in a journal, or with others, as in a class discussion. According to Fink (2003), in reflective writing, students should address the following questions: What am I learning? What is the value of what I am learning? How am I learning? What else do I need to learn?

When English lecturers think about what should happen in a course, it is important to consider the kinds of active learning that can encourage critical

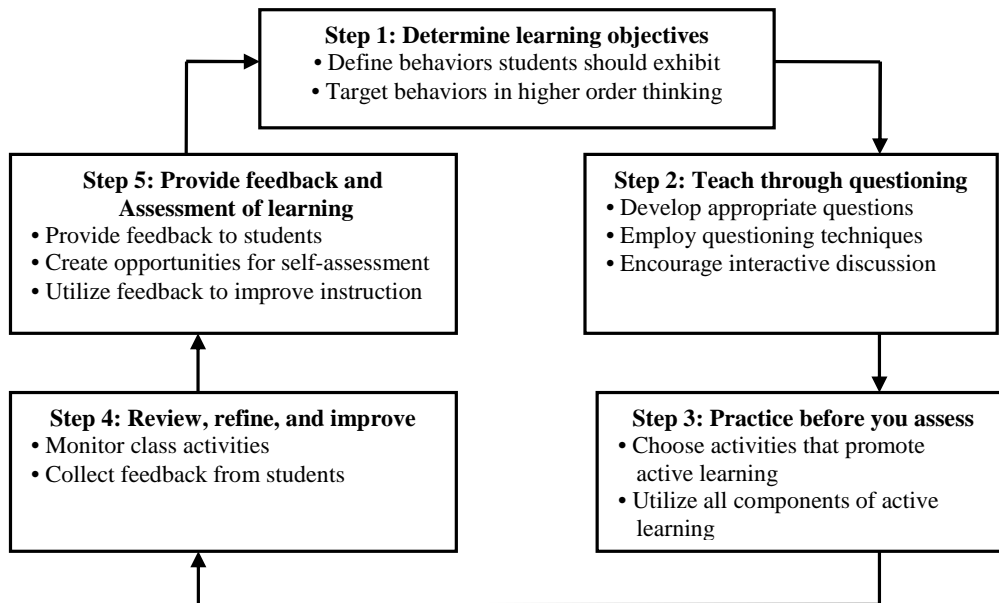
thinking. To enhance the overall learning experience and to create a complete set of learning activities, it is necessary to enlarge the view of active learning to include getting information and ideas, experience, reflection, and, when possible, direct experience.

Step 4: Review, refine, and improve. Teachers should strive to continually refine their courses to ensure that their instructional techniques are in fact helping students develop critical thinking skills. To accomplish this, teachers should monitor the classroom activities very closely. To track student participation, a teaching diary can be kept that identifies the students that participated, describes the main class activities, and provides an assessment of their success. Other reflective comments can also be tracked in this journal and can be very useful when revising or updating instructional activities.

Student feedback is also an important tool to be used in the improvement of a course. Angelo and Cross (1993) suggested numerous methods for collecting key information related to student learning and response to instructional techniques. One such method, the 2-minute paper, asks students to identify the most important point learned. Teachers can review the comments and use them in future classes to emphasize issues identified. Chain notes can be implemented with an envelope bearing a key question on it that students respond to by placing their answers in the envelope. Discussing the patterns of responses with the students can lead to better teaching and learning. Memory matrixes are also useful in the collection of student feedback; students are asked to fill in two-dimensional cells with labels related to a concept. For example, labels may correspond to different periods of history and students would be asked to classify events. The teacher can look for patterns among the incorrect responses and decide what might be the cause(s). These types of activities can also have positive benefits for the students. Students will become better monitors of their own learning. Students may find they need to alter study skills to improve their success in the course. Students will witness, firsthand, that the teacher cares about their learning.

Step 5: Provide feedback and assessment of learning. Teacher feedback, like assessment, compares criteria and standards to student performance in an effort to evaluate the quality of work. However, the purpose of feedback is to enhance the quality of student learning and performance, rather than to grade the performance, and, importantly, it has the potential to help students learn how to assess their own performance in the future. Feedback allows the teacher and student(s) to engage in dialogue about what distinguishes successful performance from unsuccessful performance as they discuss criteria and standards (Fink, 2003).

Figure 1
5-Step Model to Move Students toward Critical Thinking



Taken from Duron, Limbach, and Wendy (2006)

Teachers should provide good feedback to their students through frequent opportunities to practice whatever they are expected to do at assessment time. Teachers should spend ample time helping students to understand what the criteria and standards are and what they mean. Student peers may also provide feedback and evaluation. Each of these techniques help students learn to distinguish between satisfactory and unsatisfactory performance.

When providing feedback, teachers should be both thoughtful and purposeful. According to Wlodkowski and Ginsberg (1995), teachers should provide feedback that is informational rather than controlling, based on agreed-upon standards, specific and constructive, quantitative, prompt, frequent, positive, personal, and differential (i.e., indicating personal improvement since the last performance).

Finally, it is important to note the importance of assessment to the 5-step model itself. Information gleaned from student feedback and assessment provides an immediate and significant source of information to the teacher with respect to which objectives were met, the effectiveness of specific learning activities, things to start or stop doing, effectiveness of feedback on standards, etc. This information should be used to continually improve courses and can in turn become a valuable part of a department or discipline's outcomes-based assessment efforts.

Integrating and Developing Critical Thinking in ELT

Critical thinking is associated with quality thinking and, if sufficiently developed, provides learners with a more skillful way of communicating with other people, acquiring new knowledge, and dealing with ideas, beliefs, and attitudes. In all these areas language plays a crucial role. We may need to distinguish between the language as a communicative vehicle in everyday situations and the use of the language beyond the survival level. In fact, a lot of verbal communication occurs in everyday situations which do not require much thinking but a number of situational clichés and factual information.

However, when a foreign language is taught/learned, even the survival language level may require more thinking of how to communicate in a foreign language. This is because languages are culturally determined (see David Chrystal's book *The Stories of English*, 2004). And as cultures differ, so do languages. Traditions and mentality reflect in the language, its vocabulary, grammar structures, modality, etc. When learning the target language, students need to accept these cultural differences not as a deviation from the natural way associated, as they may think, with their mother tongue but as a fully natural, though different, way of verbal expression within a different cultural domain. Practicing thinking critically when trying to identify similarities and differences in how one and the same cliché is put in words in another language makes the learning process more enjoyable and culturally enriching even at the beginning level.

Moreover, the English language took the role of the lingua franca and is used globally by non-native speakers of English for intercultural communication. Critical thinking skills are indispensable when practicing such intellectual traits as empathy and tolerance thus getting ready for communication in multicultural contexts.

One more aspect justifying and even requiring critical thinking introduction in the ELT class arises due to the rapidly growing international student mobility trends and the use of English as the language of instruction in universities around the world. Researchers of the American Foundation for Critical Thinking (www.criticalthinking.org) argue that critical thinking is not as a natural skill as speaking or running, it is a deliberately developed complex set of skills and features which takes years to acquire. Similarly, a foreign language acquisition needs years of persistent training. So practicing both simultaneously saves time and provides a synergy effect: developing the former we improve the latter and vice versa.

Finally, critical thinking requires active and interactive learning. It does not tolerate passive learning, taking new things and opinions as ready-made words of wisdom. Based on some experience, students tend to learn better by actively communicating with each other in a particular academic content, especially if they are encouraged to apply critical thinking when comparing their views and ideas, when evaluating arguments, when probing into the intellectual standards of clarity and accuracy, breadth and width, relevance and fair-mindedness, etc. Engaged in the interactive activities while practicing both communicative skills and critical

thinking, students have a better chance to improve their self-consciousness, their understanding of their abilities and of their limits and thus paving the road to self-improvement as learners, as future professional, and as individuals.

Integrating Critical Thinking in a Lesson Plan

Writing a lesson plan helps to organize English lecturers' thoughts and have a framework that indicates how to take their students to certain "learning destinations". In order to develop plans that include the development of critical thinking some essential elements or components are typical for any lesson plans, yet some other components need to be added and adapted in order to integrate a critical thinking element. After all, if English lecturers want to develop critical thinking in their foreign language class, the English lecturers need to include some specific lesson components into the lesson plan, in addition to traditional components of the lesson description such as prerequisites, instructional objectives, supporting activities, and assessment.

Typically, English language lecturers are quite happy if their students learn some linguistic structures including words and word collocations, as well as grammar structures and practice them, first, in a more controlled exercise and later in the production of their own pieces of text, oral or written. This traditional approach is known as PPP standing for Presentation – Practice – Production. The purpose of the initial stage called 'Presentation' is obviously to expose the students to a new material which the students can remember, in other words, retrieve, recognize later, and understand, i.e. being able to interpret and explain what they learned, first, through exercises known as 'Practice' and, later, to apply what they learned in a new context, a stage known as 'Production'. Such transfer of knowledge typically from an English lecturer to a student may not require active learning.

CONCLUSION

With a critical thinking objective in mind, this is not enough. By including a critical thinking objective, English lecturers are expected not only to plan a more inquisitive mode of learning new linguistic phenomena but also to engage their students' in an interactive activity focused on various issues which can be of interest to a particular group of students like world events or problems of personal character. This can be done by relying on the students' previous experience, by asking question for clarification in order to make the issue clearer, more accurate and precise, by comparing opinions, by identifying the underlying factors, etc. All this has an effect on the quality of arguments and thinking, thus becoming personal practice in using a foreign language and thinking critically at the same time.

Students need guidance to apply critical thinking skills to practice, and English lecturers should give tasks that require students to 'critically analyse'. Students can learn how to develop both organisational supports and individual cognitive routines to guard against making mistakes. They can also be introduced

to tools and techniques for logical decision-making in various fields.

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DRAWING ACTIVITIES USED A MEANS OF TEACHING ENGLISH VOCABULARY TO YOUNGER LEARNERS

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Abstract: The students' sufficient vocabulary mastery is one of the crucial factors which a language teacher needs to pay attention to. The vocabulary that the learners acquire would likely facilitate him/her in the production stage of the language learning. There are many strategies of teaching English vocabulary to younger learners. One of them is drawing activity. This technique offers students fun activities which arouses sustained motivations. This paper discusses theoretical backgrounds concerning the teaching of vocabulary to younger learners and suggested procedures for using drawing activities.

Key words: Drawing Activity, Vocabulary, Younger Learners

The importance of vocabulary has not been primary concerns of teachers of English of elementary school to teach. A lot of elementary school teachers still emphasize the teaching of grammar more than the teaching of vocabulary. As a result, the students' vocabulary mastery is poor.

In Indonesia, English is a foreign language and taught at schools. The teaching and learning of English at schools have been lasting for more than 60 years in this country.

Saleh (1996, p.2) states

English has been chosen as the first foreign language to be taught as a compulsory subject from the first year junior high school up to the first year of collage since the independence day on August 17, 1945.

The development of teaching and learning of English is tremendously rapid in Indonesia. If, previously, the teaching of English was only to students of high schools and university, then starting from 1989, the government allowed the English to be taught to student of primary school beginning from the fourth grade.

The teaching of English to the elementary school students functions to develop the simple English and prepare the students to continue their education to the higher level.

Surayin (1994, p.5) states

The teaching of English to the elementary school students functions to help the students develop the simple linguistic skills and prepare the students to continue their education to the higher level. It also functions to arise the students' awareness of the importance of English mastery. Among the goals are to prepare the students to be able to face the surrounding changes, especially in its relation to the transformation of information. And to introduce the basic English in order to be able to communicate with the student's surroundings.

Similarly, the 1994 English Curriculum for local program illustrated

English as a local program at elementary school functions as a means of communication especially to the students of elementary school who live in the tourist resorts....And it also functions as a tool for the students to develop themselves in the field of science and technology.

Therefore, the optimal aim of teaching of English to the elementary school students is to enable them to speak the language. The importance of being able to communicate in another language arises, not because of something intrinsic to that language, but simply because communication, in any form and in any language, is a vital part of society and our social relations (Crookall, 1990, p.9). Moreover, Goleblowski (1990, p.1) claims that the aim of teaching English should enable our learners to communicate in that language. In addition, Robinet (1979, p.173) argues that at any rate, the end result of second of foreign language learning is the ability to comprehend and produce the second/foreign language in its spoken and/or written form. In Indonesian context, nevertheless, the learners' ability of speaking English does not mean that the English becomes a first or second language. English is still a foreign language and used restrictedly.

Piaget (1896-1990) cited in Marhoefer (199, p.194) believes that children's thinking process are fundamentally different from those of adults. Krashen (1976) cited in Prabowo (1996, p.30) also claims that the process of foreign or second language acquisition by children are different from those by adults. Therefore, the way to teaching English to children should be in such a way that the children could benefit more. In this respects, a teacher plays the most important role as to find the most interesting method of instruction for his/her students' learning. The method or the way a teacher teaches will influence the students' development in learning. Bairds (1973, pp.15-21) cited in Mardalena (1996, p.6) states that the way an instructor teaches his students can have important consequences for his students' learning satisfaction, and development. This indicates that a teacher should be able to provide

a good environment in the classroom. A congenial environment in the classroom will encourage the students' interactions. As a result, more learning will take place (Marcia, 1998, p.2).

Moreover, in teaching children, a teacher should get the children involved in the process of teaching and learning. He or she should also create physical activities in which the children have a sense of play in learning.

Dewey (1916, p.194) states

Experience has shown that when children have a chance at physical activities which bring their natural impulses into play, going to school is a joy, management is less of burden and learning is easier.

During the process of learning, the children would come into a situation where they feel bored to learn. If they feel bored, they will not pay attention, will be easily distracted, and prevent other students from learning (Cranmer, 1989, p.2). Therefore, a teacher needs to provide the children with an enjoyable activity which could meet their interests and needs. If the children think that the learning activity fits their interests and needs, then they will be motivated to learn.

Dangerfield (1989, p.22) states

If a lesson is not to the needs, at least self perceived, of the students and if the contexts used are not meaningful, because they are inappropriate to the students' age group or cultural background, then there will inequitably be a loss of interest and thus of motivation. Relevance and meaning fullness are starting points from which lessons can be made motivating.... Creating meaningful and relevant practice activities in a lesson can go only so far towards maintaining interest...if the activity, however initially enjoyable, is made to continue for too long a period in the lesson, then interest will flag.

At the children's age, the activity which facilitate their learning is the concrete one. This sort of activity allows the children to interact directly to what they are learning.

Piaget (1977) cited in Donoghue (1984, p.4) states

Learning is an active process, and children learn best from concrete activities. In the type of learning, there is an intrinsic motivation that stems from children's innate curiosity about their world and the rewards that can be reaped by satisfying that

curiosity through knowledge. When learning is physically and mentally active, thought is the internalization of that action.

This paper discusses one of the techniques which a teacher can use to develop younger learners' vocabulary mastery.

THE TEACHING OF VOCABULARY

Notwithstanding the fact that studies done on the acquisition of word meanings have been conclusive and therefore one cannot point to a specific techniques or strategy and that it is the best way to promote vocabulary learning (Rubin 1993, p.252), still, it does not necessarily mean that a teacher should be doubtful to use any techniques that he/she believes to be appropriate for his/her students. (Rubin 1993, p.376) suggestively further states that in order to built a larger meaning vocabulary, the teacher could use a number of motivating techniques to stimulate vocabulary expansion. Moreover, she argues :

Teachers need to help student recognize how knowledge of word meanings is essential for precision and clarity in language. Also, they need to help their student gain strategies for vocabulary expansion. Several methods exists. Ones way for a teacher to show students that he or she fees vocabulary study is important is to devote time to it.

By having certain technique in the teaching and learning vocabulary, for example, through pictures, realia, or drawing, a teacher helps the students to build a concept towards what they are learning.

Wood (1991, p.59) says

Sometimes a brief definition will be adequate to help you learn a new word at other times, you will need a more extensive explanation backed up with examples, pictures, models, comparisons, and other types of extensive elaboration. In these cases, you are mastering rather than learning a brief definition.

The teaching of vocabulary should also be focused on developing the students' awareness of the words they are learning. Rubin (1993, p.246) suggests that teachers can help awaken and advance this awareness in students by helping them acquire tools in addition to the dictionary to expand their vocabulary. She further says that vocabulary awareness grows when students do the following.

- (1). Become aware of words they do not know

- (2). Have a desire to unlock the meanings of unfamiliar words
- (3). Become interested in gaining insight into the strategies for recognizing words and for expanding vocabulary
- (4). Try to determine the meaning of words from the context and from their knowledge of word parts.
- (5). Learn the most used combining forms
- (6). Jot down words they do not know and look them later in the dictionary.
- (7). Keep a notebook handy to write down words they have missed in their vocabulary exercises.
- (8). Learn to break down words into word parts to learn their meanings.
- (9). Maintain interest in wanting to spend their vocabulary.

In English, there are millions of words which are impossible for the Indonesian elementary school students to learn during their time of childhood. At the fourth-grade, the age of students ranges on the average of eight to eleven years old. Finnochiaro (1989, p.108) suggests that in one lesson, children of eight or nine may learn four or five new words and children of ten and or eleven may learn seven or eight new words.

On account to the fact that vocabulary is inseparable part of language, it has attracted some educationists to devote their thoughts in terms of providing techniques and procedures for teaching vocabulary. Saleh (1991, p.27) suggested some procedures for teaching vocabulary. They are as follows:

- Step 1: The teacher says the sentences and words several times
- Step 2: The teacher has the class repeat the sentences and words
- Step 3: The teacher presents the meaning of the vocabulary item by using realia, pictures, etc.
- Step 4: The teacher writes the sentences on the board
- Step 5: The teacher gives drills and practice covering mechanical drill, meaningful drill, and communicative drill.
- Step 6: The teacher has the class copy the sentences.

In the teaching of vocabulary, a teacher can make use the teaching aids available. There are some vocabulary teaching methods which are recommended. The followings are some compiled by Saleh (1991)

- (1). Using props
The teacher presents the new words by means of classroom object such as duster, dustbin, chalk, ruler, etc.
- (2) Using Pictures
The teacher can present words that contact be taught by props or relia through pictures.

(3) Using demonstrations

The teacher can make use of demonstration to present action verbs or some adjectives.

(4) Using Known Words

Known Words refer to words that the learners have known or been familiar with.

(5) Using Translation

In presenting the new words, the teacher may say the meanings of the words in other language, for example, from English to Indonesian.

As stated above that the teaching of vocabulary has crucial role in the students' language development. In relation to the teaching of vocabulary, Finnochiarro (1989, p.108) gives some premises and comments as follow :

- (1) Not all of the words students hear during any lesson need become a part of their active vocabulary (for production) during that lessons or even in later lessons
- (2) Vocabulary should always be taught in normal speech utterances
- (3) Whenever possible, the vocabulary item should be centered about one topic. Words about food should given in one lessons, words about clothing in another, words about weather in still another and so on. All the words around a center of interest (food, clothing, recreation, etc) should not be taught at one time or at one level.
- (4) Vocabulary items should be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways, we dramatize using ourselves and our students, we show pictures, we paraphrase, we give the equivalent if necessary, we use any appropriate technique.

THE DRAWING ACTIVITY IN LANGUAGE LEARNING AND TEACHING

Particular selected activity applied in the classroom could highlight the process of teaching and learning. It is important that a teacher chooses the most appropriate activity which can fit the students' interest. Appropriate activity would bring psychological impact on the students.

Piaget, cited in Sprinthall (1987, p.103) states

A significant educational implication of cognitive development is that growth in any one stage depends on activity. In other words, the development of brain power is not fixed at birth but is a function of appropriate activity during any particular stage. Children must engage in appropriate activity to learn.

The importance of activity in learning has been argued by some educational experts. Brubacher (1966, p.226) in commenting Dewey's statement says that the employment of the activity principle is intended to clarify the child's understanding of the lessons. He further states that growth in knowledge cannot germinate inside the head alone. To learn or find out, one has to do something one has to alter physical conditions outside the head to see whether what happens is what the head predicated would happen.

If we look at the teaching and learning literature, we might find a variety of activities which can be used in the classroom. But, before deciding to use any sorts of activity, a teacher should realize what kind of activity that will attract the student's attention. Rowe (1978, p.182) notes that thinking, reasoning, and problem definition do not start until something captures our attention. Therefore, in selecting the activity, a teacher should be really careful. Davies (1976, p.18) outlines three possible criteria for selecting appropriate classroom activity. They are as follows:

- (1) An activity must be capable of going on for some time. Activities which are too easily and quickly mastered are likely to be less worthwhile. Some preferences should be given to activities which hold a learner's attention, demand a certain amount of skill and discrimination, and provide a constant source of challenge, pleasure and satisfaction.
- (2) Activities should be compatible, rather than competitive. In other words, 'balance' is important. Coherence is an essential trait of a well-conceived set of activities.
- (3) worthwhile activities are likely to be serious rather than trivial, particularly in terms of the contribution that they make to real life.

In teaching and learning, there are a variety of activities which can be applied. One thing that should be taken into consideration, that is the activity should be able to keep the students' motivation to learn. Black (1993, p.160) states that games and motivational activities help the students learn many words they hear and see outside the classroom.

One of the activities that might help younger learners to learn is the drawing activity. To use and develop drawing as a tool for teaching and learning language, a teacher does not have to be good at drawing, or be able to provide a fantastic drawing. To teach and learn the language through drawing, it does not require the teacher, or the students to be able to make drawings which identically resemble the real object. Because the main purpose of drawing is to enable the students to produce speech.

Allen and Vallete (1977, p.15)

One does not have to be a professional or a communication engineer do develop and use drawing. Even teachers who consider them selves non artists can prepare fine visuals. Simple

line drawing are often even more effective than detailed sketches, because the main function of the drawing is to elicit speech, not to distract the eye.

Identically, Underwood (1987, p.23) says that more teachers would not claim to be artist, but sooner or later every teacher has to draw something on the board, and teacher does not have to be an expert to do it. She further suggests three most important rules in applying the technique:

- (1) Keep it simple
- (2) Try it out in advance
- (3) Draw it big enough to be seen.

Drawing activity used as a means of teaching and learning has been believed to be very useful and facilitating. It can be used to teach, introduce, and develop newly-learned language. Its significance's in the teaching and learning of foreign language have been argued, for example, by Cora Hann (1985) who gives detailed guidelines for different kinds for exercises. She goes on stating that when we want to visualize a new arrangement of furniture in a room, create a new pattern or design, or imagine decoration for a party, drawing is a natural activity. In addition, Underwood (1987, p.23) claims that the drawing can be used as a way presenting new language and explaining vocabulary to younger students. Similarly, Nelson (1987, p.13) states that drawing activity can be used to teach young or beginning students basic vocabulary and elementary grammar. Also, Ollila and Mayfield (1992, p.103) say that many children will use drawings to communicate ideas.

The other underlying value of drawing lies in its being able to provide the students with a frame of reference (Gunning, 1992, p.397) and activity which they are fond of. Through drawing, the students not only can learn the language in enjoyable way, but also can express themselves.

Nelson (1989, p.33) states

Most children enjoy drawing and use it as a natural way of expressing themselves. While language is abstract, drawing, especially for children, tends to be concrete and therefore, more "real" to the students. Also, drawing, like music, is a medium of direct communication which can be relatively easily translated into written or spoken language.

However, he further says that writing is not simply a matter of forming letters and spellings. From their first day in school, children should be encouraged to write as best they can in whatever way the can, whether by drawings as a means of

introducing children to writing. The idea is transfer the children from concrete symbolic system-drawing-to an abstract representational writing. He further states that once they could draw a recognizable image, they were shown how to represent the same image with words. Similarly, Nelson, (1987, p.33) in line with the use of drawing in writing says that the goal is to encourage the students to express themselves in one medium (drawing), than transform it into another (writing or speaking). Additionally, he states that this kind of activity will accomplish two goals : (1) it demonstrates to students that language is a means of communication, and (2) it associates a word with its pictorial equivalent.

In addition, Dyson (1988, p.26) as quoted by Cura (1992, p.4) states

Drawing is often paired with dictation and writing. She looked at this relation to a group of 6-years-olds and found that some children were helped by the verbalizing process to clarify the ideas they had been attempting to express in their drawings. She describes this as a 'process of negotiation' between talk and picture. She also found that after completing their drawing some children simply dictated a record of the drawing process. Perhaps this indicates that they do not see the point of repeating themselves in terms of the content of the drawings, which is there for all to see.

The Indonesian elementary school classroom are generally big and contain a large number of students. Every grade of the elementary school may have thirty to forty students. Handling such a number of younger learners is not an easy task. It sometimes happens that the class becomes unfocused, noisy, and inattentive. To avoid this from occurring, a teacher needs to find a certain technique which can attract students' attentions.

Clark (1990, p.68)

In focusing a class, and in teaching students to focus, teachers need to look for an approach that also activities what students all ready know about the subject, inspires goal formulation, and helps students to scan for new information. Drawing pictures can give teachers a way to highlight all of these purposes a in a manner that attracts and holds students' interest.

In relation to the use of drawing he further states

When teachers ask students to draw, they are asking for a representation of what student already know.....students drawing can also reveals what students understand of relationship in a subject...illustration of concepts, and even causal explanation. By introducing new labels for what students have drawn, teachers can help students see what they know in a new light. When students begin to label their own drawings, they add “semantic” meaning to their visualization.

SUGGESTED PROCEDURES FOR TEACHING VOCABULARY THROUGH DRAWING ACTIVITIES

The teaching procedures follows the procedures outlined in the curriculum which are divided into three stages. They are pre-activity, whilst-activity, and post activity.

A. Pre-Activity

In this stage the teacher can spend about five minutes to prepare the class for learning. For the drawing activities, the students can use drawing book or note book. The teacher can use the whiteboard or blackboard.

B. Whilst-Activity

The teacher initiates learning by drawing lines on the board. While drawing, interacting with the students by inviting them to guess the in-progress line drawings. There may be a lot of words that students may come with the drawings, and the teacher’s creativity can play important roles in directing the intended word. For example, illustrate the drawing with what the word can be used if it is a noun. If it is a verb teacher can demonstrate the verb. Finish the drawing and reveal the word to the students. The teachers can also put colors into the drawing. The students will learn names of colors at the same time. The teachers can illustrate the word’s meaning by putting the word into a meaningful sentence. Explain the word and sentence and have the students copy the drawing (the purpose is to maintain a long term memory).

C. Post-Test Activity

The teacher can write a word or a sentence on the board and have the students draw it.

CONCLUSION

The writer had hands-on experience using this strategy in teaching English vocabulary. The technique requires the teacher to be good at drawing, to be able to produce comprehensible and distinguishable drawings. If not, it will only put the students in confusion of understanding the message conveyed through the drawings.

For example, he drew a dog. But the students partly said it was a horse and the others responded it was a goat.

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IMPROVING LISTENING ACHIEVEMENT OF BUSINESS ADMINISTRATION STUDENTS THROUGH AUDIO VISUAL

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Abstract: The purpose of this study is to find out whether any significant effect in listening achievement of the student who are taught by using audio visual or not because listening is the essential subject given for the fourth semester students of Business Administration Department. However, listening is a difficult skill to practice for many students. This research conducted by using quasi-experimental design. The population consisted of 96 students from four classes of the fourth semester students at Business Administration Department of State Polytechnic of Sriwijaya in academic year 2013/2014. Forty six of them were selected by using purposive random sampling based on some criteria. Pretest and post test were used to collect the data which analyzed by using t-test to get the significant mean between them. The finding shows that the students' listening achievement increased by 3.598, < 0.05 . In other words, using audio visual method in intervention process was effective to improve students' listening achievement.

Key words: listening achievement, audio visual

The demand of job field to have qualified employees in mastering English as international language makes English teachers of Polytechnic have important roles in preparing their students to have ability in English actively or passively for both perceptive skill (reading and listening) and productive skill (speaking and writing). State Polytechnic of Sriwijaya, especially Business Administration Study Program hopes their students to be qualified graduates who are able to compete with other graduates so they can be easier to be accepted at workplace. They should not only have special skill but also have the ability in foreign language, especially in English as an international language.

Based on the syllabus for the fourth semester students in Business Administration Program, listening is the essential subject given for the students. Lundsteen cited in Kuo.Li.Li, 2009 mention listening is the essential core of language acquisition and is the foundation of other language arts. If learners can understand what the native speaker says so they can be easier understand other skill such as writing, speaking, and reading. Listening is treated as a much more complex activity and one that is the corner stone of language acquisition (Krashen, 1994 as cited in Meskill Carla, 1996). In other words, learners need to

improve their listening skills in order to understand natural english spech. Futhermore, According to AL-Hammadi, F,S (2011) listening skill is the basis for understanding and for development of other language skills. Bently and Bacon (1996) as cited in Bozorgian H & Pillay H (2013) suggest that listeners create meaning from oral input because listening, as an active process, is a critical part of language learning generally and particularly for the L2 learning process. Meanwhile, Kuo li-li (2009) states that Among other skills, for EFL or ESL students, listening comprehension provides the key opening access to language acquisition.

There are some activities to improve the students' listening skill such as listen from cassette or CD, watch a video from audio` visual, listen songs, and etc. When learners listen what the speaker say, he or she tries to understand about the word that learner catch, and then he/she can express it orally or written it on paper after that they can read to check whether there are some mistakes or not. Teaching listening skill using audio-lingual method is improving the students listening skill (Brown,1994). Its meant that listening activity are able to develop other language skill. Meskill C (1996) mention multimedia technology (interactive videodisc, CD-ROM,CD-I, etc.) is as potential tool to enhance listening skills to become a practical option. Audio visual media is one of the main factors that can influence the effectiveness of teaching and learning activities of listening. Furthermorfe, audio-visual media is media that can be seen and listened. Brinton and Gaskill (1978) state that using TV and radio news utterances as teaching material has proved effective on improving listening comprehension of EFL learners

Based on the explanation above, the writers were interested in doing a research "*Improving Student Listening Achievement through Audio Visual*". This study attempted to compare the students' listening achievement before and after given treatment by using audio visual. The problem of this study is formulated in the following question: are there any significant effect in listening achievement toward the students who are taught by using audio visual and those who are not? Meanwhile, the purpose of this study is to find out whether any significant effect in listening achievement of the student who are taught by using audio visual or not

METHOD

This research used A quasi-experimental method: non equivalent pre-test and post-test. The method involved experimental and control groups. Both of group are given pre-test and post-test. This design involved treatment group; the experimental group which received treatment use audio visual in listening and the other group is the control group which doesn't receive any treatment.

Group	Pretest	Treatment	Posttest
E	O1	X	O2

C

O3

O4

This research did at Sriwijaya State Polytechnic with object of the fourth students who study English registered in academic year 2013 /2014. It was conducted every week in 13 meetings during 3 month from march to June 2014 of Sriwijaya State Polytechnic. Each meeting took study periode (2 X 50 minutes) including listening business topic for the fourth semester students; telephone business, buying and selling, and company structure, system and process.

Teaching Listening skill using audio lingual method

Teaching listening skill using audio-lingual method is improving the students listening skill and according to Brown (1994:57) the characteristic adapted from Prator and CelceMurcia, 1979; (1) New material is presented in dialog form, (2) There is dependence on mimicry, memoryzation of set phrases, and overlearning, (3) Structures are sequenced by means of contrastive analysis and taught one at a time, (4) Structural patterns are taught using repetitive drills, (5) There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation, (6) Vocabulary is strictly limited and learner context, (7) There is much use of tapes, language labs, and visual aids, (8) Great importance is attached to pronunciation, (9) Very little use of the mother tounge by teachers is permitted, (10) Successful responses are immediately reinforced, (11) There is a great effort to get students to produce error-free utterances, (12) There is a tendency to manipulate language and disregard content.

Techniques for Collecting the Data

The data were collected through test. The test were given to get the result of listening score pre-test and post test. The test were done to find out the difference of the students progress in their listening achievement before and after treatment. The writers gave pre-test before conducting the teaching experiment to the students. It was to measure the students' achievement. Furhermore, the post-test was given after the students got treatment by using audio visual. The listening test was in form of written test which consisted of 50 multiple choice questions.

Technique for Analyzing the Data

In analyzing the data, some steps were followed. First of all, after the normality of data were found normaly by using Kolmogrov-Smirnov test. Then the data of the students' pre-test and post-test were analyzed to find out: (1) the significant mean difference between pre and post tests within each group using paired sample t-test. (2) the gain scores obtained by the students in each group were compared using independent t-test analysis to prove that there was a significant difference in speaking competence between the experimental group and the control group.

FINDINGS

The result of the tests were taken from pre test and post test. The score was used 0-100 scale. The data gained from pre-test and post-test were classified into two groups, namely the results of pre-test and post-test both in experimental and control group. It also included the results of the descriptive analysis and the results of the statistical analysis.

The result of description analyzing test of the data of listening achievement show the mean score of pre-test of listening achievement in the experimental group was 25.87 and mean score of post test was 29.00 . While the mean score of pre-test of listening achievement in the control group was 23.87, and the mean score of post test was 24.96. This result show that the mean score of post test of listening achievement in the experimental group was higher than the mean score of post test in the control group. It means that using audio visual has an effect of the students progress in their listening achievement.

Therefore, In determining the normality the data, the writers used *Kolomogorovv-Smirnov test*. The test of the pre-test and post-test of listening achievement in experimental group and control group showed that significance 2-tailed was higher than *Alpha* () 0.05. It can be known from the result of pre test of listening achievement in experimental group was 0.89. Whereas, the post test result was 0.101. Furthermore, the result of pre test of listening achievement in control group was 1.134 and the result of post test was 0.95. Based on the data shown, it can be concluded that the all data obtained were considered normal. Pallant (2005) mention the normality of distrobution of score by seeing its significant value of more than 0.05. Moreover, Santoso says that the data can be catogorized as normal data if the value score is 0.05 or higher than 0.05.

The Statistical Analysis

To find out whether there were significant difference in listening achievement, the writer used t-test in SPSS version 17.00 program for the statistical analysis. The t-test used both Paired sample t-test and independent sample t-test in which paired sample t-test was used to find out whether or not there was significant effect of the students' listening achievement before and after treatment by using audio visual in the experimental group, and that was in control group without treatment. Meanwhile to find out whether or not there was a significant difference of pre-test and post-test between experimental and control group, the writer used independent sample t-test.

1. Paired sample t-test of students' listening achievement in experimental and control group

Before treatment, the mean of students' listening achievement of pre-test in the experimental group was 25.87 with the standard deviations 3.321. And after

treatment the mean of students' listening achievement of post-test in the experimental group was 29.00 with standard deviations 3.920.

Meanwhile, the mean of students' listening achievement of pre-test scores in control group was 23.87 with standard deviations 3.647. The mean score of students' listening achievement of post test in control group was 24.96 with standard deviations 3.699. Furthermore, the mean difference of post-test and pre-test of experimental group showed that mean difference was 3.13 with standard deviations 3.920 t_{obtained} was 2.922, degree of freedom (df) 44 and t_{table} for two tailed was 1.680, and level of probability significant (Sig. 2-tailed) 0,007. t_{obtained} 2.922 was higher than t_{table} (df 44) 1.680. It means that the used of audio visual has an effect of listening achievement of the students.

2. Independent sample t-test of post test of listening achievement in experimental group and control group

To find out whether or not there was significant difference in listening achievement of the student, the writer used independent sample t-test. The result of post test score of listening achievement in the experimental group and control group were compared by using independent sample t-test.

Based on the table 4 below, students' listening achievement showed the value of t_{obtained} was 3.598 and t_{table} (df;44) was 1.680 in two tailed with the level of probability (Sig. 2-tailed) 0.01 that was lower than 0.05. It means t_{obtained} was higher than t_{table} . It can be concluded the research hypothesis (H_{a1}) was accepted and the null hypothesis (H_{o1}) was rejected. It means that there is a significant effect of students' listening achievement by using audio visual.

DISCUSSIONS

Based on the result of data analyses in this study, the writer concluded that using audio visual in the intervention process influenced the students' progress especially in the experimental group. It was proved that audio visual in listening made better progress in students' listening achievement in the experimental group. It can be seen from the result of the post-test which was higher than those of pre-test.

The writer could interpret that the students' progress in listening because in applying the activity, the writer used a video showing that is more interesting tool in learning. They could also learn about the activities shown while the conversation happen. Luo: 2008 as cited in Hsu, C.-K., Hwang, G.-J., Chang, Y.-T., & Chang, C.-K. (2013) stated listening is an important capability of social interactions, and it has been found that people receive new messages more efficiently via listening than reading

As a result, the students were more interesting in listening activity that were not monotonous. It can be seen from their curiosity of the films shown to them. Progosh (1996) mention videos is as an instructional tool for use in classroom. Video's effectiveness lies in its ability to motivate learner achievement.

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CONSTRUCTIVISTIC READING STRATEGIES ON STUDENTS' READING COMPREHENSION COURSE

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Abstract: Three constructivistic reading strategies were conducted to investigate students' reading comprehension attainment and vocabulary mastery. The quasi-experimental design of the pretest-posttest non-equivalent control group design was applied. The students were grouped into three experiment classes and three control classes classified into high, middle, and low category. The research was conducted at three Polytechnics in the academic year 2013/2014. The sample was 142 of the third semester students. To collect data, the reading comprehension test of forty items and vocabulary test of thirty items in the form of multiple choices were used. To know the nurturant effects of three constructivistic reading strategies, participant observation was applied. To know the validity and reliability of forty reading comprehension test items, the writers used Cronbach's Alpha and the split-half method. To obtain the validity of thirty vocabulary test items, content validity was applied. Before applying t-test with SPSS 21, the Kolmogorov Smirnov test was applied to know the normality of the test and Levene Test to know the homogeneity of the test. The results of reading comprehension and vocabulary tests of three experiment classes were much higher than those of control classes.

Key words: reading comprehension, vocabulary mastery, cronbach's alpha, the split-half method, Kolmogorov smirnov test, levene Test

The quality of education that English lecturers provide to students is highly dependent upon what English lecturers do in the classroom. Thus, in preparing the students of today to become successful individuals of tomorrow, English lecturers need to ensure that their teaching is effective. English lecturers should have the knowledge of how students learn reading comprehension course and how best to teach. Changing the way to teach and what to teach in reading comprehension is a continuing professional concern. Efforts should be taken now to direct the presentation of reading lesson comprehension away from the traditional to more student centered strategies.

In the writer's teaching visits, many English lecturers at Sriwijaya State Polytechnics, Sekayu Polytechnics, and Health Polytechnics still use unimpressive reading strategies in the classrooms. During the reading comprehension teaching and learning process, the English lecturers ask the class to turn to a certain page or announces that they are going to teach a certain unit. They then write, and explain some of the more difficult vocabulary items on the white board. This is followed by silent reading on the part of the class. The English lecturers then read part of the text and comment on what they feel are difficult for the students. The English lecturers sometimes ask a few questions, which are usually answered by few bright students, or if they fail to answer the given questions, the English lecturers answer them themselves and proceed to the

next sentences or paragraphs. The other students just keep silent, while others are busy with themselves, and even make some disturbances at classroom. Then the English lecturers do the questioning and a selected number of students supply the answers, often by lifting a few sentences straight from the text. If there is sufficient time left, the English lecturers usually ask different students to read the reading text aloud. Finally all students in class-rooms are asked to do the written exercises; translation, and structure.

If it keeps going over and over, students' reading skill and vocabulary mastery will not improve. Surely, it will affect their reading comprehension attainment. They have no enough chance to express their ideas fluently during the learning process. They are passive during the teaching learning process. They are not accustomed to speaking, sharing, even interacting one another. Only few students pay attention to the lecturers' explanations. It does not wonder, in one class there is a gap between clever students and unclever ones. They tend to have their own group. Such an uncondusive atmosphere is absolutely not good for students' social values.

From the writer's perspective, to overcome the above problems, students should be placed as a subject not an object and learning processes in the classrooms must use cooperative learnings. Cooperative learning, according to Kessler (1992, p.124), has been proposed as a framework for organizing and maximizing authentic and purposeful classroom interaction among learners in a supportive and stress-reduced environment, thereby increasing their achievement in the cognitive, affective, and social domains of schooling. In second language learning usually students have different level of language, but by working in group they can stay together to learn the material and have interactive communication. So they will get much benefits of this process. In cooperative learning, students work together in four or five members' team to master the material that has been presented by a lecturer (Slavin, 1995, p.4). Such a way makes students become the center of learning. They learn actively and independently in group. It is more effective than learning lecturer centered. In cooperative learning, lecturer functions as facilitator rather than instructor. Through cooperative learning, students share their idea and solve the problem together to reach the goal of the group. So, indirectly it can increase students' personal and social development.

Cooperative learning is grounded in the belief that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks. Cooperative learning has been used as both an instructional method and as a learning tool at various levels of education and in various subject areas. Johnson & Johnson (1999) proposed five essential elements of cooperative learning: (a) Positive interdependence: The success of one learner is dependent on the success of the otherlearners, (b) Promotive interaction : Individual can achieve promotive interaction by helping each other, exchanging resources, challenging each other's conclusions, providing feedback, encouraging and striving for mutual benefits, (c) Individual accountability: Teachers should assess the amount of effort that each member is contributing. These can be done by giving an individual test to each student and randomly calling students to

present their group's work, (d) Interpersonal and small-group skills : Teachers must provide opportunities for group members to know each other, accept and support each other, communicate accurately and resolve differences constructively, and (e) Group processing: Teachers must also provide opportunities for the class to assess group progress. Group processing enables group to focus on good working relationship, facilitates the learning of cooperative skills and ensures that members receive feedback.

In addition Johnson & Johnson (1999), Slavin (1995), and Johnson & Johnson (2000) say that in contrast with the competitive ethos of traditional classroom, CL also creates a more relaxed atmosphere which increases students' interactions. Some other advantages of CL in enhancing learners' learning achievement, such as developing oral communication skills, enhancing self-esteem, reducing test anxiety, and creating a strong social support system etc. have also listed by researchers. Through implementing Cooperative Learning, positive learning attitude, interaction skills, thinking skills and can be achieved.

Essentially, then, cooperative learning, represents a shift in educational paradigm from teacher-centered approach to a more student-centered learning in small group. It creates excellent opportunities for students to engage in problem solving with the help of their group members.

There are three theories underlying cooperative learning, namely: Vygotskian perspective, Piagetian perspective, and Social Interaction. Vygotsky (1978) in Marzano (2001, p.127) cites that all good learning was that which was in advance of development and involved the acquisition of skills just beyond the student's grasp. Such learning occurred through interaction within the student's *zone of proximal development*. Vygotsky defined the *zone of proximal development* as the discrepancy between the student's actual developmental level (i.e., independent achievement) and his/her potential level (achievement with help from a more competent partner).

According to Vygotsky, an essential feature of learning was that it awakens a variety of internal developmental processes that were able to operate only when the child was in the action of interacting with people in his environment and in cooperation with his peers. Therefore, when it came to language learning, the authenticity of the environment and the affinity between its participants were essential elements to make the learner feel part of this environment. Unfortunately, these elements were rarely present in conventional classrooms.

Piaget's theory suggested that cognitive development leads to learning. A central component of Piaget's developmental theory of learning and thinking was that both involve the participation of the learner. Knowledge was not merely transmitted verbally but must be constructed and reconstructed by the learner. Piaget asserted that for a child to know and construct knowledge of the world, the child must act on objects and it was this action that provided knowledge of those objects; the mind organized reality and acted upon it. The learner must be active; he was not a vessel to be filled with facts.

Piaget thought that teachers should be able to assess the students' present cognitive level, strengths, and weaknesses. Instruction should be individualized as much as possible and students should have opportunities to communicate with one

another, to argue and debate issues. He saw teachers as facilitators of knowledge - they were there to guide and stimulate the students, also allowing students to make and learn from mistakes. Learning was much more meaningful if the students were allowed to experiment on their own rather than listening to the teacher lecture. The teacher should present students with materials and situations and occasions that allowed them to discover new learning. In active learning, the teacher must have confidence in the student's ability to learn on his own.

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. Social interaction improves the students' ability to resolve comprehension difficulties, improves their higher thinking or metacognition, and increases their motivation. Finally, students create new knowledge from what they internalize in order to reach a higher development of their potential (Slavin, 1995).

Greenway (2002) conducted a study to compare two groups of students with difficulties in learning vocabulary. One group was trained in RT method while the other group received training in induction – deduction reasoning. The results showed that the cohort trained in RT was more effective than the cohort trained in induction – deduction reasoning method of reasoning in remembering, understanding and using vocabulary. Furthermore, Todd and Tracey (2006) conducted studies that aimed at investigating the effect of reciprocal teaching on acquiring vocabulary and reading comprehension for low-achievers in elementary grades in Basic level. The results showed that 75% of the students who took part in those studies developed their vocabulary and skills.

LeFevre, Moore, and Wilkinson (2003) conducted a study that aimed at investigating the effect of using reciprocal teaching on reading comprehension for a group of students who faced difficulties in this skill. The results indicated the effectiveness of reciprocal teaching in developing students' comprehension and their self-confidence in their abilities to read. The result of this study is consistent with the results of the studies conducted by Kelly, Moore and Tuck (1994). Johnson et.al (2000) did a research on 12 ESL students from India, South Korea, Hong Kong, Croatia and Taiwan at a secondary school in Canada which used the concept mapping skill to teach ESL reading in the classroom. The observation of ESL students' cooperative learning activities in an eight-week period indicated that teaching reading by using the TGT strategy could improve reading comprehension and the communication skills as they learned how to negotiate meaning with their partners and among themselves.

Attitude has also been the focus of more than one study in cooperative learning. A study conducted by McLaughlin and Allen (2002, p.18) found that students in the experimental group held positive attitudes toward science. Slater and Horstman (2002, p.164) examined the effect of cooperative learning using TGT as a model. Results indicated a positive attitude toward reading. Most students also have positive perception towards TGT. Another study conducted by Richard (2001, pp.152-153) found that students in the experimental group held positive attitudes toward reading. In addition, a study by Langer (2000, p.3), using TGT (Teams Game Tournament) showed that there was significant difference in

attitudes toward reading between experimental and control groups.

Tang (2002) studied the effects of PORPE strategy on English reading achievement and the students' behavior towards this learning method used in the English classroom. The samples were 29 Mathayomsuksa 3 students in Kanchanaphisek Wittayalai Uthaitani School selected by means of purposive sampling. Students were taught for eight periods, each of which lasted fifty minutes. The results of the study showed that the post-test scores after learning English reading using cooperative learning were higher than the pre-test scores at the .05 level of significance. Most of the samples displayed very good behavior in cooperating in their tasks. Their cooperative behavior had increasingly developed. Some elements of poor behavior had decreased by up to 14.29 percent.

Ahmad (2010, p.129) conducted a study aimed at investigating the effects of PORPE on the English achievement of Iranian third grade junior high school students. 60 third grade junior high school students (consisting of 2 classes, experimental and control) were chosen. Before the intervention took place, they had studied 2 lessons (1 & 2) of third grade junior high school book (English) in one and a half months. For a period of 2 months, in the experimental class the teacher with the help of the researcher implemented PORPE, and in the control group the teacher used the same traditional method. Two lessons (3 & 4) were taught during these 2 months. The materials of this study consisted of 2 teacher-made English achievement tests, and a questionnaire measuring their learning style preferences. The data was analyzed using paired and independent t tests. The results showed that the difference between the 2 classes was significant, and the experimental group was superior to the control group in terms of English achievement.

Crawford (2005, p.237), in her study involving 966 pupils and using PORPE, found PORPE can inculcate values such as independent, love and cleanliness. Similar study done by Marzano (2001, pp. 42-43) using PORPE as a model which involved 1180 students from 18 schools in Malaysia, concluded that the values of self dependent, rational, love and hard working are prominently inculcated. It was also found that PORPE can enhance scientific skills, promote enquiry learning and increase science achievement. The students were found to enjoy learning in groups.

The teaching procedures of Reciprocal Teaching comprise three activities (pre-instructional activities, instructional activities, and post instructional activities). Pre-instructional activities (Pre-IA) comprised two instructional phases; competency explanation, and orientation. Instructional activities (IA) consisted of five instructional phases; scaffolding (including predicting, clarifying, questioning, and summarising), grouping students and giving tasks, exploring reading material, presenting group-work, and comprehension checking. While reflecting-concluding, and doing formative evaluation (a reading comprehension test) were included in post-instructional activities (Post-IA).

The English lecturer divided students heterogeneously into groups to represent the composition of the entire class. It meant that each group was composed in different level (high, average, low). By such as composition, it was hoped that peer-tutoring would give beneficial influence to students whose reading

skill was weak, so that all students could get the best result in learning reading comprehension.

Before implementing the reciprocal teaching to students' reading comprehension lesson, the English lecturer explained to the students about competency they would learn, the purpose of studying the reading text for one meeting of reading comprehension learning process and what they would get after studying the reading text.

The English lecturer chose a leader who played the role of the English lecturer for every group. The leader pointed his/her classmates in the group to be a predictor, a clarifier, a summarizer, and a questioner. Their roles in each group were exchanged whenever they had new copies of the reading text to discuss. The next step was the English lecturer modelled the modified RT strategies in front of the class by explaining the processes in every phase and explaining every activity in detail. Then the English lecturer distributed copies of the reading text for every student in the all groups, and gave each group fifty minutes to predict (predicting the content of the reading text based on their previous knowledge, and then comparing their prediction results with the real content of the reading text), to question (making questions plus answers of their own, and making questions even though the answers are unknown), to clarify (making clear any word, phrase even sentences they had yet to know), and to summarize (making a summary for each paragraph). The leader of each group coordinated the tasks in his/her group and gave his/her classmates in the group a hand whenever they had difficulties.

Students discussed their parts together in their group. Each group in presenting group-work was represented by one student (usually in turn), presented its prediction to the reading text and mentioned what they had in their mind related to the reading text and what they had just known after reading the reading text. It was considered 'the new knowledge' for them. Then the presenting group made clarification of any word, phrase, a sentence of reading text, summary of reading text, and mentioned all questions plus the answers the group had already made. When the group had yet to know the answers of the questions, the group might ask other groups for help. Also in the presenting group-work phase, other groups could give questions or corrections, inputs even criticism on the presenting groups or even among other groups. The phase of the presenting group-work was also called "discussion phase". In comprehension checking, the English lecturer asked each student to make a summary of the reading text they had just explored. In reflecting-concluding, the English lecturer gave some corrections on students' answers and discussion and made a conclusion of reading content, so that all students had a wholly understanding on the reading text. Finally, to assess the students' reading comprehension attainment, the English lecturer distributed a twenty-reading comprehension test in the form of multiple choices.

The teaching procedures of PORPE conducted by the researcher covered five steps. The first step, *Predict*, students generate higher level essay questions that cover the content to be mastered and call for organized essay responses. By posing several general or higher order essay questions that ask for a synthesis and discussion, a comparison and contrast, or an evaluation of the key concepts from a unit of study, students are stimulated to process the text in a more active or

elaborative manner as they read and study.

The second step of PORPE, *Organize*, involves students in constructing the information that will answer the self-predicted essay questions. In constructing, students build *internal connections* among ideas so that information becomes reorganized into a coherent structure. For each predicted essay question, students outline their answers in their own words or formalize them in a map or chart.

The third step of PORPE, *Rehearse*, engages students in the active recitation and self-testing of the key ideas recorded in their maps, charts, or outlines. In a sense, students are verbally answering their self-predicted essay questions so that the key ideas can become transferred to working memory.

The fourth step of PORPE, *Practice*, is the validation step of learning because students must write from recall the answers to their self-predicted essay questions in some public and observable form. They are involved in what Vygotsky (1978) aptly calls the "deliberate structuring of the web of meaning" (p. 100). This process of writing can lead students from passive and literal-minded responses to higher levels of thinking and reasoning such as analysis and synthesis (Langer, 2000).

The final step of PORPE, *Evaluate*, requires students to use their writing in order to validate whether they have created a meaningful text that demonstrates their understanding of the key ideas and to evaluate their text as another reader, such as the content area teacher, might. To facilitate this monitoring and evaluating, students are given a checklist that guides them in determining the completeness, accuracy, and appropriateness of their written product in terms of the original task, the self-predicted essay question. Hence, the students' essays written in step four, *Practice*, provide them a specific and immediate feedback and reinforcement to their own learning and understanding.

In applying TGT to the teaching process in the classroom, the researcher did eight steps. **Step 1** Divide the class into teams of four or five. A class of 29 would have 5 teams of 5 and one team of 4. **Step 2** Distribute the Practice version of the test to each student and instruct them to answer the questions cooperatively as a team, ensuring that all team members understand how each answer was obtained. The intention is to lift the overall team performance. **Step 3** Display a copy of the answers on the OHP or data projector and get each team to check their answers and resolve any issues with their answers. **Step 4** Ask the students to sort their team on the basis of their understanding of the topic from very good understanding (A students) to poor understanding (E students). The team of 4 students will only have A to D students. **Step 5** Regroup and seat all of the A students in one area of the room, B students in another area etc. **Step 6** Give out the Test version questions to each student and instruct them to individually answer the questions under formal test conditions. **Step 7** Display a copy of the answers on the data projector and get each student to mark their answers and then to rank themselves amongst the group of students they are grouped with. That is, the A students will rank themselves from best to worst score. The student with the best score is given a score of 5 points while the student with the lowest score is given a score of 1 point. Students with equal scores receive the same number of points (e.g. the points distribution could be 5, 4, 4, 4, 1 if three students have the same

score). If there are only four students in a group, the scores will range from 5 to 2 points, and **Step 8** The students recombine into their original teams and total their scores with the largest score winning. Any team with less than 5 students adds the average grade for the team to their score.

The main objectives of the research are to improve the students' reading comprehension attainment, vocabulary mastery, and social values by implementing three cooperative learning strategies (Reciprocal Teaching, PORPE, TGT) to reading comprehension course.

METHOD

The writer applied one of the quasi-experimental designs that is the pretest-posttest non-equivalent control group design. The dependent variables were students' reading comprehension attainment, vocabulary mastery, and behavior changes, while the independent variables were Reciprocal Teaching, PORPE and TGT.

The students were grouped into three experiment classes and three control classes classified into high, middle, and low category. The three experiment classes were taught with cooperative learning strategies: reciprocal teaching (high), and PORPE (middle), and TGT (low), while the three control classes were not.

The research was conducted for two semesters including from preparation of research proposal to post-test at Civil Engineering study programme of Sriwijaya State Polytechnic, Accounting study programme of Sekayu Polytechnic, and Nursery study programme of Health Polytechnic in the academic year 2013/2014. The sample of the research was 142 of the third semester students.

In the research, the writer used the reading comprehension test of forty items and vocabulary test of thirty items in the form of multiple choices. To know the nurturant effects of three reading strategies towards students' behavior changes, participant observation was applied.

To know the validity of the forty reading comprehension test items, the writers used Cronbach's Alpha. To assess the reliability of the forty reading comprehension test items, the writer used the split-half method. By using the split-half method, the writer found that the reliability coefficient of the test was 0.807. According to Wallen and Fraenkel (1991, p.247), for research purposes, a rule thumb is that reliability should be at least 0.70 and preferably higher. Then 0.807 was calculated with Spearman Brown formula. The result was 0.92.

To obtain the validity of thirty vocabulary test items, content validity was applied. The writers distributed the questionnaire to nine respondents. They were asked to determine the level of difficulty and the level of appropriateness of each item of thirty vocabulary test items.

In the research, the data from reading comprehension test were obtained by using t-test. Before applying the t-test, the writers applied the Kolmogorov Smirnov test to know the normality of the test and Levene Test to know the homogeneity of the test. To run the analyses, the writers used SPSS 21. The

results of vocabulary test between experiment and control classes were presented in the form of bars.

DISCUSSIONS

Before applying t-test, the analyses of normality and homogeneity of data distribution were conducted. To analyze the normality and homogeneity of data distribution, the *Kolmogorov-Smirnov Test* and *Levene Test* were applied.

Based on the table 1, clearly seen that the statistical value of *Kolmogorov-Smirnov Tests* of experiment and control were > 0.05 . It meant that the distributions of data either in the experiment or control groups were normal. In addition, the statistical values of *Levene Tests* clearly showed that the probabilities (Sig) were > 0.05 . It meant that the distributions of data were homogenous.

Table 1
Summary of Normality Test, Homogeneity Test and t-Test on
Experiment and Control Classes

Class Category		Kolmogorov-Smirnov Test	Levene Test	df	Paired Differences			Result of t-test		
					Pre-test	Post-test	Mean	t _{value}	t _{table} =0.025	Sig.
High Group	Experiment (RT)	.152	.426	25	54,80	66,53	11,730	5,79	2.060	.000
	Control	.149		23	54,06	61,35	7,291	4,54	2.069	.000
Middle Group	Experiment (PORPE)	.167	.906	23	56,87	71,35	14,479	8,93	2.069	.000
	Control	.173		23	54,06	61,77	7,7083	4,95	2.069	.000
Low Group	Experiment (TGT)	.200	.731	21	50,00	60,56	10,568	4,87	2.080	.000
	Control	.200		23	49,68	54,47	4,791	3,17	2.069	.004

The table 1 showed that the average scores of students' reading comprehension attainments on the experiment classes before treatment were 54.80, 56.87, and 50.00. After students had been treated with Reciprocal Teaching (high), PORPE (middle), and TGT (low), their reading comprehension attainments were 66.53, 71.35, and 60.56. While students' reading comprehension attainments in the control classes were not much higher than those of experiment classes'. Such things showed that Reciprocal Teaching, PORPE and TGT strategies could be applied by English lecturers and positively contribute to students' reading comprehension attainment.

The histograms on table 2 and 3 showed that the distributions of prior reading comprehension attainment scores and post reading comprehension attainment scores for experiment and control groups were approximately normal.

The table 4 presents the vocabulary mastery differences between experiment classes and control classes. Proven that vocabulary scores of experiment classes are much higher than those of control classes.

Table 2
Histogram of Prior Reading Comprehension Attainment Scores
for Experimental and Control Groups

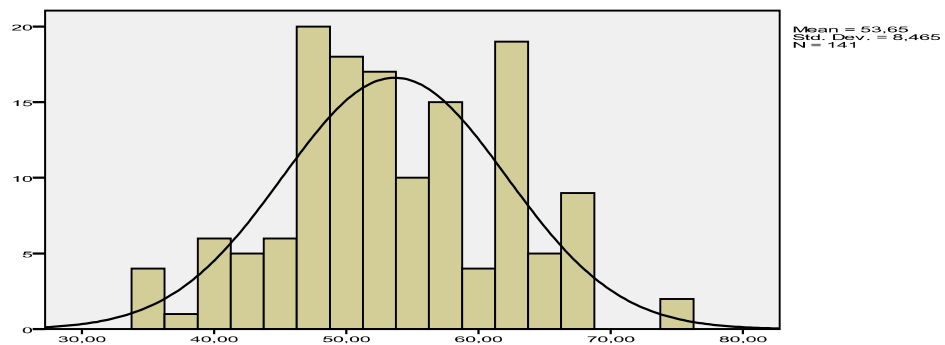


Table 3
Histogram of Post Reading Comprehension Attainment Scores
for Experimental and Control Groups

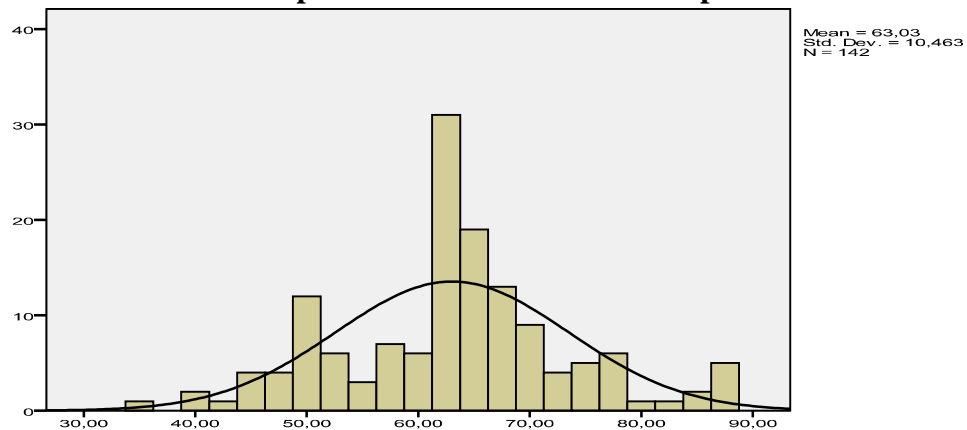
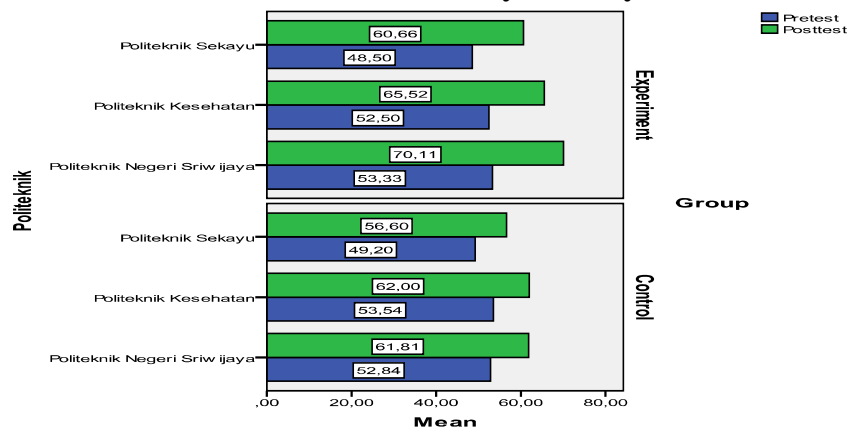


Table 4
Vocabulary Mastery



The implementations of cooperative learning strategies to students' reading comprehension course positively have nurturant effects towards the increases of the high social values of socialization among students, respect for differences of opinion, care each other, tolerance, and cooperation.

CONCLUSION

Considering the results of the research, three conclusions could be drawn. First, cooperative learning strategies could improve students' reading comprehension attainment. Second, cooperative learning strategies could improve students' vocabulary mastery. Third, cooperative learning strategies have nurturant effects towards growth of social values among students. Furthermore, the three cooperative learning strategies can be easily adopted as they do not require any significant changes from the current conditions and situations of classroom.

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OVERVIEWING THE TESTING ON SPEAKING SKILL

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Abstract: Speaking skill refers to the ability to understand the content of what people say and provide the correct response in terms of language and grammar. It means speaking is an interactive process of constructing meaning that deals with producing and receiving and , processing the information. Speaking test is a mean to know the students' achievement and progress in language learning. There are some activities/ tasks that support the speaking test such as role-play, easy questions that are yes/no question and there are also some designed scoring scale or checklist that can help to evaluate. Those include grammar, pronunciation, fluency, comprehension, vocabulary, and intonation. So it is concluded that in testing on speaking skill, the learners not only know how to produce specific points of language as the linguistic competence but also they understand when, why and in what ways to produce language as sociolinguistic competence.

Key words: *testing, speaking, role-play*

Language, is a means of communication, is the arbitrary system of vocal symbol. By using language, we can communicate with other people in which the purposes we deal with. Communication happens between the sender and recipient of the message. Taylor,(1999, p.3) states that communication may be defined as giving, receiving, or exchanging information, opinions or ideas by writing, speech, or visual means, so that the material communicated is completely understood by everyone concerned. Furthermore, (Florez, 1999, p.1) states that communicative and the whole language instructional approaches promote integration of speaking, listening, reading and writing in ways that reflect natural language use. But opportunities for speaking and listening require structure and planning if they are to support language development.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, (Brown and Burns & Joyce in Florez, 1999). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the collective experiences, the physical environment, and the purposes for speaking. Moreover, Florez (199, pp.9:1-2) states that speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

A good speaker must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting, (Burns & Joyce in Florez,1999)

English as the foreign language in Indonesia has been introduced at the earlier level that is in kindergarten level. In this level, the students learn English just for fun. They imitate what the teachers says, they memorize the words and their meanings. At the higher level that is elementary school level through the senior high school level, the students will be evaluated about their English. English as one of subjects that should be taught has been put in the school curriculum. In every curriculum for each level, it is clearly stated about what should be taught to the students, for examples reading, listening, writing, speaking, grammar, dictation, paraphrasing, etc. Dealing with the language study, in this case is English, Harmer, (1998, p.52) states that there are four things that students need to do with the “new” language: be exposed to it, understand its meaning, understand its form (how it is constructed), and practice it.

Speaking a foreign language is probably the most difficult skill to test in that it involves a combination of skills that may have no correlation with each other, and which do not lend themselves to objective testing (Kitao & Kitao, 1996). To know the students’ progress, the teachers will conduct the test to assess them. Cohen (1980, p.1) states that one reason for testing is to promote meaningful involvement of students with the material that is the central to the teaching objectives of a given course. In giving the test to the students, the teachers should state the goal of the test clearly, it means that the goal of the test will reflect the goals of the course. Moreover, Cohen (1980, p.1) states that the goals of tests or of test items should be clear to students so that they need not spend time second-guessing the teacher.

The test can give feedback to the teachers and students. By seeing their results, the students will have the opportunity to improve themselves in the course of the test they join in, for example, speaking test. In the other side for the teachers, they will evaluate about their teaching strategies and question-items. Cohen (1980, p.2) describes that when the results are in, the teacher can see how well the students did on the material tested and check for any discrepancies between expectations and the actual performance.

Speaking as one of the subjects and skills of English should be tested to the students to know about the students’ achievement and progress in learning English. Speaking test can be tested based on the purposes, for examples interviews, a telephone conversation, giving a presentation, etc. In speaking test, there are some main points to be judged, such as grammar, vocabulary, comprehension, fluency, pronunciation, Brown, (2004, p.157).

SPEAKING SKILLS

Speaking skills are composed of the ability to understand the content of what is spoken by the second person and providing the right response in terms of language and grammar.

There are some definitions of speaking. Hornby, (1984, pp.826-827) defines speaking as (1) make use of language in an ordinary voice, (2) give evidence of/ convey ideas in words, (3) know and be able to use a language, (4) address an

audience; make a speech, (5) make known, utter. Based on Englishclub.com , speaking is the delivery of language through mouth. From those definitions, it is concluded that the speaking is the process of giving information by using the voice of words.

It is important to be clear with the kinds of speaking test itself. In speaking activities, the teaching speaking should be direct to the ESA teaching sequences Harmer, (1998, p.95). ESA refers to Engage-Activate-Study. ESA is not an abbreviation, it is an approach. So what kind of speaking should students do? One of the answers is the students are using any and all the language at their command to perform some kind of oral task. Harmer, (1998, p.87) describes that the most important thing is that there should be a task to complete and that the students should want to complete it.

According to Brown in Florez (1999, p.2) a good speaker should have knowledge about speaking skill. Here are some knowledge that students should comprehend and do

- Producing the sounds, stress patterns, rhythmic structures, and intonations of the language;
- Using grammar structures accurately;
- Assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;
- Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- Applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;
- Using gestures or body language; and
- Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

Speaking task is hard enough to be performed because the students sometimes have difficulties to say something deal with the topic. The causes are they are lack of vocabulary, bad in grammar and pronunciation, etc. But as the good and creative teacher, there are so many strategies or techniques to overcome those students' problems and encourage them to do the task/ speaking activities. It is good idea to give students speaking task, and the three basic reasons are rehearsal, feedback, and engagement.

Rehearsal refers to getting the students to have a free discussion by giving them a chance to rehearse having discussions outside the classroom. Having them take part in a role play at an air port, check-in desk allows them to rehearse such a real life event in the safety of the classroom. It is a way for students to' get the feel of what

communicating in the foreign language really feels like.

Feedback refers to applying the speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. The teacher can see how well their class is doing and what language problems they are having; students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities/task can give them strong confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

Engagements refer to good speaking activities can and should be highly motivating. If all the students are participating fully, and also the teacher has set up the activities properly, can then give sympathetic and useful feedback—the students will get tremendous satisfaction from it. Many speaking tasks such as role-playing, discussion, problem-solving, etc. are intrinsically enjoyable in themselves.

According to Finocchiaro and Brumfit, (1983, pp.197-198) there are some strategies to do the speaking activities and tests, they are

- 1.Say (or read) a passage, poem, or dialog they have learned.
- 2.Take one of the roles in a dialog.
- 3.Make a rejoinder to a statement or request.
- 4.Read a passage containing new material which they have not seen before.
- 5.Ask direct questions when an indirect statement is given, e.g., Ask me how I came to school yesterday.
- 6.Convert sentences according to the direction given.
- 7.Give the equivalent of short native language utterance (if feasible).
- 8.Formulate questions on a passage.
9. tell what they would say(or do) in a certain situation.
- 10.Tell about something they did at some particular time (before coming to school perhaps; something that happened, or something that they hope is going to happen).
- 11.Elaborate on or add comments to something they have said.
- 12.Comment on something another speaker has said.

DISCUSSION

Speaking is the key for communication since speaking is a productive skill that requires constant practice. In testing oral skill/ speaking skill, language teachers should enhance the students' delivery skills, motivate their confidence, and develop their critical thinking in organizing the words to convey the information. Since speaking is probably the most difficult skill to test, so the teachers remind their students to pay attention to scoring elements.

Dealing with the speaking scoring elements, the teacher cannot neglect any unimportant point to judge them. The teacher should state the purpose of the speaking

test is, and what kinds of aspects to be judged, such as comprehension, grammar, or fluency, etc. or all of them. Because eliciting and scoring spoken English appears difficult, and this skill is often not directly tested at all, so there are some techniques that are proposed by Bowen, Madsen, & Hilferty, (1985, pp.367-368) , they are controlled elicitation, interview, and question types of special purposes.

Controlled elicitation covers reading something aloud, directed response, and paraphrase, guided role-play. Then the scoring can be based on the number of main points covered in the retelling as well as the usual criteria employed for evaluating speaking: fluency and appropriateness, grammar, vocabulary, and pronunciation.

Guided interview refers to the interview typically starts with easy-to-answer questions: yes/no, either/or, and simple information questions, such as

- 1.Are you here to take the English test?
- 2.Do you live on campus in a dorm or off campus?
3. how long have you been in Palembang city?

Moreover, the example of open-ended is:

- 1.Tell me how you join the Cooking contest?

The example of occasional question for clarification

- 1.When you leave, take this card to the file. (Ans. Pardon me, where is that?)

Response to statement is

- 1.I don't suppose you had any difficulty finding the room.

Scoring for the interview follows the same pattern as that for oral tests, they include appropriateness, fluency, grammar, vocabulary, and pronunciation(when pronunciation begins to interfere with the communication).

Question Types for Special Purposes cover directed response and pictures with simple oral prompt and scoring system is the same as the controlled elicitation points.

SCORING SCALE OF TEST OF SPOKEN ENGLISH

The assessment and scoring of speaking skills is one of its biggest problems. Scoring scale for spoken test can be designed by the teacher based on the qualification. The teacher should consider the speaking aspects to be assessed such as grammar, pronunciation, fluency, content, organization, and vocabulary.

A. Here are some scoring scales adapted from Language Assessment introduced by Brown, (2004:148-149).

Pronunciation

Points:

- | | |
|--------|---|
| .0-0.4 | Frequent phonemic errors and foreign stress and intonation pattern that Cause the speaker to be unintelligible. |
|--------|---|

- 0.5-1.4 Frequent phonemic error and foreign stress and intonation pattern that Cause the speaker to be occasionally unintelligible
- 1.5-2.4 Some consistent phonemic error and foreign stress and intonation patterns But the speaker is intelligible.
- 2.5-3.0 Occasionally non-native pronunciation error, but the speaker is always Intelligible.

Fluency

Points:

- 0.0-0.4 Speech is so halting and fragmentary or has such a non- native flow that Intelligibility is virtually impossible.
- 0.5-1.4 Numerous non-native pauses and /or a non-native flow that interferes with Intelligibility.
- 1.5-2.4 Some non-native pauses but with a more nearly native flow so that the Pauses do not interfere with intelligibility.
- 2.4-3.0 Speech is smooth and effortless, closely approximating that of a native speaker

B. Finocchiaro and Brumfit (1983:203-204) give another Rating Language Proficiency in Speaking and Understanding English.

I. Comprehension

- ___ 5. Understands everything; no adjustments in speed or vocabulary are needed.
- ___ 4. Understands nearly everything at normal speed , though occasional repetition May be necessary.
- ___ 3. Understands fairly well at slower-than normal speed with some repetition.
- ___ 2. Obviously has trouble understanding; frequent adjustments in speed and Vocabulary are necessary.
- ___ 1. Understands only very general conversational subjects at slow speed with Frequent repetitions.
- ___ 0. Cannot be said to understand even simple conversational English.

II. Grammar and Word Order

- ___ 5. Uses English with few (if any) noticeable errors of grammar or word order
- ___ 4. In general uses "good English", but with occasional grammatical or word Order errors which do not, however, obscure meaning (e.g., "I am needing English," He gave to me the letter).
- ___ 3. Meaning occasionally obscured by grammatical and/or word-order errors.
- ___ 2. Grammatically usage and word order definely unsatisfactory; frequently Needs to rephrase constructions and/or restricts himself to basic structural

Pattern (e.g., uses the simple present tense where he should use past or Future).

- ____1. Errors of grammar and word order make comprehension quite difficult.
- ____0. Speech so full of grammatical and word order errors as to be virtually Unintelligible to “the man in the street.”

C. Beresova (2007) gives other speaking scale criteria: Testing Speaking Skills : Marking criteria

1. TASK ACHIEVEMENT

- 3 Giving and seeking personal views and opinions in informal and formal situations, confidence in dealing with unpredictable elements in conversations, expressing ideas clearly and effectively with a high degree of fluency and appropriateness.
- 2 Giving and justifying opinions when discussing matters of personal and topical interests, effective interaction in discussion, adaptation of language to deal with some unprepared situations
- 1 Active participation in discussion, but when discussion concerns complex and unfamiliar area, there are problems to follow the discussion and implement tasks
- 0 Inadequate answer bearing little or no relation to the task, no logical structure

2. FLUENCY

- 4 Fluent mastery of the language, very few long pauses, general meaning clear, very few interruptions necessary
- 3 Clear and effective communication, a few unnatural pauses, few interruptions usually necessary but intention is clear
- 2 Competent communication making themselves understood with little or no difficulty, using the language to meet most of needs for information and explanation, some interruptions necessary, longer pauses to search for word or meaning
- 1 Basic communication, short conversations, seeking and conveying information in simple terms, unnaturally long pauses
- 0 Communication full of pauses, very halting delivery

3. LANGUAGE IN USE (Grammar)

- 4 Accurate mastery of grammar, minor mistakes, precision in well-structure language
- 3 A high degree of accuracy, a few grammatical errors but most sentences correct,

- 2 Generally good usage of grammar, a few grammatical errors but only 1 or 2 causing confusion
- 1 Quite a few mistakes in grammar, some errors cause confusion
- 0 Basic grammar errors causing misunderstanding or serious confusion

4. LANGUAGE IN USE (Vocabulary, pronunciation, intonation)

- 4 Accurate mastery of vocabulary, not much searching for words, consistently accurate pronunciation, possibility to vary intonation
- 3 Appropriate use of vocabulary, sometimes searching for words, speaking confidently with good pronunciation and intonation
- 2 Generally good usage of vocabulary, searches for words, good pronunciation and intonation
- 1 Quite a few mistakes in vocabulary which sometimes interfere with communication, limited expressions, a few pronunciation errors
- 0 Limited expressions, several serious pronunciation errors

Besides using the scoring scales, the teacher can design another kind of scoring that is checklist for oral presentation. Here is the sample of checklist designed by Brown, (2004, p.180).

Oral presentation checklist

Evaluation of oral presentation

Assign a number to each line according to your assessment of the various aspects of the speaker's presentation.

- 3 Excellent
- 2 Good
- 1 Fair
- 0 Poor

Content:

- _____ The purpose or objective of the presentation was accomplished.
- _____ The introduction was lively and got my attention.
- _____ The main idea or point was clearly stated toward the beginning.
- _____ The supporting points were
 - Clearly expressed.
 - Supported well by facts, arguments
- _____ The conclusion restated the main idea or purpose.

Delivery

- _____ The speaker used gestures and body language well.
- _____ The speaker maintained eye contact with the audience.
- _____ The speaker's language was natural and fluent.
- _____ The speaker's volume of speech was appropriate.
- _____ The speaker's rate of speech was appropriate.
- _____ The speaker's pronunciation was clear and comprehensible.
- _____ The speaker's grammar was correct and didn't prevent understanding.
- _____ The speaker used visual aids, handout, etc. effectively.

- _____ The speaker showed enthusiasm and interest.
- _____ (if appropriate) the speaker responded to audience questions well.

CONCLUSION

Speaking skill is very important to be tested during the language teaching and learning process. Speaking skill motivate the students to be active in speaking activities such as reading aloud, role-play, presentation, speech. To judge their performance in those speaking activities, the teacher should give such kind of test that is suitable the stated purposes/goals. By giving the test, both the teacher and students will know what such kinds of problems, especially dealing with pointing score, they have. Based on those points of score, it is hoped there is an improvement for their next performance in speaking skill activities.

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