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The Quality of Teacher-Made Test in EFL Classroom at the Elementary School and Its Washback in the Learning

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Abstract

One of essential phases in language learning is measurement. Test as a tool of measurement process must then be well constructed. The quality of test itself can be determined through test item analysis. However, in some occasions, teachers tend to ignore test item analysis because of time limitation and other responsibilities. Referring to this problem, this research aimed to describe the quality of test items including the difficulty index, the discrimination index, the distractor index, and the reliability of the test and the Washback of teacher-made test on students' motivation in learning English. It was conducted at Gamaliel Elementary School in academic year of 2016-2017. This case study utilized purposive sampling. In collecting the data, the researcher used interview, observation, and document analysis as the techniques of collecting data. The informants were an English teacher and students of Gamaliel Elementary School. The documents were students' answer sheets. In analyzing test items, the researchers used ITEMAN program. The result of this study shows that the teacher-made test can be classified in good test. The test brings both positive and negative Washback in students' motivation in learning. Therefore, it is recommended for the teacher to conduct test analysis as a way of evaluating and improving his teaching and learning and test itself as well as to encourage the students to study even though they are not confronted with a test.

Keywords: teacher-made test, washback on teaching, washback on learning

A. Introduction

In measurement, a test plays important role as the tool in measuring the success of teaching and learning activities in which the result of the test itself can be valuable information for the teacher and the students. Again, Gronlund & Linn (1990) define that test is an instrument or systematic procedure for measuring a sample of behavior. In relation to the benefit of measurement, Peraturan Pemerintah R.I No. 19/2005 tentang Standar Nasional Pendidikan Pasal 64 Ayat 1 dan 2 states:

Ayat (1): penilaian hasil belajar oleh pendidik sebagaimana dimaksud dalam pasal 63 ayat (1) butir (a) dilakukan secara berkesinambungan untuk memantau proses, kemajuan, dan perbaikan hasil dalam bentuk ulangan harian, ulangan tengah semester, ulangan akhir semester, dan ulangan kenaikan kelas. Ayat (2) penilaian sebagaimana dimaksud pada ayat (1) digunakan untuk: 1) Menilai pencapaian kompetensi peserta didik; 2) Bahan penyusunan laporan kemajuan hasil belajar; dan 3) Memperbaiki proses pembelajaran.

"Government Regulation No. R.I. 19/2005 on National Education Standards Article 64 Paragraphs 1 and 2 states, "Paragraph (1): assessment of learning outcomes by educators referred to in article 63 paragraph (1) point (a) is carried out continuously to monitor the process, progress, and results of the improvement in the form of daily repeat, semester midterm, semester final repetition, and grade repetition. Paragraph (2): The assessment referred to in paragraph (1) is used to: 1) Assess the achievement of the competence of learners; 2) Material preparation of progress reports on learning outcomes; and 3) Improving the learning process."

This regulation includes national education standard dealing with educational assessment. It is written that educational measurement is conducted simultaneously to monitor the process, progress and improvement in form of daily test, mid-test, and final test. Furthermore, assessment as stated in verse 1 is used to assess students' achievement as well as the basic in reporting students' improvement. Also, it is used as the stepping stone in improving learning process. By looking at the rule, it is clearly written the expected function of test result for the improvement of teaching and learning. Furthermore, Purwanto (2009) states that the result of test is often used as a reflection of how far students master material taught. In addition, Schritchfeld in Yusuf (2015) argues that assessment is a systematic collection, review, and the use of information about educational programs undertaken for the purpose of improving students' learning and development. Furthermore, Remmer in Arifin (2016) points out that test result can be used to help the students to understand themselves better, explain pupil growth and development to their parents and assist the teacher in planning instruction. Without administering test, having good teaching method, technique or media is useless because teacher cannot see how far the students mastered the material delivered as well as the improvement of his or her students.

Ideally, a good teacher should not only be able to provide teaching material and to test the students' comprehension about it, but also be able to analyze the quality of his or her own test. Remmers, Gage, & Rummel (1965) point out that since a classroom test can be used as a teaching-learning experience, item analysis data can have value in class discussions as aids in clarifying the intended meaning of items misunderstood by some students. Simultaneously, Malcolm (2009) argues his point of view about the importance of test analysis. He states that by analyzing the test, you can gain information on how well you taught the concepts to your students. Test items can tell you many things about student performance. Similarly, Arifin (2016) states that test items must be constructed in appropriate principle and procedure in order after administering the test, it can be judged whether or not it has good quality. To know the quality of the test items, then, it is needed to conduct test items analysis. That is to say, test item analysis is an essential process that provides information about students' strength and weakness, and also the quality of the item itself.

However, in several occasions there are many teachers who can provide good teaching material and test it to the students, but they do not analyze the quality of their own test that contain the reliability coefficient, the difficulty index, the discrimination power, and the distractor index. They still lack of awareness about the importance of test analysis. Another reason, time constraint and other responsibilities force the teachers not to analyze manually their test items referring to several characteristics of good test item. Whereas, the result of test

analysis can be a stepping stone for them in improving their test items as well as informing teacher about the quality of their teaching and learning. Arifin (2016) states his point of view about teacher's awareness on the quality of the test. He states that practically, in evaluation conducted at school, teachers tend to ignore about the quality of their test items.

Consequently, this research investigated the teacher made test using Item Analysis (ITEMAN) to see the quality of the test without consuming time as well as investigated the Washback of the test specifically to the learning improvement. ITEMAN stands for Item Analysis. It is a device or program that helps the teacher to analyze item and test easily. This program is included in one package with MicroCat developed by Assessment System Corporation began in 1982 and revised in 1984, 1986, 1988, and 1993: from version 2.00 to version 3.50. Washback is a technical term about how testing influences teaching and learning. It exists in any type of assessments in which test result affects both test-taker and test-maker futures. Knowing the result of test will enable teacher and students in determining what to do for future teaching and learning. In line with the role of test Washback, Pearson in Fulcher & Davidson (2007) argues that public examination influences the attitudes, behavior, and motivation of teachers, learners and parents. In addition, Cheng & Watanabe (2004: 7) claim that it is essential that the education community work together to understand and evaluate the effects of the use of testing on all of the interconnected aspects of teaching and learning. Therefore, in this research, the researchers investigated the Washback of test in teaching and learning, specifically on students' motivation in learning English. Commonly, there are several ways to analyze the quality of test items. The ancient way of test item analysis is by computing the criteria of good test manually following particular formula that is extremely consuming time. Recently, there are some programs that can help the test-makers in analyzing their test items such as, Pearson correlation in SPSS 11.5, Epinifo 7 software and ITEMAN program. From those programs, in this research, ITEMAN program was utilized to compute the quality of test. In conducting this study, the researcher analyzed teacher made-test of an English teacher (Mr. I) that was administered in the final examination of the first semester in the academic year of 2016-2017 at Gamaliel Elementary school, Palu. Several aspects of test item analysis analyzed in this study were reliability, difficulty index, discrimination index, and distractors index. Those criterion were computed statistically by using ITEMAN and interpreted descriptively. Furthermore, to gain data about the Washback of test on learning, the researcher addressed open-ended interview questions to the English teacher as the test-maker, and some students as the test-takers.

B. Literature review

Test is an essential instrument in measurement process to gain information about pupil growth. Allen & Yen (1979) argue that a test may be defined as a tool to obtain the data about students' behavior such as attitudes, achievement and interest. In addition, Gronlund & Linn (2000) define that test is an instrument or systematic procedure for measuring a sample of behavior by posing a set of questions in a uniform manner. Similarly, Arikunto (1996) states that test is a process of collecting information about students' achievement. Furthermore, Brown (2003) defines that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. Regarding those definitions, it can be concluded that a test is an important tool of measurement process consisting several question items aims to gather information about students' achievement, attitude and interest.

Dealing with the construction of test itself, test is divided into standardized test and teacher made test. Standardized test is constructed by eligible people, in Indonesia it is called Badan Standar Nasional Pendidikan (BSNP), while teacher-made test, as its name, is a test that is constructed by the teacher. Ahman & Glock (1971) state that standardized test is a test that is carefully constructed almost invariably by teams of individuals rather than by a single person. Moreover, Popham (1995) points out that a standardized test is a test, either norm-referenced or criterion-referenced, that is administered, scored, and interpreted in a standard manner. In addition, Basuki & Heriyanto (2014) argue that standardized test is a test with high standard including reliability and validity. To sum up, standardized test is a test that is carefully constructed by competent people, being administered and interpreted in standard manner, and has good quality. Moreover, Ahman & Glock (1971) state that classroom tests are sometimes called teacher-made test or "informal" test that is constructed by a classroom teacher for use in

his particular classes under condition of his choosing. Teacher-made test is considered more applicable because the one who knows classroom situation such as, individual pupils' ability and growth is the teacher. Additionally, Arifin (2016) argues that teacher-made test is a test constructed by teacher who is going to utilize the test itself and it aims to measure students' mastery on material taught. Commonly, it is administered in daily test, formative test and summative test. By underlying the name of test itself, the writer can conclude that teacher-made test is a test that is constructed by the teacher and will be administered to measure students' mastery after being taught in particular period.

Washback or backwash is a term that is commonly used in applied linguistics and educational evaluation. It refers to the influence of test on teaching and learning. It is supported by some definitions from different experts. Firstly, Hughes (1989) argues that the effect of testing in language teaching and learning is called as Washback. In line with Hughes, Spolsky in Ahmad & Rao (2012) claims that Washback deals with the effects of examination in language teaching. Additionally, Messick in Fulcher & Davidson (2007) states that Washback refers to the extent to which the introduction and use of a test influences language teachers and learners to do things that they would not otherwise do that promote or inhibit language learning. Furthermore, Bailey in Pan (2009) defines Washback as the influence of test on teaching and learning. In short, it can be concluded that Washback is the effects of test in language teaching and learning.

Besides doing a measurement, one of procedures that should be done at the end of learning is test item analysis. In this phase, all test items administered in measurement process are analyzed to see the quality of the test itself in which the result of the analysis might be a valuable information for the teacher, as the maker to improve his learning as well as improve the quality of his test items. Ahman & Glock (1971) state that reexamining each test item to discover its strengths and flaws is known as item analysis. Item analysis is a statistic procedure in judging the quality of test items in which its numerical result can be used as to improve test itself. In addition, Thompson & Levitov in McCowan & McCowan (1999) argue that item analysis uses statistics and expert judgment to evaluate tests based on the quality of individual items, item sets, and entire sets of items, as well as the relationship of each item to other items. It investigates the performance of items considered individually either in relation to some external criterion or in relation to the remaining items on the test.

In relation to ITEMAN program, Hadi (2008) explains that ITEMAN program requires that input data be formatted in ASCII (text-only) files. This can be accomplished through the use of the ITEMAN for Windows text editor, Notepad, a word-processing editor that produces true ASCII output, or a program written specifically to format your data. The result of ITEMAN analysis includes numerical information about the quality of each item. Firstly, Seq. no and Scale-Item columns that refer to the number of item. Secondly, Prop-Correct in third column refers to difficulty index of the item. Furthermore, numerical result in Point Biser column interprets the discrimination index of the item. Then, Alt. column refer to the optional answers of each item, for example, A, B, C, and D. Furthermore, Prop-Endorsing and point Biser columns that explain the distracters quality of each item. If the point Biser value is positive, the distractor does not function well. Meanwhile, if the distracter is negative, it functions well. Moreover, key column refers to the correct option of each item that is noted by icon "*".the reliability of a test is presented in statistic scale as shown in figure 2. 4. Lastly, the reliability can be identified by comparing Alpha index with coefficient of reliability. Since the test was teacher-made test, the coefficient of reliability used is 0.7. If the Alpha is ≥ 0.7 (coefficient of reliability), the test is reliable. If the Alpha is < 0.7 , the test is unreliable.

C. Methodology

1. Research design

The design of this study was case study. Yin (2003) defines case study as qualitative approach which investigates a contemporary phenomenon within its real-life context, specifically when the boundaries between phenomenon and context are not clearly seen. In addition, Yin (2003) explains three types of case study categorized based on the purpose namely, exploratory, descriptive and explanatory. This research used descriptive type of case study. Descriptive case study presents a complete description of phenomenon within its context. In this case, the researcher analyzed the quality of teacher-made test of an English teacher at

Gamaliel Elementary school using ITEMAN program and investigated the test Washback to the teacher's way on teaching and students' motivation in learning English.

2. *Source of Data*

Glesne & Peshkin in Puspitasari (2015) suggest three kinds of data resources, (1) events, a set of related activities that people carry out, (2) informants, are indispensable partners in the conduct of qualitative inquiry and play a variety of roles, and (3) documents that provide both historical and contextual dimension to the observation and interview to enrich what is seen and heard by supporting, expanding, or challenging portrayal and perceptions. For the purpose of this study, the data were gathered from teaching and learning activities as events, an English teacher and ten students as the informants, and students' answer sheet as the documents.

3. *Technique of Data Collection*

In collecting the data, the author conducted observation, interview and documents analysis. Observation was conducted to gain data related to the test Washback on learning. In addition, interviews were conducted to gather data about the Washback of test on teaching and learning and to gain supporting data related to the quality of teacher-made test administered in final examination. The author also conducted documents analysis to get data about the quality of teacher-made test.

4. *Instrument*

The instruments used to collect the data of this research were observation checklist, field-note, interview manual, students' answer sheets as the documents and the author themselves.

5. *Technique of Data analysis*

In analyzing the data of this research, the researcher applied an interactive model proposed by Miles & Huberman (1984). They were data collection, data reduction, data display, and drawing conclusion and verification. In addition, to analyze quantitative data, the researcher applied quantitative descriptive analysis using descriptive statistics.

D. Findings and Discussion

The findings are presented based on the problems of the study which are explained in three points.

1. *The Quality of the Teacher-made Test*

The quality of teacher-made test administered in final examination at Gamaliel Elementary school was computed using ITEMAN program. Furthermore, the result of ITEMAN is spread out into several parts including difficulty index, discrimination index, distractor index, and the reliability of the test.

- a) Difficulty index of an item is identified by paying attention on prop. Correct columns and compare it with the criteria of difficulty level. The findings show that from 40 items, only 5% items are in difficult category, 27.5% item are in moderate category, and 67.5% items are in easy category. Considering this result, it can be concluded that the English test was an easy test. It is supported by the result of interview with the students. Most of them argue that the English test accomplished in final examination was easy for them. However, after interviewing the teacher, the teacher claimed that most of Gamaliel's students attend English course. Consequently, the test was claimed as an easy test because they had learned the material both in school and in English courses.
- b) Discrimination index of each test item can be determined based on point Biser value in the fifth column on the result of ITEMAN analysis and be interpreted based on some criteria. The findings shows that from 40 items, 82.5 % items have very good discrimination index and they need to be retained, 10 % items have good discrimination index, and only 7.5 % items that have marginal discrimination index and they need to be improved or revised. To sum up, 92.5% test items can discriminate students' ability.
- c) The quality of distractor index of each test item can be determined based on prop. endorsing and the second point Biser values on the result of ITEMAN analysis. The findings show that from 160 distracters, there are 34 or 21. 25% distracters do not

function well. Nine of them are in positive, while 25 others were not chosen by the students.

The reliability of the test was determined by looking at alpha value in the result of scale statistics on ITEMAN analysis result. Since, the test is teacher-made test, the coefficient of reliability used is 0.7. The statistic scale of ITEMAN result show that Alpha index of this test is 0.920 that is higher than 0.7. Compared to the reliability coefficient, the Alpha index is higher than reliability coefficient indicating that the test is reliable.

2. *The Washback of Test on Students' Motivation on Learning*

The result of this study shows that test brought two influences on students' motivation on learning. Test affected what students learn and how students learn. However, the findings show that test was not only brought positive Washback, but also brought negative Washback. It is positive Washback because facing examination motivated the students to work harder. In addition, the test result can be a reflection for the students in improving their ability. Those who get satisfied score will be more motivated to maintain their achievement. Meanwhile, those who get unsatisfied score will be more motivated to work harder and to get reward from school. On the other hand, test also brought negative Washback on students' motivation on learning because they will temporary stop their language course to focus on their test.

Considering the data above, the discussion which elaborated the research findings on research questions is presented. In line with the difficulty indexes of the test items, the teacher claimed that his made test had been constructed based on the indicators of learning and teaching material. Referring to the analysis result and students' opinion about difficulty level of the test, he stated that it is acceptable if the students claimed the test as an easy test because they attend English course. It is also proved by Budiyo (2015) who argues that the difficulty level of a test also depending on the group of testes being tested. If the group includes high competent students, the difficulty index tends to be higher which means that the test is an easy test.

By looking at the result of ITEMAN analysis, there are 33 items have discrimination index up to 0.30. Therefore, they are classified as good items. It relates to Budiyo's assumption (2015). He states that if a test item has discrimination index equals to or higher than 0.3 ($D \geq 0.3$), it can be assumed that it has good discrimination. In addition, based on the criteria of developed by Ebel, those 33 items do not need any revision. Meanwhile, they should be retained. Furthermore, there are only three items; item number 20, 30, 33 included in marginal criterion. They possibly cannot distinguish students in high and low group. Therefore, the test-maker should revise those items or replace them with other items.

In preparing distractors in each item, the test maker should pay attention on the content and word classification. It means that the alternative options should be able to distract testes' attention from the correct answer. In line with distractor in an item, Budiyo (2015) points out that to distract the testes, the distractors in each item should have the same attractiveness as the correct option has. It means that the incorrect options should be in the same category with the correct option. After interviewing the English teacher, the teacher stated that he had constructed the distractors with the same category with the correct option. Furthermore, Budiyo (2015) argues that one of requirements to determine the distractors function is that the options should be chosen by at least 5% of testes. Additionally, if the point Biser of the distractor is in negative, it indicates that the distractor function well. However, if the point Biser is in positive, it means that the distractor does not function well. Related to Budiyo's opinion, 9 of distractors do not function well because they are in positive. Meanwhile, 25 others do not function well because none of students chose them as the option. Lastly, 78.75% distractors of English test items constructed by an English teacher of Gamaliel Elementary school had functioned well.

In ITEMAN program the reliability index is computed automatically using Alpha Cronbach's technique. In addition, the reliability of the test can be determined by looking at scale statistic in last part of ITEMAN analysis result. According to the information shown in the scale statistics in the result of ITEMAN analysis, the Alpha index is 0.920 which is higher than 0.7 (reliability coefficient for classroom exam). It means that the teacher-made test administered in final examination at Gamaliel Elementary school was reliable. In addition, Sukardi (2008) argues that the higher Alpha coefficient that the test has, the more consistent the test is. Dealing with this

assumption, it can be concluded that the teacher-made test of Gamaliel Elementary School administered in final examination is reliable. In the other words, the test has high consistency.

E. Conclusion and Suggestion

Related to the findings of this research, the researcher draws several conclusions. Firstly, the teacher-made test administered in final examination overall can be classified as a good test. The test was analyzed based on several characteristics of good test. Secondly, the teacher-made test administered in final examination brought positive Washback on teacher's way of teaching including what teacher teaches and how teacher teaches. Lastly, the teacher made-test distributed in final examination brought both positive Washback and negative Washback on students' motivation on learning. It influences what students learn and how students learn.

The researcher proposed several suggestions for the teacher, students, school, and future researchers. Firstly, for the teacher, it is recommended to increase the awareness about the importance of conducting test analysis to know the quality of his made test. Secondly, for the students, they should not only study when they have examination, but also study when they do not have any examination. Since, learning is not talking about preparing self to face examination, but it is talking about how students get new knowledge. Furthermore, for the school, it recommended to instruct all teachers to analyze the quality of their test and the Washback of test itself in their way of teaching. In addition, school as the policy maker, needs to pay attention to the result of test analysis which can be a part of considerations in determining the next policy. Lastly, for the other researchers, considering the limitation of this study, the researcher proposed suggestion to conduct deeper study related to the Washback of test. The analysis of test Washback on material development and school policy can be the interesting problems for the next studies.

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The Use of STAD Technique to Improve the Students' Reading Achievement at Class XI IA1 of SMAN 7 Kendari

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Abstract

The objective of the study is to investigate the improvement of students' reading achievement by applying one of cooperative learning techniques namely STAD technique at class XI IA 1 of SMAN 7 Kendari. The target of this study is 70% of total students at class XI IA 1 who are expected to get 65 (based on standard of minimum score of the school). The design of this study is a Classroom Action Research (CAR) that involves four stages, namely: 1) planning, 2) action, 3) observation, 4) reflection. This study is conducted in two cycles because the target has been achieved successfully in which each cycle consists of three meetings. The research data are collected by 1) test, 2) observation sheets, and 3) field note.

Based on the data in pre-observation, there were problems in students reading achievement 1) students could not find out specific information of narrative text, 2) they found difficulty to identify main idea of the text, 3) they could not determine the generic structure of narrative text correctly, (4) they did not know the meaning of the text well because they sometimes found unfamiliar words.

The result of this study shows that STAD technique as cooperative learning model can improve the students' reading achievement at class XI IA 1 of SMA Negeri 7 Kendari in academic year 2010/2011. It is reflected from the improvement of students' score of reading test in every cycle, in which, at the first cycle, the total number of students who can get the score of ≥ 65 is 18 students or 56.3% of 32 students, with the mean score is 62.2. Moreover, after conducting the first cycle, two problems that identified in the preliminary research can be treated well in which students can find detail information from reading text and they can determine the generic structure of the narrative text. Nevertheless, the target of students' reading achievement has not achieved yet and there are some problems that have not been treated well. Thus, this study is continued

to the second cycle, where in the second cycle, the weaknesses and constraints in the first cycle are solved effectively. It can be indicated by the students' reading improvement, in which students can get main idea of the reading text and they know how to guess the unfamiliar word. Besides, students help each other, interact, discuss with the teacher and their classmates, contribute scores for teams, give respect to others, and become independent and good students. Therefore, in the end of the second cycle, the target achievement of this study is achieved, where there are 84.4 % or 27 students of 32 students at class XI IA 1 get the score ≥ 65 . In brief, STAD technique is an effective technique that can improve students' reading achievement at class XI IA 1 of SMA Negeri 7 Kendari.

Keywords: students' reading achievement, STAD technique, classroom action research

A. Introduction

Reading is an essential skill in learning English as a second or foreign language (ESL/EFL). According to Leipzig (2001), reading is complex cognitive process of decoding symbols in order to be able to get and build a meaning of the reading texts. As a result, reading regarded as a multifaceted mental process, which is not easy to do, especially if the reading skill is taught in EFL classroom, in which the students still have lack ability to focus their concentration on the English written words. Therefore, Tompkins (1991) in his book "Language Art Contents an Teaching Strategies" suggested that the students in EFL classroom need many guidance and the application of appropriate reading technique to help them focus and get the comprehension of reading material that they read.

In Indonesia education field, teaching reading is one important thing. Reading is the most emphasized in teaching and learning process. The main goal of teaching English is to make students able to read (Kurniawati, 2004). It means that the main goal of English teaching and learning for Indonesian students is to comprehend the text so they understand written or printed information. Furthermore, consider to the needs of mastering reading as one of the ways for mastering English. Reading skill is always given the main emphasis. Huda (1997) explains, "The objective of teaching is the development of communicative ability in English embracing four language skills (listening, reading, speaking, and writing) with an emphasis on reading ability." It because all of teaching materials are presented in the printed form and by presenting reading material firstly, the students can get information as well as improve the students' knowledge. Therefore, the students are required to master on English reading skill in order to improve their reading achievement.

Nowdays, the existence of the importance of reading will hopefully continue to increase our knowledge and support our position in the future. Nevertheless, there are still many people or students who never interest to read the books. So, they are rarely to do reading activities and actually they do not yet realize the importance of reading itself. Bond (1984) stated that the importance of reading is to obtain the information which can be used to solve problem and for pleasure, particularly in the elementary and intermediate levels. In this case, the students can improve their knowledge and train themselves to solve problem that faced in learning process. Moreover, Harmer (1998) states that "Reading text provides opportunities to study language: grammar, punctuation, vocabulary, and we can construct sentences, paragraph, and text." So, it is clear that reading activity is one way to improve students' knowledge and it has to be emphasized in teaching of language in Indonesia.

However, reading skill was still difficult to be mastered by the students of SMA Negeri 7 Kendari, especially at class XI IA 1. In preliminary research, researcher found the data about score of students' reading achievement on English subject at class XI IA 1 in academic year 2009/2010, it showed that students at class XI IA 1 could not achieve the target achievement (KKM) in which 70% students should get 65. It was proved by the data that there are only 37.5% (12 students) of 32 students could achieve standard of minimum score 65. The researcher also found that most students got difficulties to find out detail information when answer the question that are related to reading narrative text. They could not search information about the story.

Cooperative Learning is one of the learning methods that involve the students' active learning or students' centered. As stated by Sharan (1994), Cooperative learning is a group-centered and students-centered approach to classroom teaching and learning. Thus, it will reduce the teachers' dominant in teaching and learning process and help students to construct their thinking by working together with their friend and sharing knowledge. Another expert Slavin (1995) pointed out that cooperative learning is a method that share idea in which students work together to learn and responsible for their teammates learning as well as their own. So, it will create good atmosphere for students to learn since they can work together in a group and depend on each other in teaching learning process, especially for reading activity in the classroom.

Therefore, to deal with the students' problem, Student Teams-Achievement Division (STAD) technique will be one of good solutions. The primary reasons to recommend STAD technique in improving students' reading achievement are as follows; firstly, since teaching and learning reading under STAD technique requires the students to work in small group, the students will have more time to practice to accomplish their English reading task, in which when the students have more time to practice in reading English text, they will have more chance to improve their reading ability. As Kagan (1997) explained that in STAD technique, students have more opportunity to participate because rather than one person, usually the teacher talking at one time. Secondly, reading activity under STAD technique can help the students to have more sight vocabulary that is important to help the students to comprehend English reading text. It is possible because by using STAD technique, students are supported to use the certain words or phrases repeatedly until they attain familiarities and they can help each other in finding the meaning of each word. In STAD technique, the students have more chances to give and receive help because more people are helping not just their teacher (Kagan, 1997). Finally, the basic idea of STAD technique is how to motivate students in their group so that they can share information and support each other for mastering the lesson material. Kagan (1997) said that motivation of students is increased to succeed because they are not just succeeding for their self but for their group mates very well.

B. Literature review

1. Teaching Reading in EFL Context

Teaching reading in EFL context has differentiation when it is taught in the native speaker context. One item that makes it different is the use of English vocabulary that is in reading text not familiar for most of EFL students. In this case, the students of EFL class may have difficulty to recognize the words and it can cause the students' low motivation in learning process. Moreover, many of languages do not have the word building concept as in English, so the students in EFL classroom always get difficulties in understanding the meaning of many sentence that are in reading text. Therefore, the teacher who wants to teach reading in EFL classroom must be aware with the issue above. They need to consider about the students' vocabulary level before choosing the appropriate reading material from the students' course book. Moreover, the teacher can also provide some glossaries about several unfamiliar words that are in reading material (Rebecca and Shadow in Myles, 2002).

According to Ur (1996), when teacher teaches reading in EFL classroom, the teacher has to encourage students to concentrate on text and do not concentrate on the single sentence. In addition, she stated that when the teacher wants to improve the reading comprehension of the students in EFL classroom, the teacher needs to make sure that the structure of long units such as paragraph or the whole text must be understood by the students. Therefore, the teacher needs to begin teaching the students with global understanding and then continue the teaching and learning process with the detailed reading materials. One important point that stated by Hedge (2003) is reading materials used in the reading class should possess content matter that is familiar so that students can relate and make association using their acquired as well as new knowledge.

2. STAD Technique as Cooperative Learning Form

Cooperative Learning method has been proven as effective method in increasing motivation for learning and self-esteem, redirecting attributions for success and failure, fostering positive feelings toward classmates, and increasing performance on tests of comprehension, reasoning,

and problem solving (Slavin, 1995). One of Cooperative Learning techniques is STAD. STAD is a cooperative teaching method which was developed by Slavin in 1978 as part of a student learning approach program along with other cooperative methods such as Teams-Games-Tournaments, Jigsaw II, and Team Assisted Individualization.

In STAD, students are assigned to four or five member learning teams. The teams are composed of high, average, and low performing students, and of boys and girls of different racial or ethnic backgrounds. Thus, each team is a microcosm of the entire class. This technique is organized around the components of teacher presentation, team study, individual quizzes, individual improvement scoring, and team recognition.

These components can be described into five main steps, in which the teacher should follow when STAD is implemented. The teacher first introduces new materials to be learned. The team members then study worksheets on the material until they master the material. Individual quizzes are taken on the material studied. The teacher then combines the scores to create team scores. Members of the winning team are given certificates and a weekly one-page class newsletter recognizes the teams with the highest scores. Researchers reported that classes using cooperative learning showed an increase in achievement, attitude, self-esteem, and social relationships (Slavin in Kagan, 1997). Moreover, the main difference between Learning Together and other Cooperative Learning models is that this model is less discrete and less prescriptive than the structural and the Student Team Learning models that employ specific steps in lesson planning and somewhat "prepackaged curricula, lesson, and strategies in a prescribed manner" (Johnson & Johnson, 1993 in Kagan 1997).

In addition, there are four reasons, which led to the selection of STAD as an alternative teaching method. First, it facilitates interaction between students in class. Second, it improves attitude, self-esteem, and interpersonal relationships; all of these contribute to a positive attitude towards science. Third, it adds an extra source of learning within groups, such as the high achievers who take on the role of tutors. And the end result is a higher achievement for everyone. Fourth, it prepares students to fit into modern society by teaching them to work with their classmates efficiently and effectively.

C. Methodology

1. Research Design

This study applied Action Research design that focuses on the process. It was used to see how far students can improve their reading achievement by applying STAD technique. In classroom action research, there are four steps suggested by Kemmis' model namely planning, action, observation, and reflection.

2. Participants

The subject of the study was the entire students of class XI IA1 of SMA Negeri 7 Kendari who enrolled in academic year of 2010/2011. The total of the students in this class was 32, in which the total of male students was 10 and 22 for female students. In this study, researcher chose XI IA1 class because the students in this class have problems in learning English particularly in reading activity.

3. Technique of Data Collection

In order to get the data in natural setting, the researcher was at the location during investigation and started to take data periodically by recording the activity of the investigation. The technique applied was reading test, observation sheet, and field notes.

a. Reading Test

The instrument was used to measure the result of students reading achievement. This reading test was related to the genre of reading material that was taught in this study under STAD technique, it was narrative text.

b. Observation Sheet

Observation sheet used to observe the activities both the teacher and the students during teaching and learning process under STAD technique. In this study, the researcher became the teacher. Then, the observation sheet was used to get the data whether the teacher had already taught the students by using the procedure of teaching technique correctly or not, while the observation sheet for observing the students was very important to find out the response of the

students concerned on the teaching technique that was applied.

c. Field Note (Note taking)

Field note (note taking) was used to take the data during teaching and learning process. The observer takes notes about how the implementation of cooperative learning of STAD technique in teaching reading and how about the students' reading achievement under this technique. The researcher used it in observation during teaching and learning process in classroom.

4. *Technique of Data Analysis*

In this research, researcher used two kinds of data analysis namely qualitative and quantitative analysis. The data of this research were analyzed through three steps of data analysis namely: 1) researcher analyzed data found from instruments, 2) researcher described the data qualitatively based on the observation of teaching and learning process by paying attention to the observation sheet and field note/taking note, and 3) researcher analyzed the data quantitatively after analyzing the result of reading test using descriptive statistics.

D. Findings and Discussion

1. Findings

a. First Cycle

Based on the process of action that had been conducted in three meetings, researcher found that the result of students' reading achievement did not achieve yet but students had showed some improvements.

The improvements in this cycle are students could find detail/specific information from reading text to answer some questions related. Besides that, they had more understood about how to identify generic structure of narrative text and they could not understand the key point of these parts. Besides that, students were still difficult to find out the detail information based on the text. Nevertheless, the time of the lesson wasted on translating the words they feel difficult into dictionary or ask the teacher. Besides that, during discussion one or two members did not do their task perfectly. There were some students not answer their student's worksheet and they did not participate well in discussion section. Furthermore, when they did the quiz some of students not work individually, they tried to help their teammate in answering the quiz. It can be said that these conditions were not effective and indicated there were some weaknesses on teaching and learning process.

All those problems above caused students' achievement on content of reading text were low. In this cycle, based on the result of students' evaluation test the researcher found one student who got very good score, 17 students who got good score, 3 students who got enough score and 11 students who got low score. In short, these kinds of problems must be treated in the next cycle since the students' mean score for reading achievement is only 62.2 and the percentage of students who got score ≥ 65 , only 56.3 %. It could be said the result had not yet achieved. Therefore researcher planned to conduct the second cycle to know about students' progress after teacher applied strategy in teaching and learning process.

Table 1 Students' Score in the First Cycle

Category	Frequency	Percentage
80 – 100 = Very Good	1	3.13%
66 – 79 = Good	17	53.13%
56 – 65 = Enough	3	9.37%
40 – 55 = Low	11	34.37%
30 – 39 = Failed	0	0%
Total	32	100%
Mean		62.2
Percentage score ≥ 65		56.3%

The result of students reading achievement above showed that one student who got very good score or in percentage 3.13%, students who got good score were 17 or in percentage 53.13%, students who got enough score were 3 students or in percentage 9.37%, and 11 students who got low score or in percentage 34.37 %. In this cycle students who got very good was higher than in pre-observation.

In the first cycle, there were some weaknesses that researcher found. Student had problems to determine main idea of reading text especially main idea that put implicitly. Besides that, they felt bored with their reading text and they still needed explanation about guessing the meaning of unfamiliar word. Actually, students had showed some good progress but their score did not yet achieve the optimal improvement. In other words, the result of students' evaluation test did not achieve the target of success. Besides that, the result of students' individual score showed that their score were low when they did the quiz.

Dealing with this reflection, the researcher and teacher needed to discuss and made a plan for the next lesson plan in the cycle two. After observing the teaching and learning process in the first cycle, the researcher found some problems that would be the input in the next cycle. In addition, from the following table 4.1 shows that the problems found in the preliminary research had been reduced by giving solutions of the first cycle.

b. Second cycle

In the second cycle, the teacher also suggested students to use scanning process when they tried to find out detail information in reading text and to apply skimming process for identifying general information. Besides that, the teacher asked them to work closed and discussed in low voice. She asked them to use their times effectively in order they could finish their tasks on time. Moreover, the teacher did not forget to motivate students to participate in group discussion actively and share their ideas confidently. They were also suggested to help each other so that the students who had high level and low level could make good relationship. In this cycle, researcher concluded that students had achieved the target of the study.

Based on the result of students' evaluation test, there were 5 students who got very good score or in percentage 15.6%, students who got good score were 22 or in percentage 68.8%, five students who got enough score or in percentage 15.6% and there was no student who got low score. In second cycle, researcher also found the mean score improved until 69.7 and percentage score ≥ 65 was 84.4%. It is clear that the implementation of STAD technique can be reached in two cycles.

Table 2 Students Score in Second Cycle

Category	Frequency	Percentage
80 - 100 = Very Good	5	15.6%
66 - 79 = Good	22	68.8%
56 - 65 = Enough	5	15.6%
40 - 55 = Low	0	0%
30 - 39 = Failed	0	0%
Total	32	100%
Mean		69.7
Percentage score ≥ 65		84.4%

As the result of students' reading achievement in second cycle, there were 5 students who got very good, 22 students who got good, 5 students who got enough, and there was no student who got low score. Indeed, the percentage score of students who got ≥ 65 reached 84.4%. It was improved 28.1% than previous cycle and it meant that the percentage of students' reading achievement had achieved the target.

Therefore, researcher and teacher decided to stop the research in second cycle. It means that there was no more cycle because the result of students' reading achievement was enough to prove that students got good mark for their reading task.

2. Discussion

After implementing STAD technique on teaching reading for two cycles, researcher found that there was an improvement on students reading achievement. In this research, researcher and English teacher at SMAN 7 Kendari arranged some plans to solve problems that relate to the students' reading achievement. Those plans were applied well in teaching and learning process. The researcher used one of cooperative learning techniques namely STAD Technique. In this case, teacher presented the lesson material and she placed students to work in group of four. The students were required to help each other and finish the projects that had been given to

every member in their small groups. At the end, the criteria of success that had been set in this study could be achieved in the second cycle.

In the first cycle, students showed good progress in which they had understood about generic structure of narrative text (orientation, complication, and resolution) and they could find detail information from the text. But, the result of evaluation test in first cycle showed they did not yet achieve the target of success. In this cycle, researcher found that there were some weaknesses. Firstly, students had difficulties to determining main idea from narrative text. Secondly, students felt bored with their reading text. Thirdly, students sometimes did not recognize the meaning of words that they found in reading text. It appeared when they did the quiz and evaluation test, most of students could not answer the questions well. Fourthly, some students did not participate well during they discussed with their own teams. It appeared when they did not finish their tasks perfectly. In other case, the researcher found there were several students cheated the answer from another teams. Besides that, the classroom situation was not conducive because some students made noise. In this case, the teacher could not manage the class well during teaching and learning process. Finally, the result of students' reading achievement in the first cycle was only 56.3% of students who got score ≥ 65 . At the end of this cycle, the researcher decided to continue the action to the next cycle. Therefore, all of those problems became reflection and it was recovered in second cycle.

In the second cycle, the problems that identified in the previous cycle could be solved effectively. In this time, researcher re-explained about main idea from reading text and focused on main idea within text. The researcher also taught students how to guess the meaning of unfamiliar words in a sentence. It aimed to help students for comprehending the reading text. Besides that, she gave brief explanation about reference of the word and suggested to students to use skimming and scanning process as the strategy to identify general and detail information. Furthermore, the teacher always activated the students' prior knowledge before they read the story and she tried to create the classroom situation became more conducive and enjoyable by asking students in every team to work closed and discuss in low voice. In this cycle, there was more progress than previous cycle. Here, students achieved the target of the study, in which the percentage of students' completeness score reached 84.4%. It was clear that more than half of students had comprehended the content of reading text. In other word, the researcher concluded that STAD technique could improve the students' reading achievement significantly.

In addition, students also could develop their social skills like sharing task, actively asking, explaining ideas or opinion, working in group, etc. By using STAD technique, in which the students are grouped consist of high, average and low performer, it makes a chance for smart students to share idea with others in their group for gaining success for group. These facts could be seen in students' activity during group discussion that showed they realized their position as a team and they should help each other so that they could finish their task perfectly. In this case, students competed to their own abilities in terms they did not against other teams to get the reward. So it can be said that STAD technique created positive interdependence between students.

E. Conclusion and Suggestion

Based on the result of the application of STAD technique at the XI IA1 of SMAN 7 Kendari, the researcher concludes STAD technique can improve students' reading achievement in comprehending the content of reading text. It can be seen on the result of students' performance in two cycles. Besides that, the successful teams were recognized by earning improvement points on successive quizzes. After conducting first cycle, the two problems that had been indicated in preliminary research had not solved well, in which students were still difficult to identify main idea from narrative text and they needed an alternative way to guess the meaning of unfamiliar words. Therefore, the second cycle was conducted to give solution about those problems by re-explaining again about main idea and taught students about how to guess unfamiliar words through context clue. After finishing the action in two cycles, researcher found that the percentage of students score ≥ 65 was 56.3% in the first cycle and in the second cycle reach 84.4%. It meant that improved 28.1% compared to the first cycle. This result proved that STAD technique can improve students reading achievement on the content of reading text.

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Exploring Intercultural Values from the Perspective of Western-Asian Way of Life -A Study of *Lilting* Film-

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Abstract

People are not born with the genetic imprint of particular culture because it is the set of knowledge and behavior and the interpretation of both as habits acquired and learned by the members of society through interaction and socialization by using different media such as film. *Lilting* is a film that presents the issue of cultural value. It is a British drama that cultivate a vibrant dynamic between Western way of life and Asian stories. This qualitative descriptive research focused on the exploration of intercultural values from the perspective of Western-Asian Way of Life to find out the differences among British, Chinese and Indonesian culture. Data were obtained from audio visual material of *lilting* film and other documents, e.g. newspaper and journal about *lilting* film. The techniques of data analysis were done by watching, writing some notes, data reduction, data display, and drawing conclusion. The result shows that *lilting* contains some cultural knowledge especially the difference of western and Asian way of life, language used by England and China, cultural biases (ethnocentric, stereotype, discrimination and prejudice), people's perception about homosexual, the way people look at kissing in public place, the way to offer food, the way people speak up in direct conversation, the process of assimilation and acculturation to a new culture, the function of a professional translator, and the most important lesson of how difficult to communicate when we do not have little bit knowledge and information of other language and culture.

Keywords: *lilting*, audio visual, cultural biases, homosexual, communication, assimilation and acculturation

A. Introduction

Culture is something unique and it is difficult to be defined until now. Some scholars and experts explore their definition of culture in different context. T. Schwartz (1992) cited in Spencer-oatey & Franklin (2012) states that culture consists of the derivatives of experience, more or less organized, learned or created by the individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by individuals themselves. While Lustig & Koester (2010) claim culture as a learned set of shared interpretation about beliefs, values, norms, and social practices, which affect the behaviors of a relatively large group of people. However, some scholars and experts have the same meaning and expectation about culture. It is the set of knowledge and behavior and the interpretation of both as habits (life-way or life-style) acquired and learned by the members of society/ group, transmitted and communicated from one generation to the next.

Human are not born with the genetic imprint of a particular culture. Instead, people learn about their culture through interaction and socialization with parents, family members, friends, and even stranger (Lustig & Koester, 2010). Culture has an impact on all aspects of everyday life where each culture has its own patterns as a standard for society of what is acceptable behavior. The art, literature, language, race, ethnicity, gender, age, sexual orientation, socio-economic status, political belief, and religion of a community represent diversity of culture.

In the development of teaching language, it is also important to teach culture to the students. But, culture is very large and it has not limitation to be learned and explored in the middle of society. Thus, teachers need special tricks to be able to introduce the culture by providing an audio visual image to students so,they do not only imagine without seeing directly the identical phenomenon that occurred in the community. Condon (1986) identifies that one of a very good way to explore the issues of intercultural communication and cultural patterns of communication would seem to be through literature and film. One example of a film that presents elements of culture that can be assessed is *lilting*. *Lilting* is a British drama written and directed by a Cambodian British director named Hong Khaou in 2014. Hang Khaou is a bilingual of Cambodian and British and he has experienced many conflicts in his own life because of this bilingual. *Lilting* is also coming from a Chinese background and the stories are growing up in England.

B. Literature review

1. Cultural Diversity

Each culture has its own patterns as a standard for society of what is acceptable behavior such as personal space distance, eye contact, amount of body language displayed in public, negotiating style, etc. In America, we stand too close each other and prefer very direct eye contact, and then we use body language and negotiate very directly when engaged in normal conversation. but in other cultures people who stand closer may disturb others and make them uncomfortable, may view direct eye contact as rude, be more or less open to displaying body language and negotiate more indirectly.

Némethová (2015) classifies four layers of diversity including personality, internal, external and organizational dimensions. Personality, relating to individual style and characteristics, points out whether an individual is an introvert or extrovert, reflective or expressive, fast-paced or structured, a thinker or a doer. This dimension affects how the individual will be treated, get along with others, and succeed in versatile interaction events. The second layer, or the internal dimensions, includes the six uncontrollable aspects of an individual. Gender, age, sexual orientation, race, ethnicity, and physical ability are, for the most part, not choices, yet they affect the individual's treatment in varied cross-cultural interactions, or the roles he plays in life. The third layer, or the external dimensions, indicates the outcomes of life experiences and choices. Aspects such as religion, education, marital status, work experience, and recreational habits are areas around which individuals can connect or disconnect, be valued or humiliated, depending on how these dimensions are perceived and applied. The last layer, or the organizational dimensions, contains those aspects of similarity and differences that belong to work in the organization.

The expanding diversity of cultures, which is apt to change, dynamic and transformative, implies specific competences and capabilities for individuals to learn, re-learn, or unlearn towards the culture to enhance social harmony. Cultural diversity supports the idea that every person can make a unique and positive contribution to the larger society because of, rather than in spite of, their differences. Cultural diversity makes our notion and country become richer, stronger and better. People from diverse cultures bring language skills, new ways of thinking, and creative solutions to difficult problems and negotiating skills.

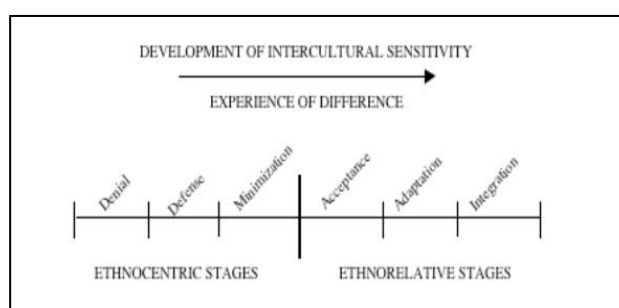
However, cultural diversity also has challenges. When discussing diversity, it is often difficult to avoid seeming to generalize about different types of people and such generalizations can seem similar to dangerous stereotypes. Stereotypes also can result other cultural biases, such as prejudice and discrimination. Lustig & Koester (2010) define stereotype as the information processing results in a simplification of the world, so that prior experiences are used as the basis for determining both the categories and the attributes of the events. Stereotype is standardized and simplified conceptions of groups based on some prior assumptions. Prejudice is an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge. The word prejudice is most commonly used to refer to a preconceived judgment toward a people or a person because of race, social class, gender, ethnicity, homelessness, age, disability, political beliefs, obesity, religion, sexual orientation or other personal characteristics. While discrimination as prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex. Discrimination is the actual behavior towards members of another group.

2. Cultural Competence

Chen & Starosta (2000) examine cross-cultural competence as an umbrella concept that involves an individual's cognitive (awareness), affective (sensitivity), and behavioral abilities (adroitness) in the process of cross-cultural interactions. Bennett (2011) in his presentation at conference workshop also states that intercultural competence is a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. Based on definitions stated by experts and scholars above, intercultural competence refers to the ability to understand and effectively react to a different culture from one's own. It supplies individuals with the requisite knowledge, skills, abilities, and personal characteristics that allow them to perform pragmatically in culturally diverse situations.

The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully achieved when one maintains an adaptation perspective. Cultural competence is described as movement along a continuum that is based on the premise of respect and appreciation of individuals and cultural differences.

Hammer & Bennet (2009) create a model of cross cultural competence that is called The Intercultural Development Continuum (IDC). They state the IDC is a model of intercultural competence grounded in the Developmental Model of Intercultural Sensitivity (DMIS) originally proposed by Milton J. Bennett (1986, 1993) as an explanation of how people construe cultural differences. The illustration of DMIS can be seen in figure 1.



Source from: Bennett, Milton J. "Towards a Developmental Model of Intercultural Sensitivity" in Bennett (2011).

The above model as a developmental process in which one is able to transform oneself affectively, cognitively, and behaviorally from (Bennett, 1986) *ethnocentrism* to *ethnorelativism*.

Earlier stages of the continuum define the parochial *denial* of difference, the evaluative *defense* against difference, and the universalist position of *minimization* of difference. Later stages define the acceptance of difference, *adaptation* to difference, and the *integration* of difference into one's world view. The route of this transformation process can further described in the following explanation:

- a. Denial
in which one denies the existence of cultural differences among people,
- b. Defense
in which one attempts to protect one's world view by countering the perceived threat,
- c. Minimization
in which one attempts to protect the core of one's world view by concealing differences in the shadow of cultural similarities,
- d. Acceptance
in which one begins to accept the existence of behavioral differences and underlying cultural differences,
- e. Adaptation
in which one becomes empathic to cultural differences and becomes bicultural or multicultural,
- f. Integration
in which one is able to apply ethnorelativism to one's own identity and can experience "difference as an essential and joyful aspect of all life.

3. *The Use of Film in the Intercultural Context*

In recent years, the strongest achievements of popular art have been realized and produced in film. Film (Pegrum, 2008) is an ideal medium through which to exploit the tools offered by sociocultural of visual literacy and intercultural perspective. This exploration is suggested to take place with a full awareness of the transformational power of language learning because it can stimulate students exploration of their own identities and, on the other hand, help prepare them for global citizenship. Condon (1986) states Literature and film can enhance intercultural communication in two very important ways: one is by expressing the significance of certain relationships, values, communication styles, and so on that are representative of the culture being described. The other is by presenting intercultural issues themselves as the major theme of the film or literary work: acculturation and identity, inter-ethnic relations, and so on.

The content of film as an art form in which film has looked persistently at people. Nadaner (1981) classifies two important ways that the artistic characteristics of the film help it to provide adequate images for cultural understanding. First, the thoughtful use of the expressive aspects of film enables the film-maker to articulate subtleties of human experience and work against stereotypes. The second important attribute of film art for cultural understanding is its capacity to represent perception as an ongoing process: to show the perspective of another person not in a static way, but as he interacts with his social environment. Film-makers can show very directly how a character sees his world, through the way that they select images and arrange them in a rhythmic pattern over the course of a film.

All of the above opinions support the work of films that play an important role in bringing the cultural mission. Film displays a visual form that takes students into the the characters' feeling and feel the atmosphere that is not just imagined. So, students will more easily understand the elements of emerging culture and learn to overcome the problems that occur related to the issue of culture. What was disclosed by Condon (1986) below also supports the importance of film in interpreting the culture. In his study, Condon does not only focus his studies on film, but makes the film as part of a literary work. In his research study, Condon limits literature and film work compared to social science writing.

Condon (1986) confirms that literature and film offer possibilities in the depiction and analysis of interpersonal relations that conventional social-science writing does not. Eventhought many of these possibilities may seem too obvious to mention, he would like to make clearly some to helps to clarify the limitations of social-science writing as much as it helps in identifying features of literature and film. The following differences are:

- a. Level of abstraction

As already noted, there is usually a fundamental difference in the level of abstraction of novels, films and other artistic works and that of writing in the social sciences. The former is almost always about particular people at a particular time under conditions. But in this 'case studies', the purpose is to learn more about 'them', not about 'he' or 'she'.

b. Point of view

The artist has the option of presenting a work from any of several points of view. Much literature and film enter into the thoughts and feelings of the characters. We are privy to dreams, to fears, to frustrations, to the weighing of matters in order to make decisions, so we are given a look at the world through their eyes. But, the hallmark of science is to present one's standpoint so clearly that in principle, at least another person should be able to stand in the same place and make comparable observations.

c. Access

Literature and film are public expressions in the way that most social science writing is not. Scholarly writing usually is characterized by its own style which is likely to be confused with any familiar spoken idiom except that spoken at professional meetings. There are also references to other scholars and journals and theories which serve as gates to admit or shut out readers. It is caused because scholars may want to discourage the public from using certain terms because, as the usage becomes more widespread, the initially intended meaning may become blunted or altered.

d. Taking a stand

Taking stand means to express one's opinion and it is time for you to take a stand and tell them that things need to change.

Thomas Kochman, who has studied North American Black-White communication for many years, has indicated that one difference between black and white students in a classroom, at least-is that blacks are more likely to want people to take a personal stand on what they believe and feel. For white students is 'right' just to state what the experts say. Should a black student press a white student to state his or her own personal feeling about a subject, the white student may feel put upon. "Don't ask me; I'm just quoting what the experts say." The black student feels that the white student is being evasive or insincere, while the white student feels that the black student is being threatening.

Social-science literature usually conforms to the description of the white student's behavior: "I'm just drawing conclusions from the facts, so don't inquire about my personal views unless you can show that these have interfered with what I present." Literature follows what Kockman describes as being representative of North American urban blacks, in that it demands that the spokesperson take a stand.

C. Methodology

1. Research design

The study of this research used a descriptive qualitative method. According to Lambert & Lambert (2012), qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena. Thus, there is no pre-selection of study variables, no manipulation of variables, and no prior commitment to anyone theoretical view of a target phenomenon. By applying this research method, the researcher describes, interprets and explores the intercultural value of three countries; England, China and Indonesia.

2. Data resources

The source of the data in this research is classified into two, namely primary and secondary data sources. The primary data source of the study is the film of *lilting* and the secondary data sources are biography of the author namely Hong Khaou, websites in the internet about *Lilting*, and other resources which support to analyze.

3. Technique of Data Collection

During the process of the research, the researcher studies audio visual material, namely *lilting* film itself. In addition, the researcher studies documents, e.g newspaper and journal related to *lilting* film. While watching the film, the researcher focuses her attention to the verbal and nonverbal communication of characters to identify the emerging cultures. According to

Cresweel (2014), there are three advantages of studying audio-visual material; (i) may be an unobtrusive method of collecting data, (ii) provides an opportunity for participants to directly share their reality, and (iii) it is creative in that it captures attention visually.

4. Instruments

The main instrument in qualitative research is the researcher herself. Human instrument functions to establish the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and making conclusions on the findings (Sugiyono, 2016). The other instruments used to help the researcher in collecting the data are movie player and field notes.

5. Technique of Data Analysis

Miles & Huberman (1994) argued that activity in qualitative data analysis is done interactively and continuously to complete, so the data is saturated. After collecting the data, there are three activities in the analysis of the data; (1) data reduction, data display, and conclusion drawing / verification. Data reduction refers to omitting irrelevant data and taking the needed data. In data display, the researcher organized and compressed the information from the data reduction. Lastly, conclusion was drawn and verified referring to the interpretation of the researcher about the data and the conclusion (cited in Sugiyono, 2016).

The content analysis technique that applied by the researcher to analyze the raw data in the form of film, namely organize and prepare the data for analysis, watch the movie, make some notes related to the culture issue. After that, the researcher read or look at all the whole data have been noted and transcribed, start coding all of the data, use the coding process to interrelate between theme and subtheme, and advance how the subtheme and themes will be represented in the qualitative descriptive and a final step in data analysis involves making an interpretation about culture in qualitative research of the findings or results by taking a conclusion of what the lessons have been learned by conducting this research study.

D. Findings and Discussion

1. Findings

Basically in a *lilting*, the writer or director worked on stories about gay and human relationships. But, it does not directly address the issue of sexuality and gay. It focuses more on the difficulties involved in bilingual communication and culture assimilation. In relation to others, certainly in this case human beings as subjects in the face of various challenges including cultural challenges and challenges in maintaining good relations with other people. *Lilting* is a movie that is weaving a complex disquisition on mourning, memory, love, resentful, language, race, culture, masculinity, etc.

In this story, the director tries to cultivate a vibrant dynamic between Western way of life and Asian stories. Eventhough, there are many prominent differences are found between Western and Asian way of life. Then if it is traced deeper, the cultures of countries located in the same region of Asia, such as China and Indonesia, also have many differences e.g people's perception about homosexual and LGBT, the way they look at kissing at public place, the way they offer food and drink, the way they frying, the way they speak up in direct conversation, the process of their assimilation and acculturation to a new culture, etc.

2. Discussion

The discussion contains description of the characters, the synopsis of film, and the exploration of intercultural value.

a. Characters

Lilting is one of film whose actress and actors are able to portray the characters well in accordance with the reality of life. There are six characters involved in this film, they are Richard, Junn, Kai, Vann, Aan, Margaret. (i) Richard is a British gay man who is in a stable relationship with Junn's son, Kai. He speaks English but he is deeply influenced by Chinese culture. He really also committed to Junn's well being, (ii) Junn is a Cambodian Chinese woman who has immigrated to England twenty-nine years ago but she has not assimilated to the western way of life. She is Kai's mother and she speaks Chinese, (iii) Kai is Junn's son as second-generation immigrant of China who has grown up in England and he is very much westernized

because he does not speak Chinese fluently and no particular preference for Chinese culture, (iv) Vann is a second-generation immigrant of China who masters both English and Chinese language but she is very westernized. She is hired by Richard to be translator for Junn and Alan, (v) Alan is a British white skin man who admires Junn for her oriental beauty and sends flower every day then they make romantic relationship in retirement home, and (vi) Margaret is a retirement home's organizer and she carries out for Junn's necessary.

b. Synopsis

This film centers on the relationship between Junn, a Cambodian Chinese woman who has immigrated to England twenty-nine years ago, and Richard, a British gay man who is in a stable relationship with Junn's son, Kai. Because Junn suffers from memory loss, Kai places her in a retirement home against her wish. Junn knows that her son lives with an intimate friend, but she is either unaware or in denial of the homosexual nature of this relationship. Believing that Richard is the reason that she could not live with her son, Junn resents him bitterly. Even though, Kai always comes to visit his mother and makes conversation with his mother, then makes his unstable mother's heart a little calm, but sometimes also makes his mother to be sad like forgot to bring a song CD that has been ordered 4 times.

When Kai comes, they talk many things like race and sexuality. They converse in Chinese language. One day Junn happily tells Kai about her new romantic interest with Alan, a British white skin man. Junn says that this charming man brings her flower everyday and sees her as exotic oriental beauty but they are difficult in communication. Junn speaks Chinese while Alan speaks English. Then Kai hazily his mother by remembering this man is English, he is different with his father who has a half white skin and he is complete Chinese. All of a sudden, a stren expression appears in Junn's face. It makes Junn's expression totally change. Kai really knows that Junn resents white man and the culture. The conversation occurs enjoyably in Junn's bed room at retirement home for a long time and terminated when Margaret knocks the door. Then, the scene from Junn's bedroom moves to the Kai's bedroom.

The topic discussed between Richard and Kai just about Junn, Kai's mother. Richard always watches Kai with deep sadness in his eyes. Richard sometimes kisses, caress, and hugs Kai to muffle his sadness. In this bedroom scene, they lie and converse about how to deal with Junn. Richard suggests that they should invite Junn for dinner and prepare Chinese cooking and then Kai adds to suggest that Richard should leave the house and take a walk while he talks with his mother. Even though feeling perforce, Richard agrees to do that but Kai still not sure it will be successful.

In the afternoon Kai decides to come out to Junn to pick her up to his house, but suddenly he is hit by a truck and dies. The story unfolds after this event, though flashbacks, some of which are imaginary and they are woven into the narrative. There is only sadness in Richard and Junn's life. They mourned because of Kai's death. Then Richard attempts to understand and reconcile with Junn, with the hope of inviting her to live with him eventually. Richard is really committed to Junn's well-being. When, in his effort to assuage his own conscience, Kai rationalizes that the retirement home he selects has the same decor from half-a-century ago and, therefore, is very suitable for his mother, Richard points out that Junn is not British woman and the retirement home is unlikely to have the Cambodian decor with which she is familiar. When Kai is still alive, Richard prompts him several times to invite Junn to their house. After Kai passes away, he pays for the accommodation fees at the upper-scale retirement home. He hires Vann, a second-generation immigrant of China, to translate for Junn and her romantic interest, Alan, at the retirement home. Vann also facilitates the communication between Junn and Richard with the hope that Junn would eventually warm up to him and come to live with him. Vann never develops an attachment to Junn, even though they are both Chinese and speak the same language. She involves herself in the whole situation as a hired interpreter. She once intrudes herself into the conversation (something an interpreter should not do), because she thinks that Junn is not appreciative of the efforts that Richard has been making. She confronts and criticizes Junn severely and causes a serious outburst on the latter's part.

Some efforts have been tried by Richard and Vann to facilitate the conversation and to keep the relationship between Junn and Alan, for instance they facilitate romantic dinner between Alan and Junn by preparing Chinese cooking. And tomorrow morning they facilitate conversation Alan and Junn about like and dislike. They talk each other then Vann translate the conversation while laughing because it seems funny. After knowing what Alan dislike from Junn,

she decides to end their romantic relationship.

Richard always tries to convince Kai's mother till the end of this story Junn comes to Kai's house and she feels sad again when entering Kai's bed room, but suddenly is surprised when seeing Richard fries bacon with chopsticks. At that moment, Richard remarks that he could not even imagine frying bacon with anything else. Therefore, as a white man living in England, Richard has voluntarily assimilated his self into the Asian culture, even though the Asian young people in this film have sufficiently whitened themselves (adapted from Cheng, 2016).

c. Intercultural value

Lilting contains some aspects and intercultural values such as bilingual communications, cultural assimilation, sexual orientation, low and high context culture, etc that will be described below.

a) Culture and Language

Each culture has its own patterns as a standard for society of what is acceptable behavior. Culture is unique; and as what has been explained before diversity of culture has many advantages such as make our notion and country become richer, stronger and better. But, we have to be careful with cultural biases. In this film, the researcher found some cultural biases, they are:

1) Ethnocentrism

Ethnocentrism is a learned belief in cultural superiority. Ethnocentrism (Bennet 1986) consists of denial of, defense from, minimization of cultural differences. Denial in which one denies the existence of cultural differences among people; Defense in which one attempts to protect one's world view by countering the perceived threat; and Minimization in which one attempts to protect the core of one's world view by concealing differences in the shadow of cultural similarities.

Lilting shows us about a Cambodian Chinese mother who has not assimilated to the Western way of life even though she has migrated to England twenty-nine years ago. She speaks Chinese and does not want to learn English (*Denial of*). She defends Asian culture in the middle of Western life (*Defense from*). Then, she constantly corrects her son's fluent and accented Chinese and demonstrating her dissatisfaction at her only child being influenced by white society. She is unhappy with any mispronounced intonation (*Minimization*).

2) Stereotype, Prejudice and Discrimination

Junn always thought that others culture are not good and suitable for her (*stereotype*). *Prejudice* occurs when Junn breaks her romantic relationship with Alan just because of very basic reason, they are different in culture and language and it may result negative impact in the next day. And then, she does not want to make a closer relationship to other cultures like a British white skin man (*discrimination*).

3) Ethnorelativism

The term ethnorelativism, according to Bennet (2011), in which our own culture is viewed in the context of other cultures. It is the process of begin to accept, adapt and integrate to different culture. Richard is a British man who has been deeply influenced by the Chinese culture. He shows a more genuine and affectionate interest in Junn than anyone. He actually leans more toward the Chinese family structure than Kai. He is good at Chinese cooking and he always fries bacon with chopsticks. Eventhough he could not speak Chinese.

In general most of people are frying by using a spatula and eat by using spoon such Indonesia and England culture. Unlike the Chinese people who are shown in the film in which they expertly fry and eat by using chopsticks.

Discussing about ethnocentrism and ethnorelativism the different attitude happen to the two second generation immigrants, Kai and Vann, who have grown up in England and very much westernized (such us unquestioning acceptance of homosexuality). Kai does not speak fluent Chinese. They adopt western values and demonstrate no particular preference for, or even interest in, Chinese culture. They have largely assimilated themselves into the English society.

Investigating about culture and language generally, lilting presents a kind of mutual assimilation of culture and language, how the minority tries to assimilate or refuses to assimilate, or how the majority perceives the minority. The cases faced by Junn make her be difficult to communicate with people around her. Especially after Kai's death, it makes Junn sadder and feels alone.

The film shows that the emptiness can occur in real-life of human beings such as in Indonesia, China and England. It teaches us about little bit information of culture and language is very important before coming to one place. It will make someone be easier to communicate.

b) Culture and Sexual Orientation

Talking about Western way of life, gayness has been a cornerstone of the whole film, but it is being gradually undercut, the director does not really try to cultivate their gayness. Neither Kai nor Richard exhibits any cultural cliches that are associated with homosexual. Aside from the bedroom scenes, there is no trace suggests that they are in any sense marginalized or differentialized. They do not socialized with gay friends neither do their experience micro aggressions from other people. Basically, homo sexuality in this film only support the focus of the story about intercultural communication. A storyline may will change if Richard is not a gayman.

Same-sex marriage (gay/ LGBT) is increasingly being legalized in the Western world, as a form of acknowledgement that humans of any sexual orientation have the right to find happiness (Arivia & Gina, 2016). Eventhough, in the Indonesian Criminal Code (KUHP), a homosexual person is not viewed as a criminal, but the issues are considered taboo (Muthmainnah, 2016) in Indonesia and some areas in Asia. Sexuality in any form is rarely talked openly. Our cultures do not approve homosexuality, no legal protection is made to protect LGBT rights in Indonesia.

The identical case occur to Junn and Alan. When they talk about habitual each other, Junn stated what she dislike that Alan always pinch her butt. This may be a common thing for western culture but it is a taboo in Asian culture especially china and Indonesia. But if talking about kissing, when we compare Indonesian culture with China and England, in this film it seems Chinese and British assume the usual thing when kissing in public place and they do not be shy to tell to other people.

c) High Context vs Low Context Culture

A unique one we also find when Alan directly reveal the things that are not preferred from Junn is the smell of garlic breath. It seems Junn offended by Alan's sentences because Asian culture especially Chinese and Indonesian people have a high context culture that we tends to use high communication and uses implicit references and indirect speech. Unlike the western culture that embraces low context culture that they use explicit codes of speech or direct speech (Hall, 1976; Hofstede 2002; Lustig & Koester, 2010).

Discussing about high context and low context, one example the researcher would like to express here is on how to offer food and drinks to guests. In western culture, they ask what food or drink the guests want and then they serve their order. While in Indonesia, people do not ask what they want but instead serve directly as supplies.

On the other side of the cultural differences have been analyzed above, the researcher also find some Indonesia, China and Western cultures that may be almost the same, for example people would say sorry if they accidentally ask or remind others the sad things. In addition, it is found the positive cultural value when talking with others someone should not use a high voice to avoid offense.

d) Masculinity and Powerful Description

Now the research study will turn the attention to how masculinity is portrayed here. The discussion of masculinity becomes more defined in a sexual context. In Lilting, Richard and Kai have two bedroom scenes, both of which are flashbacks. In these scenes, both men do not wear clothes, their chest and stomach are naked, but they wear blanket in some parts of their body; they lie and converse about how to deal with Junn. There are gentle and intimate caresses and kisses, but there is no indication that they are leading to more active sexual activities, such as penetration. This part is apparently imaginary; which is from Richard's memory, he watches Kai with deep sadness in his eyes, then they hug each other. Then Richard suggests that they should invite Junn for dinner, while playing with Kai's nipple. Next, Richard climbs on top of Kai and they start to kiss each other. Then Kai narrates the consequences of inviting Junn, such as Richard's having to stay in the spare room and pretending to be his friend. Richard suggests that Kai should come out to his mother, so that Junn could live with them and Kai does not need to feel guilty about putting his mother in sheltered accommodation.

The second bedroom scene begins with Richard pulling a hair off Kai's nipple. This time, Kai tells Richard that he is going to invite Junn to their house in order to come out to her. He tried to

do so yesterday, but lost courage in the end. However, Richard is obviously pleased by Kai's making this attempt then again expresses his concerns about Junn's reaction, and says that Richard probably has to live at a hotel, if Junn does not accept the situation. Kai feels increasingly nervous and the deep sadness returns and tears are welling up. Present and past are merging at this point of view.

These two scenes portray the relationship between Richard and Kai in an interesting way. First of all, both scenes are shot from the perspective of Richard. When the camera stays on Kai, we see Kai from Richard's angle. However, when the camera moves into Richard, it does not follow Kai's point of view; instead, we see Richard from the perspective of a third person. By this point of view, it can be concluded that Richard occupies the center of the frame because he is still alive and he is someone who is grieving. The camera which focuses more on Richard's perception could probably be explained by the fact that these two scenes are a mixture of reality and fiction; Richard is trying to reconstruct the detail intimacy with Kai from the past as well as his imagination. Kai, in contrast, straddles reality and illusion.

Based on the bedroom scene, when they do intimate activities, like touching, kissing, caressing and hugging, Richard always starts to begin. This scene also shows when Kai is lying on the bed, Richard is sitting across him (although no sexual intercourse occurs, it is Richard who climbs on top of Kai). This position allows Richard a vantage point that is traditionally associated with power and dominance. In researcher's point of view, this position is symbolic and implies that Richard is the top in this relationship, hence more powerful and more masculine.

However, this impression is contradicted by the dialogues in both scenes. Although Richard is more active, he is assigned to a secondary position in the conversation. This fact is significant, when we remember that the conversations, which are reconstructed by Richard, are partially fictitious. When Kai starts to talk about his mother, he makes that suggestion that they invite Junn to visit them for dinner, so that he could impress her with his dinner. To this suggestion, Kai answers rather cavalierly, saying that Junn will not be impressed, as she would not consider anyone good enough for her single child. In the second scene, the same conversation pattern is repeated. When the conversation touches upon Kai's relationship with his mother, Richard becomes very passive and timid. Kai tells Richards that Junn resents him. This time, Kai is determined to invite Junn over so that he would come out to her. This information obviously delights Richard, but he again is hurt when Kai still insists that Richard should leave the house during the visit. This sense of exclusion causes Richard a lot of pain, which is compounded, when Kai, again jokingly, indicates that Richard needs to stay at a hotel, should Junn decide not to accept the situation.

Based on these two conversations, it can be conclude that Kai occupies the dominant role. The conversation is almost always centered on him, and he solely determines its direction as well as tone. Richard could only make tentative suggestions and passively respond to Kai's answers.

The bedroom scenes potray a dynamic relationship between Richard and kai. Richard is seen more physically active, but Kai dominates the conversation. It would be difficult to say which one has more power because the power is unevenly. It seems that power flows from one person to the other. Neither Richard nor Kai wields and exploits it and masculinity flows between two. Lilting does not construct that Asian masculinity is powerful than Englishman, and vice versa.

E. Conclusion

Lilting is a British drama which cultivates a vibrant dynamic between Western way of life and Asian stories. The issues are coming from a Chinese background and growing up in England. Lilting does not directly adress the issue of sexuality and gay but it focuses more on the bilingual communication and culture assimilation which is weaving a complex disquisition on mourning, memory, love, resentful, language, race, culture, masculinity, etc.

Lilting is very recommended as the media for learning language and culture because to be watched because by watching this movie we can get new information and understanding more about the differences of Western and Asian way of life, language used by both countries (England and China), cultural biases (ethnocentric, stereotype, discrimination and prejudice), etnorelativism attitude, the issue of guyness, how difficult to communicate when we do not have

little bit knowledge and information of other language and culture, find the function of a professional translator to interpret the different languages, etc.

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Improving the Students' Reading Skill through Translation Method

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Abstract

The aims of this research are to find out how the implementation of translation can improve the students' reading skill and how the students' responses to the use of translation method in the teaching and learning process. This research is a classroom action research. The participant is 39 students. The research instrument used is in the form of observation checklist, test, and questioners. The finding of the research shows that the implementation of translation improves the students' reading skill in the teaching process and the test result. The result of evaluation which carried out in end of the cycle I obtained that the lowest score is 40 and the highest score is 82 then the average score is 58.1, cycle II gets the lowest score is 50 and the highest score is 85 then the average score is 60,9, and cycle III get the lowest score is 60 and the highest score is 85 and the average score is 65.8. Therefore, it can be concluded that the translation method can improve the students' reading skill of grade VII D of MTs. Muhammadiyah Yogyakarta and the students' responses are positive when the teacher applied translation method in teaching and learning process.

Keywords: reading skill, translation method, teaching and learning, cultural diversity

A. Introduction

English is one of the international languages becomes the major language of printed information. It can be in technology, economics, commerce and science. The most important way which is vital in processing information is reading. By having the reading skills to comprehend passages, textbooks and references written in English, the students are able to absorb information and knowledge. Based on the school-based curriculum in the junior high schools that language skills are categorized as receptive skills and productive skills. Speaking and writing are productive skill while listening and reading are receptive skills.

Reading is a tool of communication in written language through the texts form. It is the most efficient way to gain information about many aspects of life, including science and technology. By reading, people can absorb a number of information. Reading has a very important role and becomes a daily necessity for every person who wants to acquire whatever information which is required. Reading is an essential skill for learners of English as a foreign language. For most of learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning

Reading is a vital skill for everyone, including students. Mickulecky & Jeffries (2004) say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the basis of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language.

According to Harmer (2003) reading is one of the receptive skills of English. Yet, the four language skills are closely related to each other. The ability to read texts in English is important as a bridge to understand the textbook. If students continue their studies to the senior high school and university, they are required to understand many books written in English.

In teaching and learning reading skill there are a number of particular problems which will need to be addressed. The first problem is reading comprehension. The problems are related to background knowledge, cultural knowledge, and knowledge of text type. Background knowledge is the students' previous knowledge or knowledge of the world. If students lack prior knowledge in reading a text, they cannot understand it because they do not know what the text is about. A reader uses background knowledge to integrate new information from a text into his prior information. In addition, cultural differences affect reading comprehension. An unfamiliar cultural context and content knowledge of culture and knowledge of vocabulary cause problems in reading, because the students do not clearly understand the other culture. In addition, an inadequate knowledge of text type is a problem in reading texts. The text type such as newspaper articles, fairy tales, and business letters, if the students do not know what kind of the text, they cannot understand what the text is about. Students can understand a text if they are familiar with the text type (Alderson, 2002 in Chawang, 2008).

The second problem is limited vocabulary. The problem involves difficulties with words. These difficulties include problems with technical vocabulary, super ordinates, synonyms, antonyms, and words with several meanings. Students will have great difficulty in understanding the text as a whole because lack vocabulary. To be successful, they have to recognize a high proportion of the vocabulary (Paren, 1996 in Harmer, 2003).

The third problem is complex and very long sentences. According to Chawang (2008) complex sentences are sentences that contain many clauses or reduced clauses and abstract concepts. Harmer (2003) says that texts with longer sentences will be more difficult to understand than shorter sentences.

In overcoming the problems in teaching reading, the researcher utilized translation method. Translation method is the process of rendering written language that was produced in one language (the source language) into another (the target language), or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for word representation of the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation. The terms translation

and interpretation are often used interchangeably. While both activities involve transferring a message between two different languages, translation refers to transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another (Richards & Schmidt, 2002).

Those descriptions above are the reasons to conduct the research entitled Improving the Students' Reading Skill through Translation Method of grade VII D at MTs Mualimin Muhammadiyah Yogyakarta.

B. Literature review

1. Reading Skill

Richards & Schmidt (2002) assert that listening, speaking, reading, and writing are generally called language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening are the passive/receptive skills. Richards and Schmidt (2002) define reading skill as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults. These skills are sometimes taught separately. Patel and Jain (2008) state that reading is understanding the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

Gray in Patel & Jain (2008) classifies that reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. Strickland, Galda, & Cullinan (2007) say that reading is a dynamic process in which an active reader engages with a text in order to create meaning. This creation of meaning requires a great deal of work by the reader. Reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought (Bennette, 2001). Brown (2004) says that reading is a process of negotiating meaning. The reader brings to the text a set of schemata for understanding it, and it takes the product of that interaction. In second language teaching and learning, Nunan (1999) defines reading as a process of reconstructing meaning rather than decoding form, and the reader only resorts to decoding if other means fail.

Mareilon (2007) states that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning (Nunan, 2003).

Based on the definition above, the researcher can make sum up that reading is receptive skill to understand printed words likes discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction. And also the researcher can say that reading is an ability to understand written English as it is presented in textbooks, newspaper, magazine, menu, messages and in academic materials.

Harris, Graham & Boardman (2007) point out that skills and strategies that good readers use include: 1) Rapid and accurate word reading; 2) Setting goals for reading; 3) Noting the structure and organization of text; 4) Monitoring their understanding while reading; 5) Creating mental notes and summaries; 6) Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed; 7) Capitalizing on what they know about the topic and integrating that with new learning; 8) Making inferences; 9) Using mental images such as visualization to assist them in remembering or understanding events or characters

2. *The Goals of Reading*

Reading is an ability which is extremely important for students for enhance their insight particularly in English language. The writer appraises that one of the way for increasing students' reading ability is by knowing the purposes of the reading. There are many aims of reading which put forward by many experts. Rivers and Temperely (1978) in Nunan (1999) address seven main purposes of reading: 1) to obtain information for some purpose or because we are serious about some topic; 2) to obtain instructions on how to perform some tasks for our work or daily life (e.g. knowledge how an appliance works); 3) To act in a play, play a game, do a puzzle; 4) To keep in touch with friends by correspondence or to understand business letters; 5) To know when or where something will take place or what is available; 6) To know what is happening or has happened (as reported in newspaper, magazines, report); and 7) To have enjoyment or excitement. Grellet (1983) mentions two main reasons for reading: 1) Reading for pleasure; and 2) Reading for information (in order to find out something or in order to do something with the information you get).

3. *The Principles for Teaching Reading*

Richard and Schmidt (2002) point out that principles in teaching are beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making. Harmer (2001) classifies that there are six principles behind teaching reading as follows:

a. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, one has to understand what the words mean, see the picture the words are painting, understand the arguments, and work out if one agrees with them. If one does not carry out these things – and if students do not perform these things – then one only just scratch the surface of the text and one quickly forgets it.

b. Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

c. Student should be encouraged to respond to the content of a reading text, not just to the language

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and teachers must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language.

d. Prediction is a major factor in reading

When one reads texts in his/her own language, one frequently has a good idea of the content before he/she actually reads. Book covers give him/her a hint of what is in the book; photographs and headlines hint at what articles are about and reports look like reports before one reads a single word.

The moment one gets this hint, the book cover, headline, the word processed page, his/her brain starts predicting what he/she is going to read, expectations are set up and the active proves of reading is ready to begin. Teachers should give students 'hits' so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic

Teachers could give students Hamlet's famous soliloquy 'to be or not to be' and ask them to say how many times the infinitive is used. Teachers could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the

face of it, they look a bit silly. Teachers will probably be more interested in what Hamlet means and what the menu foods actually are (Harmer 2001).

Once a decision has been taken about what reading text the students are going to read, teachers need to choose going reading tasks- the right kind of questions, engaging and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

f. Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, utilizing the topic for discussion and further tasks, using the language for study and later activation.

4. Translation Method

Translation method is the process of rendering written language that was produced in one language (the source language) into another (the target language), or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for word representation of the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation. The terms translation and interpretation are often used interchangeably. While both activities involve transferring a message between two different languages, translation refers to transfer between written texts and interpretation refers to spoken discourse and the unrehearsed transfer of a spoken message from one language to another (Richards & Schmidt, 2002).

C. Methodology

The research was the classroom action research at MTs Muallimin Muhammadiyah Yogyakarta. The subject of the research was the students of grade VII D which number of 39 students as the participant because they have less skill in reading. It can be known from the result of pre-reading comprehension test which undertaken by researcher with the lowest score was 35 and the main score was 55,46 and also based on the result interview of an English teacher. The research instrument utilized by the writer is in the form of observation checklist, test and questioners. The observation checklist is mainly used to write the students' progress from time to time. Test is one important element in the research namely to find out the implementation of translation method can improve the students' reading skill or not. The questioner used to know the students' responses to the use of translation method in teaching.

The research data were collected through: the first, observation was undertaken by other researchers to gather the data of students' activity when the action was taking place; the second, the test was performed in the end of meeting in the each cycle to know that there is an improvisation of each cycle or not, the item test consisted of 30 questions in the five forms of multiple choices and the duration is about 90 minutes, and the third, questioners was employed for gaining students' responses on procedure implemented which is applied when teaching and learning process is taking place. Research Procedure used was a self-reflective spiral of planning, acting, observing, reflecting and re-planning as the basic for understanding how to take action to improve an education situation (Kemmis & McTagart, 1992).

D. Findings and Discussion

The research consisted of three cycles. Each cycle had four steps: planning, acting, observing, and reflecting and every cycle consisting of three meetings. before conducting the acting, on cycle I, the teacher carried out evaluation by giving multiple choice questions to the students. They completed the evaluation in about 80 minutes. The result of the evaluation was the lowest score was 40. There were three students who got 40. The highest score was 82 and there was only one student who got 82. The mean was 58.1. The result of reflection in cycle I; 1) the application of translation method in teaching and learning process can motivate students to learn particularly in reading; 2) Students found that the reading could be easier if it was done

together; and 3) Students' vocabularies were still poor and they found it difficult to answer some questions.

On the second II, The teacher carried out evaluation by giving a multiple choice test to the students. They completed the evaluation in about 80 minutes. Here are the results of the test: The lowest score was 50. There were eight students who got 50. The highest score was 85 and there was only one student who got 85. The mean was 60.9. The result of reflection in cycle II; 1) Answering WH question could assist students to answer many questions about reading; 2) Practicing dialogue in teaching and learning process could enhance students pronunciations; and 3) Find out the synonym and antonym the words could be a bridge to increase the students' vocabularies.

On the cycle III, the teacher carried out an evaluation by giving a multiple choice test to the students. They completed the evaluation in about 80 minutes. The result of the evaluation: There were fourteen students who got 60. The lowest score was 60 and highest score 85 and there was only one student who got 85. The mean was 65.8. The result of reflection in cycle III, the third cycle was completely performed, the researchers concluded that; 1) Translating a text could be became a bridge to enhance the students' vocabulary and it could assist them to comprehend a text. 2) Asking students orally before introducing a topic could help them to understand the next activities easily. 3. The limited time could assist students for really using the time as well as possible.

Table 1 Compression of Results Assessment of Cycle I, Cycle 2, and Cycle 3

No	Students' number	Score			No	Students' number	Score		
		Cycle I	Cycle II	Cycle III			Cycle I	Cycle II	Cycle III
1	7812	70	75	80	21	7937	57	60	65
2	7815	47	50	60	22	7943	49	55	60
3	7816	40	55	65	23	7944	55	55	65
4	7817	42	50	60	24	7947	58	55	60
5	7822	50	60	60	25	7951	67	70	70
6	7827	52	55	65	26	7960	76	75	75
7	7831	50	50	65	27	7973	56	56	70
8	7840	70	70	70	28	7978	65	65	65
9	7849	63	65	70	29	7981	67	65	65
10	7851	57	57	60	30	7982	40	55	60
11	7856	72	75	75	31	7993	67	65	65
12	7862	53	55	60	32	7997	63	65	65
13	7865	82	85	85	33	8006	66	65	70
14	7870	45	50	60	34	8012	77	80	80
15	7888	65	65	65	35	8013	64	60	65
16	7889	47	50	60	36	8014	65	60	60
17	7892	72	80	85	37	8033	46	55	65
18	7907	54	55	54	38	8035	40	50	60
19	7919	65	65	65	39	8036	50	50	60
20	7936	42	50	60					

At the end of the intervention, the students were asked to fill in questionnaires. The questionnaires asked the students to respond to the use of translation method to improve students' reading skill. The students' responses to the use of translation method can be reflected from the questionnaire responses. Most of the students had never known about the translation method before. Thirty students (76.92%) of thirty nine students were impressed by learning English using translation method. In addition, thirty five students (89.74 %) of thirty nine students answered that there was an advantage of using translation method. Thirty seven

students (94.87 %) of thirty nine students admitted that they made progress in learning English using translation method. Thirty eight students (97.43 %) of thirty nine students answered that translation method enhanced them to improve their reading skill. Twenty two students (56.41 %) of thirty nine students found a difficulty in using translation method while seventeen students (43.58 %) of thirty nine students did not find any difficulty in using translation method. Thirty eight students (97.43 %) of thirty nine students admitted that translation method made English learning interesting. All students agreed that translation method can improve student's motivation in learning English and can enhance students' others ability beside reading, for example speaking and writing.

Table 2 Summary of the Students' Answer in the Questionnaires

No	Statement	Options	Number	(%) Priority
1	Have you ever known about translation method before?	Yes	10	25.64
		No	29	74.35
2	Are you impressed in English learning by using translation method?	Yes	30	76.92
		No	9	23.07
3	Is there any advantage of using translation method?	Yes	35	89.74
		No	4	10.25
4	Is there any progress after learning English using translation method?	Yes	37	94.87
		No	2	5.12
5	Does translation method enhance you or improve your Reading skill?	Yes	38	97.43
		No	1	2.56
6	Is there any difficulty using translation method?	Yes	22	56.41
		No	17	43.58
7	Does translation method make English learning interesting?	Yes	38	97.43
		No	1	2.56
8	Does translation method make the students more active?	Yes	35	89.74
		No	4	10.25
9	Can translation method improve students' motivation in learning English?	Yes	39	100
		No	0	0
10	Can translation method enhance students' other abilities beside Reading, for example speaking and writing?	Yes	39	100
		No	0	0

Shortly, from the result of questioners above, the writer concludes that translation method can be served as one alternative method in teaching English especially to improve the students' reading skill and students' response was positive when translation method was applied in teaching reading.

E. Conclusion

Based on the data analysis and discussion, the writer can make conclusion that there is an improvement of students' score in reading skill. It can be seen from the result of evaluation in each cycle; on cycle I is obtained that the lowest is 40. The highest score is 82 and the mean is 58.1. On the cycle II is gotten the lowest score is 50. The highest score is 85 and the mean is 60.9, and on the cycle III gotten the lowest score is 60. The highest score is 85 and. The mean score is 65.8. The students' response was positive when the teacher applied translation method in teaching and learning process especially to improve reading skill.

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Teacher's Willingness towards the Implementation of Scientific Approach: From Theory to Implementation

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Abstract

Attitude is essential issue to be considered in designing an appropriate learning for learners because it greatly affects the performance and implementation of the teaching and learning process in the classroom. One of the most important attitudes to be explored is the willingness of teachers to implement the curriculum set by the government. This study aims to determine the willingness of English teachers to carry out scientific approach and also to know the implementation of scientific approach in the learning. This research applies qualitative approach with case study design. It is conducted in SMAN 1 Situbondo with three teachers become the informants. Interview and observation are implemented to explore the willingness and the implementation of Scientific Approach. Data analysis in this research using Spradley's method. From this research, it can be seen that the teachers has enough willingness to apply scientific approach totally. Furthermore, the implementation of scientific approach has been implemented well enough and has implemented it in accordance with government regulation.

Keywords: teacher's willingness, curriculum 2013, scientific approach

A. Introduction

In 2013, the government announced the implementation of Scientific Approach (SA) as a learning approach. It is an approach to encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying the learning materials (Kemdikbud, 2013). It means that scientific approach intends to build critical and analytical thinking of the students based on scientific process during the learning. In scientific approach, teachers must encourage students to solve problems they have questioned themselves. It is believed that scientific approach can be used to assist them to learn voluminous things.

Therefore, scientific approach affects the learning methodology in English language learning in Indonesia. The philosophical difference between the genre-based instruction and the scientific approach is the product of the language learning. Genre-based approach emphasizes on how students use the language in communication through text-types or genre while scientific approach focuses on building language knowledge through a scientific process and building their critical thinking about the problems encountered when they learn the language (Fauziati, 2014). As the result of the curriculum shifting, four skills in genre-based approach are integrated into two communicative competences, written and oral competence.

Besides, other particular principles on the implementation of scientific approach in classroom are also explored, namely: 1) active learning: a progression wherein students are actively involved in learning, 2) assessment: equipment for determining development toward accomplishment of learning objectives, 3) diversity: the extensiveness of differences that makes each student, cohort, and teaching experience unique (Fauziati, 2014).

Moreover, scientific approach provides another characteristic, which is student-centered learning. It also create students' self-concept, avoid verbalism, give students to do assimilation the concepts, stimulate students to develop their ability to think critically, motivate students to learn something, increase teachers' motivation to teach their students, motivate students to communicate their ideas, and stimulate students to validate the concepts, principles, and theories constructed to develop their cognitive aspect (Nurviyani, 2013).

Based on the above characteristics for scientific approach, the government requires teachers to conduct learning process based on principles, there are: a) Students are facilitated to search for knowledge, b) Students learn from multiple resources, c) The learning process applies scientific approach, d) The learning process implements competence-based learning, 5) The learning process implements integrated learning, 6) The learning process emphasizes the true-multidimensional answers, 7) The learning process implements applicative skills, 8) The learning process improves, balances, and interrelates soft and hard-skills, 9) The learning process empowers long-life learning, 10) The learning process implements exemplary learning, builds willingness to learn, and expands the creativity, 11) The learning process is not always practiced in classroom, 12) The learning process implements technology, information, and communication to improve the efficiency and effectiveness of learning, 13) The learning process accommodates the difference in students' cultural background, 14) The learning process are enjoyable and interesting for the students (Kemdikbud, 2014).

Based on the theories, the construct of the characteristics of scientific approach are: 1) the teaching material is contextually related to the facts and phenomena which can be elaborated through logical reasoning, 2) the use of inductive reasoning in learning, 3) the development of critical thinking must be enhanced through learning, 4) the development of students' moral character must be enhanced, 5) methodologies in scientific approach should be implemented in classroom, and 6) the involvement of the students in the activity must be high and guided to discover knowledge.

Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or vigorous influence on the individual's response to all objects and situations to which it is related (Allport in Murchison, 1935). Besides, attitudes are evaluative responses to individuals, matters, and occasions which includes beliefs and positive and negative feelings about the attitude object. It can be defined as lasting, general evaluations of people (including oneself), objects, or issues (Schneider, 1988). In addition, attitudes is a relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significant objects,

groups, events or symbols or a general feeling or evaluation (positive/ negative) about some person, object or issue (Vaughan & Hogg, 1995).

Based on the background of the study above, the research question are formulated to be the direction of the extent of the research: (1) What are the teacher's willingness towards the implementation of scientific approach?; and (2) How does teacher's willingness influence the implementation of scientific approach?. The objectives of the research are kinds of willingness of teacher in implementing scientific approach and the influence of their willingness to the implementation of scientific approach in classroom practice. The investigation will provide an elevate perspective of the influence of the willingness theory towards the process of EFL classroom practice. By comprehending it, the quality of the teaching process will be significantly upgraded.

B. Methodology

The research investigated the teachers' willingness in implementing the learning process of English teaching. Consistent with the research problems, the researcher applied qualitative research with naturalistic case study design. Case study is also defined as an investigation which explores processes, activities, and events (Creswell, 2003). The research was conducted in SMA Negeri 1 Situbondo in the 2nd academic year 2016-2017. The informants of this research were three English teachers implementing scientific approach. The sampling technique implemented in this research was purposive sampling. Purposive sampling is a sampling that is conducted by intentionally selecting individuals and sites to study and comprehend the main phenomenon (Creswell, 2012). Data collection technique was projected to collect data from the research participants. In this research, the data collected was in the form of qualitative data. The researcher only conducted observations and interviews as the principal techniques to collect the data from the informants. In this research, triangulation of method and data was employed. Data triangulation was applied because there were different sources. This research applied Spradley's Ethnographic Data Analysis Technique to analyze the data with four main stages of analyzing the data, namely domain analysis, taxonomy analysis, componential analysis and cultural theme analysis.

C. Findings and Discussion

1. Findings

Findings gathered from the research was focused on whether teachers were enthusiastic to learn more in the development of scientific approach in the teaching. All teachers were excited to join and participate in the workshop and seminar of scientific approach. According to the first Teacher (T1), schools had to deal with the transformation of guidelines of curriculum, so teachers had to be competent in mastering it. The second teacher (T2) frequently discussed with his partner about how to manage oral competence classroom and create better atmosphere in the class. Agreeing with T2, the third teacher (T3) stated that Musyawarah Guru Mata Pelajaran (MGMP) played an important role in developing scientific approach in teaching oral competence.

"Sering, bahkan belum lama ini juga ada diterbitkan permendikbud baru tentang standar proses untuk SMA, jadi kami guru-guru mapel diajak untuk seminar atau semacam workshop kurikulum 2013."

"It is often, recently the new rules had been published about the new standard process of Senior High School, so, we, subject teachers, were asked to join the seminar or such a workshop for Curriculum 2013"

(Int./T1)

"Kami di sekolah ada yang namanya MGMP. Dari situ kami mengembangkan tuntutan kurikulum 2013 bersama guru-guru di sekolah, kadang juga dengan guru-guru sekolah lain. MGMP juga sangat berperan untuk mengadakan workshop K-13 dan pengembangan pembelajaran saintifik pada semua mapel."

"In our school, there is an MGMP. In that group, we develop the demand of the Curriculum 2013 with teachers in school, sometimes with other school's teachers. MGMP is very

essential to held a workshop C-2013 and the development of scientific approach in all majors.”

(Int/T2)

“Pernah, sering sekali pemerintah itu mengadakan seminar tentang bukan hanya scientific approach tapi kurikulum 2013 nya. Jadi pengembangan scientific approach itu diperdalam dalam seminar, atau juga kalau ada MGMP biasanya juga sering ikut.”

“Sometimes, the government held seminar not only about the scientific approach but also the Curriculum 2013. So, the development of scientific approach is explored in seminar, or also MGMP in which I often joined”

(Int/T3)

In the step of observing, T1 used the projector and played short videos related to the delivered material. While the students were watching the video, the teacher reminded them and asked them to take a note on their book. The school was adequate because in each classroom, the Projector was installed and functioned well. There were no problems found in T1 teaching process in the phase of observing. Meanwhile, T2 provided his students with a certain text. The teacher explained the learning material by using power point presentation. He used his own laptop. He showed the material by using projector. All the students gave full attention to his explanation. He showed a text that contained with conjunction word. He started his material by using the text and asked the students to answer the questions related to the text given. For T2, there were no problems found. T3 showed a short video for his students. The video was about narrative text. The video contained how narrative text was arranged and the explanation of narrative text. In that video, there was a short dialogue and the teacher asked them to pay attention to the video because there would be some questions in the form of quiz related to the video that had been playing. Those questions would be in oral and should be answered orally. The students could take some notes if they thought it was necessary.

In the step of questioning, T1 always inviting students to ask. However, since there were no students who were brave enough to ask, teacher gave them stimulates in the form of question related to the video played. T2 and T3 also guided them to ask. He told them that the student who could answer his questions would get additional score in that meeting. It was quite successful since students competed with each other to answer the question. Still, there were several students who were reluctant to speak.

In the step of experimenting, T1 gave the material about recount text. What she asked were about main idea, specific information, and implicit information from the text given. The teacher also deeply assess their own opinion, their suggestion related to the theme given. After that the teacher showed them a video. The video was about recount text but it has different theme. Then she asked them the information they got from the video, then she start to make a list by writing on white board and differentiate each information based on implicit or explicit meaning. T2 showed some slides about passive voice. After the students read the presentation, the teacher explained the material. He explained the rule of making passive voice and asked some questions. Afterward, he explained the formula how to make passive voice and told the students what differences between passive and active sentence were. Meanwhile, T3 asked students to read another example of narrative text from another resource. He used this activity as their homework because the resource was limited in the classroom. The teacher permitted them to get the references from newspaper, internet, or magazine. For the next activity, the teacher gave a jumbled paragraph for them. The teacher gave these paragraph by using LCD. He those jumbled paragraphs and provide blank space to write their number. The teacher asked them to answer the questions by writing on their task book.

In the associating phase, T1 asked the students to get the main idea of the paragraph in recount text. They did this task in pair as they did previously. The text that were used had been provided from the teacher. She distributed one paper for each group. The students did this task on their task book. In the end of this session, the teacher would collect their task book and corrected their work. The teacher also asked them to analyze the words that has same meaning in each text to identify the language function of the words. Furthermore, she also asked them to make a list of difficulties words that they found and tried to find the meaning of each words. In doing this, the teacher permitted them to discuss with another group to make them faster in

finding the meaning because some of them did not bring their dictionary so they could not find the meaning faster. On the other hand, T2 divided the class members into two large groups. The students were asked to compare content and structure of the text from those texts that had been given in the beginning of teaching process. Likewise, the students were grouped by T3. Then, the teacher gave a jumbled paragraph for them. In arranging this jumbled paragraph, the students also had to pay attention on social function, structure of the text, and language function. The students did their task on a piece of paper. They should write their group name and the member of the group. In the end of group work, the teacher asked them to present their discussion result by presenting their answer in front of the class.

In the previous meeting, T1 had asked the students to arrange recount text then present their presentation by using power point as the media. The students could choose the theme freely. Before presenting the material, they had arranged draft of the material then consulted it to the teacher. The students were asked to present their presentation in front of the class. T2 asked students to make a short dialog that is contained with passive and active sentence. T3 asked students to present their opinion in front of the class.

2. Discussion

The study has shown that in preparing teaching and learning process, the teachers are willing to join and cooperate with other English teachers around Situbondo to learn and train how to master English Teaching and find a solution of every problems occurred in classroom context. It can be seen in the table below:

Teacher's Willingness to Implement the SA	
Teacher 1	<i>It is often, recently the new rules had been published about the new standard process of Senior High School, so, we, subject teachers, were asked to join the seminar or such a workshop for Curriculum 2013.</i>
Teacher 2	<i>In our school, there is an MGMP. In that group, we develop the demand of the Curriculum 2013 with teachers in school, sometimes with other school's teachers. MGMP is very essential to held a workshop C-2013 and the development of scientific approach in all majors.</i>
Teacher 3	<i>Sometimes, the government held seminar not only about the scientific approach but also the Curriculum 2013. So, the development of scientific approach is explored in seminar, or also MGMP in which I often joined.</i>

From the statements in the table, it can be concluded that teachers are willing to implement scientific approach in classroom. They are willing and eager to have a discussion, training, and education on how to implement the scientific approach. However, talking about the willingness of teachers in teaching English by implementing scientific approach in SMA, it requires them to look back into the important roles of scientific approach itself. It is understood that scientific approach promotes scientific process in learning that are observing, questioning, exploring or experimenting, associating, and communicating. It covers four steps of learning language process which are: building knowledge, modeling, joint construction, and independent construction (Kusumaningsih, 2013). If the teachers want to improve students' English ability, they can implement scientific approach because it integrates the language skills into two skills, oral and written competence, so that the material will be more contextual and more applicable for the students. It means by having willingness to implement scientific approach, the target of the teachers and the curriculum will be easier to acquire.

Moreover, the implementation of scientific approach is well-implemented in the classroom. It means that teachers are willing to implement scientific approach by following the procedure of scientific approach described by the government. The stages that had been arranged and applied in all the stages of scientific approach proved their willingness to reach the goal. It could be shown when all the stages in implementing the scientific approach in the classroom were applied well and students' participation were collaborated effectively. The teacher also could elaborate their English materials creatively so it made the students are enthusiastic in learning English. It could be seen in the resource and media that the teacher used in applying scientific approach were easily understood and applicable in teaching learning process. In addition, as one of scientific approach characteristic, the use of technology in the learning process had an important role and all teachers also had used and applied appropriate technology to improve the efficiency and effectiveness along their learning process.

D. Conclusion

Teacher's willingness towards the implementation of scientific approach had a significant influence to their teaching learning process. The influences could be discovered and shown in the implementation of scientific approach. Based on findings, all the teachers showed some willingness in their scientific approach implementation. Those teachers' willingness also gave influences to some aspects. Those aspects were found in the material development, teaching stages, media that the teacher used in teaching process, students' participation, and the students' self - employed. For the English teachers, the findings of this study can be used as a reference to wisely implement scientific approach in the classroom. By comprehending it, the quality of the teaching process will be significantly upgraded. Additionally, the relationship between the successfulness of the application of scientific approach with the teachers' willingness will inspire English teachers to be more enthusiastic in teaching English by using scientific approach.

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The Applicability of the Eclectic Method on the Development of the Oral Production

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Abstract

Developing our students' English oral expression in Public Institutions is a process that needs to be carefully analyzed by teachers. It is more than selected a method, it is more than following step by step what a theory says. It is going beyond our students' needs. It is a deeply study of what a student really can do and needs to learn. Based on a post-method pedagogy which provides teachers the ability to break down barriers to the imposition of a specific method and make the teaching process more effective, this paper proposes the application of the eclectic method for the development of the oral expression of public high school students encouraging teachers to see the teaching process from a different and modern perspective. By analyzing the principles and features of this method, this paper describes the research made on a Public Institution with students in third year. With the goal of improving each one of the principal components of the English oral expression: range, accuracy, fluency, pronunciation and coherence, there were used selected methods, techniques and strategies based upon the students' learning styles and needs. The observation and Interview techniques were used on data collection and the parameters of Inferential and descriptive statistic were applied in order to analyze the results achieved. They showed that even though not all of the group of the students could achieve the B1 level in reference to the Common European Framework and required by the Ministry of Education, a large number of them were able to increase their English oral expression. According to this data, this paper concludes that the selection of objectives, the modern teacher's and student's role, the use of different but selected methods, the linguistic input activation and the contextualization had a significant impact on learners' learning.

Keywords: post-method pedagogy, oral expression components, eclectic method learning styles

A. Introduction

After several years of experience working in public Institutions, improving the students' oral performance has been one of the greatest challenges an English as a Foreign Language (EFL) educator has to deal with. It is very common to hear expressions like "*I cannot speak English*" when students are being evaluated in English. Most students find it difficult to express feelings, emotions and ideas in a given situation; unconsciously, it becomes a feeling of powerless and frustration to produce the language for them. The idea of being criticized by others gets stronger than the idea of learning by mistakes blocking any intention of practicing the Foreign Language. It tends to be a deeply worrying fact when the results show a considerable percentage of students who fail in the oral evaluation. Considering that the linguistic expression is the most important communication tool, EFL teachers are expected to make each student being able to use the English oral language proficiently in a determined level. However, the choice of the appropriate method to reach this goal tends to be an infinite way due to the several options they have; so, the question arises as to whether the selected method will help all of the learners or just a particular group to increase their level in oral expression? At the end, most of the results show the deficiency of the method: students are not able to produce orally. It is for this purpose that an appropriate method to oral expression improvement has to be introduced and the eclectic method appears as the most recommendable and effective way to reach this goal for reasons, which will be substantiated in the discussion section. The application of the Eclectic method provides learners to be involved in the teaching process because one of the purposes of this method is to relate their life experiences with all the concepts presented in the teaching of the language, moreover, it allows them to have a clear vision of what they are learning. The eclectic method can help teachers go deeply in the teaching process, providing knowledge to form learners who are able to solve problems and face situations in real life. In other words, the idea of the eclectic method is to reinforce a meaningful learning.

The current paper analyzes the application of the Eclectic Method to improve English oral Expression as a Foreign Language in a Public High School located in the South of Quito Ecuador. The discussion section of this article illustrates a practical way of implementing the eclectic method in a usual classroom of languages, selecting the best methods, strategies and techniques from all the existing conventional methods that could be really useful for students to make progress on issues concerning the oral expression such as: pronunciation, fluency, accuracy, range and coherence. To provide information about modern methodologies in EFL education, interrelating the Ecuadorian education reality of public institution, will become the aimed mission of this paper which will benefit not only the teachers but also the students. It would make teaching easier, and students will learn something really useful for now, and for the future.

B. Literature Review

1. *The Eclectic Method*

The word eclectic is derived from the Greek word EKLEKTÍKOS, ἐκλεκτικός which comes from the root of EKLÉGŌ = *to choose*. According to the dictionary (Real Academia de la Lengua Española, 2014), this word is defined as "Philosophical school that tries to bring together the best doctrines, even though they might come from different systems". The relevance of this meaning is the reason that this method is used in the Teaching of Second Languages. As a movement, it allows us to use different methods and techniques to achieve the objectives, always considering the different ways of learning. (Beare, 2017) claims that in order to develop a planning, it is necessary to do a deeply study of the students' problems concerned to their needs and styles. Planning based on students' learning experiences, expectations and needs allows educators to make best use of their experiences and engage them into the learning process. Taking time to learn more about the students' background, facilitates educators to establish the teaching and learning objectives as well as the strategies to be applied.

2. *Principles and Features of the Eclectic Method*

In order to implement this method, it is necessary to study the fundamentals it is based on. Regarding the principles of this method (Salazar & Batista, 2005) stated that there are four

principal eclectic elements that the teachers must consider: selection, sequence, pertinence and coherence. They consider that the choice of the strategies must be based on a deeply diagnostic study of the individuals in order to identify the students' pre-knowledge about not only their language level or contents, but also their learning style. It will definitely facilitate teachers to pedagogically select the methods or techniques from among other different teaching learning theories or approaches. In this process of *selection*, it is also important to consider the economic, technological and infrastructure resources to be used during the teaching process. As regards the sequence, the importance of structuring the planning by applying familiar strategies at the beginning of the lessons and eventually introducing the new ones is essential. It will contribute to create a comfortable environment during class. For them, it is necessary to organize the sequence of these strategies based on the learners' diagnostic results rather than the contents or text books. The teaching process not always should be lineal since it could be cyclic because teachers can start developing a content and come back to reinforce it over a time. As for pertinence, these authors highlight the prominence of selecting the strategies in response to the educational setting. Even though one strategy were not part of the planning, it should be used in a class to facilitate the learning process if necessary. Finally, they use the term *coherence* to emphasize the significance of connecting the strategies to be used in classes with the real context of the student. The main idea is to help students finding ways to practice the "new knowledge" in a real context fostering the meaningful learning.

The applicability of the eclectic method to improve the oral expression is presented as a practical way to reach determined objectives because it has some salient features like: flexibility, high opportunity Interactions, accessibility to Multiple - Tasks, Active Learning Potential, and effectiveness to reach immediate results. In order to implement this method, (Brown, 2002 in Richards & Renandya, 2002, Eds.) proposes three phases: diagnosis, treatment and assessment. The first phase refers to all the diagnosis the teacher has to do considering all details related to the learning and teaching aspect. The second phase mentions the hard work teachers have to perform in order to design the teaching process based on the results found in the first phase. Finally, the last phase refers to the process of reflection, analysis and observation a teacher should apply to be aware of the students' progress. On the other hand, Batista and Salazar consider it is necessary to take into account the establishment of the objectives, the teacher's role as well as the student's role, strategies, linguistic input and contextualization in the use of the oral production; however, before implementing the objectives, it is mandatory to know the group of the students. Thus, teachers should use some certain techniques that ensure them the knowledge about their students' background awareness of that their students' learning style is as important as their English level.

3. Learning Styles

Based on Kolbs' (1981) theory, it can be mentioned there are four broad learning styles - visual, kinesthetic, auditory and logic. Each one of these refers to the preference learners have in order to process and receive the information to learn. It helps teachers to select the best methods, techniques and strategies that best work for them. (McLeod, 2013) states that "various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual". However, it does not mean that an individual could have just one learning style because a learner's preference may be based on two learning styles. So, the idea is implementing strategies taking into account the four learning styles and fostering those ones according to the groups' learning style. Thanks to the Internet, Educators can find different tests that could be used as instruments to get this information. But it is really important to make sure Learners understand what they are responding. There are some options in order to apply these type of tests but teachers need to think about the resources the Institution has as well as the students' difficulties. For instance: the use of printable test, may be a good option when the Institution lacks of a computing lab. These printable tests allow educators to evaluate students learning styles and know what the results are.

4. *Methods Selection*

The acquired teachers' expertise allows them to identify the positive factors of each one of these methods to develop a specific skill of a Foreign Language, but the use of the eclectic method does not mean to mix up methods by chance. Billah (2015) stated "there must have some philosophical backgrounds and some systematic relation among different activities" (p.1). The idea is to mix operational approaches with those communicative language activities. As teachers, all the principles related to linguistic, cognition and affection need to be considered. According to Kumaravadivelu (2003) all the methods have similar characteristics, so they should be classified according to their features as follow: (a) language-centered methods, (b) learner-centered methods, and (c) learning-centered methods. He states that language – centered methods emphasize the grammatical structures. The learning, according to these methods, happens intentionality rather than incidentally. It means students, especially L2 adults, need to make a special effort to reach the goal. With these types of methods, teachers select some grammatical structures and vocabulary items carefully and are used from a simple to complex way. Most of the teaching process is based on "explicit introduction, analysis, and explanation of linguistic systems". The learner –centered methods, on the other hand, impulse the use of meaningful activities through the practice of selected, sequenced grammatical structures and communicative functions. They give significance to the use of the language in a real context, encourage interaction and a fluent communication. And the learning- centered methods which are focused on the learning process. They impulse the problem-solving tasks and the use of communicative activities in order to facilitate interaction.

C. **Methodology**

1. *Research Design*

This research fulfills the requirements of mixed method research. It is to say that it is a qualitative research when the instruments for data collection are observations or descriptions, while the quantitative research uses statistic and numerical measurement for the data analysis and hypothesis testing. This research was completed in one partial of eight weeks with two groups of 80 students. One group was called as the experimental and the other one was known as the control. Both, the control and the experimental groups, were evaluated by a pre and post-test. Due to it was not a random sample, it was a quasi – experimental design with separate sample pretest/posttest control group.

2. *Participants*

The participants of this research were third year students from a public scholar Institution located at the South of Quito- Ecuador. They were distributed into two groups: the control and the experimental group. Each group enrolled 40 students between the ages of 17 and 19, males and females with similar conditions. They received three hours of English as a Foreign Language and were supposed to have a lower basic level regarding the English oral expression. The experimental group was intervened during eight weeks with the eclectic method while the control group received EFL classes in the regular way. At the end of this period of intervention, both groups were evaluated with the same instruments.

3. *Technique of Data Collection*

In order to get the data, the research was done in the Public High School "Cinco de Junio" with the control and experimental group of students. This research was completed during 8 weeks with 24 face-to-face hours and 6 remote teaching hours. There were used as research techniques, the Interview and the Observation. The observation was applied with both, the control and the experimental groups, at the beginning, and at the end of the intervention while the interview was only applied with the experimental group at the end of it. Moreover, there were used some questionnaires and test periodically which allowed the researcher to implement or adapt new strategies or methods as well as to identify the students' learning style. Techniques, the observation and the Interview had their own instruments which helped the researcher to gain trustworthy that will be explained in the findings and results section.

4. Instruments

Since there were applied two techniques, the instrument used in the observation was a rubric to evaluate the students' oral expression level through an oral activity know as a sustained monologue. This instrument was applied at the beginning and at the end of the intervention with both groups: the control and the experimental. The rubric was an adaptation from the original provided by the Common European Framework that allows identifying the people's language level. It evaluated four levels as follow: Very Basic=1; Basic = 2; Pre-Intermediate= 3; Intermediate= 4. With regard to the Interview technique, it was used a semi structured questionnaire as a data collection tool. This instrument was created by the researcher in order to evaluate the students' opinions and attitudes towards the use of the eclectic method during EFL classes. Instruments, the rubric and the questionnaire were validated by three experts on EFL education.

5. Technique of Data Analysis

In order to analyze the results provided by the data collection instruments, there were used the parameters of Inferential and descriptive statistic. The figures presented as the results of the descriptive statistic analysis were pie graphs in the description of percentages and histograms in the frequency data, while the figures used were diagrams and the Gaussian bell curve. In order to analyze the relation between the two variables (the eclectic method and the oral expression), it was used the Pearson index correlation due to the sample comprises over 30 subjects and the z-core to analyze the hypothesis testing.

D. Findings and Discussion

1. Findings & Results

This part provides information about the results of this research. Thus, it will be included four figures to observe the degree of influence of the eclectic method in the English Oral expression. These findings will be essential to support the conclusions.

In figure 1, it is shown the Students' English oral expression in both groups: the control and the experimental during the pre-test.

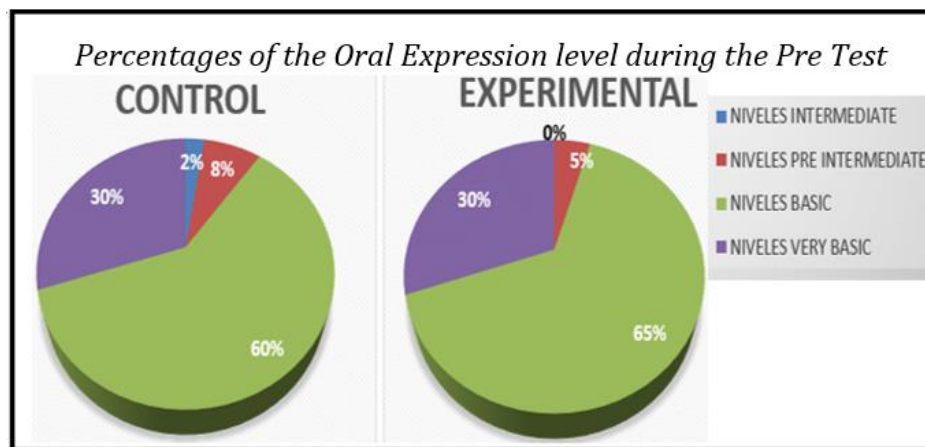


Figure 1 Students' Oral Expression levels during the Pre Test

These results show that both, the control and experimental groups, had a very basic level regarding the English oral expression before implementing the Eclectic Method in the EFL classes. The highest percentages are located between "Very Basic" and "Basic"; however, the English Oral expression in the Control Group was higher than the Experimental.

In figure 2, it is shown the Students' English oral expression in both groups: the control and the experimental during the Post test.

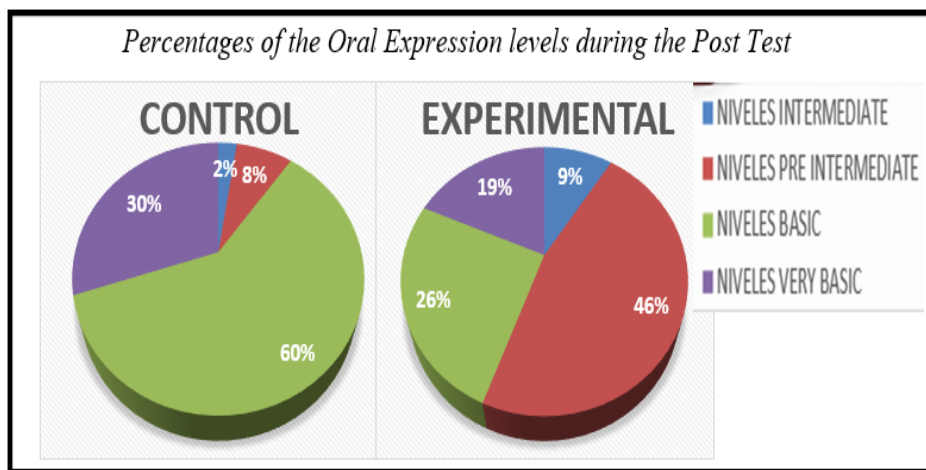


Figure 2 Students' Oral Expression Level during the Posttest

In this graphic, the results show the difference raised between the levels of the English Oral Expression after implementing the Eclectic Method in the EFL classes. While the Control group kept similar percentages to those of the Pretest, these percentages changed widely in the Experimental Group. Most of the students from the experimental group could reach a Pre-intermediate and Intermediate level. It shows the positive influence of the Eclectic Method on the development of the Oral Expression.

In figure 3, it compares the level of the oral expression components evaluated during this research: range, accuracy, fluency, pronunciation and coherence during the pretest and post-test.

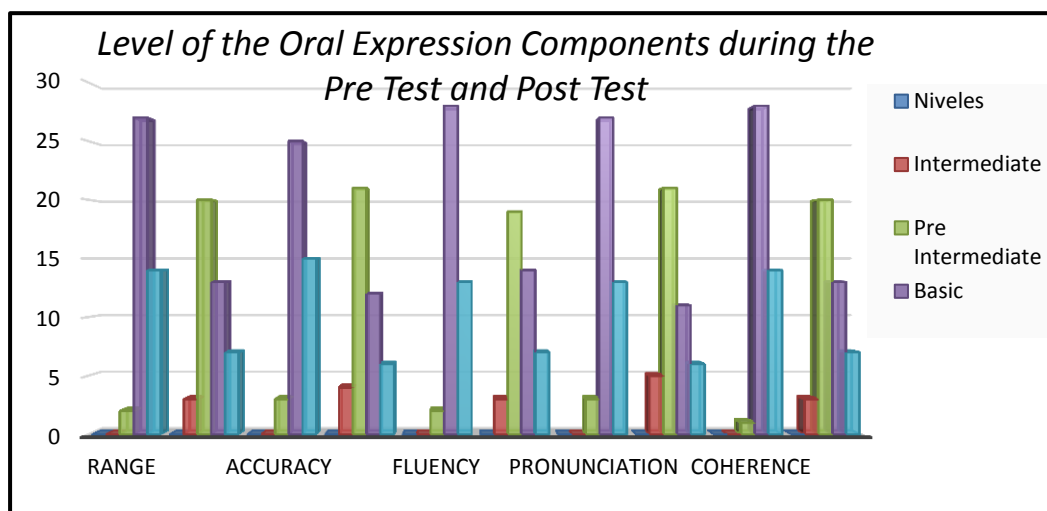


Figure 3 Level of the Oral Expression Components during the Pretest and the Posttest

These results show the Basic Level predominance in all the components of the Oral Expression before using the Eclectic Method. However, these English Oral Expression components reached a Pre Intermediate and Intermediate level after applying the Eclectic Method in EFL classes. This proves that the educator was able to increase students' oral expression through the application of this Method.

Table 1, displays the data concerning the impact of the eclectic method on EFL students. The rating scale was formed of five options where 1=Never; 2=rarely; 3= sometimes; 4= frequently and 5= always. The students evaluated six dimensions: objectives, teacher's role, student's role, linguistic input, strategies, and contextualization which allows the researcher to identify the degree of acceptance or rejection about this method in EFL classes.

Impact of the Eclectic Method on EFL Students

		RATING				
		1	2	3	4	5
1. OBJECTIVES						
1.1	Selective	0	0	0	3	40
1.2	Specific	0	0	2	4	37
2. TEACHER'S ROLE						
		1	2	3	4	5
2.1	Creative	0	0	0	2	41
2.2	Flexible	0	0	0	4	39
2.3	Guide	0	0	0	1	42
3. STUDENT'S ROLE						
		1	2	3	4	5
3.1	As Individual	0	0	4	6	23
3.2	As Member	0	0	2	3	38
4. LINGUISTIC INPUT						
		1	2	3	4	5
4.1	Motivating	0	0	0	1	42
4.2	Meaningful	0	0	0	2	41
4.3	Comprehensible	0	0	0	7	36
5. STRATEGIES						
		1	2	3	4	5
5.1	Diverse	0	0	1	3	39
5.2	Pertinent	0	0	0	4	39
5.3	Inclusive	0	0	4	15	24

These findings show that the characteristics of the Eclectic Method developed in the EFL classes in order to increase the students' oral expression had a positive approval by students. The results of this interview demonstrate that most of the students feel satisfied with the objectives planned for classes, the teacher's role inside the classroom when building spaces and activities that allow them to use the language in a real context, the encouragement to build their independence and autonomy as well as the teamwork enjoyment, the use of an effective linguistic input and the importance of contextualization to develop the EFL classes.

2. Discussion

As EFL teachers, it is known that one of the main goals of teaching speaking is to make students communicate efficiently; however, the researcher's experience classroom in public Institutions has shown how difficult is to master this skill for the majority of these learners. Since teaching speaking means to help learners use the language for interaction in the target language, an EFL teacher needs to go beyond the practice of classical methods, it is to explore our students' learning abilities, students' needs, students' level, socio political conditions and teaching resources. The findings and results illustrated before present a modern way to achieve specific goals related to EFL oral expression teaching. The application of the eclectic method to develop the students' oral expression is presented in this paper as an alternative way to help teachers go deeply in the teaching process, providing knowledge to form learners who are able to solve problems and face situations in real life.

Based on Kolb's theory about the learning styles and its importance inside the teaching and learning process, it is essential that students are exposed to tests which allow them and the educator to identify the percentages of visual, auditory, kinesthetic and logic learning styles integrating the classroom as well as their current oral expression level. Following some of the principles of the Eclectic Method as it is selection, sequence and pertinence, the educator has to be able to select the methods and strategies to be applied during the program taking into account the students' learning styles and needs.

When talking about oral expression, it is also essential to recognize the components of this skill and the objectives teachers need to reach. For instance, during this research, the educator looked for developing the range, the accuracy, the pronunciation, the fluency and the coherence

components. Thus, it was necessary to use techniques that contribute to increase each one of these components.

In order to reinforce Range and Accuracy, the use of Content – based Instruction (CBI) is a method that teachers should consider into their planning. CBI is based on the theory that learning should be organized into contents that the student can assimilate, leaving aside the grammar aspect of the language. Priority is given to real communication and to the exchange of information. The learning of the language is integrated with other contents, which can be topics such as sports, technology, music, etc. (Larsen & Anderson, 2011) As this method encourages teachers the use of realia, visuals, exemplification and repetition, students can practice range and accuracy through the use of videos or graphic organizers. Some of the techniques based on this method that were practical in the developing of the components were dictogloss and language experience approach. Dictogloss is a technique that helps learners to promote the students' discussion about the structural process between meaning and form. (Kowal & Swain, 1997 in Johnson, R. & Swain, M. 1997, Eds.) and language experience approach allows students to collaboratively create stories related to their life experiences.

To develop pronunciation, the use of Audio Lingual Method and Total Physical Respond present some benefits. The objective of the Audio Lingual method is to learn a language through the repetition of new words and to associate them with visual images. It is very common to imitate the native expressions and structures through the practice of technological resources such as recorders. Larsen & Anderson expressed that by listening to the instructor's pronunciation, the students are able to learn the pronunciation of words or sentences. Some of the techniques applied by the educator during this intervention in order to develop this component based on this method were the chain drill, question and answer drill and use of minimal pairs. The chain drill and question and answer drill techniques facilitated communication among students. They were able to practice questions and answer related to familiar topics while the teacher had the opportunity to check their students' pronunciation. The use of images to present the minimal pairs was successful, too. Students were prompted to analyze and compare. TPR or Total Physical Response is another method that should be considered when planning classes for developing pronunciation. In order to have a positive effect, it is necessary to use this method by combining with another one. This method works better with those kinaesthetic learners because it encourages the learning through actions instead of mechanical exercises. It makes the students enjoy the activities in class, which is essential because it helps to remember what was learned for a longer time. Certain benefits teachers find when applying this method are that while students do, they learn. Also, they are able to use the language in meaningful contexts without feeling pressure. (Vera, 2014) TPR contributes to keep a low affective filter of students in the classroom due to it encourages risk-taking in language production through the action and joy.

Through the use of the Communicative Language Teaching method (CLT), teachers can improve students' coherence and fluency. Larsen & Anderson state that some of the principles of this method include the learning of the cohesion and coherence and identifying the intention of the speaker as part of the communicative competence. CLT facilitates teaching because teachers can use some games, role- plays and problem solving tasks. Some of the techniques applied during this research were the use of authentic material, scrambled sentences and language games. Students were supposed to use some menus in English when working on requests. In addition, they unscramble lyrics of songs and stories while listening to them. After, they practice these songs and read the stories aloud. The use of language games is useful to integrate the five components.

E. Conclusion

Based on the findings and results of this research, the application of the eclectic method surges as an alternative way to overcome one of the biggest problem teachers of Public Institutions in Ecuador get struggle with. The use of selected methods, techniques, and strategies considering the students' learning abilities influences significantly in the development of the English oral expression of third year students whose English oral production is really low. The range, accuracy, pronunciation, fluency and coherence are components that could be increased after applying the components of the eclectic method

facilitating therefore the improving of the students' oral production. The adoption of a method where the objectives need to be established by the learners rather than the teacher, where the educators creativity and flexibility encourage students' independence and autonomy, where the use of linguistic input should be focused on motivating and inspiring learners' learning and where the reality of the students plays an important role to design EFL classes are presented in this research as a practical and proved way to be used by EFL teachers from public Institutions in order to be able to response to the demands the Ecuadorian society requires.

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