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Komang Gede Suardiyasa



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The Effect of the Implementation of Dictogloss Technique on Listening Comprehension of the 10th Grade Students Of SMA Negeri 1 Sukasada
I. K. A. H. Yasa Dinatha

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Forewords from the Editor

I Putu Indra Kusuma

I am pleased to present the papers in this issue to readers. In the first paper, **Komang Gede Suardiyasa** conducted a study about developing guessing game for teaching vocabulary to the fifth grade students of SD N 5 Kubutambahan. Specifically, this study aimed at identifying the kinds of vocabulary were appropriate to be developed as Guessing Game (GG) for teaching vocabulary to the fifth grade of students of SD Negeri 5 Kubutambahan, analyzing the quality of the developed Guessing Game (GG) for teaching vocabulary to the fifth grade of students of SD Negeri 5 Kubutambahan. This study followed the R&D design proposed by Dick and Carey (2005). The data were collected through observation, questionnaire, interview, document review and expert judgment. The result of the study shows that: (1) there were four guessing games have been developed with four different themes which were aimed to be used as a media for teaching vocabulary to the first semester of 5th grade students. The final of the guessing game were presented into CD and a manual guide book for teacher. (2) the overall quality of the developed guessing game from the judgment of experts was categorized as excellent (2.73).

By conducting a Research and Development, **Gusti Ayu Putu Taharyanti** develop flashcards and manual book as teaching media for teaching English vocabulary for young learner in Singaraja. The subjects of this study were five English teachers in Singaraja. They were SDN 1 Baktiseraga, SDN 1 Banjar Bali, SDN 2 Banyuasri, SDN 2 Pemaron, and SDN 3 Kampung Baru. This study used design model proposed by Hannafin and Peck (1988). The instruments used in this study were interview guide, questionnaires for teachers and students, and the evaluation sheet. The data gathered was analyzed qualitatively and quantitatively. The result showed that teachers actually did not have any representative flashcards. The flashcards developed in this study covered 11 topics of noun and they were provided by manual book to support the implementation of the develop flashcards. The quality of the flashcards and the manual book got score almost 5 (highest score) from experts, which categorized to the excellent category.

The third article comprising study which was conducted by **Gede Yoga Permana** who conducted an experimental study which aimed at investigating whether or not there was significant difference in writing competency between students who were taught by using blended learning and those who were taught by using conventional strategy. The research design used in this study was *Post-test Only Control Group Design*. The population in this study was eight grade students of SMP Negeri 1 Singaraja and the samples of study were selected by using Cluster Random Sampling. Class VIII A8 was assigned as the experimental group which was taught by using “blended learning” and class VIII A7 as the control group which was taught by using “conventional strategy”. The result of the data analysis showed that students in the experimental group performed better than the students in the control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 84.75 while the mean score of the control group was 76.75. The result of the t-test also showed that the value of the t_{ob} was higher than the t_{cv} . The value of the t_{ob} was -6.379, while the value of the t_{cv} was 1.6736 ($\alpha = 0.5$). It means that there was a significant difference on writing competency between the students who were taught by using blended learning strategy and those who were taught by using conventional strategy.

The fourth article was a study conducted by S.



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A. Kompyang Arisetyawati who conducted an experimental study which aimed at investigating whether there was a significant effect on reading comprehension of the eleventh grade students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting and who were taught by using Directed Reading Thinking Activity only.

The research was an experimental research with Post-Test Only Control Group Design. The research was conducted at SMA N 3 Singaraja. The population of this research was the eleventh grade students in academic year 2016/2017 with the samples of 65 students who were selected through random sampling technique. The data were collected by using reading comprehension test. The obtained data were analyzed by using t-test assisted with SPSS 22.0. The result of the research showed that there was a significant effect on reading comprehension of the eleventh grade students in which the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting achieved better reading comprehension than who were taught by using Directed Reading Thinking Activity only ($t_{obs} = 4.056, p < 0.05$).

The next article comprising the study conducted by **I. A. M. Ratih** who conducted an analysis study which aimed at analyzing analyze the implementation of character education in the English lessons at SMP Negeri 1 Banjar. The subjects of the research were the eighth grade students and the English teacher. The researcher analyzed the lesson plans and the implementation to investigate how character education was inserted in the teaching of the four basic skills in English which has been integrated in the process of teaching and learning in 2013 curriculum. The instruments in this study consisted of interview guide, recorder, lesson plan analysis checklist, and observation checklist. Result of the analysis indicates that the teacher inserts the character values in indicators, learning materials, learning steps, and assessment instrument in lesson plans. In teaching and learning activities, character values are also implemented. However, the character values which are inserted in learning activities are different from one with another. It depends on the topic and indicators that will be achieved. In the evaluation, the strategies which were used by the teacher were in the form of advice and scoring rubric to assess character education in the process of teaching and learning.

The sixth article was about Research and Development study which was conducted by **Ni Luh Putu Maya Apsari**. It aimed at designing and developing a culture-based English e-media to support the implementation of curriculum 2013 for the first semester of grade VII of junior high schools in Buleleng sub-district. This research focused on developing e-media that is integrated with Balinese culture. The object of this research was culture-based English e-media that was developed by using Adobe Flash CS6 program. The source of data was taken from the need analysis conducted by Dewi and Batan (2015), related literatures on developing the e-media, and the result of expert judgement. The data were analysed descriptively both qualitatively and quantitatively. This research was designed based on the adaptation of puffers et al.'s model (2007) that consisted of six phases namely: (1) identifying the problem, (2) describing the objective, (3) designing and developing the product, (4) testing the product by using expert judgement, (5) evaluating the testing result, and (6) communicating the testing result. The result of experts' judgement score showed that the total mean score 3.8 which means the e-media had a good quality and it can be used in teaching and learning English for the first semester of grade VII of junior high schools in Buleleng.

The last article was an experimental study conducted by **I. K. A. H. Yasa Dinatha** which aimed at investigating whether or not there was a significant effect of the implementation of Dictogloss technique upon listening comprehension of the tenth grade students of SMA Negeri 1 Sukasada. The research was an experimental one with Post-test Only Control Group Design. The population was the tenth grade students of SMA Negeri 1 Sukasada. Cluster Random Sampling was assigned to select the sample of the study. The samples were 20 students at grade X3 for experimental group and 21 at grade X2 for control group. The experimental group was taught by using Dictogloss technique and the control group was taught by using conventional teaching technique. The data was analyzed by using T-test through SPSS program. The result of the data analysis showed that students in

experimental group performed better than the students in control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 81.40 while the mean score of the control group was 78.24. The result of the t-test also showed that the value of the t_{obs} was higher than the t_{cv} . The value of the t_{obs} was 2.185 while the value of the t_{cv} was 2.023. It can be concluded that there was a significant effect on students' listening achievement that were taught by using Dictogloss technique than were taught by using conventional teaching technique.

Developing Guessing Game for Teaching Vocabulary to the Fifth Grade Students of SD Negeri 5 Kubutambahan

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Abstract

This present study was a research and development (R&D) which concerned in; identifying the kinds of vocabulary were appropriate to be developed as Guessing Game (GG) for teaching vocabulary to the fifth grade of students of SD Negeri 5 Kubutambahan, analyzing the quality of the developed Guessing Game (GG) for teaching vocabulary to the fifth grade of students of SD Negeri 5 Kubutambahan. This study followed the R&D design proposed by Dick and Carey (2005). This design involves: need analysis, instructional analysis, learner and learning environment, performance objectives, assessment rubric, story board, design and develop, formative evaluation, revision and final product. The subjects of the study were students of fifth grade and the teacher of SD Negeri 5 Kubutambahan. the data were collected through observation, questionnaire, interview, document review and expert judgment. The result of the study shows that: (1) there were four guessing games have been developed with four different themes which were aimed to be used as a media for teaching vocabulary to the first semester of 5th grade students. Those guessing game were designed based on the criteria of English syllabus of school based curriculum for the first semester of 5th grade students and also based on criteria of educational app by Lee & Cherner (2015). The final of the guessing game were presented into CD and a manual guide book for teacher. (2) the overall quality of the developed guessing game from the judgment of experts was categorized as excellent (2.73).

Keywords: guessing game, vocabulary, fifth grade

Introduction

From the preliminary observation, the researcher found that most teachers are not able to integrate and provide ICT in teaching and learning process, especially the elementary school teachers. They are not able to create ICT-based media and they still use the traditional method teaching. Designing an interactive media in teaching and learning activity is a very challenging task, especially for the teacher who has no ICT background knowledge. Nowadays because the existence of current technology most of the teachers have been familiar with the use of PowerPoint. PowerPoint is used by the teachers mostly to present the concept of material and to show the series of pictures. Actually the use of PowerPoint can be maximized in form of guessing game.

The existence of current technology brings many positive effects toward the development of teaching media. The use of computers which can operate pictures, audios and videos can help the English teacher to create an innovative game as teaching media to be used for teaching their students. Based on the pre-observation, all of the elementary school in Kubutambahan is equipped by LCD projector. There is no guessing game that used for teaching vocabulary, as we know game is very important teaching media to be used for making young learners have fun when learning vocabulary.

Vocabulary is a very important aspect in language learning which cannot be neglected. Without vocabulary nothing can be conveyed, Thornbury (2002). Therefore, it can be said that vocabulary is the first aspect to be mastered by the learners. Improving young learner's vocabularies will bring many influences to increase their language mastery. Those people whose first isn't English have an even greater need to learn vocabulary and increase their word knowledge. If we learn English as a second language, sufficient number of vocabulary will help us to understand the language and express our thoughts in English. He also stated that to be able to communicate in a language naturally, one should master at least

2000 words. From the explanation, it cannot be denied that vocabulary has great role in the process of mastering a language.

According to Thornbury (2002), one of the ways that can be done by language teacher to make their students be able to store the new words that they have learned by imaging or visualizing the words. He also adds that language teacher should provide their students with attractive media and easy to interpret pictures for illustrating the meaning of target language vocabulary. Another important aspect that should be taken into account in Teaching English as a Foreign Language (TEFL) is age. According to Harmer (2007), based on their age, learners of EFL can be classified into three different categories there are: Children, Adolescence, and Adult learners. In teaching those three different learners, an English teacher should prepare himself with various teaching strategies. It is because those three types of learners have different needs, competencies, and cognitive abilities. For instance, young learners may learn foreign language better through a game, while adult learners may learn best by interpreting their critical thinking.

There are some reasons why games are good for teaching young learners, those reasons are: (1) Richard-Amato (1988) said that Games can make the students more focus in learning, because they don't feel that they are forced to learn, but learning while playing. (2) Games can lower anxiety, thus making the acquisition of input more likely. (3) Lewis (1999) stated that Games are highly motivating and entertaining, it's also enable learners to acquire new experiences within a foreign language which aren't always possible during a typical lesson. (4) Games can be as media which will give many advantages for the teacher and the students either. (5) The useful of games are attract the students to learn English because it is fun and make them want to have experiment, discover and interaction with the environment. Some expert also figured out characteristic of games that make vocabulary learning effectively. (6) Lee (1996) lists several main benefits when games are used in the classroom, including "a welcome break from the usual routine of the language class", "motivating and challenging", "effort of learning" and "language practice in the various skills". (7) Ersoz (2000) said that games are highly appreciated due to their amusement and interest. Teacher can use games to help their students practice more their skills of communication. To be short, games can be considered useful and effective tools that applied in vocabulary classes. The use of games in teaching vocabulary is a way to make the lesson more interesting, enjoyable and effective.

Based on the explanation above, this study aimed at designing and developing Guessing Game (GG) for teaching vocabulary to the fifth grade of SD Negeri 5 Kubutambahan.

Methods

The research design used in this research was a research and development. It was used to (1) identify vocabulary that appropriate to develop as guessing game and (2) to measure the quality of the guessing game that being develop. To get the source of the data, the researcher did a document analysis, to analyze the syllabus and lesson plan, administrating questionnaire to the students, interview the English teacher. The researcher did an observation in the classroom.

Findings and Discussions

Findings

As stated in previous chapter, this research had two problems. The first one is what kinds of vocabulary were appropriate to be developed as Guessing Game (GG) for teaching vocabulary to the fifth grade of students and the second one is how is the quality of the developed Guessing Game (GG) for teaching vocabulary to the fifth grade of students.

The first problem was answered by conducting the seven steps of the research and development model by Dick and Carey (2005), namely need analysis, Instructional analysis, learners and learning environment, performance objectives, develop assessment Instruments, develop and design of the product and develop and select material of the product. Need analysis, Instructional analysis, learners and learning environment were done by conducting an observation, interviewing the teacher, questionnaire and analyzing document. Those need analysis was obtained when the researcher did observation in SD Negeri 5 Kubutambahan.

The result of observing the class in the process of learning English showed that there were only few of students who were actively involved during teaching and learning process even in each meeting with different theme, the students who were participate almost the same. The rest of students who were not actively participated during the learning process just calm down without said anything or even asked some question to the teacher. It was hard to know whether they understood or not with the theme that was being discussed. In this case, the teacher gave direct instruction to help students understand the material. Therefore, the teaching and learning process was not running effectively.

The result of interviewing the teacher showed that it was difficult for the teachers to make students actively participated during the learning process, especially in elaboration stage where in this case it was hard to get students asking some questions after given some stimulus in exploration activity. This situation was anticipated by guiding students through exemplified them (i.e. the teacher asked questions first and motivated the students to pose more questions). The researcher found that the teacher never used game as teaching strategy.

After identifying the problem above, the next step was to write performance objectives of this research. which were, to improve learning quality through development of teaching media and to develop guessing game as a media for teaching vocabulary to the first semester of 5th grade students in Kubutambahan. It is because game which were used by the teachers in SD Negeri 5 Kubutambahan was in term of break the ice and none of them had used game as teaching media. So, that is how this research is focus on developing guessing game as a teaching media.

After describing the performance objective, the researchers conducted the next step which was design and develop the product. In designing and developing the product, the researcher considered the English syllabus of the first semester of 5th grade that is used by the English teacher in SD Negeri 5 Kubutambahan. It was done by identifying the distribution of the basic competencies that has to be taught to the first semester of 5th grade students. The result showed that there are twelve basic competencies in the syllabus of the first semester of 5th grade. After that, the researcher identified the theme that should be taught to the first semester of 5th grade students. The result of the identification showed that there were four main themes in the syllabus of the first semester for 5th grade students. Those are, describing animal, telling time, days and months, daily activities. Then, the next step was drafting the product by making a blue print for guessing game development. It was found that there were four guessing game that were developed. For the product #1 is the theme of describing animal, product #2 is telling time, product #3 is days and months, product #4 is daily activities. After making the blue print of the product, it was continued by producing the product itself. It was done by considering the mapping of the theme and language focus of the first semester of 5th grade students, and also the objective of the guessing game.

After designing and develop the product, the next step was tested the product through try-out and evaluation questionnaire. It was conducted to know the practicality of the product. First the try-out was conducted twice on the fifth grade of SD Negeri 5 kubutambahan. There were a few tools that required to implement the guessing game, the researcher have to provide LCD projector, sounds and a laptop. After the try-out, the questionnaire was given to the students. There were 5 items that should be answered.

After the product tested. The next step was measuring the quality of the product in which it was done to answer the second problem of this research which was done through conducted the eighth step of research and development design by Dick and Carey (2005) which are test the product and evaluate testing result.

The rubrics of expert judgment were used in order to measure the product. There were two experts who gave score to those developed guessing game. Both of them are lectures of English Education Department of Ganesha University of Education. There were thirteen criteria of good guessing game for teaching by Lee & Cherner (2015) namely, (1) Competencies & Objectives are addressed and use of game enhance student in learning, (2) Content is correct and material relates to the students' real life context, (3) Learning content is appropriate for educational purposes and matched appropriately for student-level and student real-life context, (4) Language used is age appropriate and vocabulary is understandable, (5) Game provides students with skill or knowledge practice and information that help them complete their learning tasks, (6) Activities in Game combine students' learning styles, whether visual, auditory, and/or kinesthetic, (7) Most students can use the Game to create original pieces that represent their learning, (8) Students are able to work in collaborative groups when playing the game with little problem, (9) Topic presented is interesting for students and engaging them in learning, (10) The text, picture and sound presented in Game are in best quality and well-organized, (11) Material follows easy-to-use patterns with nothing to confuse the user, (12) The user guide in an excellent resource in using Game in a lesson and the directions help the user in using the Game, (13) Game presents material and frequently requires students to make decisions, answer questions, or engage in it.

The scale that was used in developing rubric of expert judgment was 1-3, in which 1 means low, 2 medium, and 3 high. The scores given by two experts were analyzed by calculating the mean score of expert judgment for each dimensions as well as the final mean score. The result showed that the mean score of the competencies & objectives of the developed guessing game was 3.0 and it is categorized as excellent, while the mean score of the content & material was 2.5 which is belonged to excellent and the experts said that some of the material introduce facts or concepts, not how to use in real life. The mean score of the level of material the developed guessing game was 3.0 and it is categorized as excellent. Then, the mean score of the age-appropriate language of the developed guessing game was 2.0 in which it was categorized as good. The first expert said that some of the clues are too long and not easy for students to guess. While the second expert said that the passive sentences is not appropriate with the student's level, it have to change into active sentences. The mean score of the skill practice of the developed guessing game was 3.0 in which it was categorized as excellent. The mean score of the learning style of the developed guessing game was 3.0 in which it was categorized as excellent. Stimulus creativity of guessing game was given 3.0 mean score and it was belonged to excellent. The mean score of foster collaboration of the developed guessing game was 2.0 and it is belonged to good category. The two experts said that the game mostly focuses students' attention and attract spontaneous answer, therefore no collaboration needed. Interest level and engagement of guessing game was given 3.0 mean score and it was belonged to excellent. Technical quality of guessing game was given 3.0 mean score and it was belonged to excellent. The mean score of the ease of user the developed guessing game was 3.0 in which it was categorized as excellent. The mean score of the user guide & direction of the developed guessing game was 2.5 in which it was categorized as excellent. The second expert said that there has to be a manual book for the user. The mean score of the content and material of the developed guessing game was 2.5 in which it was categorized. The two experts said that the game tend to encourage students to

respond immediately. Moreover, the total mean score of the developed guessing game was 2.73 which is belonged to excellent.

After testing the product, the next step was evaluating testing result. In this step, the researcher did a revision to some guessing game based on the comment and suggestions which were given by the experts, the first product that should be revised was the animal in which there were some words that should be changed, it was because those words was too long and confuse the students. Those words are 'this animal is from Australia, it hops and down on its back legs, and it has a pouch' changed into 'this animal is from Australia. It hops up and down on its back legs. It has a pouch'. The second product that should be revised was the months, which there were some words that should be changed. Those words are 'the month when you celebrate "imlek" and on the fourteenth day of the month you celebrate valentine day.' Changed into 'the month when you celebrate "imlek". On the fourteenth day of the month, you celebrate valentine day.' The third product that should be revised was horse, which the second clue is in passive sentence 'it is ridden by people' changed into active sentence 'people ride it'.

Discussions

As other languages, English consists of vocabulary as the basic component of language. Vocabulary is a collection of words in the language which is known, learnt, and used by the speakers (Linse, 2006). Furthermore, vocabulary is the basic component of the language which makes the language becomes so useful for the communications.

Talking about English vocabulary learning in Indonesian primary education, some teachers have implemented two forms into vocabulary learning. Mostly, students do some activities in written and/or in verbal forms. In line with this statement, Kusuma, Adnyani, & Taharyanti (2017) state that through involving these two forms into some activities, Indonesian students are expected to enhance their English vocabulary mastery which the forms are actually different from Indonesian language (especially in verbal forms). These forms are commonly implemented through the implementation of media such as *realia* and flashcards since those media are the common media for Indonesian teachers.

Somehow, from the data found, the teacher used direct instruction and made the students got bored during the learning process. The same result was actually been found by Kusuma (2016) where in his study, he found that most elementary teachers used traditional teaching practices which made students bored and got high tension/pressures in learning. Certainly, this was a situation that not every teacher expects to happen. This can be explained, as stated by Clark (1990), Children get bored easily. Children have no choice to attend school. The lack of choice means that class activities need to be fun, interesting and exciting as possible by prepared innovative activities. However, the result of the observation on the class showed that the activity which was done during teaching and learning process just in term of question and answer without using some kinds of media and it was continues in each meeting. It can be said that this teacher used a monotonous teaching strategy in each meeting even they never use any kind of teaching media.

Moreover, from the data gathered, the game is used as ice breaking activity. However, game is one kind of strategy that can be used by the teacher to motivate young learners in making them interested in learning language. Based on Phillips (1997) said that games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate and to compete without being aggressive. According to Allen (1983), games are helpful because they can make students feel that certain words are important and necessary. Without those words, the object of the game cannot be achieved. Therefore, when playing a game the students would concentrate and try to recall words learnt in order to play the game. If games were used more often in the

classroom, this may help students learn vocabulary faster because the vocabulary is introduced and used in an enjoyable and challenging way.

Therefore, looking at the aforementioned discussion, guessing games were developed. there were four guessing game that were developed. For the product #1 is the theme of describing animal, product #2 is telling time, product #3 is days and months, product #4 is daily activities. These products then have been tested on its quality by involving content and construct validity and any other test.

Conclusion

From the findings and discussions, it can be concluded that there were four guessing games have been developed with four different themes which were aimed to be used as a media for teaching vocabulary to the first semester of 5th grade students. Those guessing game were designed based on the criteria of English syllabus of school based curriculum for the first semester of 5th grade students and also based on criteria of educational app by Lee & Cherner (2015). The final of the guessing game were presented into CD and a manual guide book for teacher. Furthermore, the overall quality of the developed guessing game from the judgment of experts was categorized as excellent.

Considering the conclusions mentioned above, some suggestions were recommended, as the following:

1. It is suggested for the teachers to use these guessing games as a teaching media because the quality of the developed guessing game from the judgment of experts was categorized as excellent.
2. Since the product of this study was prototype guessing game, it might need further improvement. Due to the time availability for data collecting of this study was very short, the researcher did the tried-out in the real teaching-learning process only twice and the quality of the developed guessing games have been tested through the judgment of experts. In order to make the developed guessing game to be optimal, it is suggested for other researchers to continue this study by implementing the developed guessing game in the real teaching-learning process for the whole semester.

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Developing Flashcards and the Manual Book for Teaching English Vocabulary for Young Learners in Singaraja

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Abstract

This was a Research and Development study which intended to develop flashcards and manual book as teaching media for teaching English vocabulary for young learner in Singaraja. The subjects of this study were five English teachers in Singaraja. They were SDN 1 Baktiseraga, SDN 1 Banjar Bali, SDN 2 Banyuasri, SDN 2 Pemaron, and SDN 3 Kampung Baru. This study used design model proposed by Hannafin and Peck (1988). The instruments used in this study were interview guide, questionnaires for teachers and students, and the evaluation sheet. The data gathered was analyzed qualitatively and quantitatively. The result showed that teachers actually did not have any representative flashcards. The flashcards developed in this study covered 11 topics of noun and they were provided by manual book to support the implementation of the develop flashcards. The quality of the flashcards and the manual book got score almost 5 (highest score) from experts, which categorized to the excellent category. From the aforementioned result, it can be concluded that the teachers did not have any representative flashcards, therefore the development of flashcards which contained 11 topics of noun was conducted, and was supported by manual book in which their qualities were excellent.

Keywords: The development of flashcards, flashcards for young learner

Introduction

Language consists of vocabulary, and it is a collection of words in the language which is known, learnt, and used by the speakers (Linse, 2005). Vocabulary was the basis component of the language which made the language became so useful for the communications. Hatch and Brown (1999) in Komachali and Khodareza (2012) state that a person's vocabulary is the set of words they are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. The vocabulary could not fall apart from the language itself. It was grows and evolves with age, which means the older you are the richer vocabulary that existed in your memory. From both theory by Linse (2005) and Hatch and Brown (1999), we could draw that the vocabulary teaching should be started from the early age. Because of the vocabulary was really important for the communication, and furthermore it was needed to help people from acquiring knowledge.

As Bastanfar & Hashemi (2010) mentioned, "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed." It shows how vocabulary runs a main role of the existence of a language in a communication. People cannot talk event write anything without comprehending the vocabulary of the language. Vocabulary will be the important aspect and need to be taught since the very beginning level. It can be clearly seen how the learner need to learn vocabulary in the target language for comprehending the English language as well as their academic ability of the English subject. As young as vocabulary taught to the learner, as good as the result or the learner's ability would be in comprehending the target language.

Teaching English vocabulary is better to do from the very first level of the learner that is in the young learner level. "It is widely believed that starting the study of English as a Foreign Language (EFL) before the critical period, 12 or 13 years old will build more proficient speakers of English" (Shin, 2007). It was strengthen the opinion that young learner would be the best level for starting learn English. Young learners were classified into

children of 7 – 12 years old, which can be found in the primary school or elementary school. They will not feel difficult to extent their learning to the other language skills such as, reading skill, listening skill, writing skill and speaking skill because they know the basis thing of the language, that is vocabulary.

In teaching vocabulary for young learners, there are so many references of media that can be used by the teacher in the classroom. The main point is the media have to be as interesting as possible, because the target learner is young learner. Young learners have a short span of concentration. Song, video, pictures, *realia*, miniature, authentic-like media, and card, are the examples of media that can be used in teaching vocabulary for young learner. In general, teachers are really familiar in using card or well known as flashcards in teaching vocabulary, in which containing words with its picture or its pronunciation. At some schools, teachers already had some items of flashcards made by themselves. They found flashcards was not really difficult to be made. By using flashcards, the teacher will be helped to teach vocabulary to the learners. Flashcards is a kind of media which does not need electricity in its implementation. The students can also experience it by touching and seeing the flashcards while learning the vocabulary. No wonder, Flashcards became a familiar media for vocabulary teaching.

In some schools, teachers already have some items of flashcards made by themselves. They found Flashcards is the easiest media to be made. By using flashcards, the teacher will be helped to teach vocabulary to the learners. Flashcards is a kind of media which does not need electricity in its implementation. The students also can experience it by touching and seeing the flashcards while learning the vocabulary. No wonder, Flashcards become a familiar media for the teacher in teaching vocabulary.

Based on the observation conducted in five Elementary Schools in Singaraja, only a few of the schools support the teaching and learning process with the teaching media. Two out form five schools have provided a good teaching media, such as flashcards and pictures. The rest two schools only have pictures as the teaching media, and one out from five schools did not provide any teaching media at all. The facilities provided at schools were still limited. Even though some of the Elementary schools have provided LCD projector, but the amount of the product is insignificant. The teachers cannot use it all the time they need. Moreover, the teacher did not prepare any non-printed media for teaching. There are some reasons stated why the teachers rarely never use any electronic media in teaching English at schools.

In using any non-printed media, the teachers have to plan and prepare it before at home. In facts the teachers said, they did not have time and enough skill to do so. In implementing the non-printed media at schools, such as using LCD projector, the teachers need more time to prepare it at the classroom. Meanwhile the time allotment for English subject is limited. The schools also did not have any language laboratory, which can help the teachers in conducting the teaching process using the non-printed media. Two out from five elementary schools have 70 minutes in a week for English subject. The rest of them only have 35 minutes in a week. It makes the teachers rarely never bring the LCD projectors to the classroom, because they would be run out of time in preparing the LCD and also teaching the material.

Because of the information in using the Flashcards in the classroom owned by the teachers were still limited, it led the researcher to find a solution by conducting this research. That was developing flashcards with more sophisticated design, durable, and also some activities in teaching vocabulary by using the flashcards by providing the manual book. The purposes of this study were to help the teacher at school to teach English vocabulary in an interesting way, to provide some references to the teacher in designing the activity in using flashcards as a media, and help the students to achieve the learning objectives easily. The study would be done by providing the flashcards and its manual book for teaching vocabulary

for young learner. The product of this study was a collection of flashcards and the manual book that would be developed based on the students' and teachers' needs. The development of the flashcards will replace the ordinary flashcards with a new durable flashcards and could be used for some vocabulary categories. The manual book will complete the presence of the Flashcards as the innovative teaching activities for the teacher in teaching vocabulary using Flashcards.

Methods

In this study, researcher had considered to conduct this study among English teachers in Singaraja. As the respondent, the researcher has selected five English teachers who teach English in Elementary School. Those are SDN 2 Pamaron, SDN 2 Banyuasri, SDN 1 Baktiseraga, SDN 1 Banjar Bali, SDN 3 Kampung Baru. There is a principle reason why these schools are selected. The researcher needs to find a spread data among Singaraja. The object of the study was the development of Flashcard and its manual book for the guidance to use the Flashcard in the classroom. The Flashcard will contain pictures and words, especially noun. The Flashcard would be added by a new feature that was the frame card and the flipped screen, as an optional feature for teachers in using the flashcards.

In conducting the research, the researcher will conduct some activity using the instruments of the research. The following explanation will be about the method of the data collection.

1. As the first step, the researcher conducted an interview to five English teachers in Singaraja. The researcher was used an interview guide as the guidance and record the interview. The interview guide helped the interview run smoothly and efficiently, while the record helped the researcher to back up the result of the interview. During the interview, the researcher took some pictures of the media used at schools, especially for the pictures and flashcards used by the teachers at schools.
2. Secondly, the questionnaire was spread among five elementary schools in Singaraja. The questionnaires were intended for the teachers and the students. The questionnaire was about the media used by the teacher especially the use of Flashcard by the teacher and also the implementation of the flashcard in teaching and learning process. Through the questionnaire, the researcher will know the usage of the flashcard in the school and how it was implemented from both side, the teachers and the students.
3. Thirdly, the researcher designed the product based on the findings at school toward the English teachers. The researcher implemented researcher's diary to keep the data during designing the product.
4. Fourthly, the researcher conducted expert judgments to two expert lecturers. These two lecturers are the experts of education, especially who have expertise in TEYL. The data in the expert judgment will be collected by the evaluation form of the product. The evaluation of the product also came from the English teacher at school as the users of the product. The teacher gave their opinion and evaluation about the product.

In this study, the researcher would analyze the data through some techniques. The data collected in some phases will be analyzed differently based on the data itself. In the "need assess" phase, the data will be gained as the questionnaire result and the interview. It will be analyzed qualitatively. In the "design" phase, the data will be in a form of researcher's diary. It will be analyzed qualitatively. In the "develop/implement" stage, the data will be in a form of evaluation form by the expert judgments. The result of the evaluation sheet was

analyzed quantitatively. The evaluation sheet used Likert Scale where score 5 is *Excellent*, 4 is *Good*, 3 is *Average*, 2 is *Below Average*, and 1 is *Poor*. Then the score was measured by following the formula below.

$$\begin{aligned} Mi &= \frac{1}{2} (\text{Score Max} + \text{Score Min}) \\ Sdi &= \frac{1}{3} Mi \\ Sr &= \frac{\text{Total Score}}{\text{Total Item}} \end{aligned}$$

Note:
 Mi : Ideal Mean
 Sdi: Ideal Standard Deviation
 Sr : Score

Then, the data gathered was converted into some scales by using the formulas which was adopted by Nurkancana and Sunartana (1992) as shown below.

Table 1. Formula Proposed By Nurkancana and Sunartana

Score	Criteria
$Sr \geq Mi + 1.5 Sdi$	Excellent
$Mi + 0.5 Sdi \leq Sr < Mi + 1.5 Sdi$	Good
$Mi - 0.5 Sdi \leq Sr < Mi + 0.5 Sdi$	Average
$Mi - 1.5 Sdi \leq Sr < Mi - 0.5 Sdi$	Below Average
$Sr < Mi - 1.5 Sdi$	Poor

Table 2. Criteria of Validity

Score	Criteria
$Sr \geq 4.485$	Excellent
$3.49 \leq Sr < 4.485$	Good
$2.5 \leq Sr < 3.49$	Average
$1.5 \leq Sr < 2.5$	Below Average
$Sr < 1.5$	Poor

Findings and Discussions

Findings

From the data collection, it can be described that not all teachers had flashcards to support their teaching and learning process in the classroom. There were 3 teachers had flashcards to support their teaching. Meanwhile, from further interview, for those who had flashcards, they stated that these flashcards were not enough because they still needed some flashcard's categories/topics. This was supported by the data where 2 teachers frequently used flashcards which contain all topics of material while the rest 3 teachers stated they did not use flashcards which covered all topics of material.

Somehow, the data gathered from the students responds, it was found that almost 100% teachers did not used media frequently in teaching. Secondly, it was found that the teacher did not use flashcards frequently to support their teaching in the classroom. The last, almost 100% students stated that their teachers did not use flashcards which covered all topics of material.

In doing the interview, the researcher asked 24 questions in accordance to dig deep information from the teachers. Researcher also took some pictures of the flashcards used by the teachers at school. The questionnaires conducted to the teachers and students. From the interview, the researcher found that (1) the availability of the teaching media at schools, 1 out from 5 English teacher said that the school did not provide any media for teaching the

English subject, 2 out from 5 schools only provided pictures for teaching, the rest of the schools stated that they did not only have pictures, but also songs, (2 and 3) the form of the media, was it printed media or non-printed media. One of the schools did not have any printed or non-printed media, whereas 2 out from the 5 schools stated that they had non-printed media in a form of songs and CDs of song only, the rest was only have pictures, (4) the condition of the media. 4 out from 5 schools which had teaching media said that the media was still good, even though some of them were old enough to be used, (5) the availability of flashcards at schools, most of the teachers said that they had flashcards at schools, (6) the frequency of using flashcards, one of the teachers never used flashcards at all, the rest of them said that they used flashcards when it was needed, that was in introducing the vocabulary only, (7) the authenticity of the pictures, one of the schools surely did not have any authentic pictures for the media, 2 out from 5 schools did not have flashcards in authentic pictures, whereas the rest 2 schools had some authentic pictures in their pictures collection, (8) the needed category of flashcards provided at schools, all schools said that the collection of flashcards or pictures that they had could not cover the material to be taught.

From the pictures of the kinds of flashcards, it found that the schools only had a flashcards with pictures only, there was no words of target language there. Only some of the flashcards contained the native language of the students in the back side of the flashcards. The size of the flashcards was also not too big, and some of them almost too small to be shown in front of the classroom. Only 2 out from 5 schools had authentic pictures for the flashcards.

From the teachers' questioner, the researcher found that 3 out from 5 teachers frequently used media in teaching. Meanwhile 2 out from 5 teachers rarely used media in teaching. It shows that 60% of teacher often used media in teaching. Besides, 3 out from 5 teachers frequently used flashcards in teaching, while 2 out form 5 teachers rarely used flashcards in teaching. The percentage shows 60 % of teachers frequently used flashcards in teaching. For the second statement, it shows that 2 out from 5 teachers frequently used flashcards which could cover the material needed to be taught. Where 2 out from 5 teachers were never used flashcards which could cover the needed material to be taught. One of them stated that he rarely used flashcards which could cover the needed material to be taught in the classroom. In general, 60 % of the teachers never or almost never used flashcards which could cover the needed material to be taught during the English teaching.

From the students' point of view, it was found a different opinion about the use of flashcards by the teachers. From the first question, 4 out from 5 schools said that their teacher never used media for teaching. It can be seen from the percentage in the table that was 0%. Only one school, which also shows 6%, a really small amount stated that the teacher frequently used media in teaching. For the second statement, 4 out from 5 schools show 0% for the use of flashcards in English teaching by their teacher. It means that their teacher never used the flashcards in teaching. Only one school shows 7% for showing how often their teacher used flashcards for English teaching, whereas the 7% also show a small percentage for the use of flashcards in the classroom by their teacher. For the third statement, all of the five schools show 0% for the categories of the flashcards that the teachers had to cover the material needed. The data shows that the teacher did not have all of the categories/topics needed in English teaching.

In relation with developing the flashcards, especially the kinds of flashcards needed by young learners, topics of the content were identified. A syllabus analysis was conducted by analyzing the syllabus possessed by the elementary schools' teachers. From the analysis, it was found that there were 11 topics taught to the 4th, 5th, and 6th of elementary students. The next step conducted was analyzing the topics which could be taken into considerations in

developing the flashcards. From the analysis, the topics chosen were 11 topics. They can be seen in the following table.

Table 3. The Chosen Topics for Developing the Flashcards

No	Topics
1	Stationery
2	Things around the classroom
3	School's buildings
4	Public places
5	Animals
6	Fruits
7	Vegetables
8	Foods
9	Beverages
10	Electronic appliances
11	Transportations

After conducting syllabus analysis, the next step proceeded was developing flashcards. In developing the flashcards, a design of it should be drawn first. The designing process was conducted by using Adobe Photoshop Cs3 Intended. The design of flashcards base was divided into two sides, the front side and the back side. The front side was divided into two parts. The upper part was intended for the picture while the lower one was intended for the written word/s as well. The back side would present the students' native language.

The developed flashcards were also supported by the development of manual book which not only guided the teachers how to use them, but also how to implement them in various activities in English teaching. Specifically, the manual book covered overview of flashcards, how to use flashcards, how to implement the developed flashcards in some activities in English teaching. The activities contained in the manual book were 20 activities which can be seen in the following table.

In developing the flashcards, the manual book with some activities were also developed. The manual book was developed using the standard Bahasa Indonesia. Bahasa Indonesia was chosen since 1 out from 5 teachers was not graduated from an English department. The researcher hope that all of the English teacher in Singaraja could use this product, so Bahasa Indonesia was the best solution to be used in the manual book. Moreover, the other Elementary school teachers could use it because in general the teacher in elementary school mostly graduated from Education of Primary School teacher (Pendidikan Guru Sekolah Dasar). Which means that they did not really focus on English only. So the use of standard Bahasa Indonesia in the manual book would help many elements of educators in Singaraja.

The score for the quality of the product from the experts and the teachers' evaluation were almost excellent for both the flashcards and the manual book. There was suggestion proposed by the experts that were changing the background color of animal's category from dark blue into the brighter color to make it more readable. The suggestion was then developed into in the revision steps.

Discussions

Vocabulary mastery has become the focus of every primary education instructions in Indonesia. Some teachers have put verbal and non-verbal forms into vocabulary learning where students do some activities in written and/or in verbal forms. These forms are commonly implemented through the implementation of media such as realia and flashcards since those media are the common media for Indonesian teachers (Kusuma, Adnyani & Taharyanti, 2017).

As one of the common media used by teachers, the flashcards implemented at schools in this study could not be categorized as flashcards at all, because of the shape of the flashcards and the contained material in the flashcards. Even though that the teachers said that they have flashcards, but the flashcards were not suitable with the criteria of flashcards. Moreover, the students argued from the questionnaire that their teacher rarely used the flashcards and most of them stated that the teacher never used flashcards at all. The problem of the flashcards at schools also added by the categories of flashcards provided cannot covered the material needed based on the syllabus.

According to Komachali & Khodareza (2012) flashcards are cards which contain words, sentences, or pictures. The contained words or sentences should be placed at front or behind the cards. From this definition, it can be concluded that flashcards are not only pictures but also contain words or sentences describing the pictures. Therefore, it could be the reasons that the students stated their teachers did not have any flashcards then.

From the aforementioned phenomenon, it can be concluded that the teachers need the real flashcards to support them in teaching and contain topics of material taught in elementary schools. Therefore, this study was conducted to develop flashcards. Meanwhile, in developing the flashcards, as explained previously, a syllabus analysis had been conducted to know the topics taught and to know the possibility of developing the topics of the present flashcards.

Because of the limitation of time and budget, the researcher only develop the product until the steps where the revision conducted after the evaluation from the expert and 5 English teachers. From the preliminary study on the development of flashcards, it found that this study were different. It was diferent in some topics, those are the kinds of the flashcards and the pitures contained in the flashcards. Inayah (2010) developed the flashcards into words flashcards only, while the researcher developed the flashcards with words and pictures. Besides, Mojarradi (2014) developed the flashcards using an animation picture which not relevant with the theory proposed by Sadirman (2006) that picture should presented in its real condition or authentic. Besides this flashcards were developed with the authentic pictures, the flashcards also developed with the manual book. It makes the developed flashcards became different with the previous study in developing flashcards.

Conclusion

This study was designed by using Hannafin and Peck Design Model. There were three phases (need assess, design and develop/implement) conducted during the development of the product and the last was the evaluation from the experts and revision. From the steps conducted during the study, it can be concluded:

1. There were 11 categories or topics could be developed into flashcards. Form the syllabus analysis which combined with the schools' yearly program and semester program, there are 28 topics or categories for elementary schools students, grade 4th, 5th, and 6th. Based on the observation, some of the topics were not considered as noun, since the develop flashcards only developing the nouns, because noun was dominating the topic teaches for young learners. The words or vocabularies chosen were based on the students cultural background, or contextual.
2. The flashcards were designed by using *Adobe Photoshop Cs 3 Intended* and contained authentic pictures and written words. The flashcards were also supported by manual book which was about how to use them and contained 20 activities in its implementation in English teaching. The manual book was designed and developed using *Microsoft Word 2007*, for the cover of the manual book, it was developed using *Adobe Photoshop Cs 3 Intended*.

3. The quality of the flashcards was shown by the data gathered from 6 experts who varied from expert in media and 5 teachers of elementary schools. The results showed that the product of either the flashcards and the manual book were excellent.

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The Effect of Using Blended Learning Strategy toward the 8 Grade Students' Writing Competency

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Abstract

This study was aimed at investigating whether or not there was significant difference in writing competency between students who were taught by using blended learning and those who were taught by using conventional strategy. The research design used in this study was *Post-test Only Control Group Design*. The population in this study was eight grade students of SMP Negeri 1 Singaraja and the samples of study were selected by using Cluster Random Sampling. Class VIII A8 was assigned as the experimental group which was taught by using "blended learning" and class VIII A7 as the control group which was taught by using "conventional strategy". The result of the data analysis showed that students in the experimental group performed better than the students in the control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 84.75 while the mean score of the control group was 76.75. The result of the t-test also showed that the value of the t_{ob} was higher than the t_{cv} . The value of the t_{ob} was -6.379, while the value of the t_{cv} was 1.6736 ($\alpha = 0.5$). It means that there was a significant difference on writing competency between the students who were taught by using blended learning strategy and those who were taught by using conventional strategy.

Keywords: blended learning, conventional strategy, writing competency

Introduction

English in Indonesia is spoken as a foreign language. People use English for specific purposes only. To be defined as a good English speaker, there are four major skills that should be mastered by people namely: listening, reading, writing and speaking in order to do a complete English communication. Since English is a foreign language, therefore, approach, methods and strategy of implementing TEFL is really important.

Writing is one of four major skills requires a special intention since it is a productive skill. Writing has some important roles in conveying ideas and concept. It is a necessary thing in everyday lives such in business, creativity, and in scholarly pursuits.

Since writing is taught from earlier stage of learning in Indonesia, teachers need to implement effective teaching strategies in order to make the students able to convey their ideas and concept through writing. During the last couple of years, researchers and teachers are trying to find the best way to teach writing besides the existing strategies, approaches, methods, procedures, and techniques that has been used in the recent years.

Oshima and Hogue (2000:3) state that writing takes study and practice to develop the writing skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a "Product". Surely, the process of writing is started from forming ideas and concept into words onto the highest element in writing that is a paragraph. The paragraphs are combined until forming a product of writing in the form of narrative, report, procedure etc.

In addition, Nunan (2000:88) defined that writing is the process of thinking to invent ideas, thinking about how to express an idea into a good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

From the observation in SMP N 1 Singaraja, it was found that the students still have difficulties in writing. One of the example is they cannot produce a single paragraph by

themselves. They still need assisted by their teachers. Some students could make a paragraph but it was not 100% correct. It was found that the students made mistakes in grammar and punctuation. They also said that they have lack of vocabulary that makes them difficult to form a sentence or paragraph. The teacher used conventional strategy which was teacher center learning. The students were so passive. They only listen to their teacher explanation.

Currently, the teaching of the English language will not be maximal with the use of conventional methods only. The conventional teaching methods that are still being used: lecturing method and book oriented. In the 2013 curriculum, all subjects must integrate ICT-based including English subject. This is a very interesting challenge for teachers to start implementing ICT during the learning process. Teachers are also expected to be more innovative in strategies, approaches, methods, procedures, and techniques specifically in teaching writing. This curriculum development is of course influenced by the development of ICT.

The comparison between conventional teaching strategy with modern teaching strategy can be seen as follows:

Table 1. The comparison between conventional teaching strategy with modern teaching strategy

Difference	Conventional Teaching	Modern Teaching
1. The role of teacher	Teacher is the prime controller in the classroom. (<i>teacher-centered</i>)	Teacher is the facilitator in the classroom activity. (<i>student-centered</i>)
2. The role of students	The students are passive in the classroom activity. They are merely listening to the teacher's explanation about the lesson.	The students are actively participating in the classroom activity. They are involving in the classroom discussion.
3. The role of language	It is emphasizing on the knowledge of grammar and vocabulary items.	It is emphasizing on strengthening the knowledge of 4 language skills while grammar and other language components are learnt in integrative way.
4. The method used	Grammar Translation Method : Teaching rules and translation.	Communicative Language Teaching: Teaching how to communicate.
5. The activities	Memorizing, translating, drilling, repeating and applying.	Listening to the audio, practice their speech through role play, reading the passage, composing their writing.
6. Focus	Memorizing the pattern and vocabularies items.	Improving language skills and components.

Adapted from (Sayukti,2015:31)

Today, it cannot be denied that people are living in ICT era. For instances: internet, gadget and telephone. Those things can't be separated from people's life. The term "technology" refers to a development in methods and tools that we use to solve problems or achieve goals and even for learning as well. According to Dang, et al (2011:1), ICT has experienced fast development worldwide since the 1980s and has become an integral part in nearly all aspects of people's life. The development of ICT is also affecting our education. As stated by Herendita (2013:41), the development of ICT has rapidly affected some aspects in Indonesia especially in education field.

Isisag (2012:1) stated that there have been much debates over the use of computers and the internet in foreign language teaching such: techniques offered, the activities and syllabus alongside technology development. One of the examples is using internet to teach in classroom. In a relation, Bouhnik and Carmi (2012:2), higher education institution began

incorporating the internet as an alternative study environment in two decades. New advances in the internet based technology have brought challenges and opportunities as well to education and training, in particular through online instruction. Based on research that was reported by Schacter (1999:9), students who used computer-based instruction experienced positive effects on achievement in all major subject area.

Singh and Reed (2001:1) stated that traditional physical classrooms have been the dominant form of knowledge transfer for at least 3,000 years. Even today, nearly 80% of corporate training is conducted in the classroom. The last universal technology in learning, the printed book, is over 500 years old. One example of the application of internet in teaching is conducting a virtual classroom (E-learning). E-learning gives a new learning style and environment because the learning can be happening anywhere for example in the home, library or any other public area as long as the internet is available. According to Akkoyunlu and Soylu (2008:184), the most significant characteristics of e-learning are the teacher and the learners are in different physical environments and the communication throughout the teaching/learning process is carried out via e-mail, forums through the internet. On the other hand, traditional classroom learning cannot be abandoned even this method keeps students sit passively and listen to the lecture given by the teacher. Indeed, students may feel bored during the learning process. However, e-learning has its own weaknesses. As claimed by Serlin (2005:9), academic dishonesty and no face-to-face meetings are major weaknesses of e-learning.

The way to overcome this problem is conducting Blended Learning. This method mixes a classroom learning or face-to-face learning with virtual learning (on-line learning). Blended learning according to Saliba (2013:4) is a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs.

Definition of blended learning i.e. “a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning” In addition, Bath and Bourke (2010:1) claims that blended learning is about effectively integrating ICTs into course design to enhance the teaching and learning experiences for students and teachers by enabling them to engage in ways that would not normally be available or effective in their usual environment, whether it is primarily face-to-face or distance mode. In many cases the act of “blending” achieves better student experiences and outcomes, and more efficient teaching and course management practices. It can involve a mix of delivery modes, teaching approaches and learning styles. Simply, Blended learning is a combination of two models of learning (face-to-face and virtual) with the use of appropriate ICT to create a new learning environment with the aim of achieving better experiences and outcomes.

The viewpoints and discussions mentioned above, supporting on developing strategy, approach, method, procedure, and technique to teach writing and develop students’ writing skill and introducing ICT-based learning and the importance of it.

This study was aimed to find the significant effect of blended learning strategy towards the 8 grade students’ writing competence in Smp N 1 Singaraja in academic year of 2015/2016.

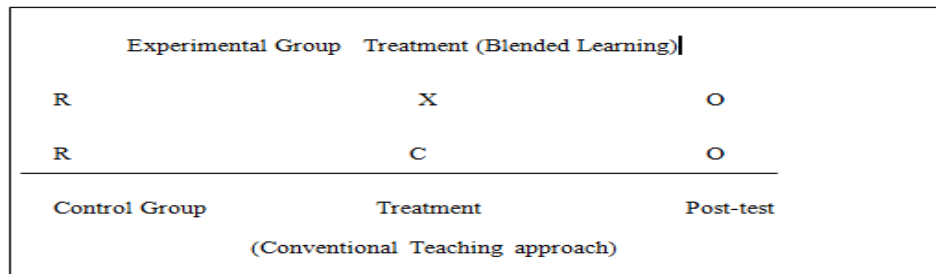
Methods

The research design in this study is one kind of experimental design called Post-test Only Control Group Design. The design involves an experimental group and control group which was formed by cluster random sampling. The experimental group was taught by using blended learning, while the control group was taught by conventional strategy. The groups

were measured by conducting a post-test after the treatment has been applied. Further, the result of the post-test was used as the data.

Findings and Discussions

Findings



Note:

R : Random selection

X : Experimental group (will be taught by using Blended learning)

Figure 1. Research Design

The population of this study was the eighth grade students of SMP N 1 Singaraja in academic year of 2015/2016. The total numbers of the population were 255 students consisting of 9 classes. After deciding the population of the group, two samples were selected in order to gather the data by using Cluster Random Sampling Technique. In this technique, some lotteries would be used. Then, two lotteries were taken randomly to get two classes that would be categorized as a control and experimental group. Two classes that would be categorized into experimental group and control group are VIII A and VIII A. Both groups consisted of 28 students.

Before the treatment was conducted in classes, normality and homogeneity were measured. Normality test and homogeneity test functioned to qualify the samples. To establish it, the students' writing score were collected and then analyzed in SPSS 22.0. Students' latest writing score was used in order to test the normality and homogeneity of class VIII A8 and VIII A7. The result of normality and homogeneity can be seen below.

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control	.133	28	.200*	.946	28	.156
Experime	.107	28	.200*	.952	28	.226

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Figure 2. Normality Test

The table shows that the significance value (.sig) of the two groups are .200 and .200. Since the significance value of both groups in the column of Kolmogorov -Smirnova has exceeded the significant value of α (0.05), in other words, the samples are distributed normally.

At the same time, Levene's test was conducted to find the homogeneity of the samples. The result can be seen below

group	N	Mean	Std. Deviation	Std. Error Mean
value experiment	28	81.6786	2.49523	.47155
control	28	81.7500	2.20479	.41667

Levene Statistic	df1	df2	Sig.
1.244	1	54	.270

Figure 3. Homogeneity Test

The tables tell about descriptive information of the samples such as mean score and standard deviation of the samples' score. Meanwhile the table of Levene's Test of Homogeneity of Variances indicates the value of F is 1.244 in which the numerator of degree of freedom (*df1*) is 1, denominator of degree of freedom (*df2*) is 54 and significant value (Sig.) was 0.270 with the value of *α* is 0.05. Since the significant value (Sig.) is 0.270, it exceeds the value of (0.05), thereby the samples are considered as homogeneous.

Based on those normality test and homogeneity test, the result revealed that the two classes chosen to be samples of this study were homogeneous and they were also distributed normally. Therefore, the samples were accepted to be used in this study.

The treatment was conducted on March 28th, March 31st, April 4th, April 7th, April 11th, and April 14th, 2016 for the class VIII A8 as the experimental group. This class consisted of 28 students. For the VIII A7 class as the control group, the conventional teaching was conducted on 29th March, 30th March, 5th April, 6th April, 12th April and 13th April 2016. The students in experimental group were taught using Blended Learning Strategy in writing recount text. The mechanism of learning activity was varied from class discussion, and independent work. Mostly, students learnt individually. All activities in the treatment had purpose to investigate the effect of Blended Learning strategy on the students' recount text achievement.

The post test was conducted after the treatment given. The researcher decided to conduct a post-test according to the activities that the students did during 3 days of holiday. After conducting a post-test, the researcher analyzed the data. The first step was testing the normality and homogeneity of the data.

The content validity in this research was determined by experts' judgments. The experts are the English teacher in SMP N 1 Singaraja (I Gede Wimi Suputra, M.Pd and Drs. Andang Kinaryo Adji). From the Gregory's Formula, it was found that the content validity of the form of test was 1.0 which was the highest amount of validity. It means that the instruments were valid to be used to give treatments as well as to measure writing competency.

Meanwhile, in order to check the reliability of the instruments, a try out test in class VIII A5 would be done. The result of the try-out was evaluated by using writing scoring rubric. In evaluating students' writing competency, there were two raters (English teacher in this

school) who gave the score. Then, try out scores would be analyzed by using inter-rater reliability. The calculation showed the inter-rater reliability (r_{xx}) of the current data was 0.871 with the value of alpha 0.931. It indicated that the accuracy of inter-rater reliability was high.

As stated previously, the result of post-test from two groups were analyzed in two phase. The data would analyze by using descriptive statistics analysis and inferential statistics analysis. The result of the descriptive statistics analysis showed different score between students in experimental group with the students in control group. The median of the groups are different.

The median or the midpoint of the experimental group is 84.50, while control group is 75.50. The most frequent score in the data distribution of the experimental group is 82 which occur five times in the data distribution. Meanwhile, the mode in control group is 74 which appear four times in the data distribution. In addition, The range indicates the distance of the maximum score with the minimum score obtained in each group. For the experimental group, the maximum score is 94 and the minimum score is 77, thereby its range is 17. In contrast, the maximum score in the control group was 88 but the minimum score is 70. Thus the range is 18. In conclusion, the groups have different range.

Standard deviation could be defined as the square root of the variance which is commonly abbreviated as s . Standard deviation for experimental group is 4.632 while for the control group is 4.727 and the variance of the experimental group is 21.454 meanwhile the variance of the control group is 22.343

After conducting descriptive analysis, the data was analyzed by using inferential statistical analysis such normality and homogeneity test and hypothesis testing.

The result showed that the data were normally distributed and homogenous. The significance value of the control group is .141 and the experimental is .200 in Kolmogorov-smirnov column. Barely shown, Sig. (0.141) and Sig. (.200) are greater than 0.05. After conducting normality and homogeneity test, the researcher did a hypothesis testing. The hypothesis was tested with independent samples t -test in which it was conducted in order to measure the significance difference of the means within the two groups. It inferred the gathered data quantitatively so the researcher could generate a conclusion based on the inferential statistical analysis.

The result of the t -test showed that there is no significant effect of both groups. The result statistically showed the $t_{observed}$ (t_{obs}) is -6.379 at the degree of freedom (df) 54. For one-tailed test with 54 degrees of freedom, the t_{cv} is 1.6736. Since the value of t_{obs} is higher than the value of t_{cv} , then the null hypothesis (H_0) is rejected.

This study was an experimental study which investigated the effect of Blended learning strategy toward the 8 grade students' writing competence. In accordance with the descriptive and inferential statistical analysis explained previously, it could be clearly seen that the implementation of Blended learning strategy toward the 8 grade students' writing competence did have a significant effect on the students' writing competence. The mean score of the experimental group was 84.75 meanwhile the mean score of the control group was 76.75. It simply means that the students in experimental group had better performance compared with the students in control group in terms of writing competence. By considering the result of the t -test analysis, the value of t_{obs} was higher than the value of t_{cv} . It was found that the value of t_{obs} was -6.379. At the same time, the value of t_{cv} at the degree of freedom 54 was 1.6736. Based on the result, it indicated that the difference of the mean score of the samples is significant, Null hypothesis is rejected.

Discussions

In term of writing criteria, most of generic structures of experimental group were complete. They could make some sentences and formed it into a paragraph and make a recount text with good content, organization, language and coherency. The post-test result showed a better score rather than the first score they got before the treatment given.

However, though the strategy had been applied appropriately, the students' writing was not satisfactory yet. They still did a few mistakes in choosing appropriate words. There were still a few mistakes in grammar and word spelling. Sometimes, they also got stuck with ideas. They could not elaborate their idea. This probably caused by limitation of vocabulary that they had.

Apart from the result, the researcher also prepared teaching scenarios concerning on writing skills for doing the treatment. The treatments were conducted six times in each group. Therefore, there were twelve teaching scenarios. The treatment for experimental group was Blended Learning strategy while the treatment for control group was Conventional Teaching strategy. In each meeting, both experimental and control group were taught the same genre.

In the first meeting, the activity was concerned on introducing the simple past tense. The researcher used pictures and videos for apperception. The issue raised in the apperception session was about the use of simple past tense in daily activity.

After brainstorming about the example of the use of simple past tense in daily activity, the main topic of the meeting was switched into forming sentences. The students were asked to form their own sentence according to what they did on the last week. The next activity was the students were asked to ask what their friends did on the last week. In this section both groups did a classroom discussion. In the end of the lesson in the first meeting, the teacher gave confirmation and concluded the lesson with the students.

The second meeting was not much different with the first meeting. In this meeting, the research had not yet started to conduct blended learning because the researcher needed to prepare some things. Such: introducing the blended learning to the sample. In this meeting, the experimental group was asked to watch a video about someone's activity during holiday. Before watching the video, they were asked to find sentences that indicated past event. The goal of the meeting was to enable the students to recognize the sentence that indicated past event. The next activity was sharing the sentences that had been found from the video. Some students made mistakes on pronouncing the word and finding the sentence that indicated past event. They mentioned some sentences that indicated future and present even such: "*I am a student*" and "*She hopes the next holiday will be better*". The researcher asked the other students to correct the sentences. The other goal of this meeting was to accustom the students to learn independently. In the last section of the meeting, the researcher explained to the students about blended learning and asked them to bring laptop or device that supported browsing activity. Before closing the meeting, the researcher and students concluded the lesson.

For the control group, the researcher gave explanation about the use of simple past tense. The researcher gave formula of forming simple past tense. This kind of strategy is the implementation of conventional teaching strategy. Although the formula was clear, the students still made mistakes in making sentences. For example: "*She taked my book*", "*He was bought the car yesterday*", "*Last week, we were went to Denpasar*". They also made some mistakes in word spelling such: "*she things carefully*", "*we where in the school*". On the last section of the meeting, the researcher gave homework to the students to list 5 activities that they did on the last weekend. The researcher and students concluded the lesson before closing the meeting.

In the third meeting, the blended learning strategy was implemented in the experimental group. The first activity was asking the students to read a story from an online

platform called *Schoology*. Students were asked to find mistakes in the story written. After finding the mistakes, they were asked to share their findings. They were also asked to give comment or suggestion if they had different opinion with the other students. The discussion ran well. Some students took a part in the discussion. They were very active and enthusiastic. They were also asked to ask question (if any) to their friends idea and also gave answer to the question given. The meeting was ended by concluding the lesson and telling the next activity in the next meeting (still conducting blended learning).

For the control group in the third meeting, the activity was the same with the previous meeting. The researcher still conducted conventional teaching. The researcher gave formula to the students to form a past tense sentence. They were asked to form a paragraph according to the 5 activities they did on the last weekend. The researcher also gave a recount text to the students and explained the criteria of a recount text.

Conclusion

From the result of the study, it can be concluded that there is a significant effect of blended learning strategy towards 8th grade students writing competency in SMP N 1 Singaraja in academic year 2015/2016. Reflecting to that findings there are several suggestions proposed by the researcher:

1. Blended learning strategy is recommended for the teacher especially for teaching writing for young learner as a primer teaching strategy or as an alternative strategy.
2. The researcher suggests for the similar study in the future choosing different sample. For example: Senior High School or College students. It probably shows different result.
3. The researcher suggests for the similar research in the future choosing different variable. For example: reading, listening or speaking. It also suggested that the other researcher conduct more elaboration concerning the strategy developed in this study.

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The Effect of Directed Reading Thinking Activity In Cooperative Learning Setting Toward Students' Reading Comprehension Of The Eleventh Grade Students

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Abstract

This research was aimed at investigating whether there was a significant effect on reading comprehension of the eleventh grade students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting and who were taught by using Directed Reading Thinking Activity only. The research was an experimental research with Post-Test Only Control Group Design. The research was conducted at SMA N 3 Singaraja. The population of this research was the eleventh grade students in academic year 2016/2017 with the samples of 65 students who were selected through random sampling technique. The data were collected by using reading comprehension test. The obtained data were analyzed by using t-test assisted with SPSS 22.0. The result of the research showed that there was a significant effect on reading comprehension of the eleventh grade students in which the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting achieved better reading comprehension than who were taught by using Directed Reading Thinking Activity only ($t_{obs} = 4.056, p < 0.05$).

Keywords: cooperative learning, directed reading thinking activity, reading comprehension

Introduction

For the past decades, English has grown into the main language for global communication. English is a global language which is understood and spoken almost in every part of the world. Global language essentially refers to a language that is learnt and spoken internationally. It is one of essential means to communicate and express ideas among people from different countries. It can not be denied that a tendency toward the use of English as global language has shown a great importance. Almost all international activities are using English as the main language whether it is in the fields of education, economy, business, politics, social, or culture. As the time goes by, people are required to master English in order to be able to compete and socialize in this global era. English become a necessity for people around the world to learn. Many opportunities in international sector are created when people mastered English. English opens opportunities to get a better job, school exchange programs, or even career development. As a means of global communication, people should master English both in spoken and written English.

English gives a big impact in educational field, particularly in terms of global literacy. Literacy is the basis of all learning. Literacy has never been more necessary for development of a person to access today's knowledge. People need to be literate as the information takes the main role in today's world. Being literate means that people are able to read and write. By having those abilities, people are able to obtain information and communication easily. Nowadays, global literacy requires English as an important means for global communication. Most of the sources of information in the world are using English as the main language such as books, textbook, newspaper, online learning, academic article and journal, etc. Therefore, knowing and learning English in this era have become essential.

English in Indonesia is taught and learnt as a foreign language. According to PERMENDIKNAS No.22, 2006 and PERMENDIKBUD No.64, 2013 *tentang Standar Isi Satuan Pendidikan*, English is considered as compulsory subject that should be taught at school. In relation to that, Indonesia has been carrying out teaching English as a Foreign

Language almost in all level of schools, starting from elementary school until university. The goal of teaching English as a foreign language in Indonesia is none other than making the learners to be able to communicate using English both in spoken and written way as the means of communication. The learners are not only expected to know the pattern and the rule of the language, but also to use the language in real communication.

Reading is one of the language skills in learning English that should be mastered by students. Reading skill is categorized as receptive skill which is given a priority in the language curriculum. Celce and Murcia (2001) as cited in Sudarmawan (2013: 1) state that reading is probably the most important skill for second language learners in academic context. Reading becomes very essential to be mastered by the students since most of the subject matters in the school begin with printed material or text book and most of the students' tasks at school are related to reading activity. Students will not be able to master the other language skills without reading. Furthermore, reading is the only way to gain new information and improve their knowledge. Reading helps students to open the door of many opportunities and empower them with knowledge.

William (1984:2) defines reading as a process whereby one looks at and understands what has been written. The readers have to use their ability to get information and understand what has been written in a text. It is a complex skill that required the coordination of a number of interrelated sources of information. In other words, reading is an activity which has a purpose to get general or detail information from a written text. Students need to comprehend what they read in order to understand the information of the text.

Comprehension is the main objective of reading. Comprehension is simply defined as the ability to understand certain information. Students need to comprehend the text that they read in order to get the meaning of the text. Students can not get the information or the message of the text without comprehending the text properly. Grabe and Stoller (2013: 11) define reading comprehension as the ability to understand and interpret the meaning of a text. It can be said that reading comprehension is a process of constructing and understanding meaning, information or a message from a certain kind of text.

Reading comprehension become more important as students enter the educational system. Teachers frequently expect their students to search information from books, internet, as well as newspaper. In addition, many tests are required students to comprehend what they read in order to get the needed information. Indeed, reading comprehension should be taught at school in order to increase students' ability in understanding a certain text. The effective reading comprehension process involves both of the teachers and students in communicative language learning. It is important to involve active thinking activity in reading comprehension such as making prediction to the text that they are going to read in order to build students' creative thinking.

According to Renn (1999:7), in a majority of classrooms today, reading instruction is text-centered and does not provide for direct comprehension instruction. Teachers typically use textbook questions to check the students' understanding of a certain text, but rarely teach students the strategies and skills necessary to comprehend what they have read (Durkin, 1979; Pearson, 1987 as cited in Renn, 1999:7). Most of English teachers only ask their students to read a certain text and then answer some provided questions individually. Teachers rarely involve their students to think critically about what they have read in order to comprehend the text. The monotone activities in teaching reading also make the students bored. Besides, the lack of students' willingness to read also becomes one of the difficulties that commonly found. The lack of students' willingness to read may cause by the uninteresting text or the monotone activity that the teacher give to the students. That kind of activity is considered as conventional strategy. Unfortunately according to Tivnan & Hemphill (2005) as cited in Al Odwan (2012:138), conventional and text-centered classrooms

do not provide instruction in the skills and strategies necessary for students to learn how to comprehend text.

Reading comprehension instructions include the instruction in specific comprehension strategies and opportunities to read, write, and discuss texts (Duke and Pearson, 2008:208). Students' reading comprehension can be built by providing them with extensive opportunities to practice reading and increase their sense in recognizing and understand words in the text. In order to improve students' reading comprehension teachers need to use creative and innovative way to make the students understand the text easier.

As one of the main sources who can help learners improve their reading comprehension, teachers try to apply a wide variety of techniques in teaching reading. Traditional reading instructions such as asking the learners to read a certain text, find out the meaning of the text, and answer the provided questions are no longer used by teachers in language teaching. Instead of using conventional way, English teachers try to apply more innovative teaching strategies in teaching reading in foreign language classroom. In relation with teaching reading in foreign language classroom, there are various strategies, techniques, and media that have been proposed by many experts to develop the students' reading comprehension. One of the many teaching strategy that has been developed is Directed Reading Thinking Activity.

Directed Reading Thinking Activity (DRTA) is one of innovative strategies that can be used by the teacher to teach reading comprehension. This strategy is developed by Russell Stauffer in 1969. Directed Reading Thinking Activity is a refinement from the previous strategy which is Direct Reading Activity (DRA). According to Stauffer as cited in Renn (197:7), DRA does not provide activities that engage students in reading a certain text critically. Therefore, DRTA is developed to promote active reading comprehension and engage students to think critically to understand a text. In Directed Reading Thinking Activity (DRTA), students are guided through the process of making predictions, silent reading, and confirming or refuting their predictions. Through those processes, students are expected to be active, critical and thoughtful readers. Tierney at al. (1995) as cited in El-Koumy (2006:5) states that DRTA is a strategy that can be used to build independent readers and learners. Besides, DRTA strategy also involves students in using higher critical thinking skills. This skill includes making connection between related elements of the text, confirming the predictions and creating logical conclusion. Since reading involves students to understand and construct their own interpretation to a text, Directed Reading Thinking Activity (DRTA) will be an appropriate strategy to be used in teaching reading comprehension.

Many researchers have proved that the use of DRTA is a good strategy that can be used in teaching reading comprehension. One of the researches about Directed Reading Thinking Activity (DRTA) has been conducted by Wardana (2015) in eight grade students at SMP N 4 Singaraja in form of classroom action research (CAR). This study was conducted to improve the reading comprehension of eight grade students. The result of the study showed that DRTA could improve students' reading comprehension. However, according to Wardana (2015: 49), the implementation of the use of DRTA only makes the situation of the classroom uncontrollable because the students try to answer the researcher at the same time. Not all of the students were involved in the learning process. It can be seen that DRTA is not effective if it is applied in a class which has many students such as in Indonesia, because the teacher will have difficulties in facilitating the students in the teaching and learning process. In addition, the use of DRTA only doesn't provide interaction among the students. Whereas, the interaction that occurs between the students will maximize their learning better than they just reading the text individually. The use of cooperative learning is one way to get everyone in the classroom involved in the learning process. Therefore in this study, DRTA was

implemented in cooperative learning setting in order to maximize the positive effects offered by DRTA toward students' reading comprehension.

Cooperative learning is a method that demands learners to work in group. According to Johnson et al. (1991:3), cooperative learning involves small groups so that individuals work together to maximize their own and each others' achievement. This learning concept allows small groups of students to work together to help themselves and their teammates to learn. Additionally, cooperative learning can give learners practice in problem solving in a low risk environment because it is much less threatening to make a mistake in front of two or three peers than in front of whole class (Killen, 1996:81). Students will have less anxiety when they take part in class activities. Because of its advantages, the use of cooperative learning is considered as one of the teaching strategies that widely applied in language teaching class.

From the facts above, the use of Directed Reading Thinking Activity in Cooperative Learning setting is theoretically good for teaching reading comprehension. It will stimulate the students in understanding and comprehending a certain text easier. Students will realize that learning reading will become more enjoyable when it is studied cooperatively. Considering the use of Directed Reading Thinking Activity in Cooperative Learning can offer greater benefits upon students' reading comprehension, the researcher was interested in investigating whether or not the implementation of DRTA in Cooperative Learning Setting contributed significant effect to students' reading comprehension. This research focused on the effect of DRTA in Cooperative Learning Setting on the eleventh grade students' reading comprehension at SMA Negeri 3 Singaraja in the academic year 2016//2017.

In accordance with the explanation above, the objective of this study was to investigate whether there was a significant effect on the reading comprehension of the eleventh grade students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting and who were taught by using Directed Reading Thinking only.

Theoretically, the findings of this study are expected to enhance the theory of teaching technique in English and support evidence to the existing research findings which revealed the importance of having and experimenting different strategy concerning teaching reading comprehension.

Methods

This study was an experimental study with Post-Test Only Control Group Design. This design involves two sample groups, those were experimental and control group. The treatment is given only to experimental group, and both groups are measured on the post test. In this type of research design, it only considered post-test score in data analysis, while the pre-test score (students' summative score from the previous semester) was only used to find out the normality and homogeneity of the sample.

The population of this study was the eleventh grade students of SMA Negeri 3 Singaraja at the first semester in academic year 2016/2017 and 65 students of eleventh grade students were selected as the sample through random sample technique. Normality test was conducted in order to know whether students' score of the two classes were normally distributed or not. Test of homogeneity of variance was also conducted in order to know whether those classes were homogeneity or not. Afterwards the results of the normality test and homogeneity of variance test showed that the two classes were in normal distribution and homogeneous. Then t-test was conducted to make sure that both of the groups had no significant difference or had equal level before doing the treatments. After making sure those chosen classes were proper as the sample, lottery was used to determine which group would be the experimental group that taught by using Directed Reading Thinking Activity in Cooperative Learning and which group would be the control group that taught by using

Directed Reading Thinking Activity only. The result of the lottery was XI IBB 2 was as the control group and XI IBB 3 as the experimental group.

There were two kinds of instrument used in this study, namely lesson plans and reading comprehension test. Lesson plans were used as guidance for the researcher as a teacher in teaching the two groups. Meanwhile, reading comprehension test was used as post-test to measure the experimental and control group's achievement in reading comprehension. The test was administered at the end of the research.

The treatment was done for 6 meetings in each group and followed by post-test. The data analysis involved descriptive and inferential analysis. Descriptive analysis aims at describing the data by measuring median, mode, range, mean, variance and standard deviation. Meanwhile, inferential statistical analysis aims at finding out whether the differences of mean score of the two samples were significant or not. Descriptive and inferential statistical analysis was assisted with SPSS 22.0.

Findings and Discussions

Findings

The summary of descriptive analysis is presented as follows:

Table 1. The distribution of data

No	Statistics	Groups	
		Experimental	Control
1	Mean	73.63	62.73
2	Median	73.00	63.00
3	Mode	70	60
4	Standard of Deviation	8.39	12.75
5	Variance	70.50	162.64
6	Range	26	47
7	Maximum Score	86	80
8	Minimum Score	60	33

The above table showed that the mean score of students who were taught using Directed Reading Thinking Activity in Cooperative Learning was 73.63. Meanwhile, the mean score of the students who were taught using Directed Reading Thinking Activity only was 62.73. Based on the result of descriptive statistics analysis, it can be inferred that the students who were taught using Directed Reading Thinking Activity in Cooperative Learning performed better reading comprehension than the students who were taught using Directed Reading Thinking Activity only.

In this study independent sample test (t-test) was used to test the hypothesis since the data was normally distributed and homogeneous. The data was administrated by using SPSS 22.0. The summary of the calculation is presented as follows:

Table 2. The Result of Independent Sample Test

Variable	df	T	Sig. (2-taile d)	Remark
Reading Comprehension	63	4.056	.000	H ₀ is rejected

From the table above, it can be seen that the t_{obs} was 4.056 and the significance value was .000. Since the value of p (.000) < 0.05, the null hypothesis was rejected. It meant that

there was significant effect between the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting and the students who were taught by using Directed Reading Thinking Activity only.

In accordance with the findings explained previously, the null hypothesis was rejected. This meant that there was significant effect between the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting and the students who were taught by using Directed Reading Thinking Activity only. The finding showed descriptively that the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting achieved better reading comprehension. It was proven by the result of post-test that was administrated for both groups. The mean score of the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting (experimental group) was 73.63, while the mean score of the students who were taught by using Directed Reading Thinking Activity only (control group) was 62.73. Inferentially, the result of independent sample test (t-test) stated that the null hypothesis was rejected ($t_{obs} = 4.056$, $p < 0.05$). It meant that there was significant effect in which the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting achieved better in reading comprehension test (post-test). In other words, after being analyzed descriptively and inferentially, the students in experimental group achieved better result than the students in control group.

Discussions

Theoretically, Directed Reading Thinking Activity and Cooperative Learning are not only expected the students to receive the learning material, but also involves the students in searching and finding the learning material by themselves. In Directed Reading Thinking Activity, students are guided through the process of making predictions based on the prior knowledge, reading, and confirming or adjusting predictions in light of new information. Through those processes, students are expected to be active, critical and thoughtful readers. Meanwhile, in Cooperative learning, students work in group of two or more, that they are encouraged and motivated to help one another to learn. Thus, it can be said that cooperative learning promotes a positive interdependence and stresses the centricity of students in the classroom.

Empirically, the implementation of Directed Reading Thinking Activity in Cooperative Learning setting in teaching reading comprehension made the students enjoy and felt more comfortable during the reading process. The students could understand the text easier because they were actively engaged in the reading process through the process of making prediction, silent reading, and confirming the prediction. In line with the explanation above, Richardson and Morgan (1997) as cited in Hashemi and Nazari (2012:56) state that the Directed Reading-Thinking Activity involves students in using higher critical thinking skills. When the students were asked to make predictions, the students tried to use their prior knowledge to connect what they knew with what they were reading. The students tried to find clues in the previous paragraph about the upcoming paragraph. This activity engaged the students to use their critical thinking skills, because they must try to figure out what happen in the next paragraph and relate it with the previous paragraph. In addition, the students also should know the reason why they made such kind of predictions.

Implementing the Directed Reading Thinking Activity in Cooperative Learning setting promoted students' active participation and interaction in constructing meaning in reading comprehension which lead them to better learning outcome. Students were encouraged to discuss what they were learning with their friends in the group. As stated by Putnam (1998), by working coopertively students would actually get time to think about, talk about, and process information about the learning material. In addition, Directed Reading

Thinking Activity in Cooperative Learning Setting forced the students to be active and independent in their own learning. As stated by Killen (1996:80), students will be less reliant on the teacher and more reliant to their own ability to think, seek information, and learn from the other students. Thus, the students helped each other and cooperate to learn. They tried to help each other in predicting the upcoming paragraphs and understanding the text. When the students had better understanding, the students would be easier in finding out the information addressed in reading comprehension test.

The implementation of Directed Reading Thinking Activity in Cooperative Learning setting also helped the students in decreasing their anxiety if they felt not confident in completing the prediction chart. Through working cooperatively, the students could increase their motivation in learning, share their knowledge as well as their understanding about the text. The obvious fact that could be seen during the treatments was that the students who worked in groups (experimental group) were more motivated to learn compared with the students who worked individually (control group). As stated by Felder (2007:34), students who work individually may tend to delay finishing their assignments, but when they know that others are counting on them, they are motivated to do the work in a timely manner. During the treatments in the control group, the students that worked individually may have difficulties in understanding the text because of some factors. For instance they did not know the meaning of some words, they were afraid of making mistake in predicting the next paragraphs, and they did not have motivation to finish their work. The students who have high achievement were far above, while the students who have low achievement were left behind. In contrast, the students who worked in group showed better performance because the individual ability in cooperative learning motivated the students to help each other to learn. Low achiever students could get benefit from the group in which the students who have better academic achievement would help students with lower academic achievement to learn by explaining and clarifying the material as well as motivate the low achiever students to learn. When they worked in group, it would help the students to eliminate their fear of making mistake in predicting what the next paragraph would be about.

The students who were taught by using Directed Reading Thinking Activity in Cooperative Learning Setting showed good response during the treatments. The low achiever students could get along with their friends, because they could discuss the reading material with their friends in the group and the high achiever students could help them in understanding the text. The students in control group also showed good response, but there were some students that did not participate in the learning activities. Most of the students that were not participated were the low achiever students and the students that could not focus in the class for long time. The researcher often chose and motivated this kind of students to share their predictions in order to help the students to keep focus in following the learning activities.

From the explanation above, it can be seen that the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning setting could achieve better reading comprehension. The result of this study supported the previous study that was conducted by Al Odwan in 2012 who implemented the Directed Reading Thinking Activity through Cooperative Learning on English Secondary Stage Students' Reading Comprehension in Jordan. The result of his study showed that the use of directed reading activity through cooperative learning is more effective in teaching reading compared with the conventional strategy. He also states that the use of Directed Reading Thinking Activity improves students' reading comprehension because these activities are rich with more interactive tasks and consequently provide students with new concepts, ideas, suggestions, styles of thinking.

Based on the finding and discussion described above, it can be concluded that there was a significant effect on the reading comprehension of the eleventh grade students who were taught by using Directed Reading Thinking Activity in Cooperative Learning setting and who were taught by using Directed Reading Thinking Activity only at SMA Negeri 3 Singaraja in academic year 2016/2017. It was proven that the students who were taught by using Directed Reading Thinking Activity in Cooperative Learning setting achieved better reading comprehension compared with the students who were taught by using Directed Reading Thinking Activity only.

Conclusion

This study concludes that the implementation of Directed Reading Thinking Activity in Cooperative Learning setting gives a significant effect toward reading comprehension of the eleventh grade students at SMA Negeri 3 Singaraja. The finding shows that the students' score who were taught by using Directed Reading Thinking Activity in Cooperative Learning setting was higher than the students' score who were taught by using Directed Reading Thinking Activity only.

The finding of this study could become the first hand reference for further research in teaching reading in EFL and also in the implementation of DRTA in Cooperative Learning. It is also suggested for the other researchers who are interested in conducting the similar research to replicate this study for students in different grade levels and different context, for example for primary school or junior high school.

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The Analysis of Classroom Character Education in English Lessons Based on the 2013 Curriculum

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Abstract

The study attempted to analyze the implementation of character education in the English lessons at SMP Negeri 1 Banjar. The subjects of the research were the eighth grade students and the English teacher. The researcher analyzed the lesson plans and the implementation to investigate how character education was inserted in the teaching of the four basic skills in English which has been integrated in the process of teaching and learning in 2013 curriculum. The instruments in this study consisted of interview guide, recorder, lesson plan analysis checklist, and observation checklist. Result of the analysis indicates that the teacher inserts the character values in indicators, learning materials, learning steps, and assessment instrument in lesson plans. In teaching and learning activities, character values are also implemented. However, the character values which are inserted in learning activities are different from one with another. It depends on the topic and indicators that will be achieved. In the evaluation, the strategies which were used by the teacher were in the form of advice and scoring rubric to assess character education in the process of teaching and learning.

Keywords: character education, english lessons

Introduction

Nowadays, Indonesia is facing many problems regarding deprivation of morality and character as an effect of globalization and poverty. Many social problems arise because of this phenomenon such as drug abuse, cyber-crime, rape, free sex, teen pregnancy, bullying, corruption, fight among students, plagiarism, cheating and so on. In accordance with this matter, education indeed plays an important role in developing good characters. Hence, the government has taken a step through education by inserting a program that is concerned about the improvement of good characters, namely character based education. Since the curriculum takes a big role in education, the government tries to implement character education through developing a character based curriculum which is known as 2013 Curriculum.

However, following the 2013 curriculum, teachers are required to integrate character education into their teaching learning processes. In this case, a model that promotes the integration of good values into classroom sessions is needed. Teachers are required to play the role of integrating good values suitable for their specific subjects into their teaching. Identifying an appropriate model for teaching good character fits with the aims of national education as pointed out in Indonesia's Constitution No. 20 of 2003 (Departemen Pendidikan Nasional, 2003) which, among other things, emphasizes the importance of teaching core values that are deeply rooted in religious and national culture, and the need to respond to current educational demands.

Suyanto (2009) stated that character is the way to think and behave of individuals which is to be a trick each individual to live and cooperate whether in the society, in family and in the country. It means that character is the main equipment to socialize in family, society and country, without character we can't survive in that situation. Character education in the 2013 curriculum are emphasized for purpose of balancing hard skills (cognitive and psychomotor) and soft skills (affective) of the students. Focusing the learning process in character building is important due to some negative phenomenon emerging recently, such as fight among students, use of drugs, corruption, plagiarism, cheating, and social unrest (Ministry of Education and Culture, 2013).

In accordance with the character education purpose, the first core competency in the 2013 curriculum concerns on spiritual attitude which is respecting and internalizing their own religion. And then, the second competency is about attitude, in which it expects the students to respect and internalize behaviors which are honest, discipline, responsible, caring (tolerant, cooperative), well mannered, and confident in interacting effectively with the social and natural environment in society and its existence (Ministry of Education and Culture, 2013). Those competencies are related to character buildings.

Character education is very required in our life to educate the students to be better. Character education is a soul of education before the students get learning activity. Students should have strong character; teacher should be able to form the character by teaching the good values to the students. Generally, based on Indonesian Government Guidelines of Implementation of Character Education (2011), there are 18 values that have to be implemented. Then, the government formulates the values that have to be implemented especially in Junior High School level. These character values are deduced from religion, Pancasila, culture, and national education objectives, i.e. 1) religiousness, 2) honesty, 3) tolerance, 4) discipline, 5) hard work, 6) creativity, 7) independence, 8) democracy, 9) curiosity, 10) spirit of nationality, 11) nationalism, 12) achievement appreciation, 13) friendliness/communicativeness, 14) love of peace, 15) love reading, 16) environmental care, 17) social care, and 18) responsibility. The teachers chose the values that fit in with their lesson plans in accordance with the basic and core competencies that they taught.

English becomes the most-learned foreign language in Indonesia. It is a compulsory subject that is taught from the lower education level to the higher education level. Language is beneficial to teach good character by using good words and expressing the words in a good way. Therefore, character values can be developed through English subject. The character values development through English subject is expected to give a positive impact to the children and nation development.

Before integrating character values in teaching and learning process, the teacher should design lesson plans with character building included. A lesson plan is an extremely useful tool that serves as a combination guides, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students. The goals were not only in cognitive domain, but also in affective domain. Therefore, in order to implement character building in the teaching and learning process the adaptation of lesson plan is needed. The adaptation can be done by adding or modifying learning steps, indicator, and assessment technique so that character values can be implemented in teaching and learning process (Kemendiknas, 2010).

Some studies that have been done in other subjects by Yulia (2015) showed that character building was implemented in teaching and learning process. The first study conducted by Agustini (2014) showed that the teachers in Gugus 4, Kecamatan Batujajar, Kabupaten Bandung Barat have already designed lesson plans with character values included. However, in the implementation of character building in the classroom, the teachers did not develop activities that accommodate the implementation of character building.

The other study by Dyudiarto (2013), showed that the implementation of character building in English subject at SMP Negeri Warungpring went well. However, the study showed that the teachers tended not to insert the character values in the lesson plan. The teachers preferred to implement the character values directly than develop character values in the lesson plan.

Concerning this matter, the researcher decided to analyze the implementation of character education in English lessons based on the 2013 curriculum at SMPN 1 Banjar. Starting from the academic year of 2013/2014, the Indonesian Government has mandated schools in Indonesia to start implementing the 2013 curriculum. SMPN 1 Banjar is one of the

schools in Singaraja which is selected to implement the 2013 curriculum. SMPN 1 Banjar is located in Banjar village. It's not far away from the Singaraja city. Based on interview with the English teacher, the 2013 curriculum has been implemented for two years in SMPN 1 Banjar. During the implementation, there is no one ever conducting the study on the analysis of classroom character education in English lessons based on the 2013 curriculum.

This study focuses on describing and analyzing the implementation of character education in English lessons based on the 2013 Curriculum by English teacher of eighth grade students at SMPN 1 Banjar. Based on the observation, the researcher found some problems in this school at eighth grade students such as the students smoking, cheating and also one of the eighth grade students using tattoos in his body. It showed that, the moral values in the eighth grade students still need to be improved. The results of this study are expected to give a model of character building implementation.

Methods

This research aimed to investigate the implementation of character building in English subject. Thus, this research is qualitative. This study uses descriptive qualitative research since the setting and the data are natural. It means that there is no intervention from the researcher so that the events being observed are in the original condition (Bogdan&Biklen, 1992:92).

As proposed by Bogdan&Biklen there are five characteristics of qualitative research. First, it has the natural setting as the direct source of data and the researcher is the key instrument. In this study, the researcher entered the class and sat on the back row. The presence of the researcher did not affect the natural condition of the class, since the students in this school have been used to being observed by many researchers. Second, qualitative research is descriptive. The data collected is in the form of words or pictures rather than number. Three, it is concerned with process rather than simply with outcomes or products. Fourth, it tends to analyze the data inductively. Fifth, "Meaning" is essential to qualitative research.

This research were used to describe and analyze the implementation of classroom character education based on the 2013 curriculum by English teacher of eight grade students at SMPN 1 Banjar. The researcher analyzed one of English teacher regarding the implementation of character education in English lessons based on the 2013 Curriculum.

Findings and Discussions

Findings

Finding from document analysis

From the analysis of the lesson plans given by the teacher, the researcher found some characters that were planned to be implemented by the teacher. The first lesson plan, in the pre-activity contained the values of politeness, religiousness, and discipline. In the pre-activity, the teacher planned some activities namely, greeting, praying checking students' attendance, and explaining the focus of the study. In whilst-activity teacher planned the characters of hard work, curiosity, logical thinking, honesty, independence, confidence, cooperative, creativeness, responsibility. In post-activity, the teacher planned to make summarized or conclusion, to make evaluation or reflection toward learning process, give homework, and close the learning activities. Here the characters of logical thinking, appreciativeness and politeness were planned.

In the second lesson plan, in the pre-activity the teacher planned some activities namely, greeting, praying checking students' attendance, and explaining the focus of the study. In this activity the teacher inserted the character values of politeness, religiousness, and discipline. In whilst-activity teacher planned the characters of responsibility, creativeness, carefulness, independence, curiosity, logical thinking, friendliness/communicativeness, appreciativeness, honesty, hard work, and confidence. In post-activity, the teacher planned the characters of independence, friendliness/communicativeness, honesty and politeness.

The teacher also mentioned the character values in the lesson plan in the Indicator. The researcher could also find the elaboration of character values in the teaching material, learning activities and assessment.

Finding from the observation

After analyzing the lesson plans, the researcher did the observations to see the implementation of character building in English teaching and learning process. All observations were conducted in two meetings. Each observation was conducted in the same class in different material.

The first observation was done on Thursday, September 9th 2015. The class observed was Class 8.C. In the first meeting, the topic was about an oral and written text to state and ask about the ability and willingness to perform an action. During this meeting, the teacher taught the character values of politeness, curiosity, hardworking, independence, discipline, confidence, friendliness/communicativeness, logical thinking, appreciativeness, and honesty.

Table 1: The Character Values that were Implemented in the First Observation

Implemented		
Pre-Activity	Whilst-Activity	Post-Activity
Politeness	Curiosity	Communicativeness
Discipline	Discipline	ss
	Honesty	Politeness
	Confidence	
	Friendliness/communicativeness	
	Logical thinking	

The second observation was done on Thursday, September 16th, 2015. The class observed was Class 8.C. In this second meeting, the topic was about the expression to give and respond to the instructions and invitation. During the meeting, the teacher taught the character values of politeness, curiosity, think logically, friendly/communicative, honesty, independence, hardworking, confidence, discipline.

Table 2. The Character Values that were Implemented in the Second Observation

Implemented		
Pre-Activity	Whilst-Activity	Post-Activity
Politeness	Curiosity	Appreciativeness
Discipline	Hard work	Honesty
Creativeness	Independence	Politeness
Confidence	Confidence	

Friendliness/communicativeness
Logical thinking
Respect

From the tables above, it can be seen that there were some different of the character values that were planned in the lesson plan and the character values that were implemented in the classroom.

Discussions

This descriptive study was conducted in SMP Negeri 1 Banjar. The subjects of the study were the English teacher and the students in VIII.C class in SMP Negeri 1 Banjar. The data were obtained from analyzing teacher's lesson plan by using lesson plan analysis checklist, observation by using observation checklist, and interview. In the finding above, the researcher has described (1) character values that were inserted in the lesson plan, (2) the character values that were inserted in teaching and learning process and (3) the teacher's way in assessing students' character values

As what stated in chapter II, there are eighteen character values that become the basis for data analysis in this section, namely religiousness, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, and spirit of nationality, nationalism, achievement appreciation, and friendliness/communicativeness, love of peace, love reading, environmental care, social care, and responsibility.

The following discussion would give detail description about character values that were inserted in lesson plan, character values that were implemented in teaching and learning process, and the teacher's way in assessing students' character values.

1. The Character Values that were Inserted in the Lesson Plans.

Based on the findings, the teacher has designed lesson plans with character values. The characters were religiousness, confidence, responsibility, creativity, logical thinking, politeness, carefulness, independence, friendliness/communicativeness, curiosity, honesty, hard work, and discipline. Those characters were planned in the lesson plans.

In indicator, the teacher inserted the character values into the indicators in the lesson plans. The character values such as love of peace, tolerance, politeness, confidence, honesty, discipline, responsibility, and communicativeness were planned in the lesson plans.

In the learning materials, the teacher inserted the character values into the materials. In the first lesson plan was about oral and written text to state and ask about the ability and willingness to perform an action, the teacher inserted the character values in the form word and phrases. Communicativeness, social care and honesty were inserted. In the second lesson plan, the material was about oral and written text to give and respond to the instructions and invitation. In these materials, the teacher inserted the character values into the learning materials. There were four character values which were inserted, namely social care, communicativeness/friendliness, honesty, and politeness. In the materials, the teacher inserted the character values in directly and indirectly. It means the character values can be seen from the word uses and the content of the materials.

2. The Implementation of Character Values in the Classroom.

The teacher inserted the character values during teaching and learning process. In teaching and learning process there were three activities that should be done. Those were pre-activity, whilst-activity, and post-activity. The teacher implemented character values on each activity. In order to analyze the data from the observations, the researcher classified the data based on the teacher's techniques for teaching character values. Some of the values were

taught by using direct statements. Some other values were implicitly inherent in activities, not directly stated but inherent in asking students to do something and inferred by the students then confirmed by the teacher. As stated by Kemendiknas (2010) in *Panduan Pendidikan Karakter untuk SMP*, it is important for the teacher to make the students realize that they are in the process of building good character. One way to make the students realize that they are in the process of character building is by teaching the character values using direct statements. In this study, the character values implemented were not the same as those planned to be implemented by the teacher.

3. The teacher's way in assessing students' character values.

Based on finding above, the teacher integrated character education by some actions they did in teaching and learning process which actually most of their students did not notice. They did not clearly say or give examples to what characters which become objectives or listed on the lesson plan. Based on the observation, the strategies which were used by the teacher were in the form of advice and use scoring rubric to assess the students' characters.

From the findings, it was true that the English teacher of SMPN 1 Banjar have already implemented character building in the classroom even though some of the character values planned and the values implemented in the classroom did not match. Some of the values failed to be implemented in classroom, and some values beyond the values planned were implemented during the teaching and learning process.

Based on the theory from Lickona (2014), he had explained that school have the hope to form the character of students by using comprehensive approach in the classroom. In comprehensive approach, there were nine things that the teacher has done, namely act as tutor then role model and tutor, create moral community, practice moral discipline, create democratic class environment, teach values through curriculum, use cooperative learning, build "conscience in working", encourage moral reflection, and teach conflict resolution. In this study showed that the teacher was done two of them, namely teach values through curriculum and use cooperative learning.

First was "teach character values through curriculum". Lickona (2014) mention that teach character values through curriculum means that the character values were inserted or integrated and implemented in the lesson plan, materials, approach or strategy, and teaching and learning process in the classroom. In the following 2013 curriculum, teachers are required to integrate character education into their teaching and learning process. In this study explained that the teacher inserted the character values in planning, implemented the character values in the classroom, and evaluated the development of students' character. In this study showed that the teacher inserted the character values starting from indicator, learning material, teaching and learning step, and assessment. This study also showed that the character values were implemented during teaching and learning process. However, the process of character assessment, the teacher only used scoring rubric and gave advice for the students.

Second was "use cooperative learning". The teacher use cooperative learning to teach students about attitude of helping others and team work (Lickona, 2014). In this study explained that the teacher use cooperative learning by asked the students to work with their friends. In these activities, the teacher asked the students to work in pair in order to make the students can finish their work together. In these activities also can make the students helping each other to understand the topic or the material that was given.

Based on the empirical review, there were two researchers which made study about character values. First was Dyudiarto (2013). He was conducted a study concerning the implementation of character education on the 2013 Curriculum in SMP Negeri Warungpring. He analyzed about how the implementation of character education on the 2013 Curriculum. Second was Agustini (2014) conducted a study entitled "Implementasi Nilai-Nilai Karakter

Dalam Pembelajaran Bahasa Inggris”. Her study was conducted at VIII A6 in SMP N 1 Singaraja. The character values observed in her study were about religiousness, honesty, tolerance, discipline, hardworking, creativity, independence, democracy, curiosity, patriotism, and appreciation towards achievement, communicativeness, love of peace, love reading, conservation, social care, logical thinking, and responsibility.

From the empirical review and the result of this research, there were similarities between them. In empirical review, the researcher taught the character values starting planning, implementation, and evaluation. The similarities are that the teacher taught the character values by inserting and implementing the character values from planning, implementation, and evaluating students' character.

Building human being's character is not a simple task, since long process is needed. Besides, various approaches are needed to internalize the character values. Making the students realize that they are in the process of character building is also important so that it is possible for the students to assess themselves in the process of building their character. Therefore, teacher plays an important role to support the success of the implementation of character building in Indonesia.

Education has had two great goals: to help young people become smart and to help them become good.” Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning and practice. It is developed through character education. To be effective, character education must include the entire school community and must be infused throughout the entire school curriculum and culture.

Schools of character have one thing in common: a school-wide commitment to nurture the “whole child.” They develop students socially, ethically and academically by infusing character development into every part of their curriculum and culture. Specifically, a school committed to character education explicitly names and publicly stands for specific core values and promulgates them to all members of the school community. They define the values in terms of behaviors that can be observed in the life of the school, and they model, study, discuss and use them as the basis for all human relations in the school. They uphold the values by making all school members accountable to consistent standards of conduct, and they celebrate their manifestation in the school and community. The key to success is that character educators are able to find what works in their particular school, district or community.

Formalized character education begins when members of a school, along with the broad involvement of community members, come together to determine the core ethical values that they share and form the basis for good education in their particular school. These values then become the foundation for all that the school does through curriculum, teaching strategies, school culture, extracurricular activities, etc.

Based on the findings and discussion, the researcher can concluded that the way the teacher taught character education were still commonly used by teachers in schools. It means that, there was no special technique that can be used by the teacher to implement the character education in SMPN 1 Banjar. Character education is not about how to teach the students about being polite or having good attitudes. But it is habituation or naturally happened to someone. Character can be formed by design or build good habits for the students. So they are able to behave and act based on the values that become their characters.

Conclusion

Dealing with the development of lesson plan that contains character education, it can be concluded that:

1. Teacher has inserted character values in the lesson plans. In the indicators, teaching materials, learning activities and assessment. In indicators, the character values can be

seen from the use of the words which contained character values. In the learning materials, the teacher has inserted the character values. Then in the learning activities, the teacher planned the character values which will be taught in teaching and learning activities. Last is assessment. The assessment which used to assess students' character development was scoring rubric and gave the students advice.

2. The process of teaching and learning activities in the classroom, there were three activities that should be done by the teacher, namely pre-activity, whilst-activity, and post-activity. In each activity, the teacher implemented the character values. However, there were different character values which were emphasized for each meeting. Some of the character values planned and the values implemented in the classroom did not match. Some of the values failed to be implemented in classroom, and some values beyond the values planned were implemented during the teaching and learning process.

From the findings, it was true that the English teacher of SMPN 1 Banjar have already implemented character education in the classroom. However, the implementation of character education in SMPN 1 Banjar was still very commonly used by teachers in schools. There was no special technique that can be used by the teacher to implement the character education.

It is suggested that the Educational Authority give more guidance for the Educational Authority give more guidance for the teachers to implement the character education well. The guidance can be given by holding more workshops and seminars regarding the implementation of character education. The workshops and seminars should cover how to design lesson plans and how to implement the character education in English subject well. The Educational Authority should also distribute the guidance books of the implementation of character education more widely, so that the teacher can access the book easier. The workshops, seminar and guidance books are important media for the teacher to gain more knowledge to build students character.

It is also suggested that the school help the teachers to gain more knowledge in terms of character building. The school should also evaluate the implementation of character building in the school. It is also suggested that the school continue supporting the implementation of character building. English teachers are advised to gain more knowledge regarding how to develop lesson plans that contain character building. The knowledge they obtained can be a good reference to develop lesson plans containing character building and implement the values they have planned. It is also suggested for the teacher that they make the students realize that they are in the process of building characters, by using more direct statements in teaching character values, so that the students can sense the character building directly.

Further researchers are suggested to investigate other elements about the character education. They can possibly observe the techniques and assessment used by the teacher in implementing character education in the classroom.

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Developing Balinese Local Culture Based English E-Media to Support the Implementation of Curriculum 2013 for the First Semester of Grade VII Junior High School

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Abstract

This design and development research aimed at designing and developing a culture-based English e-media to support the implementation of curriculum 2013 for the first semester of grade VII of junior high schools in Buleleng sub-district. This research focused on developing e-media that is integrated with Balinese culture. The object of this research was culture-based English e-media that was developed by using Adobe Flash CS6 program. The source of data was taken from the need analysis conducted by Dewi and Batan (2015), related literatures on developing the e-media, and the result of expert judgement. The data were analysed descriptively both qualitatively and quantitatively. This research was designed based on the adaptation of puffers et al.'s model (2007) that consisted of six phases namely: (1) identifying the problem, (2) describing the objective, (3) designing and developing the product, (4) testing the product by using expert judgement, (5) evaluating the testing result, and (6) communicating the testing result. The result of experts' judgement score showed that the total mean score 3.8 which means the e-media had a good quality and it can be used in teaching and learning English for the first semester of grade VII of junior high schools in Buleleng.

Keywords: e-media, culture-based, balinese culture

Introduction

Character education of a nation is the school effort which is done by the teacher and school principal. They do in the lesson and activities outside the lesson in developing character, behavior, moral, and personality of the learners through internalization some virtue that is believed and used by the learners as the basic on the way of view, thinking, behaving, and acting reflecting culture and character. Those are explained in Balitbang National Ministry of Education. It is also stated that character education has function as potential development of the learners become a good behavior for the learners. Character education also has a function in repairing and supporting the national education to be responsible in potential development of better learners. Other significant of that is as filter of cultures of other nation which inappropriate with the nation values and character. Character education is really important in the development of curriculum 2013. It becomes the focus as the goal of curriculum 2013. Curriculum 2013 deserves curriculum which improve the students character to behave well.

Based on the interview, students especially junior high school students are more interested with video rather than picture. Arsyad (2011) states that one function of media is to make the students interested in the material. So, the students would give attention on the material. Animation is can be formed as video that is made based on the material Animation in multimedia is said to be beneficial to learning especially when the learning material demands visual movements (Rias et al. 2011).

Utilizing technology should be the best way of teaching English as Foreign language. Based on the interview with Tina Resdiana, S.Pd, one of the teachers SMP Negeri 2 Singaraja, the use of media in teaching and learning process is very important. It encourages and helps students in understanding the materials. It also creates fun learning environment in the classroom. Thus, technology should be form as teaching and learning media. There are two kinds of media such as electronic media and conventional media. Technology is included in electronic media (e-media). Mclanahan et. al. (2008) in their book entitled "Children and Electronic Media" state that media technology is an integral part of children's lives in the

twenty-first century. From their result of research, it is important to get students attention through electronic media (e-media).

Visual learning can be easier to understand and deal with their learning (Baharul et.al. 2014). Visual images of animation video can help to convey meaning (Devi, 2014). She also stated that visual images of animation can help the students to understand and tell the meaning of the visual images of animation. The students get the meaning easily because of the animation. In a video there are some actions which help the learner to construct their understanding of the message of the expression that is shown. The learner easily get the meaning of the language used by shown picture and heard the right pronunciations with good tone.

From the explanation about the importance of e-media in teaching and learning process, this study would design and develop suitable culture based English e-media to promote character education of curriculum 2013. The e-media is integrated with Balinese local culture.

Methods

This study was conducted in junior high schools in Buleleng Sub district. There were 9 junior high schools. Those schools were SMP Negeri 1 Singaraja, SMP Negeri 2 Singaraja, SMP Negeri 3 Singaraja, SMP Negeri 4 Singaraja, SMP Negeri 5 Singaraja, SMP Negeri 6 Singaraja, SMP Negeri 7 Singaraja, SMP Laboratorium UNDIKSHA, and SMP Mutiara Singaraja.

The subjects of this study were the English teachers and the first semester of seventh grade students in Buleleng Sub district. The object of this study was English learning media for the first semester of seventh grade students of junior high school which were based on local culture in order to support the development of the character education.

This research was classified as a research and development research in which could be defined as research method used to establish a certain product and test the quality of its effectiveness. Research and development research is the systematic study of design, development and evaluation process with the goal to establish an empirical basis for the creation of instructional and non-instructional products (Sugiyono, 2013). This research was developed by using the design based on a model proposed by Peffers et al. (2007). This design consist of six phase.

Identify the problem

Define the specific research problem and determine the value of a solution (Peffers, 2007). Because the problem definition was used to develop an artifact that can provide a solution, it may be beneficial to atomize the problem conceptually so that the solution can capture its complexity. Identifying the problem was conducted by collecting document and interview. Based on the interview from teachers of grade VII of junior high school in Buleleng, media was very important to support the teaching and learning process. Since this was for young learner, e-media was better. E-media contains visual animation that can attract students' attention. But the problem was the school did not provide tools to support the implementation of e-media. The teachers' knowledge about implementing e-media was also limited. They also believed that integrating culture in the media was beneficial for the students. It could be the form of culture heritage to build better character on the students because culture contains many good moral values. One way to integrate culture in the teaching and learning process is by using e-media. That is why it is needed to develop a culture-based e-media for the second semester of grade VII of junior high school in Buleleng.

Describe the objectives

Describe the objective was conducted after identifying the problem. The objective of this research is to develop culture-based English e-media to support the implementation of curriculum 2013 for the second semester of grade VII of junior high school in Buleleng.

Design and develop the artifact

Create the artifact based on the objectives. The artifact of this study was culture-based English e-media for the second semester of grade VII of junior high school in Buleleng. The e-media was developed by using adobe flash program. The design and development of the artifact was based on the need analysis. In designing phase, need analysis is used to get the information of what kind of media is expected to support the implementation of curriculum 2013 and character building. The analysis of learning sources is also conducted in order to know the appropriate and the relevance of the design and development of culture-based English e-media to support the implementation of curriculum 2013 for the second semester of grade VII of junior high school in Buleleng.

Test the artifact

After design and develop the artifact, the researcher tested the e-media through expert judgement. The e-media was tested by experts in order to get their opinion, assessment, correction, advice and input regarding to the content and the quality of the e-media.

Evaluate the testing result

Evaluation was conducted after testing the artifact. Evaluating the e-media by the experts was to improve the quality of the e-media.

Communicate the testing result

The last step was communicate the testing result in the form of written and presentation. The communication was conducted at the time the research was defended in front of judges.

There were several instruments in collecting the data for this research such as document, field note, and expert judgment form. There were several steps in procedure of data collection in this study for need analysis and the validation of the product from expert of ELT, ICT and the expert on social and culture studies.

Creating the product

After conducting FGD with the teachers in 11 junior high schools in Buleleng Sub district, data was analyzed by researcher. In creating the product, researcher used the result of need analysis as the guideline. The result of need analysis helped researcher to create appropriate product.

Validating the product of the research by experts of learning media.

Developed culture-based learning media was validated by expert on English Language Teaching, expert on multimedia design, and expert on socio-cultural studies in order to make the product more reliable and valid. The researcher evaluated the product by using field note as the instrument. The evaluation were processed in qualitative analysis.

Findings and Discussions

Findings

The purpose of this study was to support the development of Balinese local culture based e-media of English language instruction to support the implementation of Curriculum 2013 for the first semester grade VII of junior high school in Buleleng Sub district. The finding of this research will be discussed below.

Identifying the problem

The researcher identified the problem of English learning media that existed in junior high school especially in Buleleng sub-district. In identifying the problem, English teachers in 9 junior high schools in Buleleng sub-district had been interviewed through the distribution

of teachers questionnaire and students' questionnaire, and got relevancy validation from the socio cultural experts. Those were used by the researcher to design and develop the product.

Designing and Developing the Product

Syllabus Analysis

The researcher needed to know the basic requirement that should be achieved by the junior high school students. The government has design and publishes the Syllabus of Curriculum 2013 for the Junior High School in Indonesia. The researcher used syllabus as the instrument to design and develop the product. Syllabus was the basic requirement of teaching and learning process. So, syllabus of curriculum 2013 takes a role as the basic requirements to lead the teacher design lesson plan, create appropriate learning media, and time allotment or duration in learning. Those were conducted in order to produce appropriate electronic media which meet the character education that was involved in the Syllabus of Curriculum 2013.

Based on the syllabus curriculum 2013 and relevancy validation by the socio cultural experts, the researcher designed content of the product. All of components in syllabus, character education, and local culture aspect were combined in a form of blue print. Based on the blue print the researcher could design the media which consisted of listening, speaking, reading, writing skills, and vocabulary that the students needed to learn.

The researcher analyzed basic competencies, character educations, and local cultures into 4 themes. The researcher analyzed which basic competencies and character education were match and followed by the local culture aspect based on those character educations. Character education and local culture used were based on the relevancy validation which was validated by the socio cultural expert. There were 4 themes that were designed, such as: Balinese *Wedding Ceremony*, *Ngayah*, *Melasti*, and Balinese Carving. The researcher constructed the content of the product in a form of blue prints in order to help the researcher developed the product.

Beside the basic requirements of the syllabus that should be included, the researcher also designed the product based on the criteria of good media. Aspects of good media such as educational, technical, and aesthetic were included. The construction of the media was based on educational aspect such as educational curriculum and syllabus of Curriculum 2013. The product also helped in increasing students' motivation, the media also pushed students' activity and creativity, and also based on the stage of students' development.

The term of physical aspect could be seen from the purpose and function of e-media. There were 11 criterion which take a role in developing media. The media designed had been developed in accordance with the purpose and function of media, the media designed had been developed to be able to develop all aspects of children development (emotional, cognitive, and psychosocial), the material of the media designed had been gotten easily in surrounding. The media were also safe for the children. This media were easy to use by students and teachers, the media designed had helped to improve students' interest and motivation.

From the aesthetic aspect, the media designed had met all three criteria of good media. The media had been developed in an appropriate size to be used as media. The media were attractive form, and had been developed with combination of colour which were matching and attempting.

After constructed blue print of the product, the researcher collected resources, references, and texts. The researcher also made conversations and any features which related with the product. Based on the blue print as plan and draft of the product the researcher began to develop the product. Here the following procedures of making the product.

Developing the lay out

The design of the e-media was developed based on the blue print made by the researcher. It was designed by using adobe photo shop, freemake video converter, and Adobe Flash CS6. All those software had different function in the development of e-media. From the blue print, the researcher began to design the layout based on the topic selected. The background design, character and button were made first. After the layout was constructed, the researcher prepared the material that would be inserted in the e-media.

Developing the materials

The researcher collected the materials used in the e-media from English book of grade VII of junior high school and from the internet. Some of the videos were made by the researcher in the form of custom animation.

The details of the development of the material are described bellow.

1. Working with images.

The images were created by using Adobe Photoshop and some were downloaded from the internet. The image was created based on the Balinese local culture. All the buttons were made by using Adobe photo shop program.

2. Working with audios.

The audios in the e-media was used as conversation, material pronunciation, music, and sound effect. Hand phone was used to record the audios for those function. The recording was in the form of Mp3. The music background was taken from the internet.

3. Working with videos and animation.

The custom animation videos were made by mixing several images and audios. The images and audios were combined by using Adobe Flash CS6 program. The character in the animation was made by using Adobe Photoshop.

The researcher analysed the result of expert judgement form by using SPSS 16.0 version. The score given by the experts were analysed in order to find out the reliability of the culture-based English e-media. The researcher analysed the scores of each item of the criteria by inputting those scores to the SPSS 16.0 program and used the reliability analysis Cronbach's Alpha Coefficient to measure the reliability of the result of expert judgement data. The result of the data was analysed by using SPSS 16.0 program.

The measurement instrument can be judged reliable if the Cronbach Alpha is or above 0.70. The reliability of the data in this study was 0.735. It can be concluded that the data has high consistency or is reliable. After finding out the reliability of the data, the researcher would compute the mean score of each aspect and total mean score for all aspects. The researcher used Microsoft Excel 2013 to analyse the mean score of each aspect.

As the result of the analysis of mean score from both of the experts, the total score was 3.8. According to the score categories which had been formulated in the research design in this study, the final score could be categorized as good. From the mean score, it could be concluded that the quality of the product of culture-based English e-media for grade VII of junior high school students was good. It has been convinced by the experts.

The mean score of each criterion showed different result. From first aspect of the criteria overall impression about the media, this e-media was categorized as having good quality with total mean score of 4.0. It meant that the e-media was appealing and inviting enough to be used in presenting English lesson for grade VII of junior high school students in Buleleng.

For the audience and purpose aspect, this culture-based e-media showed the mean score of 4.3. It can be categorized as excellent quality. The culture based English e-media is convinced by both experts could meet the needs of specific audience in this study. Moreover,

the experts believed that the culture based English e-media has addressed the Balinese local culture and the materials are appropriate for the first semester of grade VII of junior high school students because the e-media covers core competency and basic competency of the syllabus. So the students could achieve the learning objectives.

Furthermore, the mean score in the content aspect, this e-media obtained 3.8 as the mean score which means that the culture-based English e-media has a good quality of content in terms of authentic resources, relevant materials that integrated with Balinese local culture. the materials are designed based on basic competency and indicator and also additional exercises.

In term of language, the culture-based English e-media has good quality. The mean score is 3.5. Even though the e-media is categorized having a good quality of language, there were some grammatical and spelling errors. Those errors has been revised by the researcher.

From the aspect of organization, the mean score of this e-media is 3.75. the e-media can be classified as a good e-media which has a clear introduction, organized elements and presented in logical sequence. It would ease the students and also teachers in using this e-media.

The design of the culture-based English e-media can be categorized as good quality. The mean score in terms of design is 3.9. The e-media has good visual appealing that could attract the students' attention. The e-media was provided by the experts having creative and imaginative design that can be seen from the background colors, interesting pictures, and also visible fonts. The e-media also effective to facilitate the students in learning by giving the information and exercises.

For the navigation aspect, the culture-based English e-media has mean score 3.8. It means that the direction and help are effectively useable. Although it can be categorized having a good navigation, it still need to be revised in some parts of button to improve the effectiveness of the e-media. The technical overall aspect in the e-media has the mean score 3.6 which means that the e-media have already showed smoothness to run this e-media from start to finish.

From the aspect of technical animation, the e-media obtained mean score 4.0. It means that the e-media having a good quality in terms of animation. the animation could make the students interested in learning rather than distract their attention. The last aspect in the criteria is technical interaction. This criteria obtain mean score 3.2. It means that the culture-based English e-media having sufficient quality in terms of interaction and feedback. The e-media had poor feedback and it had been revised by the researcher.

Based on the description of data analysis, this culture based English e-media can be categorized as a good e-media for the first semester of grade VII of junior high school in Buleleng. The product of culture-based English e-media developed by the researcher has met the objective of this study to design and develop a culture-based English e-media for the first semester of grade VII of junior high school in Buleleng. The e-media could give contribution in supporting the implementation of curriculum 2013 of the first semester of grade VII of junior high school in Buleleng.

The culture-based English e-media is ready to be used by the teacher of the junior high schools in Buleleng as the effective instruction tool to facilitate the students in learning the language as well as Balinese local culture. This e-media also could facilitate students in learning English in innovative way. As conclusion, culture-based English e-media for the first semester of grade VII of junior high school in Buleleng is a good e-media to support the implementation of curriculum 2013.

Discussions

The culture-based English e-media was developed by the researcher to support the implementation of curriculum 2013 for the first semester of grade VII of junior high schools in Buleleng. The culture-based English e-media could facilitate students in learning English as well as Balinese local culture. It is needed by the teacher and students in order to support the implementation of curriculum 2013 which is emphasizing on character education. McInanahan et. al. (2008) said that inserting local culture to the materials also promote character building because the moral value in the local culture can build better character on the students.

The development of culture-based English e-media in this study was focused on seventh grade students in the first semester of junior high schools in Buleleng. The researcher designed and developed the culture-based English e-media based on need analysis. The need analysis was conducted in order to know what kind of media is expected to be developed to support the implementation of curriculum 2013 which is emphasizing on character education. Since the e-media was used to support character education, the researcher choose the appropriate local culture to be integrated on the e-media.

Based on the English book of the grade VII for junior high schools curriculum 2013, there are five chapters. In the e-media, there are four main topic. There in one topic that consist of two chapters. The four main topics are *Wedding Ceremony*, *Melasti*, *Ngayah*, and *Balinese Carving*. The culture-based English e-media provided some exercise to help students achieve all indicators in each basic competency. The researcher also provided some pictures that is related to the topic and materials as the introduction. Each topic has main menu that consist of skills, materials, vocabulary and let's sing a song (video).

In the skills menu, there are four sub menu. They are listening, reading, speaking, and writing. In the listening activity, there is a video animation of two people talking to each other. The students would listen to the audio of language expression that is related to the topic. The audio is in the form of short dialogue. In the speaking section, the e-media provide conversation that is related to the topic. The students were asked to perform the dialogue with their friend after the teacher give example. It is good for the students to have model first before they have such activities. There are also pronunciation practices in the speaking section in order to make the students know the correct pronunciation of certain words. The students only need to click the words and they could listen the correct pronunciation. In the reading section, students are provided some text that is related to the topic. In the writing section, students are provided some exercise that required the students to write something. There are also some pictures that is related to the material to help the students in constructing what they are going to write.

The e-media also provide the materials to be learnt further by the students. The materials consist of some language expression that is related to the topic. Some interesting pictures also provided to help the students in understanding materials. The pictures also could make the students more attracted in learning. The materials also provide some question to be answered. The students could check whether their answer is correct or not. The culture-based English e-media provided vocabulary spot that could help the students know the meaning of certain Balinese terms that related to the topic such as: *penjor*, *pelinggih*, *ogoh-ogoh*, etc. Video also provided in the e-media as an entertainment also related to the materials. The video contains songs and language expression that is used in the materials. Therefore, the menu in the e-media was developed for specific purposes which was designed to help the teaching and learning process and build better character on the students.

This e-media had been judged by two experts. One is lecturer in English education department, and the other expert was a teacher in SMP Negeri 1 Singaraja. The two experts were I Putu Ngurah Wage Myartawan, S.Pd., M.Pd. and Drs. Andang Kinaryo Adji, S.Pd.

Both of them have expertise in terms of English and e-media. The experts assessed the culture-based English e-media in the form of summative assessment. The result of the expert judgement were varied. According to the reliability analysis in the table 4.4 showed that this culture based e-media has highly consistency or can be categorized as reliable. It is showed from the *Cronbach's Alpha Coeficient* that the reliability of the data was 0.735. The measurement instrument can be judged reliable if the *Cronbach Alpha* is or above 0.70. Futhermore, the result of the total mean score ao all the aspects of the criteria in this study is 3.8. According to classification of mean score in this study, culture-based English e-media can be categorized as a good quality e-media.

According to the analisys, the two experts pointed out there were one aspects categorized as sufficient. It is the technical interaction aspect. Both of the experts said that it is needed to add some exercise and feedback for the students to check their understanding. This aspect had been revised by the researcher to make improvement in term of the quality of the e-media. based on those data analisys, it can be summarized that the culture-based English e-media is appropriate for the first semester of Garde VII students of junior high school in Buleleng.

There sre some theories about the fuction of the media that supported the result of the data analisys conducted by the researcher. Levie & Lentz in Arsyad (2011) propose four function of leraning media, especially visual media such as: attention function, affective fuction, cognitive function, and compensatory function. The culture based English e-media have already fullfild those criteria. Moreover, according to (Rias, 2011), Animation in multimedia is said to be beneficial to learning especially when the learning material demands visual movements. This Culture-based English e-media have already contain some custom animation that is believed beneficial in teaching and learning process. This e-media could be used by the students and teachers in the classroom and some of the activities can be done outside the classroom as computer assisted learning. By using this e-media, teachers could save the time because thay do not need to explain about the materials too much. Moreover, this e-media was developed based on the students' need in seventh grade of the first semester of junior high schools in Buleleng. The culture-based English e-media also fulfilled the instrcutional appropriateness in which it could facilitate students in learning English as well as Balinese local culture.

The culture-based English e-media was developed in order to support the implementation of curriculum 2013 which is emphasized on character education. The culture was integrated in the e-media to build a better character on the students. Devi (2014) also conducted research on inserting local culture in English language teaching to promote character education. She stated that by integrating local cultural values in the practices of English language teaching to promote character education, it is commonly believed plays important roles in encouraging, improving, and maintaining the spirit of nationalism of the next generation. So, the culture-based English e-media is very beneficial to support character education, cultural heritage and English learning activities.

Conclusion

The culture-based English e-media was developed by using the Peffers et al. research and development design. There were six steps which is needed to be conducted by the researcher, they are: (1) identify the problem motivating the research, (2) describe the objectives, (3) design and develop the product, (4) subject the product to testing, (5) evaluate the result of testing, and (6) communicate those results in the form of thesis report. The quality of culture-based English e-media for the first semester of grade VII of junior high school in Buleleng was categorized as a good e-media. It is according to data analysis by using Cronbach's Alpha Coefficient which showed significant reliability result 0.737. This e-

media was categorized reliable because the result of reliability analysis was above 0.70. Furthermore, it is proved the result of mean score analysis using Microsoft excel 2013 which showed that the total mean score of all the aspect of the criteria in this study was 3.8. Based on the classification of mean score in the research design in this study, culture-based English e-media can be categorized as having a good quality of e-media for the first semester of grade VII of junior high schools.

There are some suggestion to the further researcher who wants to conduct similar research:

1. Further research need to be conducted in order to investigate the effectiveness and the implementation of this culture-based English e-media towards the development of students' ability in English especially for the seventh grade of junior high school in Buleleng.
2. This research focused on developing culture-based English e-media to facilitate the teachers and students in the classroom or outside classroom. Even though this media could facilitate the students in learning, this e-media still lack in providing independency for students because it is not purely IMM (Interactive Multimedia) that could provide independent learning for students. For further research, it is better to develop e-media but give emphasize on developing the IMM to facilitate students with independent learning effectively.

The product evaluation is also important. There were some problems during the revision of the e-media. The product have been revised based on the experts' suggestion. The revision needs a long time. Therefore, it is suggested for the further researcher to conduct the expert judgement as early as possible.

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The Effect of the Implementation of Dictogloss Technique on Listening Comprehension of the 10th Grade Students Of SMA Negeri 1 Sukasada

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Abstract

This study aimed at investigating whether or not there was a significant effect of the implementation of Dictogloss technique upon listening comprehension of the tenth grade students of SMA Negeri 1 Sukasada. The research was an experimental one with Post-test Only Control Group Design. The population was the tenth grade students of SMA Negeri 1 Sukasada. Cluster Random Sampling was assigned to select the sample of the study. The samples were 20 students at grade X3 for experimental group and 21 at grade X2 for control group. The experimental group was taught by using Dictogloss technique and the control group was taught by using conventional teaching technique. The data was analyzed by using T-test through SPSS program. The result of the data analysis showed that students in experimental group performed better than the students in control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 81.40 while the mean score of the control group was 78.24. The result of the t-test also showed that the value of the t_{obs} was higher than the t_{cv} . The value of the t_{obs} was 2.185 while the value of the t_{cv} was 2.023. It can be concluded that there was a significant effect on students' listening achievement that were taught by using Dictogloss technique than were taught by using conventional teaching technique.

Keywords: dictogloss technique, listening comprehension, the implementation of dictogloss technique.

Introduction

Language is an instrument that human being use to communicate with others in order to convey ideas. People use language to interact and get information from other people. Nowadays, many people learn more than one language in order to be able to communicate with people from another country. English is the most language learned by the people in the world because English is an international language. As an international language, English is used to communicate with and relate to other people in the world. Therefore, English is being a subject in Indonesia that is taught from elementary to university level.

There are four basic skills in English. Those are speaking, reading, writing, and listening. Listening is one of the most important language skills. Feyten (in Vasiljevic, 2010:41) claims that more than 45% of communicating time is spent by listening, which clearly shows how important this skill is in overall language ability.

Listening comprehension is an important language skill to develop. That is why language learners are interested in understanding target language (L2) speakers. In addition, the development of L2 listening skills can play a significant role in developing other language skill (Rasouli, Mollakhan, and Karbalaeei, 2013:115). Listening is not just hearing, but also receiving the sounds and then making an understanding and interpretation. Listening skill is essential for learning, as it allows students to gain information and to achieve success in communicating with others.

Listening is the process of getting meaning and understanding message from speakers. Listening is a key second language skill, it has a vital role in the language acquisition process, and its development is of prime concern to language teachers (Brett, 1997:35). A good listening comprehension enables people to understand, remember, discuss what they hear, and even retell it in their own words. The people will understand what the speaker has tried to convey. According to Walker (2014:167), teaching listening skills is one of the most difficult tasks that a teacher faces.

Most students feel difficulty in listening. They can not understand what speakers say. This make the students can not get information from what the speakers say. So what caused this issue? According to Goh (2000:55), all language learners face difficulties when listening to the target language. Some issues have been related to listener difficulties. These range from text structure and syntax to personal factors such as insufficient exposure to the target language, and a lack of interest and motivation. As what Anderson in Roussel (2011:100) states that listeners face the following difficulties: (1) not recognizing words; (2) neglecting what follows; (3) not chunking the stream of speech; (4) missing the beginning of the text, and (5) concentration problems.

Based on interview that was conducted in preliminary observation with English teachers who teach the 10th grade students at SMA Negeri 1 Sukasada, it was found that many students have low listening comprehension. Most of the students are hard to understand what they listen to. It is because lack of listening practice and the students are strange with new words and vocabularies. Moreover, the teaching listening strategy is also not effective for the students. Most of the teachers use conventional technique like dictation and storytelling and lack of using media. They just read the story and give the translation to the students.

Successful listening can be looked at in terms of strategies listener uses when listening (Richards, 2008:11). Dealing with listening comprehension, there is a technique named Dictogloss technique that was first introduced by Wajnryb in 1990, which is able to improve the students' listening comprehension. According to Abbasian and Mohammadi (2013:1371), Dictogloss is defined as a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text.

Dictogloss may improve the students' listening comprehension. The teacher asks students to listen to the important content, find the specific information of the listening text, and note what is necessary to reconstruct the same new text. This stage will make the students easy to understand the listening text. It is supported by Vasiljevic (2010:41), which in the reconstruction stages, the students are asked to reconstruct the listening text in writing. This activity can help the students to maintain the important content and find the specific information of the listening text.

Thus, it is important to conduct an experimental research about the effect of the implementation of Dictogloss technique upon listening comprehension of the 10th Grade Students of SMA Negeri 1 Sukasada in academic year of 2016/2017. In the present study, the researcher used Dictogloss technique that was assisted by media and story in form of audio. This research aimed to find out whether or not there is any significant effect of Dictogloss technique towards 10th Grade Students' listening skill. If there is significant effect, it can be applied by other teacher in order to improve the students' listening comprehension.

Methods

Population is the larger group that is selected to apply the results. The population may be defined as a group of classrooms, schools, or even facilities (Fraenkel, Wallen, and Hyun, 2012:91-93). The population of the study was the 10th grade students of SMA Negeri 1 Sukasada. The total number of population in this study is 83 students. They are divided into four classes namely X2, X3, X4, and X5.

In conducting the research, the researcher selected two samples. A sample in a research study is the group that is selected to obtained information. There were two ways of choosing the sample, they are random sampling and non-random sampling (Fraenkel, Wallen, and Hyun, 2012:91-93). In deciding the sample, Cluster random sampling was used to select the two classes in order to get the representative sample. Furthermore, cluster random

sampling was useful when the population members are grouped in units that can be conveniently used as cluster. In this case, the individuals of the population have already been grouped into classes. It was done by using lotteries. The first lottery determined two groups (classes) as the sample of the study. The second lottery was conducted to choose which one is control group and which one is experimental group. Two classes were selected through lottery. The samples were 20 students at grade X3 for experimental group and 21 at grade X2 for control group. Moreover, two homogenous classes are needed as sample. And the two samples are chosen randomly through lottery. The first lottery determined two groups (classes) as the sample of the study. Through lottery two classes selected the sample was VII B3 as the experimental group and VII B5 as the control group.

Before the treatment was conducted in both classes, testing normality and homogeneity was conducted. Testing normality and homogeneity was conducted to find out the distribution of the data and the homogeneity of the variance. Students' listening summative score was used in order to test the normality and homogeneity between class X3 and X2. The result of testing normality and homogeneity between class X3 and X2 can be seen in the table 1 and table 2.

Table 1. The result of normality test

Group	Kolmogorov-Smirnov ^a		
	S	f	ig.
Experimental	184	0	076
Control	177	1	085

Table 2. The result of homogeneity test

		Levene			
		Statistic	f1	f2	ig.
Based on	Mean	034	.	9	855
Based on	Median	048	.	9	827
Based on	Median and with adjusted df	048	.	8.84	827
Based on	trimmed mean	032	.	9	860

Based on the result of the normality test above, it indicates that the significance value (Sig.) of experimental group (students taught by Dictogloss technique) is 0.076 (> 0.05) and control group (students taught by using conventional teaching technique) is 0.085 (> 0.05). Since the result has exceeded the value of 0.05, it can be concluded that the data distribution is normally distributed. Meanwhile, the result of homogeneity test shows that the significance value (Sig.) of each group had exceeded the value 0.05. The significant value based on mean was 0.855, based on median was 0.827, based on median and with adjusted df was 0.827, and based on trimmed mean was 0.860. Considering the result, it meant that the variances between groups were already homogenous.

This study was an experimental research which was proposed to figure out whether there was any significant difference on students' listening achievement that were treated differently or not. The research design for this study was Post-test Only Control Group

Design. The experimental group would be treated by Dictogloss technique. Meanwhile, the control group would be treated by using conventional teaching technique.

The steps in collecting the data of the research was started by making the instrument. Before administering the instrument of listening post-test, it should be examined through validity and reliability test. As it has classified as valid and reliable, then the researcher can employ it to collect the data needed. Both groups were given different treatments. Experimental group was treated by using Dictogloss technique while the control group was treated by using conventional teaching technique. After the experimental group reached maturation and there was no experimental mortality, the treatment was stopped and continued by administering post-test. The results of the post-test were analyzed by using descriptive statistical analysis and inferential statistical analysis.

According to Fraenkel, Wallen, and Hyun (2012:173), maturation is the process of maturing which takes place in the individual during the duration of the experiment such as: growing older, growing more tired, or similar changes. Meanwhile, mortality is the loss of subjects in a study which may introduce bias and affect the outcome of a study.

Six treatments had been treated. From the sixth meeting, the researcher could see that applying Dictogloss technique gave significant effect towards the students' habit in learning, their strategy in listening, their achievement of the learning objective from the first meeting, and the students became more tired after completing the treatment. In addition, there was no subject loss. All the students could follow the learning process. Therefore, the researcher stopped the treatment and continued with administering post-test in order to know if there is any significant effect on students' listening skill after implementing Dictogloss technique.

Before the instruments were used in collecting the data, testing instrument validity and reliability was conducted. It was done to see whether or not the instruments were valid and reliable to be used.

The content validity in this research was examined by experts' judgments. The first expert judge was I Putu Indra Kusuma., S.Pd., M.Pd. who is a lecturer of Universitas Pendidikan Ganesha and the second expert judge was Ketut Rahayuni, S.Pd. who is a teacher of SMA Negeri 1 Sukasada. From the Gregory's Formula, it was found that the content validity of the test was 1.0 which was the highest amount of validity.

Try out test was conducted to try out the instrument that was used. In this study, try out test was conducted in class X5. The result of the try out test was analyzed to find empirical validity and reliability of the instrument used. The result of empirical validity test which conducted using Pearson Product Momen Correlation through SPSS showed that there were 10 items from 40 items of listening test which were categorized as invalid. Those 10 items were categorized as invalid because the value of sig. (2tailed) is less than the value of 0.05 level of significance. Those invalid items were dropped from the test so that only 30 items that were used as the listening post-test. After validating the instruments, the reliability of the instrument was also conducted through analyzing the result of students' try out test using Cronbach Alpha through SPSS. The result showed that the reliability value of the try out test was reliable since the value of Cronbach's Alpha (0.565) exceeded the value of 0.05 level of significance. So that it could be used as the research instrument.

Findings and Discussions

Findings

As stated previously, the data of this study was analyzed descriptively and inferentially. Students' post-test was analyzed as the data. The result of the descriptive statistics analysis showed different score between students in experimental group with the students in control group.

Table 3. The Descriptive Statistic Result of Post-test Score

Category	Statistic	
	Experimental Group	Control Group
Mean	81.40	78.24
Median	80	77
Mode	80	77
Range	14	17
Standard Deviation	4.147	5.049
Variance	17.200	25.490

Based on the table 3, the measurement of the descriptive statistics showed significant difference between the two groups. The students' mean score of experimental group 81.40; while the mean score of control group was 78.24. It showed that the arithmetic average of the students' score of experimental group was higher than the students' score of control group. The median score of experimental group was 80; while the control group was 77. It means that the middle score of the experimental group was higher than the control group. The mode of the experimental group was 80, while 77 was the mode score of the control group. It can be assumed that the most frequently score appeared in the experimental group was higher than the control group. Then, the standard deviation of experimental group was 4.147; while the control group was 5.049. The variance of the experimental group was 17.200; while the variance of the control group was 25.490. Variance is the dispersion of the mean score. Last, the range of experimental group was 14; while the range of control group was 17.

From the explanation above, the different treatment given between both groups showed significant different result of the students' listening comprehension. The measurement of the central tendency (mean, mode, and median) showed the students of the experimental group gained higher score than the students of the control group. It means that the treatment given (Dictogloss technique) in the experimental group could encourage the students to perform better in listening than in the control group.

The inferential analysis provided information about the significant effect between Dictogloss technique and conventional teaching technique on students' listening comprehension. The data were analyzed by using t-test in which the data should have normal distribution and homogeneity variance first.

The result of the inferential statistics showed that there was a significant difference between the students treated using Dictogloss technique with the students treated using conventional teaching technique. The inferential statistics was analyzed using independent sample t-test which processed by SPSS 16.0. From the process of the analysis, it was found that the significant value of (sig. (2-tailed)) was 0.035, which was less than the value of 0.05 level of significance. It means that the null hypothesis was rejected. Besides, comparing the value of t_{obs} with t_{cv} , it was found that the t_{obs} was 2.185 while the t critical value for *degree of freedom* of 39 was 2.023. Since the value of t_{obs} was higher than the value of t critical value, the alternative hypothesis used in this research was accepted. Thus, it was definitely concluded that there was a significant effect between students who were taught by using Dictogloss technique and students who were taught by using conventional teaching technique.

This study was an experimental study which investigated the effect of Dictogloss technique on students' listening comprehension. The findings of the study showed that the students who were taught by using Dictogloss technique performed better performance in listening than the students who were treated by conventional teaching technique. It was proven by the mean score of the students in experimental group was higher than the mean score of the control group. The mean score of the experimental group was 81.40, while the

mean score of the control group was 78.24. From the result of the mean score, the different treatment given between both groups showed significant different result of the students' listening achievement. It showed that the students of the experimental group gained higher score than the students of the control group. It means that the treatment given (Dictogloss technique) in the experimental group could encourage the students to perform better in listening than in the control group.

Discussions

Based on the result of descriptive and inferential data, it could be emphasized that the experimental group who received the empirical treatment got better achievement in listening than those who were taught using conventional listening strategy. It means that Dictogloss technique was an effective and useful technique for teaching listening. It is supported by Kooshafar, Youhanaee, and Amirian (2012:717), that in applying Dictogloss technique, the teacher give a task to the students which is able to encourage them to interact and construct a text cooperatively and this text is similar to the one they have listened. The constructed text is not a replication of the original one since the students use their notes and share their ideas with their group mates but a new reconstruction of the text.

Using Dictogloss in listening can help the students to understand what they listen to. Dictogloss technique has four good steps for improving listening skill. Jibir-Daura (2013:113) states that the purpose of preparation stage is to make students more receptive to the listening passage. Listening is a dynamic process where the listeners construct meaning based on the background knowledge and the new concepts presented in the text. Teachers can facilitate this process by providing background information and helping students with unfamiliar language. As Vasiljevic (2010:41) states that in the reconstruction stages, the students are asked to reconstruct the listening text in writing. This activity can help the students to maintain the important content and find the specific information of the listening text.

Based on the explanation above, the result of this study has met the theory and was supported by some research findings. Therefore, the result of this research shows that the students who are taught by using Dictogloss technique achieved better in listening.

Conclusion

This study was an experimental study which investigated the effect of Dictogloss technique on students' listening comprehension. The mean score of the students in experimental group (81.40) was higher than the mean score of the control group (78.24). It means that the treatment given (Dictogloss technique) in the experimental group could encourage the students to perform better in listening than in the control group.

In addition, from the inferential statistics, it was found that the significant value of (sig. (2-tailed)) was 0.035, which was less than the value of 0.05 level of significance. It means that the null hypothesis was rejected. Besides, comparing the value of t_{obs} with t_{cv} , it was found that the t_{obs} was 2.185 while the t critical value for *degree of freedom* of 39 was 2.023. Since the value of t_{obs} was higher than the value of t critical value, the alternative hypothesis used in this research was accepted. Thus, it was definitely concluded that there was a significant effect between students who were taught by using Dictogloss technique and students who were taught by using conventional teaching technique.

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Abstract

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Heading 1

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It is necessary for the writer to explain the approach, methods (methods of data collection including instrument used), subjects, objects, population, samples, and other things which are relevant to this section.

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Table 1: Distribution of Research Subjects, Pre-test Scores, Standard Deviation, Minimum Score, and Maximum Score in Each Group. [Title of the Table: Times New Roman, 10 pt]

Cell	N	Average of Pre-Test	Std Dev	Min Score	Max Score
C11	25	18,4	5,24	7,10	28,60
C21	20	18,4	6,17	7,10	28,60
C31	24	19,6	5,57	7,10	28,60
C12	17	17,9	6,80	0,00	28,60

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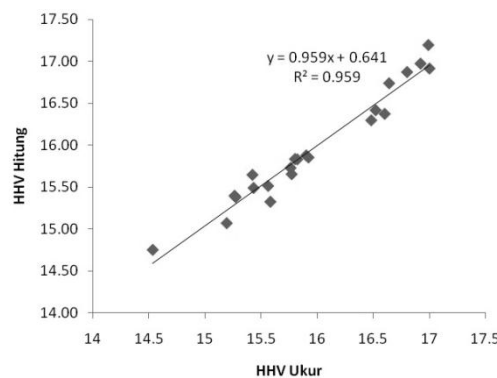


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Discussions (subheading 1)

This section is also a major part of the research articles and is also usually the longest part of an article. Discussion of the research presented in this section is the meanings of the results as well as the implications.

Conclusion (Heading 1)

Conclusion contains the main points derived from the discussion of the findings previously.

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