

Need identification conducted in this research is to gather data on the opinions of widyaiswara and participants regarding instructional materials they used to have or wish to have in the future. This need identification will be considered in developing the model of instructional materials

Production of Instructional Materials

Instructional materials can be produced in two ways: adapting or producing. The former is by which of deleting, adding, reducing, extending, modifying, placing, or rearranging the existing materials. Prabhu recommends four main factors of (or types of) instructional materials, that is content (what), ordering (when), steps (time needed), and procedures (how to).

Production of instructional materials is the next step after syllabus development. In this phase, it includes contextual and pedagogical realizations. The contextual one concerns with what to teach in the learning units contained in the syllabus, and it adopts interactive approach with maximum use of authentic materials as opposed to created materials.

Instructional Materials Development and Teachers Trainings

There have been significant changes in language instruction in the past two and a half decades. For example, training model has changed into pre-service or in-service design that emphasizes the process of incorporating components of material development into the actual implementation of courses on the fields. This material development comes about as a result of process of in-depth understanding of individual learning in theory and practice. Material development is not viewed as a combination of "learned" creativity and skills provided by material development experts; on the contrary, it is a result of overall teachers's reflection regarding all the situations related with instructional materials.

By arising questions like "in what stage of widyaiswara development can instructional materials and evaluation be introduced? And how to do it?" we

expect to arrive at real values and needs to be incorporated within teacher trainings methodology

Writing Articles

Essence of Writing

In relation with language instruction, writing is often deemed as a writing practice to produce a certain type of texts (exposition, descriptive, narrative, article, reports, ect) which is longer than a simple sentence.

Scientific Articles

Scientific articles are writing pieces that are designed for publication in scientific journals or books of collection of scientific articles written in a scientific way dan in accordance with scientific guidance or conventions. It can be a result of research or research review. Researches or scientific ideas or notions will be of greater benefit if they are published for public and scientific journals are the most convenient for this specific purpose.

Scientific Articles of Research Results

It is a scientific writing based on already completed research, and is arranged in such a way as to present all aspects of a research, in a more concise manner. Hence, a scientific article contains an issue whose delivery is equipped with evidence and supporting argumentation, ended with summary and conclusion. It is presented with a fairly simple language so as to make it comprehensible; moreover, it should observe with certain scientific rules like having no more than 15 pages, including pictures and tables. Hence, only most essential points or parts that can be accommodated in it. Mostly they do not include Literature Review, and literature survey is put in Introduction Background.

The Characteristics of Scientific Article Writing

The characteristics of Indonesian language include 1) writing norms, 2) language norms, 3) paragraph writing arrangement and 4) quotation and reference norms

Beginning to write an article

a. Examining the idea

Ideas or notion expressed should be tested (Georgina dalam Pranata 2002: 124; band, Nadeak 1989: 44) ¹by questioning several points:

1. Relevance
2. Focus
3. Time-Bound
4. Uniqueness
5. Worth-publishing

b. Pattern of Article Presentation

Soeseno (1982: 16-17)²describes five patterns to be used for article presentation:

1. Pattern of topic solution
2. Pattern of problems and their solution
3. Pattern of chronological events
4. Pattern of opinion and reasoning
5. Pattern of development

c. Quality Scientific Articles

A good article can be regarded so if it follows some points as:

1. a match among title, abstract and conclusion
2. data analysis presented completely and appropriately
 3. theories used in analysis similar with those in background theories
 4. complete referencing of all quotation and statements used
 5. innovative
 6. comprehensible

¹Pranata, Xavier Quentin. *MenulisdenganCinta:BelajarMandiridanMengajarkanKembali*2002,h. 124.

²Soeseno,Slamet,1982BagaimanaMenjadiPenulisKristiani yang Sukses,Bandung:YayasanKalam Hidup,1989), h. 16-17.

Research Methodology

This research was conducted in Batam, Jakarta, and Tangerang for two years, starting from March 2009 up to March 2011. The objective of the study is to develop an Indonesian language instructional material of scientific article writing for SLTP Indonesian language teachers. It is a part of professional and career development. Operationally the research is conducted to answer questions on instructional material models or workshop models for Indonesian language teachers through LPMP DKI Jakarta. The method used in this research is research and development.

Results Of Research And Development

This research has yielded in a training/ workshop model for scientific article writing for SLTP teachers. The results are in the form of the development stages of an instructional material model: (1) principles of instructional material model based on theoretical study; (2) needs

identification; (3) analysis of existing instructional materials; (4) principles of instructional material model based on theoretical study, needs identification, and textbook analysis; (5) syllabus analysis and training/ workshop design; (6) instructional material product design (books for participants and master trainer); (7) initial field piloting; (8) major field piloting or fitness test with the syllabus; (9) last operational field piloting or effectiveness test of instructional materials

Principles of Model Development based on Theoretical Study

Generally, theoretical design is the principles or concepts used to design a set of instructional materials for scientific articles writing relevant for teacher needs and workplace. They are as follows:

Instructional materials are based on syllabus

Competence developed is writing of scientific articles. The approach used is interactive, and meaningful workshop activities are implemented in the

instructional material tasks, which are authentic, and done either individually or in groups.

Information contained in the materials is adequate, and a model text as well as exercise tasks are provided

Scientific article writing is developed through discourse analysis, through main materials relevant with a unit of workshop/training.

The articles developed are task-based, situational, topical, and functional in their assignment

Principles of Model Development Based on Theoretical Study, Needs Identification and analysis of instructional materials

The design of instructional materials is arranged based on theoretical model, results of need identification, and analysis of materials, as the following:

Based on syllabus and competence-based curriculum

Using integrated, meaningful approach with tasks of authentic materials, provided with text models, and exercises

Analysis of materials for scientific article writing in the trainings/workshops

This analysis of scientific article writing is done by: (1) reading syllabus and material mapping, (2) more in-depth analysis as of number one; (3) one thematic competence for every workshop (4) thematic competence is taken from analysis of basic competence and indicators.

1. Evaluation on Initial Instructional Materials Design on scientific article writing

The Initial design has the following structure:

(1) definition of scientific article writing; (2) objective of training/workshop; (3) background information on training/workshop (4) text models; (5) explanation of scientific articles related with texts; (6) writing practices related with development competence

Peer Review on Initial Material Design

Initial Field Testing (Validation Test and Revision).

Respondents' (master trainer) response on the use of initial material design is acquired through questionnaire. The data indicates that generally the design is quite effective for use, noted on score of 51,28 % for effectiveness.

Initial Field Testing (Validation Test and Reliability).

Respondents' (master trainer) response on the use of initial material design is acquired through questionnaire. The data indicates that generally the design is relevant, easier to use, more complete than prior books, comprehensible, and convenient grading for master trainers

Main Field Testing (Fitness testing)

It is carried out by:

(1) asking for the respondents' response on initial design revision; (2) analyzing fitness of instructional materials with the syllabus and materials mapping in line with the participants needs; (3) an analysis on existing model and developed model.

In addition, descriptively, based on open question, the instructional material design is regarded positive as it has the advantages of : (1) more relevant with the material delivered; (2) more convenient to use as it is more appropriate than the existing books; (3) more complete than the existing books.

Research Limitation

.The product of the research is in the form of development model of instructional materials for scientific article writing for SLTP teachers participating in the workshop. This model is acquired from a series of development model activities; however, more development measures with more extensive samples are needed to gain better final product This research uses Delphi technique. Due to financial and time constraints, there are only two cycles conducted, while more cycles and more extensive users are desirable

Conclusion, Implication And Recommendation

Conclusion

Based on results of data analysis, findings and discussion of research can be concluded as follows:

Model once used by master trainer and teachers are considered still general; not relevant; uninteresting; not directive; not suited with the teachers' needs; too simple; too basic for teachers; not adequate to write a scientific article; and not scientific characteristic

(2) Syllabus is developed through training/workshop analysis by classifying basic competence, indicators, main materials that have closest resemblance. The type of syllabus developed is task-based by considering situational, topical and functional characteristic in delivering activities and assignment

(3) The principles of instructional materials based on theoretical study are as the following:

The instructional materials are arranged based on syllabus and competence-based curriculum and the materials undergo physical changes

The approach in the workshop is interactive and meaningful implemented in authentic tasks either individually or in groups

(4) The five experts involved in this research are asked to give inputs, response, and evaluation toward theoretical model design, initial draft and instrument validation, and generally they agree with the theoretical model design up on which a model is developed. Two points brought up by them: one is more emphasis on individual learning although it is conducted classically, and second is that the works are really focused on writing.

(5) Viewed from the effectiveness of instructional materials indicated by pre-test and post-test, it can be concluded that the newly developed materials for scientific article writing is more effective than the old, existing materials..

Implication

The developed model of instructional materials in this research has implication on basic guidelines of material development for trainings, workshop and similar activities. This should be done by various experts from varie establishment. Otherwise, it will serve only like raw documents of curriculum, not applicable for classroom use. Moreover repeated materials will occur in various training as there is no proper coodination.

A model should not stop as it is. It must be able to be used in practice. This implicates that such a model development should involve users to make it more effective.

Model books developed in this research can be used by widyaiswara to develop their own instructional materials to overcome their limited competence in methodology and subject content and hindrance in learning sources.

Recommendation

Based on topical discourses oriented on the aspects of writing having been arranged, it is expected that widyaiswara, and Indonesian language lecturers of language study program are able to develop instructional materials that apply

language concepts in scientific writing. This research can be expanded by further researches to develop models of scientific writing in Indonesian language.

This workshop/training of scientific article writing requires a supporting system that can effectively help participants to practice writing. The supporting system is the availability of guidance on scientific writing and examples of academic texts which are systematically arranged in the participants' worksheets. Hence, widyaiswara are expected to design or select worksheets for training/workshop on writing and ask the participants to bring the guidance book or instructional materials when participating in a workshop.

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MODEL OF CRITICAL LITERACY BASED INSTRUCTIONAL READING MATERIALS: RESEARCH AND DEVELOPMENT AT ENGLISH TADRIS DEPARTMENT OF IAIN SYEKH NURJATI CIREBON

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ABSTRACT

The study aims at developing and producing a set of instructional materials used as a model of teaching/learning materials of critical reading. The model is developed through stages and procedures of research and development methods. The results of the study show that a) the existing instructional materials in certain extent referring to students' and lecturers incompatibility requires variation in terms of new reading approach, skills to be trained, and types of activities; b) the type of critical reading to be developed is critical literacy; c) the models resulted from the study are theoretically and practically eligible and feasible in accordance to a panel of expert judgement; d) the models are empirically proven effective to improve students's skills in reading critically; e) the final models comprise of students learning materials, teachers guidance/manual, and some supporting materials.

Keywords: model, teaching/instructional materials, reading, critical literacy

Introduction

The ability to read is *condicio sine qua non*. That is why, it is very vital prerequisite in both academic and social life. Through reading, one could access the development of new technology and other most current stuffs. Texts that have to be faced by individuals in global era comprise varieties of oral, written, and visual forms which come into their lives intentionally or accidentally. Only the individuals who own the skills of discourses can critically process and communicate those various kinds of media forms to more advantageous knowledge (Wells, 1987). According to Giroux (2002), the supposedly acquired literacy should be critical literacy. Critical literacy can provide the skills of not only reading and writing but also learning and utilizing the representational forms in texts, which in turn communicate them socially.

Referring to the report of *Programme for International Student Assessment* (PISA) in 2009, Indonesia was ironically ranked within the low achievement countries on literacy quality. It implies that Indonesia faces a paradox in which on one hand Indonesia has to imperatively improve its human resources quality; on the other hand Indonesia has not been able to competitively improve its education quality (OECD, 2009).

Regarding the elevation of education quality in more specific context, Institut Agama Islam Negeri (IAIN) Syekh Nurjati Cirebon is obliged to be able to do it. The areas of curriculum, teaching materials, lecturers' competency, and teaching-learning facilities are among other things that are possible to improve. This study tries to focus on researching and developing instructional materials due to the ease and accessibility factors.

This article aims to report the result of developing instructional materials based on critical literacy tenets. The instructional materials to develop is intended for Reading Course which could eventually facilitate and train students to acquire the so called "life skills" for their personal purposes in social life and for skills to later on be trained to their students. It is hopefully beneficial for students to actively proceed, use, and communicate the representation in media so as not to take any information for granted (Papen, 2005).

The instructional materials are written in the form of model since it becomes a representation of the encompassed reality and the theories. A model functions to operationalize the abstract concepts to be the concrete ones. Furthermore, it can, in education contexts, lead educators, teachers, and curriculum developers, to develop betterment in education (Frigg & Hartman, 2012).

Materials (Brown, 1995) or Instructional or teaching materials (Richards dan Renandya, 2002) is an important element of teaching and learning. Instructional material encompasses a systematic description of techniques and

practices used in classroom consisting of lesson plan, books, games, and other activities (Brown, 1995). In addition, Richards dan Renandya (2002) similarly point out that instructional materials comprises institutionally-prepared textbooks (materials), and teacher- generated materials which are used for classroom practices. Materials can take two forms: authentic materials and created materials of which have their own strengths and weaknesses (Jack C. Richards, 2001).

In terms of reading, instructional materials should pose such characteristics as interactive, meaning focus, reading strategies training, fluency and accuracy focus, purposefull, reflective, multi genre, and cultural (Birds, 1995). Specifically in terms of critical literacy, instructional materials should comply with such aspects as disruption of commonplace, examination of multiple viewpoints, focus on sociopolitical issues, action steps for social justice (McLaughlin dan DeVogd, 2004).

This developed instructional materials is designed with concepts and principles of language, language teaching-learning, reading, and critical literacy. In this study, language is firstly viewed from critical literacy perspective to be interwoven with reality. Secondly, language does communicate through negotiation. Thirdly, language creates ideas and values instead of communicating them. Fourthly, language is never neutral but bias in terms culture. Finally, language is dinamically changing depending on context (Morrell, 2008; Cervetti, et.al., 2001; Freire and Macedo, 1996).

Reading is one of receptive language skills. It involves process and genre, background, readers, purpose, strategies, and fluency that integratedly in such a way lead to comprehension (Nation, 2009; Harmer, 2007; Grabe and Stoller, 2002; Brown, 2000; Nuttall, 1996; Nunan, 2003). The purposes of teaching reading are of teaching strategies and comprehension skills depending on the purposes and types of texts as well as activating background knowledge and broadening students repertoire of vocabulary so to be good readers. In order to achieve this, there has to be framework of teaching which popularly known as

three phases teaching, before/pre-reading, during/whilst reading, and after/post-reading (Harmer, 2007; Grabe and Stoller, 2002; Brown, 2000; Nuttall, 1996; Nunan, 2003).

Critical literacy is pedagogically conceived by combining post-structuralism, critical, and Freireian theories. From post-structuralism, critical literacy claims that text is ideologically constructed in discourses systems. Critical social theories urge any text to be continuously critiqued. In addition, Freire proposed that literacy practices should take justice, freedom, and equity into account (Behrman, 2006; Luke, 2006; Luke and Dooley, 2011; McLaughlin dan DeVoogd, 2004).

Critical literacy is characterized by some distinctive tenets. Firstly, it encourages readers to be active participants in the reading process. Secondly, it supports readers to shift from passive recipients to actively question, investigate, and problematize power relations between readers and writers. Third, it focuses on power issues and encourages reflection, transformation, and taking action. Fourth, it is of making conscious that one experiences is historically constructed within certain power relation. Finally, it supports active reading in order to understand profoundly socially constructed concepts, discrimination, and injustice within human relation (Behrman, 2006; Luke, 2006; Luke and Dooley, 2011; McLaughlin dan DeVoogd, 2004).

Critical literacy in its teaching and learning contexts is to describe the ways used by teachers and students to deconstruct texts. It is thinking tools to encourage readers to question the construction and production of the texts. Using critical literacy tools, readers consider the inclusion, exclusion, and representation in texts, relate texts to their lives, and consider the influence of the text. Critical literacy method of teaching is flexible (Behrman, 2006; Luke and Dooley, 2011; McLaughlin dan DeVoogd, 2004).

Due to some limitation, the study focuses only on critical literacy based reading skills of problem posing/problematising the issues on the text (McLaughlin dan DeVogd, 2004).

The main source of the instructional materials is derived from authentic hypertext available on internet. The authenticity is based on cohesion, coherence, intentionality, informativeness, acceptability, situationality, and intertextuality besides three principles of economy, effectiveness, and fitness (deBeaugrande, 1975). The level of text difficulty is measured by readability Fry Grafik and complies to the concept of (i + 1) (Krashen cited in Nunan, 2003).

Methodology

The main aim of the study is to develop a model of reading instructional materials with critical literacy perspective for Reading V course at “Jurusan Tarbiyah Bahasa Inggris IAIN Syekh Nurjati Cirebon”. It adopts research and development approach suggested by Borg dan Gall (1979) and specified with detailed stages by Jolly & Bolitho cited in Tomlinson (1998) and Richards (2001). The stages are simplified into three stages comprising preliminary research, planning and production, and evaluation and revision of the product. To guarantee the feasibility, reliability, and validity of the product, there have been some evaluation done including expert judgement.

The data were collected through such instruments as questionnaire, observation check list, interview questions, and test. Prior to their use, those instrument have gone through evaluation. In addition, these instruments are directed to collect both qualitative and quantitative data that concern on the approach, publication, and design aspects of instructional materials and their use.

The feasibility and effectiveness of the developing instructional material is theoretically and empirically tested. The feasibility of the instructional material was tested through expert judgement and the effectiveness was tested through

experimental design ranging from small, medium, and operational scale of experiments.

Findings

The findings revealed from preliminary study are that the existing and the ever-used instructional materials are not beyond the expectation of both the lecturer and the students. The concerned materials are incompatible to the students' English level. They are sometimes too easy and too difficult. According to the lecturer, the approach and the method of teaching matter are relatively similar. They are oriented to how to answer the questions on the reading. They imply that the students are prepared for reading test taking strategies.

The next finding shows that the lecturer used the materials that focused on teaching how to answer questions. It can be identified from the books used in the classroom such as TOEFL books from different publishers. This textbook choice creates monotonous and boring learning setting, which in turn influences the students' reading motivation.

The syllabus developed in the planning phase is classified into mixed type of syllabus. It consists of situational, topical, and functional presenting activities and tasks in the classroom. In this study the syllabus is written in the form of course summary.

The product of instructional material is designed for students who take Reading Course V at "Jurusan Bahasa Inggris PBI IAIN Syekh Nurjati". The product posits some features regarding the objectives, approach, methods, strategies, activities, and evaluation. It is designed from the perspective of critical literacy. Critical literacy reading strategies is transformed into skills through practices and exercises. The skills to be developed are critical reading skills which are manifested into the activities of analyzing and questioning the text to deconstruct the text and to identify role, representation, stereotype, value, attitude, culture and power relation, as well as justice. The text is authentic hypertext downloaded from internet. Critical pedagogy is implemented into tasks

carried in individual or group works. The text is selected based on the students cultural and psychological aspects. The content and the tasks are to develop students' affective domain, too. The materials are designed into three different level of difficulty.

Through the evaluative stages, the developing instructional material gets conclusive feasibility from the expert panel and the readability test. In addition, the instructional material is also effective for independent use without its developer based on t-test (α 0,05). So, the instructional material can be used by both lecturers and students of English Department IAIN Syekh Nurjati

The final product of this study concerns the learning material for students and instructional material for the lecturers. Basically these two forms of products are similar. They differ in the existence of teacher's guide and supporting materials such as lesson plan, answer keys, and critical literacy teaching tools. The structure of the developed instructional materials is divided into preliminary part, teaching units, and supporting materials. The preliminary part consists of information relating to content and material presentation, theoretical and practical consideration, teacher's guide, and teaching framework. Teaching units comprise three phases of teaching reading. They are pre-reading, whilst reading, and post reading. They are combined with critical literacy stages of teaching prediction, immersion, deconstruction, reconstruction, action taking (Gregory and Cahill, 2009). The end part of the unit contains practices/exercises as part of application of previous learning.

In prediction stage, some questions are provided to direct students to the topics being discussed. Then, in immersion stage, reading activities are oriented to understand the main ideas and supporting ideas of the text. In deconstruction stage, students are given examples of how to make questions following how to have the strategies of critical literacy. The next activity is deconstruction in which students are given examples of how to reconstruct texts. The last stage is action taking in which students are given examples of how to create questions relating to actions that might be taken referring to the topic of the text.

The second parts of the unit is practice. The students are encouraged to practice the critical literacy strategies in a more independent way.

Discussion

This research and development in brief is conducted through three stages, starting from theoretical review and research, then planning and producing, and finally trying-out, validating, revising. It eventually results in instructional materials which represent theoretical basis and customer/user needs.

Through critical literacy as the main theoretical basis in its framework, the lecturer and the students become critically consious. Furthermore, critical conciousness is turned into alternative pedagogical concepts in teaching and social life skills. In addition, the critical literacy-based instructional material leads students to actively participate in a democratic and just society (Comber, 2001).

Despite the proved effectiveness, the critical literacy skills require longer to time acquire. The lecturers should be aware that to be critical will often face rejection from the millieu; therefore, the lecturers are suggested to be really able to recognize which topics to be criticized within a certain social culture context. In other words, there exist borders to be recognizant (McDaniel, 2004).

Theoretically, this study has contributed new study toward the study of teaching learning reading on Reading Course in the higher education level. It is helpful in such a way that it improves the students' reading ability.

The study cannot avoid its weaknesses regarding its research methods and findings. Firstly, the product resulted from study is locally tailored. It might lead the transferability of the product to other broader contexts with variety of users. Secondly, the execution of the stages in the study is mainly carried out by the researcher himself. This influences the scope of the research due to the limited time of the researcher and the subjectivity of the researcher. Thirdly, the control variable is not implemented. It suggests other researchs with tight control of

variables to detailed aspects such graphic design and picture quality. It also influences the availability of exposure which is very limited. Finally, the findings collected during the study are not entirely implemented in the developing instructional materials due to the limitation of the study.

Concluding Remarks

The produced instructional material has reflected theoretical bases and users' needs. Moreover, it has gone through some evaluation and tests, so the product is feasible theoretically and effective empirically to use on Reading Course in English Department at IAIN Syekh Nurjati Cirebon. New nuance is flourished in this instructional material by blending reading concepts and critical literacy. To some extent, the materials have helped the lecturers obtain new critical perspective in teaching reading. Likewise, the materials have assisted students to acquire basic skills of critical literacy. All in all, both the lecturers and the students have been empowered to actively proceed and evaluate any information so as to properly make decisions.

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ELESP STUDENTS' READING HABIT AND THE SUITABILITY OF CONTENT-AREA READING MATERIALS

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ABSTRACT

For university students, a good reading skill is the one of the keys determining their success. However, the situation in the English Language Education Study Program (ELESP) does not seem to agree with this expectation. Students show low interest in reading. This research aims at investigating ELESP students' reading habit and the students' perception on the suitability of the content-area reading materials. To address the two problems, a survey to portray students' reading habit was conducted. Another survey to find out the students' perception on the materials used in the content courses in the three areas of education, linguistics, and literature was also done. The surveys involved the second year students of ELESP and it was carried out using questionnaire and interview respectively. The findings showed that, as far as course materials are concerned, students spent very limited time in reading, be they digital or printed texts. The results also showed that the majority of the students lacked reading awareness, as they read course materials merely because it was assigned. The results also revealed that from the students' viewpoint not all reading materials used in the content courses were appropriate. Furthermore, the findings also discovered their preference in terms of text types and how the reading materials for content courses should be selected.

Keywords: reading habit, reading materials, suitability

Introduction

Reading is important for university students because it is the key to success. It is an inevitable process and a must do activity if the students want to succeed in tertiary level of education. Celce-murcia and Olstain (2000: 118) state that much of what people want to know is "communicated via written text" and thus reading skill is required to obtain information and and expand their knowledge. Students in this level of education are required to be more independent and proactive. The professors will only serve as the facilitators where most assignments are reading-related. Reading is thus required and essential for all students in all levels. The higher the semester, the more reading they should do. Whenever they start learning content courses, it entails more reading assignments. The students have

to read a lot in the content areas and often the references to read are a lot and not easy.

However, despite its importance, not all people like reading. In one of the articles in *Daily Times* newspaper dated 21 January 2014, it was reported that it is a “global phenomenon” which is currently happening. The decline of book reading has been observed among youth as the existence of books has been taken over by cellphones, computers, tablets and other gadgets, which are ubiquitous. This unfavorable situation is also encountered in English Language Education Study Program (ELESP), where reading English texts is a must, as “it is often the only readily available exposure to the target language” (Celce-murcia & Olstain, 2000: 118). This situation has created a plight concern among faculty members because it occurs not only in a certain level or to a small group of students, but what is saddening is it occurs to the majority of students in all levels.

From the researchers’ observations, the students’ reading habit is very low. They often show an unfavorable look whenever they are assigned to read. Weekly reading tasks to prepare themselves for a certain content course are often neglected, as Weimer (2010: 2) confirms that “Getting students to take their reading assignments seriously is a constant battle.” Regardless of the relation between reading and course success, many students ignore the task and if they do the reading, it is done not seriously or only prior to exam dates. As a result, the class pace is slowed down because some of the class meetings should be spent on reading the materials, which should actually be done at home. They are very reluctant to read and often put forward many excuses for their reluctance. Many students are very ignorant and thought that reading tasks are only burdening them while they only have very little time. The possible results are students have poor understanding of the course, submit poor quality assignments, possess shallow knowledge, and show poor language proficiency.

The real reasons behind this situation are still unknown. It may lie in the students’ unfamiliarity with reading activities, the difficulty level of the reading

texts, the interestingness of reading materials, or the students' motivation to read. Coady (as cited in Carrell & Eisterhold, 1992: 75) argues that to enable people to read, reading materials should be interesting and related to the readers' background. These two things will make students able to understand the text and engaged in it despite syntactic difficulty.

Triggered by the need to gain insights into the unhappy situation, the researchers are interested in discovering the reading habit of the ELESP students, particularly those in the second year when they start dealing with content courses. There have been some studies which are concerned with reading habits. One of which was "a study of the reading interests of high-ability readers in a North Carolina elementary school" conducted by Larson (1999). This study surveyed 21 fourth, fifth, and sixth grade students identified as high-ability readers in a central North Carolina school in an attempt to "determine the reading interests of high ability readers, their sources for reading materials, and their methods of selection" (1999: 2). Moreover, there was a study entitled *The Rise of e-reading*, which was done by Rainie, Zickuhr, Purcell, Madden and Brenner (2012). The survey described the general reading habits of American and explored new dimensions of reading by addressing reading purposes in relation to the new technology formats and dealing with roles of libraries and librarians. Besides, the newest one, as written by Gleed (2013), a national survey was conducted by DJS research limited in collaboration with Booktrust, investigating the reading habits and attitudes to books amongst adults in England.

Different from those previous studies, this study tries to find answers to the following questions: (1) What is the reading habit of the second year ELESP students? (2) How suitable are the course reading materials used in the areas of education, linguistics, and literature seen from the students' point of view?

Methodology

To answer the research questions, surveys were conducted. The former was aimed at finding out the characteristics of students of English Language

Education Study Program in terms of their reading habit. While the latter was aimed at finding out the suitability of the content-area reading materials used in the areas of education, linguistics, and literature which was seen from the students' viewpoint.

To answer the first research question, a questionnaire was employed to obtain information about the students' reading habit. It was distributed to 106 research respondents. The questionnaire consisted of ten closed-ended questions, with four (4) alternatives provided to each item. To answer the second research question, i.e. to find out the suitability of the reading materials used in the content courses from the students' perspective, an interview was held. There were six (6) questions asked to sixteen (16) respondents involved. Besides, the sample materials from three content courses representing three streams: education, linguistics and literature were analyzed in terms of their readability.

Research Results and Discussion

1. The Reading Habit of the Second Year ELESP Students

Reading enables people to gain information or expand knowledge (Celce-murcia and Olstain, 2000: 118). To portray the second year ELESP students' reading habit, a questionnaire was distributed to 106 respondents who belonged to three different classes, namely *Introduction to Linguistics*, *Prose*, and *Psikologi Belajar dan Pembelajaran*. The number constituted 58.8% of the total population. The questionnaire was designed in order to enable the researchers to portray: 1) the time that students spent for reading, 2) the favourable places for reading, and 3) their reasons for reading.

Reading materials which were meant in the questionnaire included printed texts and digital texts. Printed texts are hardcopy of texts, such as printed books and newspapers or tabloids, handouts from lecturers, notes taken during classes, or photocopy of any texts; and digital texts are non-printed texts, which include

ebooks, e-newspaper, news, articles or information on the internet which can be accessed from PC, smartphones, ebook readers, laptops or tablets.

a. Time Spent for Reading

In terms of time they spent, it could be seen that students could be classified in four different categories, i.e. non readers, light readers, moderate readers and heavy readers.

1) Students' time spent for reading printed texts

Table 1 illustrates the amount of time the students allocated for reading printed texts. The data showed that a small number of students were categorized as non readers, i.e those who did not read printed texts either as part of course materials (1.9%) or for pleasure (0.9%). It was a sad fact that most of them belonged to light readers, which means that they spent less than two hours per day for reading printed texts either as course materials (67.9%) or for pleasure (42.5%).

Table 1: Students' Time Spent for Reading Printed Texts

The percentage of students who	as parts of course materials (%)	for pleasure (%)
a. never read (non-reader)	1.9	0.9
b. read for less than 2 hours (light reader)	67.9	42.5
c. read for 2-5 hours per day (moderate reader)	29.2	37.7
d. read for more than 5 hours per day (heavy reader)	0.9	18.9

The number of moderate readers, i.e. those who spent 2-5 hours a day, was significantly lower than that of light readers. The data showed that 29.2% of respondents read printed texts because it was required by the course; yet, a higher percentage of 37.7% of them read printed texts for pleasure. Few students, however, belonged to heavy readers. Only 0.9% of them were willing to spend time to read printed course materials, but as many as 18.9% of them would spend more than 5 hours a day to read for pleasure. In short, students tended to allocate

less time for reading printed texts for the sake of the course, but they were willing to spend more time to read printed texts for pleasure.

2) Students' time spent for reading digital texts

Table 2 describes the amount of time the students allocated for reading digital texts. Students' habit in reading digital texts showed similar tendency to their habit of reading printed texts. Concerning the time spent for reading digital texts as parts of course materials, the majority of the respondents (80.2%) spent less than 2 hours for reading digital course materials, which means that they were light readers; as many as 17.9% of the respondents were moderate readers and very few of them (1.9%) were heavy readers.

Table 2: Students' Time Spent for Reading Digital Texts

The percentage of students who ...	as parts of course materials (%)	for pleasure (%)
a. never read (non-reader)	0	0
b. read for less than 2 hours (light reader)	80.2	35.8
c. read for 2-5 hours per day (moderate reader)	17.9	43.4
d. read for more than 5 hours per day (heavy reader)	1.9	20.8

On the contrary, students seemed to be willing to spare more time to read digital texts for pleasure. The number of moderate readers, which was 43.4%, is the highest compared to light readers (35.8%) and heavy readers (20.8%). It means that they were more willing to spend more time to read digital texts for pleasure than to read digital texts as parts of course materials.

Pitcher, Albright, DeLaney, Walker, Seunarinisingh, Mogge, Headley, Ridgeway, Peck, Hunt, Dunston (2007) argue "When students view reading and literacy activities as far too difficult, unrewarding and unimportant to their interest and needs they normally become non readers (Strommen & Mates, 2004) or illiterate adolescents (Alvermann, 2003) 'who are capable of reading but choose not to do so.'" From Table 1 and Table 2, it could be concluded that most students were light readers, i.e. spending less than 2 hours a day for reading

activity. Students tended to be reluctant to spend more time to read course materials, be they printed or digital. Yet, in terms of reading digital texts for pleasure, moderate readers had the highest percentage, followed by the percentage of heavy readers. Thus, students would be willing to spend more time to read digital texts for pleasure. They could spend hours to read issues of their own interests from the internet using their PC, tablets, smartphones or other digital devices.

b. Favourable Places for Reading

The data showed that some respondents (14.2%) usually read printed texts in campus. They read during and between classes, in class, at the student hall or in the library. Home seemed to be favourable place for 28% of the respondents. Public places such as parks, shopping malls, and places for hangout were considered favourable places for reading by a small number of students (1.9%). Some small number of students (3.8%) stated that they could read anywhere. Another 24.5% of students did the reading activity both in campus and at home. The other 20.7% of them would read printed texts not only in campus but also at home and in public places.

Concerning students' favourable places to read digital texts, the data revealed that some 8.5% of respondents usually read printed texts in campus. They read during and between classes, in class, at the student hall or in the library. Most students or 34.1% preferred to read digital texts at home on their own devices, such as PC, laptops, tablets or smartphones. Public places such as parks, shopping malls, and places for hangout were considered favourable places for reading by some 7.5% of the students. However, only 4.7% of students read digital texts both at home and in campus. Some other students (11.3%) stated that they could read anywhere. As many as 2.8% of them would read digital texts in campus or public places, while 1.9% would prefer reading digital texts in campus or anywhere they would feel comfortable to read. Some 5.6% of them read digital texts both at home and in public places. The rest (23.5%) would read digital texts not only in campus but also at home and in public places.

c. Reasons for Reading

As McKool & Gespass (2009) explain, readers are classified into transactional and reduced readers. Reduced readers are those who are reluctant and see reading as unpleasant or even burdening, whereas transactional readers can derive pleasure from reading and see reading activity as meaningful. The last part of the questionnaire explored the students reasons for reading both printed and digital texts.

1) Reasons for reading printed and digital texts as parts of course materials

As studying at the university requires a lot of reading, students have to read books and references in relation to all courses they are taking. However, the data showed that students' awareness to read course materials seemed to be quite low. Some 21.7% of them read printed texts of their own free will, and slightly higher percentage of them (24.5%) would willingly read digital texts. The majority (54.7%) showed lack of awareness as they read printed texts because the teacher assigned them to read, whereas 50% of them read digital texts as assigned by the teacher. Some 11.3% of them read printed course materials and some 13.2% read digital texts related to course materials. It showed that students did not seem to have interest in the topic being discussed in their classes. Some very small percentage of 2.8 would read printed texts and 4.7 would read digital texts not only because they were assigned by the teachers but also because of their own free will. Some other 5.7% read printed texts, and some 4.7% read digital texts not only because they were assigned by the teacher, but also because they were interested in the topic. Meanwhile, only less than 1% of them would read printed and digital texts because of their own free will, because it was assigned by the teacher and also because they were interested in the topic. It could then be concluded that as far as course materials were concerned, students tended to be reduced readers, who viewed reading as unenjoyable and burdening, and therefore, they would read course materials mostly because the teacher assigned them.

2) Reasons for reading printed and digital texts for pleasure

Related to the students' reasons for reading both printed and digital texts for pleasure, an opposite phenomenon could be seen. Students seemed to be willing to spend time reading either printed or digital texts as long as they were not related to course materials. As many as 48.1% of the students would read printed texts and 57.5% of them would read digital texts of their own free will. Besides, some 37.7% and 27.4% of them would read printed texts and digital texts respectively because they were interested in the topics. Some other 12.3% and 14.2% read printed and digital texts respectively of their own free will and also because the topics interested them. However, a very small number of 0.9% found pleasure in reading both printed and digital texts even though it was because they were assigned by the teacher. The other 0.9% read printed texts and found pleasure as the topic interested them although at first they read because they were assigned by the teacher.

2. The Suitability of the Reading Materials Used in the Areas of Education, Linguistics and Literature Seen from the Students' Perspective

From the interview the following results were obtained. The first question explored the students' perception on the text types that were suitable to be used in each stream. The text types referred to here were digital text and printed text. From the interview it was learned that students preferred the use of printed texts to digital texts in all three content courses. However, the findings did not really support the reading habit survey, as it was discovered that the majority of students liked digital texts over printed ones.

There were some reasons that they mentioned in relation to their preference. Those who liked digital texts said that digital texts were needed for innovation, facilitating comprehension, saving expenses, and avoiding physical damage. On the contrary, most respondents said that printed texts were handy, convenient, and flexible. They could carry them everywhere and access them immediately wherever they needed without worrying about electricity and fatigue

eyes. Besides, they could add notes and highlight important parts. This was in line with what Price (2008) said that to enhance comprehension, readers need to be actively involved with the texts.

From the reading habit survey it was found that students spent more time on reading for pleasure than on reading the course materials. When the respondents were asked whether the time they spent on reading for pleasure gave impact on their content-area reading skill, it was found as follows. Seventy five percent of the respondents (75%) said that the reading for pleasure they did was indeed helping them in reading the course materials. They found that they could read the text better and could think more critically about the text they were reading. Their vocabulary improved and their horizon was also expanded. However, the rest of the respondents admitted that their L1 reading did not help much particularly when they found problems when dealing with foreign terms and they found little enjoyment from such reading.

The next question in the interview explored how the students viewed the texts used in each content course. In linguistics stream, none of the respondents said that the texts were interesting. Three respondents claimed they were fairly interesting because they had some interest in the course. Yet, the rest of the respondents stated that the texts were not interesting. There were various reasons they mentioned. The texts were difficult to comprehend, looked dense with small spaces, and contained no amusement. The result confirmed Coady's argument (in Carrell & Eisterhold, 1992) that reading materials which enable people to read should be interesting and related to their background. Some respondents said that the texts were too theoretical without any real examples and they did not provide any tools to aid comprehension, such as illustrations, tables or diagrams. The statement implies that the students as English teacher candidates failed to see the relevance of linguistics to their future career.

In education stream, their perception was more positive. The majority of the respondents (87.5%) said the texts used were interesting. The contents of the texts

were relevant and applicable to their life. They obtained a lot of new knowledge about education from them. Besides, the language in the text, they said, was clear and easy. The rest of the respondents, on the contrary, revealed that the contents of the textbook were not varied and the physical form of the book was not convenient for them to read.

In literature stream, almost all of the respondents said that the texts were interesting. Only one respondent said that they were not. They viewed the materials positively because the contents were entertaining and they obtained new knowledge about the subject. The texts were also comprehensible despite difficult vocabulary because illustrations to facilitate comprehension were available.

In the fourth questions, the respondents were asked about their response to course reading assignments in each content course. This was particularly exploring how frequent they did the reading in the content area materials. From the interview it was learned that they behaved differently in those three content courses. In linguistics course, 37.5% of the respondents admitted that they rarely read. In fact, 50% of them said they very rarely read. This fact showed that students did not respond positively to the reading assignments in that content course. A number of reasons were expressed. Most of them said that the materials were difficult and boring. A few others said that they were not interested in the course.

In education stream, the situation was more positive. The majority of the respondents often and very often read the assigned texts. The respondents mentioned that their positive attitude to the reading assignments in the education stream was caused by the nature of the reading materials, which in their opinion was very useful and applicable. Besides, some others added that they were aware that they were prepared to be teachers and thus there was an urgent need to understand the subject because they were going to use it for their future career.

In the last content course, literature stream, it was learned that the majority of the respondents read the course materials. Only one respondent did not because he was not interested in the course. This showed that the students' responses towards the reading assignments in this content course were very positive. This happened because the majority had an interest in the subject. Besides, some others added that the course contained some entertainment which made them like it. This is due to the fact that the reading materials are mostly in the forms of short stories and novels. Unlike reading materials in linguistics and education courses, which are serious and full of information, short stories and novels gave students entertainment and pleasure as they read them. This is probably why they seemed to enjoy literature courses more than other content courses.

The findings concerning the students' responses toward the course reading assignments in the three content courses were not in agreement with the results of the reading habit survey. It was found previously that majority of students read course materials because it was assigned by the teacher. This showed that students read although it was not from their own free will. However, from the interview other facts were elicited. In spite of the fact that reading was assigned by the teacher, the students responded to the assignment differently depending on the course and their interest.

The next question asked in the interview surveyed the students' opinions about content-area reading materials which made them want to read. From the respondents' answers, it can be summed up as follows. The majority of the respondents stated that they would read when the texts were easy to understand. Besides, they said that the existence of illustration, pictures, and other tools to aid comprehension was another consideration that made them read. Some other respondents mentioned that topics which were close to life, relevant and applicable were much favorable.

The last questions asked the respondents' suggestions about how to select content-area materials which could facilitate learning. Fifty percent of the respondents (50%) viewed that applicable topics and easy language were the best choice. Besides, they added that the texts should contain aids such as illustrations and summaries to make them more interesting and easier to comprehend. Another issue raised was about the length of the texts. The respondents said that the texts were expected to be not very long.

Seeing that some course materials were considered difficult and some others were not, the researchers sampled the reading materials used in each of those three content courses in order to check their readability index. Nuttall (1989) argues that a text assigned to students should be at the right level of difficulty. One way to assess the suitability of text is by estimating the readability index. The purpose of measuring the readability, according to Stephens (2004), is to "assess the suitability of books for students at particular grade levels or ages." The readability tests, as stated by Herber and Herber (1993: 69), "produced rough indicators of how readable various texts are to average readers at various grade levels." To predict the difficulty levels, a computation using Flesch Kincaid Reading ease was applied. The computation was generated by online computation. The results were presented in Table 3.

From the table it was clearly seen that literature texts were categorized as easy to read. This was in line with the students' responses toward the reading assignments in the course. They liked the course, found the texts easy to understand, enjoyed them and hence read the texts as assigned. However, an anomaly was found for linguistics and education streams. From the computation, it was seen that texts used in education were categorized as difficult to read, while those in linguistics were classified as fairly difficult to read. This meant that, as a matter of fact, texts used in education stream were more difficult than those in linguistics.

Table 3: The Reading Ease of Reading Materials Used in Three Streams: Linguistics, Education, and Literature

No	Stream	Reading Ease Score	Meaning
1	Linguistics	57.4	Fairly difficult to read
2	Education	45.2	Difficult to read
3	Literature	84.6	Easy to read

By contrast, the interview results showed the opposite. Despite the difficult readings in both courses, students read more in education stream rather than in linguistics. They said that the content in education texts were more relevant and applicable to their life. This encouraged them to learn and understand more from the texts. This situation unfortunately did not happen to linguistics stream. The respondents argued that the texts were, in their opinion, too theoretical and they did not have an interest in the subject.

Conclusions

From the study, there were some points that could be presented. In terms of time allocated for reading, as far as course materials were concerned, students would fall into the category of light readers, i.e. they spent less than two (2) hours a day to read texts, be they printed or digital for the sake of their study. However, when reading was aimed at pleasure, students on average belonged to the category of moderate readers, i.e. they would spend 2-5 hours a day to read either printed or digital texts for pleasure.

Furthermore, in majority, the reason why students read printed and digital texts in relation to their courses was because they were assigned by their teachers. They seemed to lack awareness that reading activity should be their main task as university students. Only a few of them read on their own free will or because they were interested in the topics or issues discussed in their courses. However, most of them would read on their own free will for pleasure or because the topics or issues interested them. Furthermore, more students preferred homes as their

favorable place to read printed and digital texts. Second favorite place for them to read was in campus area.

Another thing to conclude from the study was from the students' viewpoint not all reading materials used in the content courses were appropriate. The readability test showed varied results, but not all of them were in line with the students' responses towards reading assignments. A contradictory fact was found in relation to linguistics and education courses. Moreover, despite their saying that the time spent reading for pleasure did contribute to the skills for content area reading, the majority admitted that they did not always read the assigned readings due to various reasons. Furthermore, the findings also revealed the students' preference in terms of text types and suggested characteristics of course reading materials which would motivate them to read.

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SHOULD EAP TEACHING FOCUS ON SPECIFIC PURPOSES OR GENERAL PURPOSES?

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ABSTRACT

The article critically discusses teaching English for Academic (EAP) resulting in a claim that teaching EAP should be based on general knowledge of the learners, called EGAP, but it may not meet learners' need when they are in academic context. Then it takes a closer look at the problems occur in teaching EGAP. It further argues that the teachers should teach EAP in line with students' discipline of study because the students may experience different academic discourse within university which is so called ESAP (English for Specific Academic Purposes). Finally, it concludes discussion by suggesting that EAP should be taught based on specific subject and the teachers of EAP should collaborate with content specialist.

Keywords: EAP, EGAP, ESAP

Introduction

Nowadays English for Academic (EAP) has become an important role in preparing students particularly non native speaker's student to master academic skill when they go to university. A number of research projects have been carried out to find out whether EAP should be taught based on specific subject or general unit. Some researchers (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1978; Spack, 1988) argued that EAP materials should be taught in the form of general knowledge which is also called EGAP while other researchers (Hyland, 2002; Hyland, 2006; Bell, 1996) suggested that teachers should teach EAP in line with students' discipline of study because the students may experience different academic discourse within university which is so called ESAP. However, these issues are still debated among practitioners. In this paper, I will argue that EAP supports discipline specificity of students' knowledge in academic context.

Problems in English for General Academic Purposes (EGAP)

EAP training has been widely used in English speaking countries such as United Kingdom, United States, Australia, Canada and New Zealand (Flowerdew

& Peacock, 2001, p. 8) where many students come from different language background to study in these countries. It also has been practiced in non-English speaking countries such as Hongkong, China, and Japan. According to Dudley-Evans and St John, (1998, p. 34) EAP training is designed to help international students who do not speak English as their first language with both language of academic subject and study skills specifically which are required in the course of study. In other words, the learners are going to be taught how to use the language appropriately in an academic context. As learners who are from non English speaking countries have different academic culture background from English speaking countries, they need to learn academic culture in the university where they are studying.

Many universities in Australia, for example, ask the students to take EAP training before the academic year begins. According to Dudley-Evans and St John, (1998, p. 36) the pre-sessional EAP course runs between 4 and 12 weeks which is concentrated on academic language and major study skills. Furthermore, the students who take the course are usually in the same class with different knowledge background (Clapham, 2001, p. 99). The diversity of student's degree and language proficiency may generate problems in teaching and learning.

One of the problems in English for General Academic Purposes (EGAP) is knowledge background of students. It is believed that students will actively engage in the classroom if they have prior knowledge of the text whether it is written or oral text. It relates to a theory which is so called schema theory (Clapham, 2001, p. 85). According to this theory, it is assumed people who have no prior knowledge of the text may not be able to participate and may have difficulties in projecting what is going on in the text (Clapham, 2001, p. 85). Stanovics (1980) believed that when people are not familiar with a word or phrase, they can use top-down approach for guessing the word or the phrase (in Clapham, 2001, p. 85). In short, prior knowledge is important in order to comprehend the text so the students would be able to interact what the text suggests.

A number studies have been carried out to investigate the effect of prior knowledge on students' reading comprehension. A study conducted by Alderson and Urquhart (1985, as cited in Clapham, 2001, p. 87) tried to investigate whether prior knowledge played an important role in students' understanding on various texts across discipline. Clapham (2001) pointed out that the result of research finding was not consistent across discipline (p. 87), although some students advantaged by Social Studies module. It seems that the prior knowledge was likely to influence the students' understanding on the text particularly in Social Studies module.

Another study also was conducted to find out whether prior knowledge influence students' comprehension on reading text. In Clapham (1966; 1996)'s studies on reading test performance showed that students achieved high score when they were given a text related to their subject knowledge although it was found that some students achieved high score which was not related to their subject knowledge (as cited in Clapham, 2001, p. 89). This finding is likely to prove that previous knowledge shares responsibility to students' understanding in reading.

A research project was also conducted by Keshavarz, Ahmadi and Atai (2007). They wanted to find out the effect of linguistics simplification and content schemata on reading comprehension and recall in English as Foreign Language (EFL) students. The study investigated 240 Iranian male students using 2 different text types; content familiar and content unfamiliar. The research findings indicate that the content schemata affect more on EFL reading comprehension and recall compared to linguistics simplification (p. 31).

All these studies suggest that prior knowledge has relationship with the discipline specificity of the learners. In addition, it plays an important role in comprehending text types so that the learners would be able to take part in understanding the tasks given. This also suggests that EAP course should be able to pay attention on the learners' knowledge background in presenting materials in the classroom. The teachers should be able to provide specific materials related to student's academic background in order to comprehend the text easily.

The second problem appearing in the EGAP course is activities and skills in the course. In general, EGAP shares some generic skills with ESAP. According to Dudley-Evans and St John (1998, p. 41), there are some activities which are commonly used in EGAP class such as listening to lectures; reading textbooks, reading journal articles and dealing with other materials involving reading skills, essay writing, report, dissertation and examination answers, supervision participation, seminars and tutorials. These generalisations are common, however, Hyland (2006) argued that there are many differences among these skills rather than the likenesses (p. 9). In other words, these skills may be used in some disciplines but not in others.

Every discipline has different academic discourse. Each department will give students specific tasks and will assess them differently based on their needs. A social science's students may have different tasks from students of science students. In writing tasks, for example, humanities and social sciences students tend to analyse and synthesise various sources compared to science and technology students (Casanave & Hubbard, 1992, as cited in Hyland, 2002, p. 390). In science and technology, students are required to work on activity-based skills such as describing procedures, defining objects and planning solutions (Casanave & Hubbard, 1992, as cited in Hyland, 2002, p. 390). However, in EAP training the students are expected to do various tasks that these tasks probably might not be applied when they are in the university. This suggest that ESAP is likely appropriate to fulfil students' needs and the expectation of university.

In general, many teachers of EAP tend to believe that students are required to write essay in their subject areas. This assumption leads the teachers to teach how to write an essay to all students from different background knowledge. Although writing an essay is one of the skills that students need to know, it may not be applied in some subject areas. Some disciplines expect students to write an essay such as applied linguistics and education department. On the other hand, Wallace (1995) noted that other disciplines such as chemistry, computer science and maths in some respects do not require the students to write an essay (cited in Hyland, 2002), students are required to write reports instead. It is likely that EAP

teachers fail to meet students' needs in preparing them academic literacy skills which are related students knowledge.

Furthermore, assignments models may vary across disciplines. Writing reports, for instance, may be not same across disciplines. Hyland (2002) notes that the structure of writing reports share different genres (p. 390). Braine (1995), as mentioned in Hyland (2002, p. 390) pointed out that students of engineering and technical are likely to have different format in writing experimental laboratory report. EAP teachers are supposed to acknowledge these variations and to inform the students based on their knowledge background. However, the proponents of EGAP approach claim that EAP practitioners could not be able to teach the students the specific knowledge. For example, Spack (1988, p. 30) argued that English teachers should not teach writing in different disciplines other than English owing to lacking of knowledge of the specific subject. It is claimed that it is the responsibility of the subject content teachers to teach composition instead of English teachers (Spack, 1988; Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998; Jordan, 1997).

Another challenge which occurs in EAP course is teachers' eligibility of knowledge in teaching. The assumption of knowledge has been used to refute the belief that English teacher should be encouraged to teach learners academic writing related to their discipline specificity. The proponents of ESAP approach including Hyland (2002, p. 388; Hyland 2006, p. 11) argued that it seems to be quite difficult to ask the content teacher to teach students academic writing due to the content subject teachers lack of ability to teach literacy skills . If this is the case, EAP teachers, in some respects, fails to prepare ESL learners to become good academic writers as Spack has proposed for the goal of literacy skills course (1988, p. 29). This suggests that literacy skills are not only the responsibility of the content subject teachers but the responsibility of EAP practitioners as wells.

Strategies of EAP teaching

Of these controversial issues, it appears that EAP training puts on the target specificity to overcome the problems occurring in EAP. Thus, EAP should meet

the goals of the course and fulfil the student's needs as Hyland pointed out "*we use language to accomplish and engage with others as members of social groups*" (2002, p. 391; 2006, p. 116). EAP then is expected to be able to play an important role in helping students using the language in the university context by introducing the learners the concept of academic writing related to their disciplines.

It seems that target disciplines cannot be ignored. Some strategies should be taken into account in order to accomplish the aims of the EAP itself. First, since the traditional EAP group students according to unclear criteria eg. based on their IELTS score , it is suggested that the students are grouped based on their level of degree of knowledge as well. In other words, undergraduate students should not be placed in the same class with postgraduate students and senior high schools students. It is because of the age differences. It is believed that different ages have affects on learner's motivation and learning strategy.

Second, it is useful to place students in the group of their broad subject knowledge. For instance, students of science may share the same class within that target disciplines such as biology, engineering and chemistry. Jordan (1997), proposed a discipline-specific topic to overcome the subject specificity. This will be helpful for the teachers to arrange the materials to give to students from various academics knowledge. He suggested that the teachers may select topics related to the subject (1997, p. 254).

This strategy is also applied in the project of teaching EAP in one of universities in Indonesia. The project was conducted by Bell (1996) in order to find out the effect of subject content knowledge in EAP to students of Biology and Biotechnology. The study chose the topic which is related to the both departments. The research findings suggested that although some language inputs both disciplines were slightly different, it is likely to accept that the students shared same knowledge among the disciplines (Bell, 1996, p. 5). Furthermore, Bell (1996, p. 7) suggested that it is useful to group the students in the same class with those who shares the same knowledge.

Finally, it would be a good idea to have collaboration in teaching between EAP teachers and content specialists. According to Dudley-Evans and St John (1998), collaboration with content teachers involves discussion outside classroom to prepare actual tasks for the learners (p. 44). To do this, the EAP teachers and the content teachers are working together in designing materials that should match with students' needs. The actual tasks may not occur in EGAP class as the purpose is also different.

Conclusion

Although EGAP class shares general features in academic skills, it may not work out effectively when the students deal with the specific context particularly in their disciplines. Thus, ESAP class appears to fill the gap in which some conditions cannot be provided by EGAP class. Furthermore, it is hoped that EAP programme could design the programme that can meet the student's needs, particularly in academic skills.

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AN ANALYSIS ON TEACHER'S ASSESSMENT FOR ENGLISH AS A FOREIGN LANGUAGE FOR YOUNG LEARNERS

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ABSTRACT

Teaching English to young learners will be different from teaching English to teenagers and adult. Young learners have unique characteristics that should be assessed peculiarly. The assessment should be able to adapt with the young learners. Therefore, this research aimed to investigate how the assessment looked like for teaching English to young learners in the classroom. Document analysis, observation, and interview were conducted as the instruments of this research. The result of the research shows that most of the assessments employed in the second grade of SDN 08 Sui. Raya had a lack of adaptation to the young learners' characteristics.

Keywords: Young learners, learners' characteristic, assessment, teaching English

Introduction

English has been taught from the first grade of elementary school. Some schools have taught English from the first grade of elementary school while others started from the third grade of elementary school. Scott (2000) stated that teaching English to young learners is very challenging since young learners have unique characteristics. Dealing with their unique characteristics the teaching process and the assessment should fit to their uniqueness.

Generally, there are two types of assessment; informal and formal assessment. Informal assessment covers all activities that has not been planned and run accidentally during the teaching and learning process, such as a compliment to student, and teacher-students' talk. Formal assessment is an exercise which has a specific goal to measure students' achievement. Brewer proposed (2007), three types of assessment for young learners which are journaling, observation and portfolios. Thus, to investigate how the teacher assessed the students in the classroom the writer employed a case study.

Children Characteristics

Children have their own characteristics. The British Philosopher John Stuart Mill in Scott (2000) has divided into two groups, they are five to seven age children and eight to ten age children. They have different characteristics relate to their age. Their differences can be seen from their specific ability and their thinking process. The characteristics of young learners in the age of five to seven are: 1) already have their own concept about the world, 2) they can differentiate between fact and fiction, 3) they can decide what they like and do not like, 4) they are ready to learn from others, 5) they like to play with the language. Those means that the teacher can not use only words but make it as fun as possible. Since they like to play, the teacher should conduct assessment that can make them comfortable.

Assessment for Young Learners

Generally, assessment is known as testing. However, assessment is different from testing. Assessment is a collection and evaluation of the individual progress and also the program (Brewer, 2007: 212). The teacher needs to use assessment to evaluate the teaching and know the progress of learning which is broader than a test; whereas testing is one of the tools of the assessment to measure the achievement. As discussed by Wolery & Wilbers (Brewer, 2007) assessment for children looks different to the adult; 1) assessment should meet the children' characteristics, 2) the teacher should not only focus on the language development, but also their progress in learning, 3) assessment should reflect specific objectives that are the representative of the overall program goals, 3) assessment should help teachers get better understanding of what skills the students need to acquire, 4) assessment should not just be a requirement item but it should monitor all the overall programs.

According to Brown (2004) assessment is divided into two major categories they are informal and formal assessment. Informal assessment covers all activities that haven't been planned and it runs accidentally during the teaching

and learning process. Informal assessment includes teachers' comment along with feedback to the students. Formal assessment is an exercise which has specific goal to measure students' achievement. Formal assessment does not only talk about a test and nominal score. It also talks about the progress of achieving language in the class, especially for young children which like to play with language.

Since assessment is an overall activity of teaching, so it means all the activities involve in teaching should be important. There are some points to be considered as the important factors that influence the assessment. They are interaction/ teacher's talk (students-teacher), teaching technique, text as the instrument of the assessment, and teacher and students seating arrangement.

1. Interaction/ teacher's talk involves all the activities in the classroom between students and teacher. The teacher can easily assess the students while giving feedback at the same time by empowering teacher and student's talk, for instance to check students' understanding, the teacher ask the students a few question. This is basically based on what Brown (2004) says that teacher questions give the instructor immediate feedback about students comprehension.
2. A teaching technique is also considered as the core of learning. By implementing appropriate teaching technique the teacher can progressively assess the students. Brown (2004: 129) defines technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom.
3. A textbook is a useful source for the teacher beacuse it can help the teacher to conduct a test. Teacher should carefully choose a textbook for children. A good book should have a clear goal, fit the students' need, integrate all the language skill, and have a sufficient general material.
4. A technology is a helpful instrument for teacher to have a journal of students's work. It can be a good opportunity for the students to do a self-assessment.

5. A seating arrangement is counted as a strong factor that influence the assessment. Brown (2004) discusses about seating arrangement of the teacher and students. In the discussion, the teacher supposed to monitor all the classroom, thus the teacher should not only stand in front of the class, but also go around the classroom.

Method of Research

A qualitative research considered as the suitable one for this research since qualitative research has an effort to understand a situation of a particular context as Sharan (1998: 6) also says that qualitative research implied a direct concern with experience as it is lived or felt undergone. A case study is employed as the method of qualitative research. It is interested in the process, such as human experience for understanding human condition. It discovers and generates ideas not test the ideas that have been existed. It does not talk about numerical analyzing but more about a real context which possibly emerged unpredictable response.

This research was conducted in SDN 08 Sui. Raya. This school have taught English from the first grade of elementary school for two years. There are three classes of the first grade and one teacher for all the class. So, the writer only took one class as the participant since they have the same teacher and the same type of assessment. The class was 1B which consisted of 20 students. This research employed field observation in the classroom for one and half months, did document analysis to anlalyze teacher's assessment, and interview the teacher to find out deeper about the assessment. Three tools of data collecting are needed for this research: 1) Document (lesson plan, students work), 2) fieldnote, and 3) interview guide.

Finding and Discussion

The research found out there were many elements of assessment that did not meet the children's need. Based on the observation, document analysis and interview, the findings are:

1. Formal assessment. The teacher conducted formal assessment mostly in the form of a reading test although in the lesson plan speaking, listening and writing also mentioned. The teacher merely scored the students numerically.
2. Informal assessment. The teacher often used motivated utterance such as “nice job”, or “great” but there was no further action such as feedback to the students.
3. Assessment factors. According to observation, the assessment factors did not support an ideal assessment for the children; a) the teacher rarely did interaction with the students. The teacher just explain the task and asked them to do it silently. Teacher's and students' talk was taken in the beginning of the teaching activity. b) the teacher did not employ a various teaching style. She often used teacher-centered rather than students-centered. A game or other fun activities seldom happened. In the interview the teacher said it happened because there was no enough time to do another kind activity, c) the textbook already integrated all the skills, but the activity in the classroom only focused on reading skills, d) since there was no speaking or any other productive skill, the teacher never did recording. The teacher also did not use LCD or another interesting presentation in the classroom, d) the class consisted of 30 students which made the only teacher became distracted. Sometimes the teacher left the classroom for couple minutes after giving a task. The teacher monitor the students by walking around the class.

Conclusions and suggestions

The overall findings can be summarized that the assessment for young learners in SD 08 sui. Raya still have many weaknesses and did not fit to the children's development. It is suggested that the assessment should a) focus on the

students' progress and reflect the activities that have done by the learners, b) have an impact or feedback to the teaching and learning, c) be more than testing, d) be linear to the teaching and learning activity, d) be understandable for each children and parents. It is strongly suggested to use one of the narrative scoring such as journaling, incidental records, checklist and rating scale, specific tally, running narrative or rubric. Teacher also should have two ways communication between parents by conducting parents' questionnaire. Another important thing is to teach the students to do self-assessment.

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A REVIEW OF THE NATIONAL EXAMINATION OF SECONDARY SCHOOLS IN INDONESIA

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ABSTRACT

Indonesian government applies the National Examination (NE) for secondary school students as an exit exam. The government delegates the National Education Standard Agency (NESA) or “Badan Standar Nasional Pendidikan” (BNSP) to manage the NE. The NE is worth 60% of the final passing score, while the other 40% is from the student’s performance during the two and a half years of the program. This paper will explore and review the NE based on the three following issues relevant to assessment practices: the purpose of the assessment, formative versus summative assessment and issues surrounding stakeholders and accountability. The recommendations for the betterment of the NE are: first, the percentage of the NE, 60%, should be lowered, and the formative assessment, 40%, should be increased to improve the quality of learning and avoid the impact of high-stakes; second, BNSP should provide clear content standards that are assessed in the NE as well as clear process standards so that the teachers can adjust their teaching with appropriate response to the implementation of the NE; and third, the role of the government is crucial and government policy needs to change. A greater emphasis on formative assessment will allow the government to give schools the opportunity to develop their school-based assessment which leads to better learning.

Introduction

The standardized test is a very well-organized test which is crafted by experts and administered as a large scale test; the test is administered among schools, districts or even among countries (Nitko & Brookhart, 2011). Most secondary schools around the world apply standardized testing to measure students’ competencies for grade level specification, exit or entrance requirements (Brown, 2010). Indonesia is one of the countries that applies standardized testing to secondary school students as an exit exam; it is called the National Examination (NE). This paper will explore and review the NE based on the three following issues relevant to assessment practices: the purpose of the assessment, formative versus summative assessment and issues surrounding stakeholders and accountability. This paper will also offer some recommendations for the betterment of the NE.

The National Examination (NE)

The NE is a standardized test for all Indonesian students of secondary schools year 9 and 12. The NE is worth 60% of the final passing score, while the other 40% is from the student's performance during the two and a half years of the program. According to the Decree of the Ministry of Education (ME) No. 59 Year 2011, the minimum mean score for a passing grade is 5.5 out of 10 provided the student has achieved a score of at least 4 out of 10 in each subject. The method used in the NE is multiple-choice question format. The ministry of Education delegates its powers to the National Education Standard Agency (NESA) or "Badan Standar Nasional Pendidikan" (BNSP) to manage and conduct the NE.

The Purpose of Assessment

According to Pellegrino, Chudowsky, & Glaser (2001, p. 38-40), there are three broad purposes of assessment: "assessment to assist learning, assessment of individual learning and assessment of individual achievement". The first purpose is referred to classroom-based assessment in which teachers create their own assessment to improve student's learning. The second assessment purpose is aimed to gather information about each student's attainment as a basis for making decisions in relation to their performance. The last purpose relates to the way that the assessment is used as a measure of the quality, success, or effectiveness of the program or the institution. In this way the assessment influences the test takers as well as the institution because the judgement of the institution's performance is based on their students' performance.

According to the Decree of Indonesian Ministry of Education (No 75, 2009), the purposes of implementation of the National Examination (NE) of Secondary Schools in Indonesia are to measure and evaluate the competencies of secondary school students nationally. Comparing these purposes to Pellegrino's, Chudowsky's, & Glaser's (2001) ideas, it is clear that the NE's purposes are in line with the second and third purposes: assessment of individual learning and

assessment to evaluate the program. Basically, the intention of the government with the NE is positive. Nevertheless, the government has another purpose: setting the weighting of the NE at 60% of the final passing grade. This means that the government prioritizes the NE so that students and teachers work harder to ensure success in the NE. According to Sulistyo (2009), the NE is intended to improve the quality of education in Indonesia and he refers to it as a way “to smarten the life of Nation” (p. 1). Pellegrino, Chudowsky & Glaser (2001) also consider that current assessment policy uses assessment as an aim to encourage students and teachers to work harder by setting substantial consequences for failure in the test for the test takers, teachers, school, and public. This is known as high-stakes testing.

By setting the NE as a high-stakes testing, the government has created negative effects that hinder quality of instruction. Teachers often base their teaching methods on the ability of students to perform well in the NE and both teachers and students tend to focus on practicing previous tests (Sulistyo, 2009; Sukyadi & Mardiani, 2011). This is understandable as teachers want to help students be familiar with the questions that are tested in the NE so that the students will not fail. Buck supports this by saying that “there is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test” (1988, as cited in Bailey, 1996, p. 138). Darlington Hammond (2004, as cited in Brown, 2010) claims this technique will cause a delay instead of an improvement in students’ progress. The reality is that the high stakes of the NE changes the way teachers teach and the way students learn.

Formative and Summative assessments

The second evaluation is based on the issue of formative and summative assessments. A summative assessment outlines each student’s learning achievements (Earl, 2003) and can be categorized as a norm-referenced assessment (Earl, 2003; Pellegrino, Chudowsky, & Glaser, 2001). This means that “a candidate’s scores are interpreted with reference to the performance of the

other candidates” (Davies et al., 1999, p. 130). Thus, a student’s achievement is not determined by the raw score but rather it is determined by the comparison with other student’s results. According to Pellegrino, Chudowsky, & Glaser (2001), this assessment is commonly a large scale assessment that involves external-based assessment. This assessment is invariably conducted at the end of the program (Earl, 2003; Pellegrino, Chudowsky, & Glaser, 2001).

Formative assessments are conducted throughout the program. This assessment can be categorized as a criterion-referenced assessment which “examines the level of knowledge of a specific domain of target behaviours” (Davies et al., 1999, p. 38) that students should master. As the target behaviours are used as the criteria of assessment, teachers can assess to what extent students meet the learning targets and they can provide feedback to show the strengths and weaknesses that are beneficial for students’ future learning. Black’s and William’s research study of 540 participants (1998, as cited in Brown, 2010) concluded that formative assessment is a superior assessment method to summative assessment because it provides teachers with important information of students’ learning progress.

Considering the previous explanation of summative and formative assessment, it can be concluded that the NE is a summative assessment because the NE is conducted at the end of the program, has no feedback, is a large-scale assessment, and is a norm-referenced assessment. The policy of allocating 60% of a student’s grade to the NE and 40% to formative assessment during the program (2.5 years) implies that the government does not rely totally on the NE to decide students’ achievement. While it also considers that formative assessment is a crucial consideration when determining a student’s achievement, it would appear that the government regards summative assessment as more important.

However, formative assessment is more beneficial for students’ learning. According to Earl (2003), formative assessment (which allows feedback from

teachers), highlights students' strengths and weaknesses so that they can improve their future learning. Dornyei (2001) supports that argument. He says that with the awareness of strengths and weaknesses, students will be more motivated to improve their learning. Dornyei (2001) goes on to say that the NE does not provide feedback for students and therefore it does not improve students' learning.

Amrein & Berliner also have similar idea about the benefit of formative assessment. They make an interesting analogy when comparing the role of high stake-summative assessment to formative assessment. They say that “weighing a pig every day will not ever make the pig any fatter. Eventually, you have to feed the pig” (2003, p. 37). That means that measuring students' capabilities with high-stakes summative testing like the NE is only a measure of performance and does not change the mastery of students' knowledge. On the other hand, formative assessment is like feeding students with the knowledge they need to improve their learning.

By allocating 60% of a passing grade to the NE and 40% for formative assessment, the government has placed more emphasis on a student's performance in a 5-day examination rather than on students' performance in the 2.5 years of the learning program. This is not a fair assessment as many things can happen that influence students' performance in that short period of time and the commonly used multiple-choice question format is too narrow and not a true representation of a student's knowledge (Wiggins, 1998). The AERA (1999) states that to enhance the fairness of high-stake testing, it is important to provide multiple opportunities for students to demonstrate their capabilities. Furthermore, the use of various testing will provide teachers multiple indicators that will increase the validity of assessments of students' achievement (Linn, 2000). It can be inferred that the significant emphasis placed on the NE and summative assessment limits the use of formative assessment which enhances learning and can lead to better performance in the NE.

Stakeholders and Accountability

According to Anderson (2005, p. 5), accountability systems of schooling “are based on the expectation that students can and will achieve the goals of schooling”. The term of accountability also refers to “responsibility” (McNamara, 2010) of stakeholders, such as students, teachers, test developers or society. It can be inferred that schooling accountability discusses measurement of responsibilities of stakeholders in the process of gathering the evidence to make inferences of students’ performance. To gain the evidence of students’ performance, the large-scale test is considered the easiest way to make great inferences of students’ performance (Wiggins, 1998) because it is brief and inexpensive.

As the government has funded education, it is accountable to the community to ensure that the expenditure does lead to an improvement in education quality. In order to measure the standards of learning, the NE is used to gather the evidence (Popham, 1999). Accountability also reflects the responsibility or ethics of the stakeholders in the process of implementation of the NE (McNamara, 2010; Wiggins1998). In order to be accountable, the test developer should provide complete information to the test takers in relation to the rationale of the test, general information of its contents, the test item format as well as a sample of test items (McNamara, 2010).

The NESA, as the NE developer, has a responsibility to inform schools of the content standards that students should achieve and the process standards of the guiding response of teachers’ teaching toward the NE (NESA, 2011). The information also can be accessed by other stakeholders, such as parents or society, through NESA’s website. While the NE’s content is based on the curriculum, it is not possible for it to cover all content in the curriculum due to the limitation of test items of the NE. It is also true that the test method often involves multiple choice questions which limit the NE to only assessing basic

skills. This conclusion is supported by Wiggins (1998) who state that large scale testing cannot cover the entire curriculum. However, it can be used to make inferences that represent students' achievement.

Unfortunately, the content of the NE is too general and does not cover essential skills (NESA, 2011). For example, the English National Examination assesses reading and listening, but the information of the content shows that the skills of speaking and writing should be assessed as well. While it is true that the skills of speaking and writing can be assessed indirectly through multiple choice question formats, it cannot represent the whole performance of the students. Another problem is that the NESA does not display the example test of the NE on its website. The process that is displayed is too general to assist teachers when planning their teaching. This means that those teachers who lack training, professionalism or creativity find it very difficult to respond to the requirements of the NE. This leads to the teachers' response of only practicing the past exam papers of the NE (Afrianto, 2008; Sukyadi & Mardiani, 2011; Sulisty, 2009). So, it can be inferred that the NESA should increase its accountability by improving its professionalism in the process of the NE so that other stakeholders, such as students and teachers can take advantage of the NE and avoid its negative impact.

Recommendations

The final section of this paper offers the recommendation for the improvement of the NE. First, the percentage of the NE, 60%, should be lowered, and the formative assessment, 40%, should be increased to improve the quality of learning and avoid the impact of high-stakes. In this way, the Ministry of Education can achieve its purpose (measuring students' competence) and teachers are able to use the positive effects of formative assessment for learning improvement (Popham, 1999).

Second, the role of the government is crucial and government policy needs to change. A greater emphasis on formative assessment will allow the government to give schools the opportunity to develop their school-based

assessment. This typically involves assessing students in various ways, such as interviewing, authentic and performance assessment. While the implementation of school based-assessment can create differences of interpretation of the assessment score, this difficulty is minimized when each student's score is moderated. It can be seen that the role of government is crucial for the development of assessment literacy and the way that teachers create their own assessments. It follows that the NESAs should provide clear content standards that are assessed in the NE as well as clear process standards so that the teachers can adjust their teaching with appropriate response to the implementation of the NE.

Conclusion

This paper has reviewed the assessment policy of the NE which is based on the issues of assessment practices. Three major sections of this paper are the purpose of the NE, the NE as summative assessment and the accountability of the NE. This paper also outlines some recommendations for the improvement of the NE in the future. However, this paper does not attempt to discuss other aspects of accountability, such as the response of the public and the standard of professionalism in the teaching industry. These are interesting discussions for further essays.

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LECTURER'S WRITTEN CORRECTION IN WRITING CLASS

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ABSTRACT

Written correction is the important part of FL writing instruction. The objectives of this paper are to find: (1) how the lecturer gives written correction to student's writing; (2) how the students respond the lecturer's written correction (LWC); and (3) how far LWC affects the students' improvement in writing accuracy. This study is case study with the participants, one writing lecturer and eight students at private University in Central Java. Interviews, direct observation and documentary analysis were used in this study. The findings show that the lecturer used direct/indirect correction; metalinguistics (error code); focused/unfocused; and reformulation by underlining, crossing, and striking through to the incorrect forms. The correction was provided after the students submitted their final draft to the lecturer. All students preferred direct correction to other types and they make use of the correction by learning and revising. Finally, LWC affected the students' improvement on writing accuracy.

Keywords: written correction, types of written correction, the students' responses, case study.

Introduction

Writing is an essential skill of educated persons, and its development is the responsibility of all college faculties. Because English as foreign language (FL) in Indonesia. Therefore, there are many students who have difficulty in writing. It is true that writing is difficult not only for those whose English is FL but also for native speakers themselves. It is in line with Pleuger's (2001: 155) statement saying that writing is often thought of as the most difficult of the four skills. However, to write well in English is not a skill that can be mastered in one course, but rather it is a developmental process that takes time and attention. Chkotua (2012) says that foreign students do not have enough language practice. To have writing practice, the lecturers assess student's writing by giving task, for example, asking students to make compositions, written examinations and written assignment the main purpose of which is to demonstrate their mastery of disciplinary course content. After giving task to students, the lectures have to give corrective feedback (CF) to inform whether student's writing is already good or needed to be corrected. However, error correction is applied in actual language teaching (Pawlak, 2012: 5).

Correction in teaching writing is aimed to help undergraduate students to improve their understanding more about academic writing in both discipline-specific and writing/study skills. Adler-Kassner and O'Neill (2010: 61) say that the interaction between teacher-student language use and student learning can be especially important in writing because teacher feedback is tied to students' revision choices as well as to their overall understanding of writing. In contrast, Swing in Irons (2008: 25) confirms that not all students desire feedback from their teachers since students sometime feel unhappy with the correction. Wang (2010: 195) states that it is because there are many words crossed out, new words added, and an array of marginal comments. Truscott (1999: 111) also convinces that grammar correction is bad idea. He also states in his thesis that grammar correction should be abandoned because it need more time and energy. Although there is controversy about the issue of error correction, even a new era in the debate surrounding error correction in the larger process-product conversation was ushered in by a review essay published in *Language Learning* by Truscott (1999). This study aims to investigate how the lecturer gives written correction to the students and examine how the students' responses towards lecturer's written correction and how far written correction affects the students' improvement in writing accuracy.

Research Methodology

This research was conducted at one of private university in Sukoharjo Central Java. It took four months starting from October 2013 to January 2014. The research had been conducted using case study with a single-case design, which investigated a particular case or set of cases, describing or explaining the events of the case. Yin (2011: 17) says that case study studies a phenomenon (the "case") in its real-world context. In my opinion, a case study was appropriate to be applied in this study because I explored in depth the implementation of written correction by writing lecturer in EFL writing class. However, the cases were bounded by time and activity, and I had collected the detailed information using a

variety of data collection procedures over sustained period of time (Stake as cited in Cresswell, 2009: 30).

The criteria for selecting the interview samples included a lecturer with 3-5 year experience in written correction in writing class. To strengthen the validity of information obtained from the lecturer (semi-structured), I also interviewed (focus-group interviews) 8 of 133 English selected purposively. To make detailed on findings of this research some sources of data obtained from the documents and classroom observation. The documents comprised syllabus, lecturing schedule and the record of students' achievement (semester one and two), the artifacts collected from the students' test/papers (assignment) of semester one and two. Direct observation was also used to know the real condition of every class. Then, the data were analyzed by using interactive analysis model. It means that collecting and analyzing data occurred together in the field.

Findings and Discussion

Findings

How the lecturers give written correction to student's writing

This section explores implementation of written correction. Firstly, the correction was provided after the students were asked to write a kind of paragraph as their written assignments at the end of writing class (all materials completed). It was also found when I conducted the classroom observation. When the materials were delivered, the students were asked to make paragraph with the group. One of the groups wrote the paragraph on the board to be discussed with other groups. The lecturer was also involved in giving comments to the result of discussion. Then, another assignment was given individually. The students were asked to make draft of writing based on the recent topic and they had to collect their work next meeting.



Figure 1. Phase of Correction

Secondly, the types and manners of written correction techniques were used by the lecturer, and students' errors in writing. The knowledge of written correction techniques in term of the technical names was still unfamiliar by the lecturer although she had applied several types to correct students' writing. Direct correction, indirect, metalinguistics, focused/unfocused, and reformulation were used. I triangulated the information from the lecturer with the evidence from the artifacts. I showed the techniques of correction to the lecturer because she did not know the terms of correction in writing. I explained the types of written correction to the lecturer by showing the examples. Then, the lecturer began to understand about the types of the techniques. (Interview note: 08/01/2014). It proved that the lecturer used several techniques in correcting students' writing namely direct, indirect, metalinguistics, focused/unfocused and reformulation techniques.

“The lecturer usually gave direct correction, indirect, also this... [while pointing reformulation technique], and this one... [while pointing metalinguistics].” (Interview note: 24/12/2013).

The artifacts analysis showed that the lecturer gave mostly direct techniques than other types. The Table 1 presents the percentage of types of written correction used by the lecturer.

Table 1. The Types of Correction Techniques

Types of Correction Techniques	Sum of Checklist	Percentage
Direct	20	10.0%
Indirect	78	39.0%
Metalinguistics:		
Error Code	10	5.0%
Explanation	0	0.0%
Focused	11	5.5%
Unfocused	69	34.5%
Reformulation	12	6.0%

While, the manner of correcting the students' error was by circling on the error words, and revising into the correct one, giving tick mark and inserting a word when there was a missing word in the sentence and putting strikethrough the incorrect usages. The lecturer believed that by giving some marks accurately to the incorrect forms, the students understand their errors (interview note: 08/01/2014). There was similarity between direct and indirect techniques used by the lecturer in correcting students' work. The lecturer mostly used the circle for indirect technique. In the interview, I had explained the way of correcting students' work using indirect technique, namely by crossing the wrong word, giving circle or strikethrough.

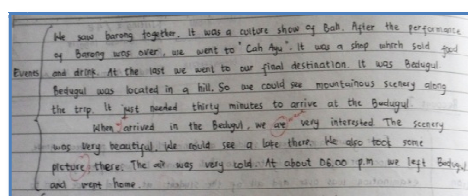


Figure 2. The Manner of Direct Correction

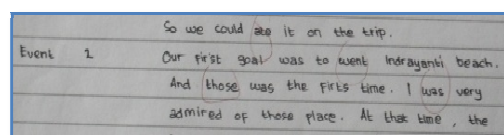


Figure 3. The Manner of Indirect Correction

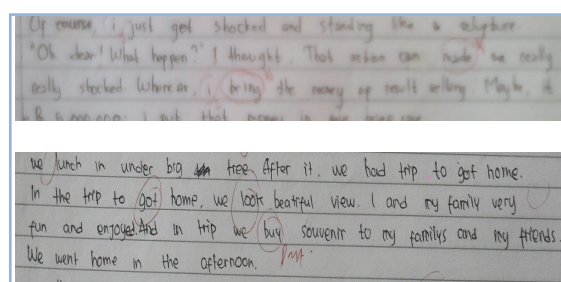


Figure 4. The Metalinguistics

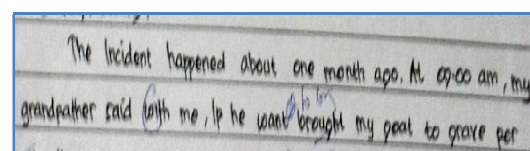


Figure 5. The Reformulation

Thirdly, writing has complex activity that includes many components or process. It is not easy to write well. Thus, the students faced troublesome in writing. Based on the artifact analysis, it was identified that students made errors on grammatical structure, mechanics, vocabulary, and content. According to the lecturer, most of the students made errors in grammatical structure, especially verb tenses and modals. The Table 2 shows the percentage of the students' writing errors.

Table 2. The Proportion of Error Elements

Error Elements	Sum of Checklists	Percentage
Grammatical Structure	85	58.2%
Mechanics	30	20.5%
Vocabulary	23	15.8%
Contents	8	5.5%

How the students respond the lecturers' written correction.

All students agreed that they preferred direct correction. Conversely, based on the artifact analysis, the lecturer applied mostly indirect correction.

"We immediately know the errors (NH). What the correct forms are (RS). I know I made errors, and finally I will not make the same errors in the future (LT). I can remember the errors I will not do anymore (NA)." (Interview note: 24-12-2013).

The clearness was also important for students. Given clear comments, the students had more understanding. Although the lecturer mostly used indirect correction, there at least was circle or cross mark on the incorrect usage. Through this way they could learn the mistakes. *"If there are corrections, I will see and learn, sometimes I also revise them"* (Interview note: 24/12/2013). The different types of correction used by the lecture created the discrepancy between the students' preference and the lecturer's practice. All the students said that they preferred direct technique to other techniques, while the lecturer used mostly

indirect correction. The students preferred direct technique because they know immediately their errors and correct forms. They added that they always remembered their errors so that they did not make the same errors in the future.

It is an important stage in process writing. Much of the research that has investigated written CF (for example, Ferris and Roberts as cited in Ellis, 2008: 104) has centered on whether students are able to make use of the feedback they receive when they revise. Based on the interview (Interview note: 24/12/2013), the students believed that they were able to make use of the correction by learning their errors and they sometimes revised them. They also added that they asked their friends or their lecturer if they met problems they did not understand yet.

How far the LWC affects the students' writing.

Before, I explain whether LWC is useful according to students' perspective and at the end of this section, I explore about the effect of LWC to students' writing.

“Yes, it is very helpful since I sometimes thought that it had been correct but actually it was wrong, so I could know the correct one, and I learnt it (NH). It is very important, sir. In order to know the errors and what the correct one is (RD).” (Interview note: 24/12/2013).

The result of interview above revealed that all students agreed that LWC was useful for them because they could identify their errors on their writing. Concerning with the effect of LWC, there are two factors which affect the students' writing becomes improved. First, they received the correction and they learnt it by themselves. It means that they could revise their errors when they know the answers. Secondly, they asked their friends who had more understanding in writing skills and they sometimes asked their lecturer for further details. When I asked them about their level of writing accuracy, they said that their writing accuracy became improved because of the LWC (Interview note: 24/12/2013).

I also collected the data of students' writing achievement from semester one and semester two which is provided in Table 3:

Table 3. Students' Final Achievement

Semester	Class	Class Average	Total Average	Percentage
One	A	2.70	2.80	70.0%
	B	2.90		
	C	2.80		
	D	2.80		
Two	A	3.40	3.30	82.5%
	B	3.40		
	C	3.20		
	D	3.20		

The table 5 shows that the students' achievement improved, 12.5%. Although there was improvement but the students never gained the maximal grade. Their achievements stayed the same, because they were the position "B". In the interview, they also said that their grades were still in "B" (interview note: 24/12/2013).

Discussion

This second section presents the discussion on the issue or theme that emerged from the research findings. It elaborates the results of the research which are based on the last research question and relates to the previous studies. Then, it explores detail explanations on the issue and is verified by seeing the theory. At last, it shapes the proposition of this research. Referring to the research findings, the proposition which is shaped by me is that how far LWC affects the students' improvement in writing accuracy.

How far LWC affects the students' improvement in writing accuracy

In this part I provide the discussion dealing with the proposition of the written correction which affect the students' improvement in writing accuracy. The written correction to students' writing is probably the most challenging part of teaching writing in EFL settings. Writing lecturer invests much time and

energy examining students' writing. However, the efficacy of lecturer's written correction in EFL writing classes has been the subject of much controversy. Truscotts claimed that the error correction research in L2 writing was conclusive in demonstrating that grammar correction was ineffective in facilitating improvement in student writing (Ferris, 2004: 50) because the time and energy required for this work is clear, especially for those lecturers who must deal with large numbers of students (Truscotts, 1999: 118).

Providing written correction is often seen as one of EFL writing lecturer's most important task. Student writers typically intend to read their writing after the correction, and in the classroom, written correction from the lecturer provides opportunities for them to see how their work is and to learn from feedback. However, these paragraphs attempt to discuss the importance of written correction in teaching writing skill. The findings of the study show that both the students and the lecturer agree that providing written correction is advantageous in helping students improve their writing accuracy; generating awareness of their errors in writing; and helping students in learning and revising their writing more efficiently. The advantages of providing written correction also reflect on the interaction between the students and the lecturer. As the results of the current research show, there seems to be a strong bond between providing language learners with written correction and their writing accuracy. It is in tune with the suggestion by Ferris as cited in Burke and Pieterick (2010: 21) that teacher commentary and error correction produce beneficial results. Nevertheless, it is different from Truscott's argument that feedback is notably unsuccessful in helping to reduce error frequency in subsequent student writing (Ferris, 2005: 261).

Written correction pushes the learners towards noticing the linguistic problems they are struggling with and sometime they take it for granted. However, Brookhart (2008: 1) suggests two factors for good feedbacks: the cognitive factor and motivational factor. The cognitive factor is to give students information they need so they can understand where they are in their learning and what to do next. The motivational factor is that once they feel they understand

what to do and why, most students develop a feeling that they have control over their own learning. In other words, providing LWC motivates the learners to try and modify their developing writing system in line with the correction provided.

What improve students' writing accuracy? This question is delivered to know how far LWC affects the students' improvement in writing accuracy. The students have different answers about what writing aspects become improved. Here, the research explores the effect of LWC to student writing due to the findings of this study. First, LWC makes their grammar better (Interview note, 24/12/2013: 6.a.2). Grammar here refers to the set of rules that allow us to combine words in our language into larger units (Greenbaum and Nelson, 2002:1). Grammar plays important role in writing where students can put words in the right order. It is the central component of writing and mediates between the system of written symbols, on the one hand, and the system of meaning, on the other. LWC is conducted to present the Standard English to the students where they have not been familiar with the correct rules, or perhaps, they are inaccurate in using grammar. However, written correction using analytic grammar is helpful for students. Because according to Greenbaum and Nelson (2002:1), analytic grammar makes explicit the knowledge of the rules in which the students operate the language properly

Many students are marked down on their papers for grammatical errors. For example, verb tenses, modals+verb constructions, personal pronouns, the genitive 's, the "be" usage, article usage, -ed and -ing form, prepositional usage, pluralization of nouns, cohesive devices (found from the artifacts). Grammatical correction is essential for the students as the student will then understand the mistake they have made, learn from it, and their ability to write accurately will improve. Although, Truscott argues strongly for the abolition of grammar correction (Ferris, 2005: 262) the appearance of Truscott's articles led to a published debate in 1999 in the *Journal of Second Language Writing*. But, the problem is that if lecturer does not correct their students' grammatical mistakes fossilization will occur, and it will become very difficult to later eliminate these errors. Therefore, grammar correction is required to help the students to

understand more grammar and the students can improve the clarity and quality of their writing.

Secondly, the lecturer conducts written correction on the content of student writing to help the students to write better. Concerning the content correction, it goes in line with statement of Coffin, Curry, Goodman, Hewings, Lilis and Swann (2003: 105) that feedback on the content of the writing on commenting on the student writer's understanding and treatment of poverty in the essay, is lecturer's concern which is a key area of this particular university course. The correction from the lecturer makes the content of the text better because the sentences they make well-organized. It has also been stated by Nation (2009: 137) that positive correction on the content of student writing can do a lot to increase the amount of writing that learners do and to improve their attitude to writing. The evidence that student writers who receive correction on content improved during revision by Aswell, Fathman and Whalley, Ferris as cited in Ferris and Hedgcock (2005: 201). The content in writing is important because it works to achieve the communicative purpose of the text (Nation, 2009: 47) between writers and readers. However, clear use of language is essential in academic writing. Well-structured paragraphs and clear topic sentences enable a reader to follow the line of thinking without difficulty. It is what the students feel after receiving correction from the lecturer. "*Content-nya lebih mengena karena kalimatnya tersusun dengan baik*" (Interview note, 24/12/2013: 6.a.2).

Thirdly, LWC helps students become more self-sufficient and aware of the elements that lead to successful writing. Commenting on the organization of repairing in the language classroom, Seedhouse, as cited in Pawlak (2012: 143) points out that the focus of repair in meaning-and-fluency contexts is on establishing mutual understanding and negotiating meaning. The students feel that LWC make their writing well-organized (Interview note, 24/12/2013: 6.a.2). Organization is the structural framework for that writing. It is important to organize the writing in an order that is interesting, but more importantly it must be logical. In other words, a well-organized piece of writing supports readers by

making it easy for them to follow, while a poorly organized piece leads readers through a maze of confusion and confounded or unmet expectations.

Ferris and Hedgcock (2005: 214) suggests that the organization of writing consists of three parts a clear beginning (introduction), middle (body), and end (conclusion) to the essay. The beginning introduces the topic and clearly expresses the main idea. The body paragraphs include topic sentences that are directly tied to the main idea (thesis). Each body paragraph is well-organized and includes a topic sentence, supporting details, and a summary of the ideas. And, coherence devices (transitions, repetition, synonyms, pronoun reference, etc.) are used effectively within and between paragraphs. The conclusion ties the ideas in the body back to the thesis and summarizes why the issue is interesting or important.

Fourthly, the students become creative in determining the vocabulary in their writing because of LWC (Interview note, 24/12/2013: 6.a.2). Most EFL students have limited vocabulary knowledge. However, the decontextualized vocabulary had indeed become a problem and something of a disincentive (East, 2008: 6) in writing. Therefore, the commentary on vocabulary is important for EFL students as the lecturer's assistance gives information which relates to some semantic field, in which the students can use appropriate words based on the context. Since writing requires accurate and automatic word recognition skills, learners would need to be equipped with sufficient vocabulary knowledge to write well.

From the explanation above, it can be inferred that LWC is useful improving their writing accuracy. LWC does not focus on one aspect, for example on grammar only, but the point of my view written correction should embrace overall aspects of writing for instances, vocabulary, content, organization and mechanics. Ignoring one of these aspects the students' writing will not totally improve. For this reason, LWC can help the students to have better not only clarity and quality of their grammatical structure but the students are also able to create a meaningful content of the text because the sentences they

make well-organized. However, a well-organized piece of writing and contextual vocabulary in their writing can support readers by making it easy to follow.

What types of written correction affect the improvement of writing accuracy. This is the last issue related to the types of written correction lecturer utilizes. This study is conducted to investigate what types of written correction used by the lecturer which can affect the students' improvement in writing accuracy. Although, Truscott (as cited in Ferris, 2005: 289) strongly argues that CF is ineffective or harmful because it consumes so much teacher and student energy and attention, taking time away from activities that could promote genuine learning. Many previous studies have proved the effectiveness of types of error correction. Kao (2013) and Farid and Abdul Samad (2012) on their experiments about that direct correction is sufficient for students' acquisition of English article than those who receive indirect correction. On contrary, other studies like Maleki and Eslami (2013), and Abedi, Latifi, Rassaei and Molinzadeh (2010) show that there is greater improvement in producing writing than those who received direct correction.

Other types of correction are focused and unfocused correction. The studies unfocused CF group did not do better than the control group where accuracy in English articles was concerned (Farrokhi and Sattarpour, 2011; Sheen, Wright and Moldawa, 2009). While, Saeb's (2013) study shows that there is a significant improvement in accuracy for the two experimental groups from pretest to posttest. Also, the difference between the focused and unfocused groups in the posttest is not significant. These results suggested that providing written CF was effective for improving learners' grammatical accuracy and that focused and unfocused written CF were not of differential effect in this regard. Since both correction types are equally facilitative in increasing accuracy of preposition usage, lecturer may consider using them accordingly in writing tasks.

Metalinguistics is also able to improve the students' writing accuracy. It prompts students to pay more attention to the errors they commit and also to the metalinguistic information provided by error codes on student writing. However, the students enable to modify their mistakes. Metalinguistics works well in

exposing learners to the target structure in juxtaposition with consciousness-raising activities such as error correction can improve the learners' uptake of grammatical structures. This finding is in accordance with Saeb's (2013) study which shows that learners receiving metalinguistic corrective feedback worked better than those receiving recast. This finding is supported by the study of Rassaei and Moinzadeh (2011) that metalinguistic feedback is effective than in the immediate post-test. Based on the findings of the previous study, it can be revealed that metalinguistic correction is also effective to be applied to correct students' writing.

The last type of correction can be applied in correcting students' errors in writing is reformulation. The lecturer rewrites the incorrect form of the students' writing and giving the alternative answers. This activity is in accordance with the statement of Nicholas, Lightbown and Spada as cited in Ibarrola (2009) that reformulation is making only the necessary correction and readjustments to make it native-like without changing the original meaning. By doing so, the students are assisted in understanding errors they have made. The students remember their mistakes and they do not make the same things in the future. However, reformulation correction is beneficial. Furthermore, the previous study related to this correction has also proved that reformulation is useful and effective as one of types of written correction applied in teaching writing (Ibarrola, 2009).

When LWC should be conducted? This question refers to the best time to correct the student errors in writing. The lecturer agreed tht the most appropriate and effective of written correction is the one which offers optimal condition to help students notice their linguistic errors, understand them and incorporate the correct target language version in their own language. the experienced FL lecturer shared the feeling that correction makes tired and requires a great deal of time and effort. Written correction was tiring and required time. It is in accordance with Truscott's (1999) statement that correction absorbs enormous amounts of teachers' time and energy. Before giving correction, the lecturer gives an assignment to the students make final draft of the writing text for one week. The