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English Usage in Japanese Workplace Settings

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Abstract

Japanese employees who use English as a second language (L2) for communicative purposes are not usually expected to be as competent in the entire range of English productive and receptive skills as would a native speaker of the language. Rather, L2 English employees in Japan are expected to be competent in the use of certain specialized aspects or task types of English. To determine which task types and specific L2 target tasks are given the greatest priority by Japanese employees, the current study focuses on the purposes for which Japanese employees use their English in the workplace. A longitudinal study of English majors from a Japanese university focuses on the workplace English usage by the members of the last three years of graduating classes (62 participants). Questionnaire and data reveal that more than 60% of the participants answering the survey use English in Japanese places of employment. In the current study the Japanese students who are using English at work report an array of different occupations and a mixed combination of productive and receptive English tasks. The varied mixture of English task types that are productive and receptive is in contrast with previous research of English subject lecturers from universities in Japan, who believe that Japanese students will need English in the workplace to obtain information from the Internet, listen and understand native English, understand documents, understand emails and business letters, and understand manuals – all receptive task types.

Introduction

This three-year longitudinal study aims to discover the kinds of English being used by a group of recent graduates from a Japanese public university. These graduated students were asked to describe the area of work they are involved in, the kinds of work they do, and the types of English they use to successfully accomplish their work in Japanese places of employment. The interest in this kind of study by the researcher stems from recent changes in the usage of English in Japan as reported by Japanese corporations through the release of press notices that indicate a change in policy regarding globalization (Nixon, 2015). As the vision of what is necessary for successful globalization is being revised by corporate leaders in Japan it is the employees of such corporations who are most greatly affected. Two questions remain largely unanswered in the research, that is, what kinds of specific English tasks are being carried out by Japanese employees and to what extent are Japanese employees using English in smaller employment areas in Japan, areas that lie outside of what is traditional considered to be the major corporate employers. Finding answers to these questions may have pedagogical implications in Japanese educational institutions and add relevance to English teaching curriculum and instructor practices.

Literature Review

Research into the types of English used by Japanese employees are limited. Other than internal investigations conducted by individual Japanese companies into the English needs of their own employees, few researchers have independently studied the kinds of English tasks Japanese employees are engaged in. At the forefront of the external studies is the extensive longitudinal investigation conducted by Lambert (2010) who used a triangulated approach to gather information about the types of English work tasks employees were engaged in as well as the specific target language that was being used by Japanese employees. Lambert's data collection approach involved: 1) job placements records in the Office of Student Affairs at a Japanese university; 2) interviews with two experienced informants; 3) a direct open-ended mail survey of university graduates over five years prior to the study; 4) a subsequent follow-up email survey of a sub-group of respondents to the first survey; and finally, 5) a closed-item direct-mail survey of graduates from over the 25-year period preceding the study. Results of this extensive work showed few differences in English task types across diverse workplace domains involved in the study (Lambert, 2010). In terms of the relative importance of English

workplace skills there were five specific English tasks that received similarly high priority from the business and the education respondents in Lambert's study: 1) locating information; 2) translating documents; 3) summarizing information; 4) editing documents; and 5) interpreting between speakers.

Methodology

At the time of the survey the sixty-two participants involved in the current research study had already graduated from a four-year English language program in a British and American Studies department at a Japanese public university at the time they were surveyed. Prior to graduation these participants had been the students of the researcher, who had been their instructor in either a fourth-year Academic writing course or one of three communicative English courses at the university over a period of four years prior to the participants' graduation. The university where the students attended is highly regarded in central Japan for its foreign language departments. Amongst these language departments, there are approximately 100 students enrolled in the Department of British and American Studies in any given year. These students must develop their core English skills over their four years of study in part through extensive exposure to native English instructors, who provide teaching in the areas of grammar and basic writing in the first year of study, communicative English over their first three years, and academic writing courses over the students' final three years at the school. To graduate from the university, senior students are required to produce a graduation thesis which is written entirely in English.

The sources of information concerning the graduated students' use of English in the workplace in Japan was obtained by use of an open-ended five-item questionnaire (see Appendix A) designed on Survey Monkey and administered over a three-year period preceding the study via a social networking service called LINE, a freeware app popular among most Japanese students at the university where the study was conducted. LINE enables instant communication on mobile phones and computers.

Initially, the researcher attempted to gauge the kinds of employment and the extent of English usage that students were using by sending an email with the questionnaire attached; however, the extremely low response rate necessitated a change in approach and the use of an electronic method of administering the questionnaire. During their coursework when the participants were students in the researcher's classes, a LINE folder had been established in each class. Accordingly, all the participants' LINE IDs were known to the researcher. The

participants were sent a questionnaire designed via Survey Monkey, which proved to be an effective administering tool.

The questionnaire asked the participants (in English and Japanese) about their occupation and to describe the kinds of work tasks they complete that involve English. Appendix 1 is a reproduction of the English-Japanese questionnaire. Participants were permitted to use Japanese if they felt that using only English would limit their ability to elaborate on their answers.

Findings and discussion

Of the 147 graduates who were contacted over the three years prior to the presentation of this research study, 62 responded to the questionnaire. Of the 62 graduates who replied, 41 stated that they were using English at work in Japan in nine different occupation areas: 'Aviation', 'Banking', 'Education Related', 'English Teaching', 'Hotel', 'Homemaker', 'Medical Care', 'Office Work', and 'Retail Sales'. Table 1 provides a summary of the occupation areas and some of the related job titles for each area as reported by the respondents. The Office Work category contains the largest occupational group of participants, consisting of a total of 15 respondents working in office scenarios. Although this grouping is somewhat loosely based given the diverse range of job types contained within it, one primary characteristic shared by the respondents within the category is that they spend much of their working time in an enclosed office environment. The second largest occupational group is Education, with 12 respondents reporting that they work either for: 1) a Japanese high school as an English teacher; or 2) a private language school (sometimes referred to as a "cram" schools by the Japanese students), teaching English to students of various proficiency levels to prepare them for high school entrance examinations. The third largest occupational grouping, Aviation, consists of participants who have gained employment in the airline industry. Job titles in the airline category are composed of three types: Check-in clerks, Cabin Crew (Flight Attendants), and Airport Communication Officers (communication or information related positions in domestic or international airport terminals).

The remaining six job categories contain only one or two respondents at most. One Japanese respondent listed her job title as Homemaker because she spends much of the day

Table 1: Occupations involving English and related job titles

Occupational areas (p = 41)	Job Title
Aviation (p = 7)	Check-in Clerk
	Cabin Crew Attendant
	Airport Communications Officer
Banking (p = 1)	Business Banking Clerk
Education (p = 10)	High School English Teacher
	English Language Institute
Education Related (p = 4)	Public Servant
	Public Relations
	Student Affairs
	Counselor
Hotel (p = 1)	Concierge
Homemaker (1)	Childcare
Medical Care (p = 1)	Data Input Clerk
Office Work (p = 12)	Customs Clearance Clerk
	Illustrator: Parts Guide Manuals
	Order and Document Processing
	Import/Export Clerk
Retail Sales (p = 2)	Watch Purchaser/Sales
	Shipping and Receiving

speaking English with her young child and is married to an English native speaker, a situation entailing that she uses English for communication during her daily life. The one respondent who works in a bank deals with the overseas subsidiaries of Japanese companies. The participant working at a hotel is a Concierge attending to the needs of foreign hotel guests. The Medical Care respondent is a data input clerk, and the two Retail Sales positions involve participants speaking on the telephone with overseas shippers and the occasional foreign customer in face-to-face interaction. Finally, one of the two participants who reported working in an Education Related positions works at a municipal government office, where she oversees taking care of foreign Assistant Language Teachers (ALT) who are living and working at elementary schools in her geographical area. The other participant in an Education Related job is working at a university and communicates with visitors and students when they come to the office.

   Participants provided a detailed description of the kinds of duties involved in their work (Question 4). The researcher also asked for information concerning the kinds of English the participants used in the performance of their work duties to determine task types (Question 5) that involved the use of English. The respondents who have been involved in Aviation-related jobs (commercial aircraft/airports) provided answers to Questions 4 and 5 as summarized in Table 2.

Table 2: Aviation job descriptions and English language task types

Job descriptions	Tasks Types: English use at work
Check-in Clerk: Check in business. Boarding procedures. Customer service in lounge. Ground duty at airport.	To communicate with foreign passengers.
Cabin Crew Attendant: Work as crew member on a commercial airline. Serve meals and drinks. Sales of in-flight items. Engage in security and service operations.	Inform customers who speak English of safety matters and provide them with service. Communicate with foreign customers and crews. Read manuals written in English.
Airport Communications Officer: Estimate expected arrival time based on radio	

communication between a controller and aircraft. Respond to requests from pilots by radio communication with airplanes.	Calculate time of arrival or departure by listening to English conversations among Air Traffic Controllers and pilots. Present flight plans and weather maps to people working for consignment companies. Inform pilots about weather and use of runway when the when the computerized system that usually informs the pilots of this information is inoperable

The most common of the Aviation occupations is Cabin Crew Attendant (p=4). In this position, the participants use English in an array of job task types, most of which are related to the service of non-Japanese passengers (i.e., serving meals and dinks, selling duty-free merchandise, and providing instructions relating to safety issues). However, there are instances in which foreign crew members, who cannot speak or understand Japanese, are working onboard aircraft and English is needed for communication with these foreign crew members. Reading manuals is another English-language task type reported by the three Cabin Crew Attendants.

Two Aviation participants are involved in the check-in of travelers. One respondent alternates between inspecting travelers' tickets and passports in the queues approaching the check-in counter and providing customer service area for membership-holding travelers. Interaction with airline travelers is commonplace in both contexts. The other participant involved in checking passengers works behind the check-in areas and processes e-tickets into boarding passes as well as manages the ticking of luggage. This respondent describes interacting often with foreigners in English.

The seventh participant categorized as having an Aviation occupation refers is an Airport Communication Officer. She uses English to listen to the radio communications among Air Traffic Controllers and pilots to discern arrival and departure times of commercial aircraft. She reports being in communication with English speaking pilots when there is a need for reports to be given concerning weather conditions and runway usage.

Table 3: Education-related job descriptions and English language task types

Job descriptions	Tasks Types: English use at work
Public Servant: Employ Assistant Language Teachers (ALTs). Arrange salary payments and housing. Deal with issues related to education.	Communicate with ALTs.
Public Relations: Plan activities for high school students. Conduct entrance examinations.	Respond to emails from foreigners in English.
Student Affairs: Working at the university counter for scholarships, events, and studying abroad.	Speak with visitors/students from foreign countries when they come to the office.
Counselor: Support students in one-to-one English conversation school and make learning plans. Act as liaison between foreign teachers and students.	Speak with foreign teachers about effective learning methods and prepare strategies to attract new student entrants.

Four participants reported working in education-related occupations. Amongst these four participants, one serves as a Public Servant. The work involves aiding Assistant Language Teachers (ALTs), who are native or near native English speakers who work in Japanese public elementary schools or high schools and assist Japanese English language teachers in the classroom. This Public Servant regularly uses English to communicate with the ALTs to help manage their working lives while they are in Japan.

The respondent who indicated working in Public Relations is employed by a public high school to aid elementary school students who are planning to write the entrance exam for the high school where she works. She occasionally responds to emails from foreigners who have sent messages of enquiry to her school in English.

Perhaps the respondent with the greatest use of English from this group is the Counselor. This participant is embedded in an English learning environment and appears to deal with English on a multitude of dimensions to contribute to the success of a private language institute. Fully knowing the entire learning environment and interacting with all the stakeholders appears to be at the crux of her employment position. This participant appears to be totally immersed in English on continual basis.

The Office Work occupational category consists of the most diverse group of employment job descriptions of the nine occupational categories (see Table 4. The tasks involving English performed by respondents in this category is wide ranging. The greatest number of participants (p=6) in the Office Work category are employed in the manufacturing industry. The English used in these six manufacturing-related jobs involves answering English telephone calls coming in from foreign countries, interacting with English speaking customers at overseas exhibitions, and translating documents from Japanese into English for foreign branch offices, Participants working in manufacturing-related office work are not always completely aware of their exact job duties prior to the beginning of their employment, or their duties do in fact change according to the needs of the employer. To this point, for example, the No. 6 manufacturing company participant, who works as an illustrator, did not initially anticipate using English beyond what would be required in the preparation of parts manuals. However, after the start of the job, the participant realized that most of the Japanese employees in the office were "over the age of fifty" and possessed weak productive English skills. Her co-workers also quickly became aware of this linguistic reality; as a result, the participant was asked to translate English customer's questions into Japanese for her manager and other superiors, and once she received the answers from her office in Japanese she would provide the answers translated into English back to the customers. The participant states: "… checking contents and thinking of answers is not [officially] my job … but I still change Japanese to English and reply to customers".

Table 4: Office Work job descriptions and English-language task types

Job descriptions	Tasks Types: English use at work
Manufacturing Companies	1. Answer phone calls from foreign countries. Use English when talking to

	customers at the company's exhibitions overseas
1. Process orders via online/fax and arrange shipments. Data/document processing. Attend exhibits as a translator	
2. Deal with exporting products and proceedings with customs clearance	2. Communicate with local offices in India and Hong Kong to translate notices written in Japanese
3. Translate Factory Automation Machines manual	3. Translate manuals
4. Facilitate sales of gas equipment	4. Communicate with overseas customers
5. Facilitate sales of merchandise to overseas customers	5. Work with overseas customers by replying to their requests and sell our goods
6. Write parts modification notices for Multi- Function Printer (MFP). Check information for Russian customers. Draw illustrations for Parts Guide Manuals	6. Deal with inquiries from overseas. Translate customers' questions to Japanese and change back to English when giving answers
Trading Company Facilitate sales of mechanical parts inside Japan. Export/import business matters with U.S., China, Thailand, and Indonesia	Communicate with business partners outside Japan by email or telephone. Prepare documents in English
Travel Agency Consult customers' travel plans, make plans, sell plans	Communicate with hotels, agencies, and overseas clients
Logistics Companies 1. Manage the quality of logistics and environmental aspects (regulate energy consumption) cooperating with other sections	1. Translate documents and procedure manuals into English that are used in overseas branches
2. Provide Air customer support services. Ask shippers to ship out cargo and deliver it to the consignee	2. Contacts shippers and our overseas offices

Market Researcher Facilitate sales activities and import/export	Communicate via English with overseas firms
Business Corporation Manage product schedules, from planning to startup	
	Communicate with overseas firms

For most participants involved in office work, their primary use of English relates to the written or verbal communications they have with native English speaker colleagues situated in overseas satellite offices or with customers/shippers also located abroad. For example, under the subcategory referred to as Logistics Companies, both participants report that they use English to translate documents that are used in both Japan (translated from English to Japanese) and overseas (translated from Japanese into English), while the other participant makes contact (whether it is written, or verbal is not specified) with overseas shippers and companies located overseas. Moreover, the one participant working for a travel agency also is involved in overseas English interaction. The participant prepares travel plan packages and sells them to Japanese customers who wish to travel to other countries. To facilitate the preparation of these travel plans, the respondent is required to initiate contact with hotels and agencies in other countries to gain information and inform Japanese customers in Japan of details related to the travel packages being advertised at her place of employment.

Table 5 provides information describing four occupational categories that contain only one respondent per category; Banking, Hotel, Medical Care, and Retail Sales. The participant who is currently working at a bank reports that she deals with Japanese businesses that have overseas subsidiaries. As a result, part of her job involves using English to bridge

Table 5: Other job descriptions and English language task types

Job descriptions	Tasks Types: English use at work
Banking	
Works with overseas bank branches	English is essential and used to communicate with local staff in cooperation with overseas corporate subsidiaries.
Hotel	English used frequently to serve and communicate with foreign visitors and hotel guests.
Medical Care Data input, planning and operations including sales.	When foreign patients arrive at the hospital English is used for communication.
Retail Sales Purchasing watches and selling them.	Respond to inquiries from overseas shippers and have daily conversations in English for the purposes of purchasing and selling watches.

communication between local bank staff and native English speakers located in the overseas corporate subsidiaries. The participant who works in a local Japanese hotel is a Concierge and as such is required to verbally interact with hotel guests and foreign visitors using English. The participant who reported working in retail sales buys and sells watches. To accomplish her job duties, she makes regular contact with overseas watch manufacturers and shippers, and again English is used when selling watches to the occasional foreign customers who either telephone or visit the watch store in person where she works. Finally, the medical care position listed in Table 5 concerns a female participant who was hired to input data and engage in planning and sales operations. Although her contact with foreign native English speakers is infrequent, her job nonetheless requires that she speak in English to facilitate their needs in the hospital where she works.

This study indicates that many of the English task types involve participants having contact with people who speak English and live overseas. Of the 41 participants who stated that they were using English at work, 13 reported having direct verbal and/or written communication explicitly with people living abroad. Alternatively, only four respondents are using English to translate documents or interpret verbal communications for other parties. These later English language skills, often thought of as being the most commonly required of all the English skills for Japanese workers, do not appear as frequently in this current study as the more productive skills do, in which employees are creating their own English language because their jobs require direct communications with English speakers.

Over sixty percent (41 of 62 = 66%) of the participants who responded to the questionnaire answered that in some capacity and to varying extents they are using English in tasks related to the performance of their job descriptions. Such a large proportion was surprising given that the few research studies that have been conducted of English usage of graduated university students in Japan indicate a lower proportion of participants are engaged in the use of English at work (Lambert, 2010). However, three factors may have contributed to the fact that a large proportion of students in the sample use English in their places of employment. First, the sample of graduated students is from a university well known in its prefecture and surrounding prefectures for being a good school to study English. Second, the students graduated from the Department of British and American Studies at the school. Third and finally, the surrounding area where the university is located has the largest concentration of manufacturing industry companies in Japan.

The English language skills, traditionally thought of as being the most important and most commonly required at work, that is, the more passive skills, do not appear as frequently in this study as do productive skills that involve employee in direct communications with native or near native English speakers. This result corresponds with research by Nakamura (2015). In her study of Business School graduates, employers valued English for: 1) Introducing the company and products, 2) Making/answering telephone calls, 3) Answering complaints, and 4) Rejecting proposals and giving suggestions – all English skills using authentic language by Japanese employees by way of direct interaction with English speakers. Alternatively, Nakamura found that the business school where the graduates had received their English education prepared the students to use English for: 1) Obtaining information from the internet, 2) Listening and understanding native English, and 3) Understanding business documents, emails, business letters, and understanding manuals – all skills considered as more passive than productive without the need for direct contact with English speakers.

Future research using the subsample of participants who have participated in this study will find out specific English language target tasks that emanate from the task types. The value of learning the target language lies in the fact that certain language skills related to English target language can be taught by English instructors.

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Appendix I

Survey of English usage in the workplace

Part 1: Current Position and Experience

パート1：現在の職場と職歴について

1. In which area are you currently working?

現在どの分野で働いていますか？

2. How long have you been working in this area?

どのくらいの期間その分野で働いていますか？

3. Please describe what you do in your job in as much detail as possible.

現在の職場での職務の内容をできるだけ詳細に教えてください。

Part 2: Use of English in Conjunction with Position

パート2：職場での英語の使用について

4. Do you use English in your work? (a) Yes (b) No

職場で英語は使いますか？(a) はい (b) いいえ

5. If you replied "yes" to Question 4, please describe what you use your English for in your work in as much detail as possible.

質問4に「はい」と答えた方は、職場で英語を使う目的をできるだけ詳細に教えてください。

Teaching Vocabulary by Enhancing Students' Spatial-Visual Intelligence

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Bio-Profile:

Fibriani Endah Widyasari was born in 10 February 1979 in Klaten of Central Java. She mastered her bachelor degree of English education program (S.Pd.) at Universitas Widya Darma Klaten in 2011 and Master degree of English education program (M.Pd.) at Universitas Sebelas Maret Surakarta in 2013. She is now pursuing her Doctoral degree of English education program at Universitas Negeri Semarang. She is working as the lecturer of English education program in the institution which she had mastered her bachelor degree.

Author's Note

Abstract

This study is aimed to investigate the teaching vocabulary by enhancing students' spatial-visual intelligence in the first semester at English education program of Widya Dharma Klaten University to reveal teaching media and technique used by the lecturer in teaching vocabulary which associated with student' spatial-visual intelligence. This study classified into qualitative research in form of case study. Data were collected by conducting interviews, observations, and collecting documentation. To measure the trustworthiness, the data and method triangulations are applied. The research findings show that (1) lecturer provides picture

series as the main teaching media on awakening students' visual-spatial intelligence (2) lecturer guides students to observe pictures provided and doing words listing which they found from pictures (3) students classifies list of words into different word classes (4) lecturer guides students on finding the meaning of each word in Bahasa Indonesia and defining them into phrases and contextual sentences (5) at the end of semester students are assigned to build those words into comic story which collaborating students' spatial-visual intelligence and vocabulary. The results of the research show that students are able to memorize more vocabularies in long-term memory and to develop their four major language skills as well.

Teaching Vocabulary by Enhancing Student' Spatial-Visual Intelligence

The major complaint from lecturers as they teach English is students' low capacity on memorizing words or vocabulary and difficult on recalling them. Moreover, English as the foreign language in Indonesia has become another obstacle for students in developing vocabulary because they do not speak English in their daily life. Thornbury (2002: 20) states word families will be acquired by the lucky adult second language learners are proximately 5000. The problem that happened in vocabulary is the students or learners have difficulty in memorizing the vocabulary.

According to Cameron (2001) vocabulary as one of the knowledge areas in language plays a great role for learners in producing and acquiring a language. As the central aspect of learning language, students are not able to master language skills without achieving vocabulary. In fact that English lecturers find the higher education students still deal with lack of vocabulary. According to Hatch and Brown (1995: 1), vocabulary is a basic foundation to develop a language which is a fundamental role in human communication. Richard (2001: 4) states vocabulary is beyond doubt become one of the most important components of language and one of the first things applied linguistic turned their attention to. According to Crystal (1995: 116) when people are learning a language, they have to learn one of the important language aspects called vocabulary as well. It is important to master vocabulary as good as you can otherwise you cannot achieve other language skills: listening, speaking, writing, and reading besides grammar which means as a learner of the foreign language, you will find difficulties in developing fluency and accuracy for speaking, writing, and understanding what you read.

In addition, Hatch and Brown (1995: 370) mention receptive and productive vocabularies as two major parts of vocabulary. Receptive vocabulary is defined as the words that can be recognized and understood by students when they appear it in a context, but which they cannot correctly produce. Productive vocabulary is a word which the student understand when pronoun correctly and use constructively in reading and writing.

Vocabulary includes a various types that must be known (Harmer, 2001: 16-22): (1) Something related to one ability to create some statements which considerably more confidence than before about vocabulary, it because of the work of researchers and lexicographers who have a capability to analyze large banks of language data stored in computers is called Language Corpora. From a corpus of millions of words the computers can now give quick accurate information about how often words are used and in what linguistics context; (2) Word Meaning **-** the least of problematic issue of vocabulary is that it deals with its meaning. The meaning of a word is often related to other words. For example, the meaning of "full" by saying that it is the opposite of "empty" and "cheap" is the opposite of "expensive"; (3) Extending Word Use **-** Words do not just have different meanings. They can also be stretched and twisted to fit different contexts and different uses. When someone is identified in a black or yellow mood, actually it is not describing a color. In such contexts, black and yellow mean something else; (4) Combination of Word **-** words can appear as single items and can also occur in two-or-more item groups, the words can be combined in a sentence. They are often be combined with each other in ways which competent speakers of the language recognize instantly, but which others often find strange. The kinds of words that go together in one language are often completely different from the kinds of a word which live together in another. Word combinations have become the subjects of intense interest in the recent past, in part spurred on by discoveries from language corpora; (5) The Grammar of Words **-** A key middle ground where words and phrases on the one hand and grammar on the other meet up is through the operation of word classes or parts of speech such as noun or adjective. When we say a word is a noun, we then know how it can operate in a sentence. The same is true for such word classes as verbs or determiners or prepositions. When we know a word is a part of speech, we know that other words it can occur in a phrase or sentence and where it can be put synthetically. Within word classes, there are a number of restrictions. Knowledge of these allows competence speakers to produce well-formed sentences.

Vocabulary development has closely related to human memory taken from information obtained. People first find out the name of things then they keep them in their memory and they have to recall that name every time they involve with. People recall things on their

memory triggered by some experiences happen i.e. they might see pictures, hear songs or other's story which similarly happen to them, watch the movie, etc. People will try to make every part of series connected to a complete story. As they produce vocabularies to express their experiences or memory recalled, they need to comprehend and highlight words and sentence based on context. Students should remember thousands of words and maybe more and understand each word meaning simultaneously, it raises many efforts on how to help students training their memory effectively to gain more vocabularies and using them into sentences contextually and properly. One of the teaching techniques provided is developing students' vocabularies by enhancing spatial-visual intelligence and using pictures as the teaching media done by a lecturer of English education program of Widya Dharma university, Klaten, Indonesia. Student' spatial-visual intelligence required on gaining vocabularies since it involves their ability on memorizing or remembering things, reasoning, and comprehending images and symbols. (Beare, 2015) Using visual in learning English means a learner uses graphs, maps, charts, etc. Visual information interpretation done by students is kind of type of English learning activity which classified as a visual or spatial intelligence contribution. To improve English vocabulary skills can be also used the vocabulary trees which are also a great example of using visual intelligence. Visual-spatial intelligence includes your ability to visualize, remember images and details, and an awareness of your surroundings (Gardner, 1983). Spatial intelligence, which also has been referred to as spatial ability, involves the manipulation of information presented in a visual, diagrammatic or symbolic form in contrast to verbal, language-based modality (Lohman, Pellegrino, Alderton, & Regian, 1987).

Method

Participants

The participants were 20 students of the first semester at English education program of Widya Dharma University, Klaten, Central Java, Indonesia. All participants were observed during they learning vocabulary subject, all of their worksheets and result of vocabulary test were analyzed as well. Since the researcher triangulated data obtained to check the trustworthiness, ten students were randomly interviewed.

Material

Classroom observation, interview, and documentation were employed. The observation results were taped and in form of field notes of teaching and learning vocabulary activities. Meanwhile, the interview was done in form of an unguided interview to triangulate data taken from the observation related to the process of teaching and learning vocabulary. The document

was used to find out lecture's preparation in teaching vocabulary and students' worksheet to get a description regarding the students' ability on vocabulary after joining teaching and learning process by enhancing their spatial-visual intelligence.

Procedure

This research began with the observation done in the classroom which observed students activity and behavior in learning vocabulary, it observed how was spatial-visual intelligence acquired as the main teaching technique, and it also observed how students learned using pictures to build their spatial-visual intelligence in order to develop their vocabularies from that activities. The next step was doing the interview to gain data from students about their feeling of being taught with different technique and media. The interview was also used to figure out what barriers might appear during the teaching and learning process among students. The next step was documentation analysis, which revealed students' proficiency in producing vocabularies and tendencies that the technique and media have given was acceptable and properly for first semester students. The last step was summing up the barriers occurred in the process of teaching and learning vocabulary regarding the implementation of teaching technique and media which enhancing students' spatial-visual intelligence and recommended some possible solutions.

Results

Based on the lesson plan analyzed, the teaching material should be delivered to the students for fourteen meetings in one semester were: (1) Content words: Noun, Verb, Adjective, and Adverb, negatives no, not and never, demonstrative pronouns, and question words. (2) Function words: auxiliary verbs, prepositions, articles, conjunctions, and pronouns. (3) Roots, Bases, Stems, and Affixes. (4) Word building: Prefixes. (5) Word building: Suffixes. (6) Noun-forming: Suffixes. (7) Agent nouns. (8) Verb-forming suffixes. (9) Adjective-forming suffixes. (10) High-frequency Words: and, the, as, it. (11) Academic Words. (12) Multi-word Units/ Lexical Chunks. (13) Word Combinations/ Collocations. (14) Idioms.

Based on the data taken from observation, on enhancing student' spatial-visual intelligence, lecturer used series of pictures taken from various source including the internet to deliver the material for each meeting based on each topic. The pictures provided did not show the topics explicitly, therefore, students should adequate to identify and list every word hidden in the pictures. The following picture is the example of media which used by the lecturer to define content words at the first meeting.

Figure 1. Teaching media at first meeting

Source: Internet

All of the students observed the picture provided and continued to classify the content words founded on it. They were classified into Noun, Verb, Adjective, and Adverb. (i.e. plate, glass, can, spoon, jacket, etc were classified into the noun; Stand, sit, talk, hold, put, etc were classified into the verb; Young, beautiful, tall, etc were classified into an adjective. At the dining room, in the afternoon were classified into an adverb). After classifying content words founded, students' were asked to find each word in *Bahasa Indonesia* and then they created a short story and explore their ideas based on the observation of picture into phrases and sentences. Every student was able to create the different story using only one picture as the source of the idea. 4 of them focused on two children having a conversation at the left side of the picture. 9 of them focused on for ladies standing in the center of the table. 7 of them told about three people who standing backward. The dining room and the man which part of his bodies appeared at the right side of the picture were mostly included in their story. Each student provided one file holder to compile their worksheets in one semester. The semester was ended with an assignment to create the comic story from the words had been learned in every meeting sequentially which means that this activity was collaborating students' spatial-visual intelligence and vocabulary.

The interview was done to gain the information regarding students' appreciation and the barriers which they found during they both developed their spatial-visual intelligence and

vocabularies. Ten students were randomly interviewed, all of them felt very excited about being taught using different technique and media that they had never done before. They were very proud of the ability to have more vocabulary to state and easily understand the materials. They were very enthusiastic about learning vocabulary and doing every assignment given. They felt very happy because they can remember words they collected much longer and they could use them for other subject matters (speaking and writing) and when they learn to listen and read, they found much easier to grasp the material. When they were asked for the difficulties occurred during the learning process, all of them answered that they were less of time for every meeting, six of them stated that they found difficulties in creating comic story because of the lack of drawing ability and ordering all words had been learnt into a single story while the four stated that they did not find any difficulties at this stage.

Discussion

Awakening students' spatial-visual intelligence on learning vocabulary can be assumed very useful on provoking students to have their autonomy in learning and giving a chance for them to explore their ability without feeling shame and reluctant. It can be seen from the data collected that lecturer has found a proper teaching technique to help students increasing their vocabularies and keeping them on their memory much longer because of the learning media that they use help them to stay connected to the words that they listed from it. The students are stimulated to make words list whenever they see pictures or experience some events in their daily life and that will increase their vocabularies much better than in the class setting. Regarding the difficulties occurred. It can be recommended that there are other choices of the final project that can be done by students besides creating a comic story. Students can create a novel or short story without drawing activity because it is demanded a drawing skill, creativity, and sense of art, the fact is that not all students have those skills. Meanwhile, the idea of creating a comic story still can be done with the help of drawing expert, the lecture should provide the drawing expert to visualize students' story into the comic book.

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Developing Local Content Syllabus for Elementary School Based on the English for Young Learners Learning Strategy to Maintain Gorontalo Cultures

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Abstract

Local content is an elementary school subject that contains the Gorontalo language. It is continuously a concern of the government to maintain it. Unfortunately, the local content textbook used by the teachers seems monotonous and unattractive for both the teachers and the students. Based on the given questionnaire, the teachers generally indicated that the textbook was not colourful, the content was not attractive, and it was too tedious. Moreover, some teachers did not use any textbook but just browsed for material on the internet. This research intends to design a syllabus in the first year and to produce a textbook for local content subject in the second year by adapting the English for Young Learners learning strategy. The textbook is designed based on English language skills and language components. It utilizes songs, and games that encourage young learners to learn their native language. The content of the textbook describes about Gorontalo culture such as traditions and customs, historical sites, traditional foods and arts. This will lead the students to have two benefits in learning the Gorontalo language; they can learn their native language and Gorontalo culture at the same time. The study applies the Research and Development Method (Sugiyono, 2014, p. 297) to create the syllabus of local content with four main steps namely (1) identifying problems; (2) designing the syllabus; (3) validating the syllabus; (4) producing the product of syllabus. The syllabus as a main output of the study is expected to provide a new approach for both teachers and students by adapting the English for Young Learners learning strategies to the local content learning teaching process to maintain Gorontalo culture.

Keywords*: Muatan Lokal (MULOK), Syllabus, English for Young Leaner, learning strategies*

Introduction

Different regions possess different local wisdom and customs represented the exclusiveness of that area. This issue is present in every structure of life of society. Sibarani (2012) defines the term "local wisdom" as the policy or knowledge or insight of a particular community; these are inherited from their ancestors (p.112-113). Additionally, Abdussamad, et al. (1985) defines the word "customs" refers to a set of norms whose the embraced individuals upheld it in their life (p.3). It was also regarded as laws. One may say that the local wisdom refers to a set of local values of implemented to regulate societies.

Gorontalo is among provinces that encourage a local language preservation programme; it is considered that Gorontalo language is a part of local wisdom. Moreover, the outcomes of a seminar on Gorontalo culture or (1985) report that efforts in preserving the local

culture are based on the ideology that the value of a culture reflects the core values of a nation (p.73). This becomes a rationale for the people and government to explore all cultural aspects. It is also an attempt to advance the development of the region due to the change of the situations.

However, this local language is almost on the status of being endangered. In the urban areas, the elderly dominates the total speakers of Gorontalo language. Children and teenagers are almost unable to speak the language due to the existence of Manado Malay dialect start to replace it. Such a dialect turns to be a vernacular language for people in Gorontalo. The widespread use of the dialect in every aspect of life, in both formal or non-formal situation, makes the issue worsened. On top of that, a social phenomenon reveals that primary students are more fluent in speaking English rather than to use their local language. Such a condition leads to a turnover in the status of Gorontalo language: it is now on par with the English language whose status classified as a foreign language. This is because attractive strategies of English language learning draws students' interest to learn English. The massive opening of English courses in the area is also a contributing factor to the issue as well. Solutions to the problems are urgently required to preserve the use of Gorontalo language and therefore prevent the language from the verge of extinction.

The report from an informal interview with a number of primary school teachers in Gorontalo city on the 25th and 27th of February, 2015 indicates that the foremost concern of teaching the local content subject Gorontalo language is the form of designing text books. Most teachers consider that the guideline is somewhat monotonous-it does not include the teaching of the local wisdom of Gorontalo. Furthermore, unattractive learning media end up in a conventional learning method: lecturing. This condition also blames for the lack of competent teachers in the area. Text books and teaching materials, despite its drawbacks, are even not available to all schools. Therefore, each school designs its own lessons based on references they own.

A stimulating learning strategy is without question essential to cope with the previous issues. It is expected that this will be a hook learning strategies, especially for the local content Gorontalo language subject. This research offers to adopt the learning strategy of English for Young Learners as the problem solving to the problem concerned. A syllabus of the subject will be designed during the first year. Preceding the step is constructing teaching materials related to the local culture of Gorontalo. For examples, historical sites as one of cultural conservations (Zakiah, 2013), traditional arts as the cultural heritages in the form of art which are passed down through generation (Basundoro, 2012), as well as its food. This is conducted

in the second year. The designed syllabus is *tentative* and applied only for the fourth-grade students since they are categorised as the *upper classes* (Suyanto, 2007, p.15). Students in this category are capable of prolonging the duration for concentrating; also, they are more prepared to learn a new language compared to the students below fourth grade. Such a condition will help them to process and understand the language easier (Suyanto, 2007, p.18-19).

Learning Strategy of *Teaching English for Young Learners*

  English for Young Learner, or EYL in short, refers to the process of English language learning for children whose ages range from six to 12 years, or in other words, the primary school students. Tenets of this learning model are to employ appropriate learning strategies for primary students, i.e., using understandable teaching resources as well as attractive and fun learning experiences. Piaget (as cited in Suyanto, 2007, p.15) states that children's thinking capacity develops through activities that engage children with the environment. In other words, primary school teachers are urged to cooperate with the learners in understanding the shift in the cognitive development of these learners. This is because the developmental period mostly happens throughout the primary level.

  There are a number of strategies in the EYL learning for primary students, i.e., pair activities, group discussions, cooperative learning, modelling and demonstrating, mind mapping, outdoor activities, drawing and colouring, listen and repeat, and role play. In the process of learning Gorontalo language as the local content subject, the cultural values, as well as the local wisdom of the area, are integrated and compiled into an easy, interesting, and fun learning concept. Teachers play a major role during this part because they are the one who applies and develops the strategies based their learning goals. For instance, in teaching listening, a teacher employs *Listen and Repeat* activity where students are asked to listen to a recording of the sounds or words in Gorontalo language and how to pronounce it. They further repeat the way the sounds are pronounced. The teacher acts as a mediator to guide students to pronounce the word properly. Sing a song is one of the media in teaching young learners. Listen to a Gorontalo song enables students to understand the use of vocabularies of the local language. Simple tones and rhymes also ease the children to memorise the lesson. To conduct such a method, teachers need to prepare recording media and even the tape script.

  For speaking practice, the modelling and demonstration method can be used in the teaching. Integrating these methods in a topic about making a dialogue regarding traditional foods of Gorontalo is a perfect example for the teacher. It is also based on the *EYL* teaching strategy. The idea is to have the teacher as a model in pronouncing words or sentences in

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Gorontalo language. In this way, students not only practise their listening but also practise their speaking through sing a song (with the correct pronunciation) after the teacher gave them an example. Applying the EYL strategy, i.e., role playing, allows the teacher to enhance students' reading skill. This method is conducted by asking students to understand the content of a reading passage, for example, a Gorontalo folktale. Furthermore, the students will perform a role play based on the story. In shaping the students' writing skill, mind mapping is without question applicable for the teachers to be implemented in their lesson. This strategy is mainly to write a series of words or some sentences in the form of a mind mapping. The words and sentences are in Gorontalo language. Since this strategy provides a space for learners to put their ideas into their writing, the teacher needs to give the learners a clearer and easier instruction. In other words, the teacher will instruct the learners to design a map of a story they are going to write. Explaining the parts of a story, such as the introduction of the story and its ending, is therefore necessary.

Using games in EYL is also a common teaching and learning strategy. This is because children whose age ranged from six to 12 years prefer more engaging activities rather than a static, classroom learning. Such a learning only leads to the students' boredom; they ultimately think that language learning is stressful. This is echoing the argument of Suyanto (1977) that states that children are imaginative and active learners (p.17). They prefer learning by using games to encourage and motivate them in the class.

Review of Previous Studies

The following section is the review of related studies: (1) **Teaching Gorontalo Language as the Local Content Subject in Primary Schools in Gorontalo City, Lamsike Pateda (2011).** This study reports that teachers mostly employ lecturing and grammar translation approach as the methods of teaching Gorontalo language to primary students. In the first method, the teachers explain the lesson followed by interaction with students regarding the taught topic (mostly in the form of asking a question). The second method is about equipping students with an in-depth understanding regarding the grammar of Gorontalo language. Students are sometimes asked to translate from the local language into Indonesian. This aims to improve their understanding regarding Gorontalo language.

(2) **Developing Comics as Local-wisdom-oriented Lesson Materials in the First Grade Students of SD AlHuda, Gorontalo City, Munifa Djibran (2015).** The rationale of this study concerns about the lack of local wisdom values integrated into a text book for the primary level. By that, designing a guideline for teachers in designing a local-wisdom-oriented

text book in the form of a comic. The topics encompass a story book about *polopalo* and *tumbilotohe*.

(3) **"Puppet Show": Exploring the English Language Learning Method in Improving Primary Students' Speaking Skill, Setyarini (2010).** This study reveals that the "puppet show" method is capable of delivering an innovative learning. It is indicated by the final exam score of students as well as their enthusiasm in the post-treatment. Almost all students are not reluctant to actively speak in expressing their opinion, although this may vary from one student to another. On top of that, despite the fact that teacher's guidance is still needed, this method helps them to understand new vocabularies through an attractive puppet show. This is also echoing to the results seen in the interview with teachers.

Research Methodology

The methodology of research involves a research method, participant, data collection method and data analysis.

Method of research

This research is carried out by applying the research and development (R&D) method; such an approach aims at resulting product as well as to assess its effectiveness (Sugiono, 2014, p. 297). Steps and procedures in designing a syllabus of the local content subject is as follows: (1) identifying the problems and needs of students and teachers, this includes teaching materials that correspond to the goals of learners, learning aims, content of lessons, learning atmosphere, and the modes or the strategy of delivery; this also includes the analysis of the advantages and weaknesses of the conventional text book used. (2) Designing an EYL-based local content subject syllabus. (3) Re-analysing and re-validating; and (4) Producing a lesson material.

Participants

The participants involved 10 teachers of the local content subject throughout Gorontalo City, particularly in Kota Selatan.

Data Collection Method

The data were gathered through distributing questionnaires and conducting an informal interview to investigate the needs of both teachers and learners. The questionnaire aims at investigating aspects, such as (1) text books used, (2) teaching methods in developing the teaching materials, (3) major concerns regarding the use of the text books, and (5) suggestions and inputs from teachers and students regarding the text books of Gorontalo language subject.

Preceding the step was the analysis of the teaching materials previously used by employing the Little John framework (as cited in Tomlinson, 2007, p.90-200). This framework is comprised of two main aspects: publication and design. The publication refers to the physical dimension of the materials while design resembles abstract things: the concept or the essences of the teaching resources. Designing the teaching materials was conducted once all the data have been collected.

Data Analysis

This research employed the ADDIE model developed by Dick and Carey (1996) as the data analysis method. It comprised of five stages, namely Analysis, Design, Development, Implementation and Evaluation. This is to construct a syllabus for the local content subject through some steps, i.e., analysis, design, and development as well as to produce a teaching material for the subject through implementation and evaluation.

Findings and Conclusion

This study is aimed to design a tentative EYL-based syllabus for the local content subject directed to the primary students in the fourth grade. The grounding is the syll abus and teaching materials of English language subject for primary students in Gorontalo city. It is expected that the product of this research can serve as the guideline for the primary school teachers, in particular for those who teach the local content subject. This study employed ADDIE data analysis model which comprised of three steps, i.e., analysis, design, and development (Dick and Carrey, 1996). There are four stages in conducting this research: (1) identifying the teaching materials of the local content subject along with its issues; (2) designing the concept of the syllabus; (3) analysing and validating; and (4) constructing the syllabus. Each is briefly described as follows:

Identifying the teaching materials of the local content subject along with its issues

This step aims at exploring the details regarding the problems and the need analysis of the local content subject teachers. The problems revolve around identification of problems, analysis of learning instruments and the needs of students and teachers, as well as the teaching method in the practice. All the information are from the questionnaire distributed to the participating teachers in Gorontalo city, especially in Kota Selatan. The site is selected-since almost every student in this area has a poor understanding of Gorontalo language. The

following table displays the results of the analysis of the questionnaire; data from informal interviews are also included.

Tabel1. The problems of local content subject

Identified Problems	Descriptions
Content of the Book	• Revision is needed. The contents do not meet the criteria of developing the capacity and uniqueness of the local culture of Gorontalo and are not suitable to the learners' capacity; they find it difficult to grasp the lesson. • Unattractive text books. The contents do not appeal to the learners; it is not in full colour. Some materials are not related to the topics or units in the text books. • Teachers find it difficult to develop the materials or their teaching methods due to limited topics in the text books. This ends up in a monotonous classroom learning. Lack of concrete examples, such as the use of pictures, to get the students engaged in the learning. • The teaching materials must be in correlation with the needs of students.

Methods	• Teachers mostly employ traditional teaching methods, i.e., lecturing, question and answer session, and group discussions.
	• Encouraging teachers to use attractive methods will help students to comprehend and memorise the lesson. The examples are using games or sing a song.
	• Inquiry method, or integrating topics about tourist destinations and herbs, is applicable. On the other hand, this method is rarely applied in teaching the local content subject.
Media	• There is a need to facilitate students through media, i.e., videos and pictures or realia, to develop their interest and encouraging a conducive learning atmosphere.
Teaching and learning process	• The interaction is still one-way interaction or teacher-centred.

Designing the EYL-Based Syllabus of the Local Content Subject

Preceding the previous step is a discussion among the team researcher to select teaching materials which have interrelation with and focused on the culture and local wisdom of Gorontalo, i.e., traditional foods, traditional dance, as well as the musical instruments. The team further formulates a syllabus based on the learning strategy of EYL for the local content subject. Furthermore, the materials will correspond to the text books widely used in English for young learners subject. Competent lecturers will examine the draft syllabus in the field of curriculum and Gorontalo language; this is to revise the content of Gorontalo language as well as the form of a syllabus. Furthermore, the results of revision will be discussed in a Focus Group Discussion. Experts of language teaching for children, curriculum designing, and

Gorontalo language (i.e., teachers of the local content subject, and lecturers) will attend the event.

Validating the Syllabus

The Focus Group Discussion (FGD) will be held on the 21st and 28th of July 2017. The participants are comprised of four teachers of the local content subject as well as three experts of EYL, curriculum, and Gorontalo language.

The first day of the FGD discusses the syllabus draft designed by the researcher team. Moreover, this draft is presented to the teachers who teach in four different classes; it aims to give their opinion regarding the level of difficulties of the lesson that they are going to teach. During the discussion, the teachers also give some corrections and suggestions about the format, the content of syllabus, and the teaching materials as follows:

1. Readings are not included in almost all units.
2. The lesson must be adjusted to the learners' capacity.
3. The lesson should integrate some colourful pictures.
4. Videos and audio about the traditional song, musical instruments, and traditional dances are incorporated into the lesson.
5. The lesson integrates games based on the learners' capacity.
6. The lesson should focus on enriching learners' vocabulary rather than grammar-oriented learning.
7. Topics about Gorontalo culture should be straightforward and understandable for learners. For instance, the discussing the meaning and values embedded should be covered on the subject of traditional songs of Gorontalo. There are some songs whose meaning described people's patriotism, how someone gets a job abroad, as well as the struggle of life.

Preceding the step is a discussion among the researcher team to revise the draft based on the suggestions and corrections from teachers. Competent lecturers will validate the first draft of the FGD.

In the second FGD (on the 28th of July 2017) the researcher team with the three lecturers continues discussing the topic. The concern is about the first draft from the first FGD. Furthermore, the team assures that the model of designed syllabus corresponds to the teaching materials of English language subject for young learners. The syllabus applies to all communities since the format is quite simple and easy to understand. Discussing the application of the EYL learning strategy on the syllabus and teaching materials of the local content subject is also covered in the session. Additionally, the FGD examines the coverage of the topics of

Gorontalo culture that will be integrated into the content of syllabus and the teaching materials. The format of the syllabus should also encompass description about the units, topics, sub topics, language functions, expressions, and activities. The outcome of the FGD decides to incorporate a number of topics regarding the culture of Gorontalo; these include traditional games, dances, songs, and musical instruments.

Final Draft of the Syllabus of the Local Content Subject

This research aims to design a simple EYL-based syllabus for the local content subject as the reference for all related stakeholders. It is expected that people will understand the lesson clearly. The syllabus is in the fourth grade of primary students since they are in the *upper-class* level. They are mentally well-prepared to learn a foreign language (Suyanto, 2007, p.18-19). Both the FGD conducted on 21st and 28th of July 2017 result in a format of the syllabus that has been adjusted based on the one used in English language learning for young learners, particularly for primary schools in Gorontalo city. The format of the syllabus is basically comprised of a description of the unit, topic, sub topic, activity, language function, as well as some sentences written in Gorontalo language.

Moreover, the lesson focused on the cultural richness of Gorontalo; this includes traditional songs: for example, *Hulondalo Lipu'u*, *Biteya*, *Moleleyangi*, and *Motolo Pale*, traditional musical instruments, such as *Tulali*, *Polopalo*, and *Maruwasi,* traditional dances, i.e., *Saronde*, *Dana-Dana*, as well as games, i.e., *Aawuta*, *Tengge - Tengge*, *Tenggedi*, and *Poonti.* The learning activities are based on the ones for the English language subject for young learners, i.e., listen and repeat, reading aloud, pointing pictures, matching pictures, and sing a song.

There is a two-days discussion among the researcher team conducted on the 17th to 18th August 2017. In the first day, the group aims to accomplish the syllabus revised from the last FGD. This syllabus, which consists of four units, is for two semesters. Each unit covers four to six lessons with a set of activities in one lesson. Constructing a draft of the teaching materials for the local content subject is conducted on the second day. These are for Unit 1 with a total of six lessons.

The fixed format of the syllabus is displayed in the following table:

Table 2. The Syllabus of local content subject

Unit	Topics	Sub topics	Language functions	Expressions	Activities
1	Tradition al songs	• Hulondalo lipu'u (one's patriotism toward Gorontalo) • Biteya, • Moleleyangi (hard work) • Molotolo pale (team work, harvesting, community work)	• Greetings • Recite song lyrics appropriately • Vocabularies • Understanding the meaning of the song	*a. Assalamualai kum, wololo habari.. (Greetings, how do you do..)* *Piyo piyohu (I am fine)* *Tita tanggulumu? (What is your name?)* *Watiya ti Fatimah (My name is Fatimah)* *Where are you from?* *Watiya londohulondalo (I am from Gorontalo)* *b. Example of the Lyrics of Hulondalo Lipu'u* *"Hulondalo lipu'u*	• Listen and repeat • Reading aloud • Dictation • Matching pictures and Completing Lyrics of the Song • Reading aloud • Group playing • Pair practise • Listen and completing a conversation • Pointing a picture • Listen/read a song lyric • Recite song lyrics appropriately • Small group practice

				Pilotutuwa olau Lipu'u iloponu'u Dilata olipata'u" c. *This explains the patriotism of Gorontalo people as they born from that area*	
2	Tradition al Musical Instrumen ts	• Tulali • Polopalo • Maruwasi	- Asking and answering regarding the topic about traditional musical instruments - Naming the traditional musical instruments of Gorontalo - Playing one of the traditional musical instruments of Gorontalo	a. *Yio motota mohipa Tulali? (Do you know how to play Tulali?)* *Watiya jamotota mohipa Tulali. (I do not know how to play tulali)* *Watiya bomotota moloapa maruwasi (I can only play Maruwasi)*	• Listen and do • Observing traditional musical instruments of Gorontalo • Expression matching • Listen and repeat • Sentence matching by choosing appropriate picture • Playing one of the traditional musical instruments of Gorontalo

				b. *Ti Khadijah hemohiipa tulali (Khadijah is currently playing her tulali)*	
				c. *Te Amiri hemola'apa maruwasi (Amir is playing maruwasi)*	
				d. *Ngoolo halaga lo polopalo boyito/botiya? (How much does the polopalo cost?)*	
				e. *Te Samu wawu Te Baka mototada'a mohipa tulali, moyitohu polopalo*	

				wawu maruwasi (Both Samu and Baka are experts in playing tulali, polopalo, and also maruwasi	
3	Tradition al dances	• Saronde • Dana - Dana	• Asking for and answering about someone's hobby • Naming traditional dances of Gorontalo • Name a colour • Performing one of the traditional dances of Gorontalo	a. *What is your hobby? I love dancing! What kind of dances? Manari Saronde. (Saronde dance).* b. *Ti Fatimah wawu te Kadi hipotaria Dana-dana (Fatimah and Kadi are currently practising Dana – Dana dance)* c. *Timongoliyo hipomilohe tahipotaria Saronde (They*	• Listen and do • Observing traditional musical instruments of Gorontalo • Expression matching • Listen and repeat • Listen and point • Sentence matching by choosing appropriate picture • Observing traditional dances of Gorontalo • Performing one of the traditional dances of Gorontalo

				are now watching the Saronde dance performance) d. *Omoluwa timongoli motari Saronde? (When will be your Saronde performance?)* e. *Timongolio mamotari hui lo Ahadi (They will perform on Sunday night)*	
4	Tradition al Games	• Aawuta • Tengge - tengge • Tenggedi • Poonti	• Conversation about playground • Naming the traditional games of Gorontalo • Mention one favorite game • Showing one of the traditional musical	a. *What are you playing? amiwatia sedang bermain tengge-tengge (We are playing Tengge - Tengge)* *Where do you guys play?*	• Listen and do • Observing traditional games of Gorontalo • Expression matching • Listen and repeat • Sentence matching by choosing appropriate picture • Observing traditional dances of Gorontalo

				instruments of Gorontalo	*di halaman rumah li pa Tinggi (In the yard of Patinggi)*	• Performing one of the traditional dances of Gorontalo
					b. Ti Risna wawu ti Yati hipoaawuta	
					c. ti Muna loliyangai oli Mina motengge- tengge to paango lo bele liyo (Muna asks Mina to play Tengge – Tengge in her yard)	
					ti Ririn, ti Lela, wawu ti Titin mayilapato lopoondi. (Ririn, Lela, and Titin had finished playing poonti)	

				d. *Te Haris hemomilohu taa hipotenggediy a (Haris is now watching his friends play tenggedi)*	
				e. *Games: Aawuta Tengge - tengge Tenggedi Poonti (Accompanied by pictures)*	
				Example: Ti Rina hemoyitohu .... (picture)	

This syllabus is for the local content subject aimed at primary students in Gorontalo city. It is simply designed in which allows the students to learn Gorontalo language in a similar way with learning English. Audio visual media are integrated to motivate the students to learn the subject.

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Using Performance Assessment with EFL Learners in Pronunciation Class

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Abstract

Performance assessment is believed to provide better information about learners' performance and development (French, 1992). This kind of assessment is not endorsing rote learning or recalling. Instead, it encourages learners to demonstrate what they have learned in certain tasks or projects. Such assessment values process and product. In this kind of assessment, learners are asked to perform some tasks and subsequently their performance is judged against specific criteria known to them in advance. The criteria will guide them to produce satisfactory performance. This paper discusses performance assessment and scoring rubrics, the tools suitable for assessing performance or products. Furthermore, it spells out how performance assessment may be used with EFL learners in pronunciation class and what scoring rubric is suitable to evaluate the learners' performance.

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Assessment refers to a process of gathering information as evidence of learners' performance which will become the teachers' basis for giving feedback and making judgments about their learning. Stimulated by an arising need among teachers for more holistic evaluation approaches, one type of assessments, i.e. performance assessment, has gained increasing popularity since it is underlined by the belief that education should be informed by critical thought and relevant knowledge (Aitken & Pungur, 2017). Performance assessment is believed to provide better information about the learners' performance and development (French, 1992). Such assessment encourages learners to demonstrate what they have learned in certain tasks or projects. They are asked to perform some tasks and then their performance is judged against specific criteria which are disclosed to them in advance. The paper aims at reviewing performance assessment and scoring rubrics, tools which are commonly employed in assessing performance or products. On top of that, the paper elucidates how this kind of assessment may be applied with EFL learners in pronunciation class along with the presentation of the pertinent scoring rubric.

Theoretical Ground and Discussion

The following section elucidates performance assessment and scoring rubrics. Toward the end of the discussion, it also expounds the implementation of performance assessment with EFL learners in pronunciation class.

a. Performance Assessment

Performance assessment refers to multiple forms of assessment which require learners to show their skills and competencies by completing tasks which have real-world applications. Foster (2012) defines it as a way to measure the students' learning by means of learner-centered, active learning strategies which will facilitate them in developing lifelong learning competencies. Performance assessment challenges learners with activities which are meaningful and relevant to real-life in addition to empowering them to become autonomous. According to Moskal (2013), performance assessment may take a variety of forms, covering written and oral demonstrations. These tasks may be completed either individually or in group.

Performance assessment does not encourage rote learning and passive test-taking. It necessitates learners to create "a product" whereby they should demonstrate what they know and can do (Hofman & Kahl, 2017; Moskal, 2013). The 'product' the learners produce reflects their learning and achievement because to accomplish an assigned task they are demanded to integrate their prior knowledge, learning and pertinent skills into the task. Such assessment is particularly needed when performance skills are not adequately assessed by paper-and-pencil

tests alone (Gronlund & Waugh, 2009). In addition to asking students to perform or produce something, Brown (2004) and O'Maley & Valdez Pierce (1996) argue that performance assessment taps into students' higher-level thinking and problem solving skills. It involves them in meaningful instructional activities by integrating what they have learned into practice (Moskal, 2013; Stiggins, 1987). Performance assessment asks students to exhibit skills and concepts they have learned in a new situation (Aitken & Pungur, 2017). In contrast to traditional testing that deals with information reproduction, such assessment is believed to be more useful since it provides better information about learners' performance and development (French, 1992; O'Maley & Valdez Pierce, 1996). Moreover, it is also considered more meaningful because the learners' engagement and learning relevance are increased.

In implementing performance assessment in class, teachers should inform learners about how to perform well on meaningful tasks. In view of that, teachers should show models of good (and not so good) performance to facilitate them in the process. Modeling will show the degrees to which a learner is successful or unsuccessful. The learners will be informed of what good performance is like and what characteristics make up good performance. Therefore, the performance evaluation should be done in such a way that will take those varying degrees into consideration. The use of scoring rubrics will become the solution to it.

b.   Scoring Rubrics: What, Why and How

The implementation of performance assessment will be fruitful when students know what teachers expect. This is important since the students will be evaluated against pre-established criteria, called rubrics. Rubrics are defined as "a rating system by which teachers can determine at what level of proficiency a student is able to perform a task or display knowledge of a concept" (Brualdi, 1998: 2). In short, rubrics are a type of scoring guide which assesses and articulates specific components and expectations for an assignment.

Rubrics typically consist of all of the dimensions being assessed and a scale, which helps teachers as the raters to properly place the work under evaluation on a scale (Turner & Shellard, 2004). They also help teachers in assessing students' process, performance and progress. Scoring rubrics are generally adopted whenever a judgment of quality is mandatory in evaluating a large array of subjects and activities. Scoring rubrics are supposed to be fair and simple, and are able to give students a clearer picture of the strengths and weaknesses of their work than do letter grades alone. Consequently, it is essential that teachers always clearly define standards and expectations which are materialized in the form of descriptors in the

scoring rubrics. They are useful to minimize or eliminate rater subjectivity because performance assessment always involves judgment.

Disclosing standards and rating criteria openly to students is highly encouraged (Brown, 2004). The rubric is recommended to be shared with the students before they begin the task in order that they are well aware of the teachers' expectations for the assessment task and the outcomes being measured. By so doing, the students may be better able to develop the necessary skills to yield good outcomes (Brualdi, 1998; Crocker, 2017). The pre-designated criteria will become the stated learning goals for students which enable them to know the contents of their learning, their importance, and the teacher's expectation (Catholic Education Office, 2011). These criteria will be given numerical values to indicate the extent to which the perfomance meets the pre-established criteria.

Scoring rubrics have some practical benefits for both teachers and students. For teachers, rubrics enable them to assess assignments consistently from student-to-student and to clarify expectations and components of an assignment. Additionally, rubrics also supply teachers with information about students' current knowledge and performance and what they can do to improve. As for students, rubrics help them understand expectations and components of an assignment. The rubrics give them guideline while working on a task which helps them orient themselves and assess their own work and others'.

Designing high quality assessment tasks and instruments is the key to successful preparation for implementing effective performance assessment (Catholic Education Office, 2011). First, teachers as rubric developers should identify the purpose of the task or the activity (Moskal, 2013). Clear identification of the goal and objectives will guide the teacher in developing the assessment and the rubric as well. After the form of the assignment has been determined, the elements of the assignment or the critical attributes which the assignment should possess need to be outlined (Brualdi, 1998). Airasian (1991) as cited in Brualdi (1998: 2) propose some suggestions in order to assist teachers in determining attributes or criteria to be included in the rubrics. Teachers need to list the important aspects of the performance or product. The identified qualities which are expected to appear in students' work will show proficient performance (Brookhart, 1999 in Moskal, 2000). The number of the performance criteria should be limited so that they can all be observed during a learner's performance. Moskal (2000) avows that having a few meaningful score categories is better than having many score categories which are difficult to distinguish.

In developing the rubric the criteria set forth should be aligned with the task requirements and the stated goals and objectives (Moskal, 2013). It is noteworthy that the

criteria be expressed in the form of observable behaviors or product characteristics. They must be objectively measurable. Specific and clear language should be used to assure that students understand. The separation between score levels should be clear as well. Besides, the points to be assigned should also make sense and the statements of the criteria are not biased.

To ease the administration, the performance criteria should be arranged in the order in which they are likely to be observed. Afterwards, an evaluative range for performance quality under each element needs to be created. Moreover, descriptors which qualify each level of performance should be added. Brookhart (1999) argues that the score category should be defined by means of the description of the work, and not of the judgments about the work (in Moskal, 2000). For instance, the description should not include the use of adjectives *interesting* or *good*. Rather, the description should be objective and quantifiable.

c. Implementing Performance Assessment with EFL Learners in Pronunciation Class

Pronunciation class deals with learning oral skills. For this reason, it is not appropriate if language learners are assessed using paper-and-pencil test. A direct testing will be more valid since learners are given a task to demonstrate what they know and can do in terms of pronunciation skill. It goes without saying that performance assessment is a better option to assess students' pronunciation mastery.

To measure whether students can put their comprehensive pronunciation mastery into practice, they are required to show some performances to display their understanding of what constitutes good pronunciation. To illustrate, a pronunciation course in an EFL setting aims at exposing students to pronunciation in context, whereby in all class sessions they are required to read aloud a variety of texts in which they put their knowledge about accuracy, stress, stress shifting, linkage, rhythm and intonation into practice. These tasks are intended to develop students' accuracy and fluency and to improve their pronunciation mastery (Dosen-dosen PBI, 2010). To achieve the goals, students may be asked to read aloud poems, stories, news, or documentary articles. Choices of text types may be varied by the teachers to befit a particular class.

A sample learning scenario is outlined as follows. Story reading is chosen as the assessment task or activity. Students are asked to read stories for the class. The texts to be read aloud may be either children stories or flash fictions. Such texts are addressed for children and for teenagers or adults respectively. Before students perform their reading in front of the class, they will be given sufficient time to prepare and practice. To guide their preparation, scoring rubrics which the teacher will use should be made known to them in advance. The purpose is

for students to plan how to produce a successful performance because they know what the teacher expects of them.

Provide your partner with detailed comments (+ or -) in terms of the following components

No.	Aspect	Evaluation (+ or -)	Comments
1.	Voice Mechanics		
2.	Speaking Rate		
3.	Clarity		
4.	Accuracy		
5.	Pausing & Phrasing		
6	Fluency		
7	Use of Nonverbal Communication		
8	Characterization		
9.	Others (specify)		

Figure 1: *Peer Assessment Sheet*

In preparing their performance, students firstly prepare it individually, and subsequently they are to practice in pairs or in group depending on the number of students in a given class. They perform in front of their peers what they have prepared and they are required to give reciprocal feedback. The peer feedback activity is to be done in class. The obtained feedback is incorporated into the students' real performance for which the feedback is used as the basis for revision and improvement. The students' real performance serves as the object of the teacher's assessment and scoring. Figure 1 illustrates the instrument which may be used to document the peer feedback activity.

Given a text on children stories or flash fictions, students are required to read aloud the stories as if they were reading the story to a group of children or teenagers as the audience, whichever is appropriate. They have to put their knowledge about accuracy, stress, stress shifting, linkage, rhythm and intonation into practice.

No	Criteria	Score and Description		
		GOOD	**MODERATE**	**POOR**
1	Accuracy	Making very few mispronunciations in terms of sound accuracy and stress placement	Making some mispronunciations in terms of sound accuracy and stress placement	Making a lot of mispronunciations in terms of sound accuracy and stress placement
		3	2	1
2	Voice mechanics	Demonstrating appropriate voice audibility and tone	Demonstrating sufficiently appropriate voice audibility and tone	Demonstrating inappropriate voice audibility and tone
		3	2	1
3	Fluency	Able to read the story in a completely fluent manner	Able to read the story in a sufficiently fluent manner	Unable to read the story in a fluent manner
		3	2	1
4	Phrasing & pausing	Demonstrating appropriate phrasing and pausing skills while reading	Demonstrating adequate phrasing and pausing skills while reading	Demonstrating inappropriate phrasing and pausing skills while reading
		3	2	1
5	Speaking Rate	Using appropriate speed while reading	Using fairly appropriate speed while reading	Using inappropriate speed while reading
		3	2	1
6	Clarity	Demonstrating clear articulation while reading	Demonstrating sufficiently clear	Demonstrating unclear

		articulation while reading	articulation while reading	
		3	2	1
7	Characterization	Able to show appropriate internalization of characters depicted in the story	Able to show adequate internalization of characters depicted in the story	Unable to show appropriate internalization of characters depicted in the story
		3	2	1
8	Use of Non Verbal Communication	Employing proper facial expressions, gestures, and body language	Employing sufficiently proper facial expressions, gestures, and body language	Employing improper facial expressions, gestures, and body language
		3	2	1
9	Delivery	Using high quality of properties; presenting the story in a creative manner.	Using moderate quality of properties; presenting the story in a fairly creative manner.	Using inadequate quality of properties; not presenting the story in a creative manner.
		3	2	1
	TOTAL			

Figure 2: *The Scoring Rubric for Assessing Story Reading*

Besides, to make their delivery more appealing, they need to spice up their reading aloud performance with some creativity by making use of proper characterization, relevant properties and pertinent non-verbal behaviors, such as gestures, facial expressions, and body movements.

The assessment of students' performance is to be done on two major aspects, i.e. the elements of pronunciation competence and reading aloud as well as the elements of story reading performance. The elements of pronunciation competence and reading aloud include accuracy, fluency, phrasing and pausing, clarity, speaking rate, and voice mechanics.

Meanwhile, the elements of story reading performance deal with characterization, use of non-verbal communication and general delivery.

Figure 2 presents an example of scoring rubric which can be adopted to assess students' performance on story reading. The rubric is analytic in nature, and it contains three levels of quality gradation. To ensure reliability and usability, the rubric has been expert-validated and then piloted with multiple raters and its reliability coefficient is then computed. The result of the computation is 0.9, which indicates high reliability level.

Conclusion

The paper has thrown some light on how performance assessment may be used with EFL learners in pronunciation class as well as presenting a sample of scoring rubric which can be employed to evaluate their performance. As the class is dealing with oral skill, performance-based assessment is viewed as the most appropriate way to evaluate the learners' performance. Through the use of performance assessment can the learners be informed of their strengths and weaknesses. They know their current abilities and what should be enhanced in their learning. Additionally, they know how to fix the weaknesses so that they can improve their next performance. In a nutshell, such assessment can be seen as a celebration of learning.

Acknowledgment

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A Study of   Teachers' Belief about Second Language Acquisition

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Abstract

Teachers' belief is highly influence for understanding and improvement of teaching foreign Languange and their general classroom practice. This affects the second language acquisition. Second Language Acquisition (is often abbreviated SLA) is acquiring the language proficiency which may be defined as the ability to use foreign language effectively and appropriately throughout the range of culture and school for daily lives in a given society. The study revealed the six English teachers'belief about the correct methodology in teaching English in Senior High School to assess the beliefs of foreign language teachers. The data are taken from the questionare of The Language Resource Center (LRC). They are A five-point Likert scale instrument (was originally designed by Kissau Algozzine, and Yon, 2012). The research method was qualitative descriptive. The result revealed teachers'belief created effectiveness in teachers' attitude and   teaching method. In general the teachers beliefs indicated similar views about Second Language Aquisition (SLA) and teaching method. Teacher beliefs contribute to form the particular teaching method work in particular group of students.

Introduction

Learning second language (L2) makes some students get difficulties and lead them not to have a good motivation to practice second language. Practicing L2 in the L1 (first language) environment is a complicated thing for the second language learners. That's why the role of the teachers is important in understanding second language aquisition which affect the learners enjoy in learning language process. Take into consideration possible impact of teacher beliefs on teaching process which consequently affect learners' learning experiences, related to the right teaching methodology. Teachers' belief is one of the element that to be observed as it affects the effectiveness and achievement of educational goal.

Some researcher have done some studies on teacher belief. A research by Johnson (1994) concluded that research on teachers beliefs share three basic assumptions. First, teachers' beliefs influence both perception and judgment which, in turnn affects what teachers say and do in the classroom. Second, teachers' beliefs play a critical role in how teachers learn to teach, that is, how they interpret new information about learning and teaching and how that information is translated into the classroom practices. And third, understanding teachers' beliefs is essential to improve teaching practices and professional teacher preparation programs.

Meanwhile, Saydee (2016) stated joining workshop for short period of time, the foreign English teachers can't support to adopt the teaching strategies immediately because of disrepancy of the teacher background and curricula. In line with it, Richards & Lockhart, (2000) stated that teacher beliefs are gained by teaching methods which are originated from the teacher experiences and personality factors.

Another currents research into teachers belief revealed that age and experiences are really infleunces the teacher beliefs. Based on the research about pre-service teachers, comparison shows differences from our results with respect to beliefs about (a)immediate error correction, (b) presenting grammatical rules one at a time, and (c) the effect of interaction between learners of the same level. The beliefs embraced by experienced or more mature teachers are closer to theories solidly supported by research findings compared to beliefs of inexperienced or less mature teachers. (Agathopoulou ,2010, P. 174)

Concerning the SLA related to teaching methodology in the classroom has been studied by few researchers. Lightbown (1985) argued that mastering knowledge of second-language acquisition research, the teachers will understand what to do in the classroom and the students' need. Unfotunately, some researchers in Indonesia seldom review the relationship between second language acquisition and teaching method. This obviously significant to know

the relationship between them due to the fact. The teaching method play the dominant role in creating the communicative competence in the learning process. It also supported the learners to achieve the profiency in Second Language Acquisition (SLA). Realising how important of the teacher beliefs in teaching methodogy, the researcher investigate to know the impacts of teachers' beliefs to the effective teaching and learning methodologies.

Literature Review

Teachers's belief show the teacher preception what they understanding from the learning process to improve their teaching methodology. Heather and Andrzejewski (2009) stated that teachers' beliefs have many impacts in many teaching aspects : teaching method, teaching attitude, teaching behavior and learners development which can lead the teacher to fulfill the objective of the study. In line with this, according to Abdi & Asahi (2015) teachers' belief is the sourse to create the teaching planning, the teaching approach and methodology and make an enjoyable environment.

There are three kinds of teachers' belielf :a. Beliefs about Learners : Effective teacher beliefs about learners are of importance, and are considered as integral components of effective teaching ; b. Beliefs about learning : Teaching well also means learning well to some extent, and teachers' beliefs will subconsciously propel teachers to adopt different teaching-learning methods ; c. Beliefs about themselves related to advanced beliefs about teachers ourselves, such as teacher self-efficacy and teacher emotions can be important ways for us language teachers to enhance our overall quality. (Xu Li, 2012, P 2-4).

With these opinions about teachers' beliefs has many impacts to design the teaching-learning methodology, teaching behaviors, and teaching attitude can help enchance the second languange learners success in language learning. In addition, it plays important role in the Second Language Acquisition (SLA) in designing the creative and interesting class to help the learners easily undertand the second language.

Gess and Selinker (2008) defined Second Language Acquisition (SLA): "This is the common term used for the name of the discipline. In general, SLA refers to the process of learning another language after the native language has been learned. The important aspect is that SLA refers to the learning of a nonnative language after the learning of the native language." Pica, T (in Eli, 2005) stated that SLA from applied linguistic overview support learning process and the learner's consiousness in SLA process. SLA which concern on studying English as second language can be identified by L2 leaners' cultural background and personality. An understanding of second language acquisition can improve the ability of

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mainstream teachers to serve the culturally and linguistically diverse students in their classrooms Hong (2008). In other words, Second Language Acquisition related to understanding what second language is and implied learning its culture background and personality.

Methodology

This research employ a descriptive qualitative investigating the teachers'beliefs on second language aquisition. Sudjana (2004) stated data collected were then analyzed qualitatively, meaning that the analysis describes the phenomenon happened based on information analyzed inductively so that it could imply more precise meaning. The data source was collected through A five-point Likert scale instrument questionaire originally designed by Kissau, Algozzine, and Yon, 2012 and has been modified by The Language Resource Center (LRC).

Participant

The participants are the English eachers in 2 Vocational School in Tangerang and one Senior High School in Tangerang. They are the non-native English Teachers who have been teaching English for many years. There are 6 english teacher (2 men and 4 women) participate in this research. The age of four teachers are 26 to 30 and the others are 31 to 35.

Research Instruments

To Find out the teachers' belief, the reseasher use A five-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Natural , 4=Agree, 5=Strongly Agree) instrument was originally designed by Kissau, Algozzine, and Yon, 2012 (Saydee, 2016). The researcher modified some questions to meet the purpose of the current research and based on the condition in Indonesia. The changes are made only in Section A (background of information) and Section (B) Teacher training education.

Data Analysis

After collecting the data, the next step is to analyze the data. Based on the teachers' reponses on questionnaire, the researcher analyze the data and give the detail description on teachers'belief towartd teaching methodology.

Findings and Discussion

The teachers were asked to answer some perceptions in questionaire and have to answer 5 choices : Strongly disagree, disagree, not sure, agree and strongly agree. The result of questionare statements are illustrated in some points based on the subscale of questionaire.

Statements related to teaching and learning methodologies

The first subscale (language and culture), the second subscale (Teaching strategies) and the third Subscale (individual differences) describes about the teacher's perception related to the teaching methodology. The language and culture consist of eight questions (Q 9-17) and the teaching strategies consist of nine statements (Q 18-25). The individual differences contains of five statements (26-30).

Language and Culture

Some teachers assume that although language and culture are related ecah other, they desribe the target language culture in glance. It can be seen from some questions (Q9, Q 16, Q 17) answers. Four of teachers disagreee to involved in and enthusiatic about target language and target language culture (Q9). It means they more focus in teaching the language than the culture. However, all the teacher agree that the learners have to acquire the foreign language well by encouraging foreingn learners to speak the target language in the first day of instruction (Q16). Realising some difference in cultures between first and second languages, three of six teachers likes to share familiar expression (e.g., It's raining cats and dogs) to help learners communicate successfully in the TL(Target Language) (Q11). Learning second language and cultural background and personality are related each other ((Pica, T.)in Eli 2005)

Implementing to speak full English during the classroom activity or outside the classroom, all the teachers strongly disagree. (Q 13,14,15). English teachers tried to find some teaching method to make the learning process understood by their students. It's one of evidence of the belief of learning. Teaching well also means learning well to some extent, and teachers' beliefs will subconsciously propel teachers to adopt different teaching-learning methods ((Xu Li, 2012, P 2-4)

Teaching Strategies

In creating teaching methodology, four teachers strongly agree to the teachers' belief about leraners, it can be seen from preception in (Q 18, 19, 22, 23). The teacher set the teaching strategies and make the learning process more effective and improve students performances by involving students in many activities in the classroom such as make a small group, role play, asking information from classmates or the other resources. Utilizing the digital era, two teachers strongly agree to allow the students use computer and internet in finding some information.

Individual Differences

From five statements about the teachers's belief to plan different strategies by considering student's individual differents, it can be concluded that most of the teacher agrees to create many teaching strategies to create good environment learning procees despite of the the students' differences. One of the teacher is not sure in encouraging students to explain why they are learning the TL and how they learn best (Q 28). Five of six teachers agree to apply many various games to get students' vocabulary mastery (Q 29). Six teachers are strongly agree that they need many kind of taeching strategies (Q 30).

Statements Relating to Second Language Acquisiton in Understanding Grammar.

The forth subscale assement and grammar consist of (Q31 –Q36) and the fifth subscale Second language theory (Q37-52) captured the teachers beliefs in learning. Those subscale indicated the teacher opinion on learning grammar relating to how the learners understang the grammar and acquire English as their second language.

Assessment and Grammar

All teachers response strongly agree to Q 32 : teacher use many activities and assigments that draw attention to the gramatical points. This indicate teacher aware that grammar has significant role in second language acquisition. To minimise the grammatical error in speaking and writing, all the teacher response agree/strongly agree to Q 34. Meanwhile, the statement : Bases at least some part of students' grades on how well and how often they speak in the TL gets the differents response from all teachers. Three teachers are not sure the speaking abillity measured by the grammar mastery (Q 35 and 36). It indicates some teachers have different assumption the influence the students' fluency in their first language toward the second language acqusition.

Second Language Theory

All the teachers agree that students who can practice English with the native speaker made them learn English faster than the others.(Q 37). Three teachers believe that understanding of second language acquisition have positive and significant role for foreign language teachers to teach better (Q 38). Meanwhile, five of six teachers didn't believe in small group discussion is the best teaching strategy in the Second language Acqusition (Q 44). Teachers'belief in themselves (Xu li, 2012) can be gained from the teachers'responses related to teacher self-efficacy and teacher emotions can be important ways for us language teachers to enhance our overall quality. Making students speak quickly in the TL improves TL use. The teachers assumed that the effective learning atmosphere enable the foreign language learners to get adequate knowledge(48).

Based on the result above it is indicated that most of teachers agree that teachers' belief have a great influences in their working including preparation, teaching and leraning process. (see Q 18, 19, 22, 23). Unfortunately, not all teachers agree that the cultures of target language should be explained to the second language learner (See Q 9. 11). It is contradicted that second language can be identified by L2 leaners' cultural background and personality. (See Pica, 2005). Second Language Acquisition in these research places more emphasized how the students understand and were able to do the four skills in English

Diverse teaching strategies are needed to make students understand in vocabulary and grammar (see Q 29, 30). It's accordance with Abdi & Asahi (2015) stated teachers' belief is the sourse to create the teaching planning, the teaching approach and methodology and make an enjoyable environment. Comprehending the Second Language Acquisition, make teachers have many strategies so that they can teach much better (see Q 30). This finding was related to the opinion of Hong (2008) Comprehending the Second Language Acquisition can make teachers teach languages well.

Conclusion

Having teachers' belief is absolutely significant to create and improve the teaching strategies so that the foreign language learners can develop their acquisition in their second language. Although a few teachers have different beliefs in teaching strategies and culture ,they generally have similiar views in some teaching methodology and understanding grammar in the second language acquisition. The differences is not too significant. This research revealed that teacher's belief in learners can easily diagnose the learners' needs to master the foreign langauage. The teacher's belief in learning can develop a good atmosphere enviroment in teaching and many kind of teaching strategies. The teacher's belief in themselves indicated that the teacher can determine the right teaching strategies by looking at the students difficulties.

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Motivating EFL Learners to Speak by Embracing Local Culture and Tradition

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Abstract

Whilst many teaching techniques have been researched and implemented in English foreign language classroom to encourage learners to speak, those that embrace learners' local culture and tradition in excelling EFL learners' motivation to speak have hardly been examined. This paper in particular explores EFL learners' and teachers' beliefs and motivation on a teaching model offered in its attempts to encourage students' motivation to speak English. As a part of larger Research and Development (R & D) study, the data were obtained from students' surveys, small scale classroom implementation of the model, focus group interview (FGI) with sixty three EFL learners (derived from two different Junior high schools; a regular school and a high prestigious school), and FGI with several EFL teachers and two ELT experts in Gorontalo Province Indonesia. The study indicates that the integration of EFL learners' local culture tradition in their speaking classroom has significantly influenced EFL learners' motivation to speak English. It also reveals that autonomy learning of the learners persists despite challenges and difficulties experienced by learners and teachers in their learning and teaching context where English has been hardly used both outside and inside their classrooms. It is hoped that this paper discussion will offer a new perspective in teaching English in a foreign language context.

Introduction

This study aims to motivate English foreign language (EFL) learners to speak through the integration of learners' local traditions. There has been a conflict of opinions in related literatures regarding the issue of cultural integration in English foreign language classrooms. While some scholars (e.g, Abdulrahaman, Usu, and Tanipu, 2016; Choudhoury, 2014; Dai, 2011; Hesar, Konca and Zarfsaz, 2012) believe that EFL teaching should integrate the teaching of the target language culture because language and culture cannot be separated, others (e.g Barfield and Uzarski, 2009; Đorđević, 2009; Kristiawan, 2012; Kanoksilapatham, 2015) argue the importance of incorporating students' local culture in EFL teaching because the sense of closeness and familiarity can become motivational factors influencing EFL learners to be engaged in the language. Whilst realizing its importance in teaching target culture in EFL teaching, I proposed that embracing local culture in the EFL classroom learning can be a pivotal factor in stimulating EFL learners' motivation to be engaged in their learning, which then impacts their motivation to speak. While many English motivational studies have offered in-depth discussion on various concepts, strategies, and teaching methods that can be used to boost students' speaking motivation (for example Dincer and Yeliyurt, 2017; Kim, 2014 and Xu 2010) those that embrace learners' local culture and tradition in enhancing EFL learners' motivation to speak, as this study attempts, are still under-researched.

Literature Review

Several concepts and theories in second language acquisition that are considered vital in helping the researcher to better understand the study are briefly reviewed in the following. This includes the perspective of motivation suggested by Dornyei (2005), and the notions of the importance of local culture in EFL learning by scholars such as Barfield and Uzarski (2009) and Kristiawan (2012).

Motivation is a significant consideration in English foreign language (EFL) learning as it is a critical factor influencing students to speak. Dornyei (2005) suggests three key specific components in understanding motivation in learning and teaching are the course, the teacher and the group. The course specific is closely related to syllabi, teaching methods and materials, while the teacher specific component refers to the teacher's teaching style, personality, feedback and teacher-student relationship. The group-specific is linked to the dynamics learning mode of the group. Dornyei's conception (2005) was useful in bettering understanding

of the present study, for example in its relation with the specific course components that integrate local culture teaching embodied in the design model and the relationship of teacher and student.

In relation to the issue of local culture integration in EFL teaching, current studies into learners' tradition and their connection to EFL learning have gained attention in recent decades (for example; Barfield and Uzarski, 2009; Kristiawan 2012 ; Kanoksilapatham, 2015; Đorđević 2009). Barfield and Uzarski (2009) proposed 'indigenous artifacts' and other cultural aspects that can be used in EFL classroom such as food, dress, authentic artifacts, music and dance. They claim that there are two benefits that EFL learners can gain through cultural based teaching. First, it can broaden learners' knowledge about their own culture. Second, this teaching approach is 'more relevant' to the learners, as it can be linked with the materials closely related to the learners' cultural artifacts. Some scholars such as Kristiawan (2012), Kanoksilapatham (2015) and Đorđević (2009) have done research in their own countries that show that learning English through the incorporation of learners' local culture not only helps students become more aware of their own culture and language, but also makes the study of English more successful.

While many literatures discussed many meaningful forms and activities that promote learners' speaking in EFL classrooms, including role play, storytelling and narration this present study chose group work and individual presentation on learners' authentic local cuisine to stimulate learners' motivation to speak.

Methodology

As part of a larger Research and Development (R & D) study, this cultural integration model attempts to encourage EFL learners' motivation to speak. It was carried out in two classes of junior high-schools; a regular school and a prestigious school in Gorontalo Province, Indonesia. The data were obtained from students' surveys, small-scale classroom implementation of the model, focus group interviews (FGI). There were a total of sixty-three EFL learners in the two classes, and FGI with two EFL teachers from each class, and two ELT experts in Gorontalo Province, Indonesia. Class selection was done purposively due to EFL teachers' willingness to participate in the project.

The R & D study had three phases; pre-implementation, implementation and evaluation. The pre-implementation phase contained the needs analysis. It was carried out in two schools through classroom observation, students' survey, document analysis, and interviews with teachers. Two ELT experts discussed the teaching model comprehensively; integrating

Dornyei's concept of 'course specific' (2005). The discussions took into account the EFL teaching curriculum and its content in junior high school to ensure this learning design suits the needs and curriculum expectations for speaking skill enhancement. This process was followed by the implementation phase (small-scale classroom implementations of the model were conducted with the two classes separately). During the implementation, classroom observation and teachers' feedback were provided for the learners. The last phase was the evaluation phase, which consisted of students' surveys collected through questioners. The surveys investigated the students' perceptions of the model before and after the implementation process. Focus group interviews with the learners in each class, and a separated- FGI with the two teachers were also delivered in this phase.

The model used was called; 'expressing your speaking through your own cultural tradition,' which aims to encourage EFL learners to speak through oral presentation by integrating learner's local culture in its content. The students' cultural tradition here specifically limits to 'local traditional sweets of Gorontalo and others'. "Others" referred to other traditional sweets from regions outside Gorontalo, for example Java, Makassar, Bolamongondow, Ternate and Luwuk in order to accommodate learners with different food cultural backgrounds across the two schools. Examples of the food chosen by students were Popolulu, onde-onde and nogosari. In this study, these traditional delights were proposed as 'authentic learning materials' because the learners were able to choose which sweet they would present. By integrating a 'Show and Tell' technique, the teachers guided their students in the learning model and its procedures. The students were directed to search for related vocabulary, phrases, expressions and sentences needed in their presentations. The presentation consisted of an introduction, body and closing where the food's name, cooking procedure, and story were related. The presentations ranged from 3 to 5 minutes. To avoid learners simply memorizing, some related learning tasks were also incorporated during the process. Consultation hours and corrective feedback were provided to ensure the learners would benefit significantly throughout the learning process.

Findings and Discussion

Applying local culture and tradition in speaking: Teachers' and learners' perception

The following table portrays results of several themes that are considered crucial in understanding the learners' beliefs and motivation in learning. Data from focus group interviews which were integrated in the discussion were quoted verbatim and translated

literally in English (It is noted that the language in the survey and in FGI were delivered in Indonesian as requested by the participants).

Table1. Summary of students' perceptions on several themes before and after implementation of the model

Perception of learners from regular school				Perception of learners from prestigious school			
Before the implementation of the model		After the implementation of the model		Before the implementation of the model		After the implementation of the model	
Themes	In percentage	Themes	In percentage	Themes	In percentage	Themes	In percentage
Perceived lack of vocabulary	40	Perceived on vocabulary enrichment	64.86	Perceived lack of vocabulary	29	Perceived vocabulary enrichment	42
Perceived lack of confidence	77. 14	Believing the sense of confidence has raised	70.27	Perceived lack of confidence	46	Believing the sense of confidence has raised	68
Feel unconfident in English interaction with teacher	91	Believing the confidence raised in English interaction with teacher	89	Feel unconfident in English interaction with teacher	61	Believing the confidence raised in English interaction with teacher	92
Believing the teacher's use of English in classroom is minimal	11.43	Believing the teacher's use of English in classroom has significantly improved	51..35	Believing the teacher's use of English in classroom is minimal	29	Believing the teacher's use of English in classroom has been significantly improved	61
Feel lack of creativity in their English learning	57.14	Feel their creativity level has raised	78.38	Feel lack of creativity in their English learning	53	Feel their creativity level has raised	75

Overall the majority of the learners from the two types of schools, regular and prestigious, showed positive beliefs and motivation towards the model implemented although they were different in terms of the percentage in each theme drawn on Table 1. This study shows that their perceptions of low confidence have significantly changed after being involved in the implementation phase. For thirty-five learners from the regular school, before the implementation of the model, the issue of lack of confidence in speaking English was notable dominant at 77.14 % of the total participants, and 91% of the total expressed lacking confidence in their English interaction with their teacher. In contrast, this mode of perception significantly

changed after the implementation because 70.27% of the total indicated that their level of confidence in speaking increased. This impacted their English interaction with their teacher as shown by 89% of participants reporting increased confidence in teacher interaction. Compared to the learners from the prestigious school background, it appears the number of learners who lacked confidence both in speaking and in their English interaction with their teacher were lower than the other group of learners. Of the twenty-eight learners, 46% demonstrated their lack of confidence in speaking English, and 61% of them admitted lacking confidence to speak English with their teacher. This can be interpreted that more than 50% of the twenty-eight students felt confident to speak. Interestingly, after the implementation, 68% of the twenty-eight learners believed that their sense of confidence to speak English had risen, and the level of their English interaction with their teacher also increased to 92% of the total number of students. There is an inconsistency between students' perceptions of their English confidence and their perceptions of their English interaction with their teacher. While their level of confidence in speaking English appeared high from the beginning, this is not the case with their English interaction with their teacher, which significantly increased from 61% of low confidence to 92% saying that their confidence level had risen after involvement in the implementation process. Given this evidence, it can be concluded that the learning process experienced by the students in the implementation phase positively influenced the learners' confidence in speaking, despite being different in percentage across the two groups of learners. The differences in their level of confidence in English between these two groups could be an indication that the learners from the prestigious school have more exposure to English because the academic rank of the school is considered higher than the other groups thorough the province. It might also be possible to assume that as a favorite school, the students from the prestigious group have higher status in terms of their socio-economical background compared to the other group. This may consequently impact their higher connection to English learning because many of them can afford English private courses, and thus these two reasons can influence the students' level of English competence, including the amount of their speaking exposure.

The perception of the students' confidence that positively influences the learners' motivation in English is more apparent in both the students' and teachers' qualitative recollections. Through the focus group interviews, learners from the two schools indicated their motivation and the rise of their confidence level to speak English after going through the learning process which integrates students' local tradition.

As some students say:

"I am so motivated because before I was so afraid to speak English but now I become brave to speak".

"In the beginning, I feel shy to speak English, now I feel more confident, I know more words I also know how to pronounce the words. Besides, we now are more active to talk in English than before which was more writing! "

Similarly, the two teachers also indicated the positive impact of the model on their students' motivation and confidence. Consequently, these have strengthened several speaking aspects such as pronunciation and vocabulary; highlighted in the example below (obtained from the EFL teacher of the regular school).

"The effect of this model is so high towards students' motivation. The students were following the process. Before the students feel less confident but they were so motivated to keep learning and enrich their vocabularies, improve their pronunciation in every meeting thorough the process of implementation…"

The other key finding in understanding learners' and teachers' motivational view is the perception of the nature of the model and the benefits they gained through participating in the process. Both students and teachers seem to perceive the model as interesting, fascinating and fun, and pointed out several benefits from their learning topic and material which resulted in their encouragement to speak English. Highlighted are some examples drawn from the students' recollections:

"Ii is interesting and we feel so happy, because we learn to speak English by talking about our traditional cakes like this. We also learned more about the cake we chose, how to make it. The point is we were really so excited (student from school type 1).

"So motivated to introduce the cake that we love because other friends would know what ingredients and what tools we can use to make the cake. So I can be creative in my speaking about the cake I like in the classroom…I love English now which before I did not" (student from school type 2).

"I like to be in this project because we will do the presentation about the cakes in front of our friends. But we have to practice first; choosing what cake we would bring, what vocabularies we would use , so happy to be able to speak English…" (student from school type 1).

Similarly, the two teachers perceived the same views by emphasizing the nature and the benefits obtained by their students. Both teachers perceived this model of speaking which contains learners' local culture cuisine as interesting and thus motivational in speaking English, besides pointing out some benefits to their learners, such as the process impacts students' knowledge both in English and in a specific traditional sweet. These consequently result in establishing and enhancing students' awareness of their own culture, as well as improving student and teacher interaction, as viewed in the following example:

"It is great. It is interesting and motivating the students to learn. I think to integrate our local culture in the learning process can enhance students' knowledge, and it also can facilitate learners to be aware about their own cultures. Besides, students and teacher can interact each other, communicating the food, the students' choice. Through these all, it can enrich students' vocabularies. They were so active and joyful because they can express what they like

(teacher from regular school type)".

From the teachers' perspectives, the model process they completed positively impacted the amount of English they used in class. While these two teachers admitted that previously they had downplayed their students' communicative competence which pushed them to revert back to Indonesian in their teaching, this perception was more apparent to the teacher from the regular school. According to the teacher, it was hard to expect students to speak as they lack English communicative competence. She pointed out students' low proficiency in almost every aspect of speaking and emphasized the lack of vocabulary, which she believes is the main obstacle to student engagement in daily English communicative interaction. However, by learning this cultural-based teaching, she positively explains that this is one way to motivate students to be more engaged in their English speaking interaction.

The sense of competitiveness, independence and creativity are also revealed in this study as benefits gained by the learners from the two schools when they were involved in the process of model implementation. Overall, both teachers believe that the process facilitated their students to be more competitive, creative and independent in their learning though a fluidity occurs across these two teachers' perceptions regarding these. Whilst the teacher from the prestigious school indicated that her learners' sense of competitiveness, independence and creativity are more pronounced through learners' involvement in the model, the teacher from the regular school appears to hold the belief that this model has become extremely pivotal in establishing and building the learners' sense on competitiveness, independence and creativity. These advantages also have been pointed out by the learners from both schools.

As some students explain:

"I am so motivated because every student got the same opportunity to perform. Beside, through the process of practice we have gone through things which have made us to be motivated to speak. When we see our friends have performed well we were so passionate to do better than them.

"So motivated to introduce the cake that we love because other friends would know what ingredients and what tools we can use to make the cake. So I can be creative in my speaking about the cake I like in the classroom…I love English now which before I did not.

"We choose our own topic, what food we would like to present and then we arrange our own sentences. If we confuse we can consult with our teacher. We arrange our sentences based on some steps. They are Introduction, body and closing. We become know how we to do the process. I practice my English in front of the mirror…

"In the beginning, I feel shy to speak English, now I feel more confident, I know more words I also know how to pronounce the words. Besides, we now are more active to talk in English than before which was more writing!

While these senses of competitiveness, independence and creativity seemed to influence the participants' positive belief and motivation in the model, it is noteworthy that the learners perceived that the positive role played by the teacher in facilitating learners through their learning process had a significant influence on the teacher-student relationship (Dornyei 2005), and thus learners' motivation to be engaged in the learning process, and hence excelling their motivation to exercise their English communication.

Moreover, the two teachers positively pointed out that of the three factors above, the sense of independence is a fundamental point for the learners and the teachers in dealing with future challenges that arise from limitations and difficulties from the learners themselves and their learning environment. Several limitations and difficulties perceived by the two teachers are: students' low English proficiency, lack of support of English from the school environment and society, limitations in the availability of authentic teaching materials, teachers work overload and large class size. All of these have influenced less use of English by the learners both in their classroom interaction and outside the classroom.

All the recollections of teachers and students above have shown that the students' motivation in learning English, are influenced by the implementation of the model in their English classroom. There are several possible reasons to explain this. First, it is related to the nature of the learning model, which incorporates students' local tradition alongside all supported activities being perceived by both learners and teachers as interesting. For the learners, there is a feeling of familiarity to this authentic presentation material; their local

traditional sweets are usually seen in their daily environment and can influence their perception and their motivation for being more involved and engaged in the language. This is also supported by the previous studies by (Barfield and Uzarski, 2009; Kurniawan, 2012 ; Kanoksilapatham, 2015; Đorđević 2009) that implied the exposure of learners to the topic and materials that are closely attached to their daily life and interest will positively impact their English learning. The result of this present study showed that by incorporating EFL learners' local culture, learners can go through meaningful experiences and thus build up their confidence to be engaged in their learning. This study also implies that learning English does not necessarily put aside learners' own culture but can go alongside the learning. This means that EFL learners in their English learning experience should be provided with opportunities to speak and use English in relation to topics and materials in which they are interested and thus motivate them to be engaged. While measuring the exact improvement of the learners' enhancement in their ability to speak is beyond this paper discussion, however, this study proved that learning English can be done by embracing learners' local culture and tradition. As Cem and Alptekin (2014, p.18)) suggested, EFL learners should be exposed to activities that are both "cross culturally and culturally relevant to them". Consequently, this will positively impact the learners' motivation to speak. Besides, it is also better to serve the learners with topics and activities that are connected to them, rather than imposing things that are alien and thus demotivating the learners to learn. Particularly, this model can have a significant influence on the learners' confidence and their motivation to learn and speak English.

Conclusion

Through the findings and discussion, conclusions can be drawn in relation to students' cultural integration in teaching speaking in an EFL context. First, the incorporation of student's local culture in EFL classrooms can be a great influence in enhancing learners' confidence which subsequently influences their motivation in engaging in communicative English. Second, values such as 'competitiveness', independence and creativity also emerge as important factors revealed as benefits obtained by the EFL learners through the process. This way of teaching may also enhance learners' and teachers' knowledge and awareness about their own cultural traditions, and hence contribute to local language and cultural preservation. It also reveals that autonomous learning persists despite challenges and difficulties experienced by learners and teachers in their educational context where English has been hardly used both outside and inside their classrooms. Lastly, it is hoped that this study offers some implication for both classroom practical practice and curriculum policies in EFL context. The findings are

useful in instigating further analysis of issues concerning various school types and EFL learners' diversity both in urban and rural areas in an EFL context.

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ESP Needs Analysis: A Case Study of Communication Science Students, Faculty of Social Science, State University of Gorontalo

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Abstract

Needs analysis is reflected in an essential first step in designing ESP course. The goal of this study is therefore to analyze the students' needs at Communication Science Program, Faculty of Social Science, State University of Gorontalo. This study adopted the needs analysis framework suggested by Hutchinson and Waters (1994) focusing on target needs and learning needs. It used questionnaire, interview, and documentary protocols as data collection. The participants in this study were 50 students in Communication Science department. All of the students participated in the questionnaire, and 15 represented students in the interview. Effectively, there should be one English lecturer on teaching and learning English for specific purposes, head of the study program, and Dean of Social Science Faculty as a way to support the study,. The study indicated that the students of Communication Science need English for

academic study. The students' goal of learning English is to be able to communicate English with other people. It was revealed that the students were of intermediate proficiency. Speaking skill and pronunciation are regarded as being important to the students. On the one hand, the listening skill is difficult for students. The students have a variety of learning needs mostly in small group, using ICT and learning by fun. This study recommended that Communication Science students' English proficiency should be raised.It also contributes to instructional set that consists of syllabus, Semester Learning Plan, students' worksheet, media, assessment, and learning materials.

Introduction

Learning English at university is is recommended to be taught for students intended to explore students' understanding to the content of the textbook and another reference written in English. In National Standard of Education, it is comprehensibly asserted that the focus of graduate competence for a language course is reading and writing skills (Government Regulation of Indonesia, No.19, in 2005 (2005:22).

Faculty of Social Science as one of the faculties at State University of Gorontalo takes English as a compulsory course which is taught in the first semester. Communication Science program recommends English as a general course that is taught in the first semester with two credits. The students are taught with the focus on the four language skills (listening, speaking, reading, and writing) and English components (vocabularies, grammar, and pronunciation).

Understanding the description of English teaching in this program, it could be assumed that the students' English competence could be qualified in oral and written forms. However, in fact, it reveals that most students have difficulties in learning English. Their difficulties could be seen from the result of learning English that is the average of students' result in Social Science Faculty about 2.97 (B-) (source from SIAT UNG 2015).

The students' difficulties of learning English have a source of problems, either coming from students' performance or another impact such as lecturers and providing an instructional set. Therefore, the role of lecturers is expected to optimize students' competence in English. If the lecturers could not soon scrutinize students' problem, it will give bad impact towards students' quality in the faculty, mainly students are incompetent in understanding the materials, and hardly to explore their skill in English. Therefore, the lecturer's way to help students in learning English optimally is started from students' needs analysis in learning English in the

class. Basturkmen (2010) explains that the need analysis proces involves asking questions about the target situation, discourse analysis, learners factors and information about students' motivation , how they learn and heir perception of theory needs and it includes context analysis. Nation and Macalister (2010, p.25) agree that need analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. Need analysis make sure that he course will contain relevant and useful thinhs to learn. This analysis could be the data bank in designing instructional sets, such as syllabus, Semester Learning Plan, students' worksheet, media, assessment, and learning materials.

Literature Review

English for Specific Purposes (ESP) is known as the one of instructional English course that is constructionally taught in the non-English program at a university. Scholars such as Tomlinson (2007), Hutchinson and Waters (20044), Lorenzo in Salehi, et al. (2015) assume that ESP is an approach to language teaching that all decisions are arranged based on students' needs. It refers to what students' needs to do in the target needs and learning needs. They involve necessities, lacks, and wants (Hutchinson & Waters, 1994). According to Hutchinson and Waters (20044), necessities refer to what students do. Lacks are giving fissure to students' present proficiency and the target needs (what students do not know). Wants represent what students want to feel on necessities and lack. Richards (2005) emphasizes that the goals of students' needs in learning English are1) to understand what language skill is necessary for students, especially for the sake of performance, 2) to assist what language materials are taught based on students' needs, 3) to submit students' group that still needs a control or trait towards taught language skills, 4) to identify the forms of instructions given to a group that still have guidelines, 5) to identify a gap between what students do and what students need, and 6) to gather information about students' specific problems. The information of student's background is very necessary as suggested by Richards (2005) and Lamb (1996) as cited by Wello and Dollah (2008).

Based on the above concepts, the goals of analyzing the students' needs in English learning, especially English is crucial, mainly gathering and investigating students' needs of information about 1) instructional material, particularly related to language skill and components (*speaking, reading, listening,* and *writing*, *grammar, vocabulary,* and *pronunciation*); 2) information findings of students' needs towards language skill that is needed for improvement and instructions. Thus, analysis activity in ESP-based instructional needs is

significant by educators (teacher, lecturer, research, and institution) because this matter will contribute towards instructional quality especially providing work field competitively.

Methodology

Brown (1995) and Richards (2005) states that the need analysis of information has a number of sources. According to Brown (1995), one of the sources of need analysis information is the target group which includes students, teachers and administratotors. The participants in this study involved 50 students of Communication Science. The researcher broadened the questionnaire for 50 students and took 15 represented students for the research subjects. This study also employed English lecturer at Communication Science, the head of Communication Science Program, and the Dean of Social Science faculty. The study used three instruments to triangulate data collection. The first was a questionnaire for Communication Science students. The second focused on students' interview related to some questions of students' needs. The third was documentary protocols which related to all supporting documents for the study.

To collect the data, the study used two instrument: questionnaire and interview. Brown (1995) states that the varieties of questions include problems, priorities, abilities, attitude and solutions must be asked in the need analyis. The questionnaire was designed after reviewing curriculum portfolio, students' assessments, and class observations. It was consulted on design, content, and layout. The questionnaire was divided into three sections. Section A focused on participants information background (items 1-7). Section B collected information about target needs (1-8) like lacks, necessities, and wants. The section C presented learning needs (items 1-4) namely students' preferences in learning English, teaching strategies. An interview was used to complete the current information of English language. It was arranged in several questions related to students' needs in learning English. Questions items 1-3 focused on target needs and items 4-5 referred to learning needs. The next interview was to support the data. English lecturer had been the objects of this study. The questions of interview structurally arranged based on six items. All questions had been arranged for their instructional experience. The interview was also intended to the head of Communication Science program and The Dean of Social Science Faculty. All sections of this interview were arranged in accordance with the policy of academic. The selected questions of this interview consisted of eight questions about information of the policy.

Data collection started on 12/7/2017 to 19/7/2017. It started by interviewing the head of Communication Scoence Program. The head was informed of the goals of the questionnaire

and confidentiality was confirmed. Days of 13/7/2017 to 14/7/14, the researcher interviewed the ESP lecturers related to the questions. Permission was obtained from the Dean of the Faculty, and interviewing the student's needs on 18/7/2017, and lastly focused on the questionnaire for students by asking some questions related to their needs analysis.

Findings And Discussion

This section presents the results and discussion. It is designed to cover students' needs analysis involving target needs and learning needs. All components of students' needs are presented in Communication Science Program at the Faculty of Social Science. This present part also provides interview result of students, ESP lecturers, the head of Communication Science, and the Dean of Social Science Faculty.

Questionnaire Analysis

Questionnaire analysis is a process of analysis that is intended to understand the students' needs on learning English. It is provided with three components of questions, including the information background of respondents, target needs, and learning needs

The Information Background of Respondents

There are 50 represented students that have been the subjects of this research have been identified in the range of age at 18 to 25 years. As result, there are 35 respondents available at the range of 18 to 21, and 15 respondents avilable at 22 to 25 years. Focusing on English experience, students are mostly familiar with English from Elementary School. Data included 43 respondents who are familiar with English in elementary. In Communication Science, the researcher found that five respondents of 50 represented respondents who have already had the experience to do English competition, such English speech, and English debate. As summary, the basic level of English proficiency has already had been owned by students of Communication Science, especially it is seen from students' skill in answering questions about English

Target Needs

This part becomes a description of English language development in Communication Science Program, especially exploring the students' needs. Overall, the result of the questionnaire could be seen from the following diagram:

Percentage of Target Needs

% of Target Needs	Importance	Goals	Level	Usage	Skills	Components	Expectation	Dif. Listening	Dif. Speaking	Dif. Reading	Dif. Writing
	52	76	50	56	64	66	62	16	32	18	10
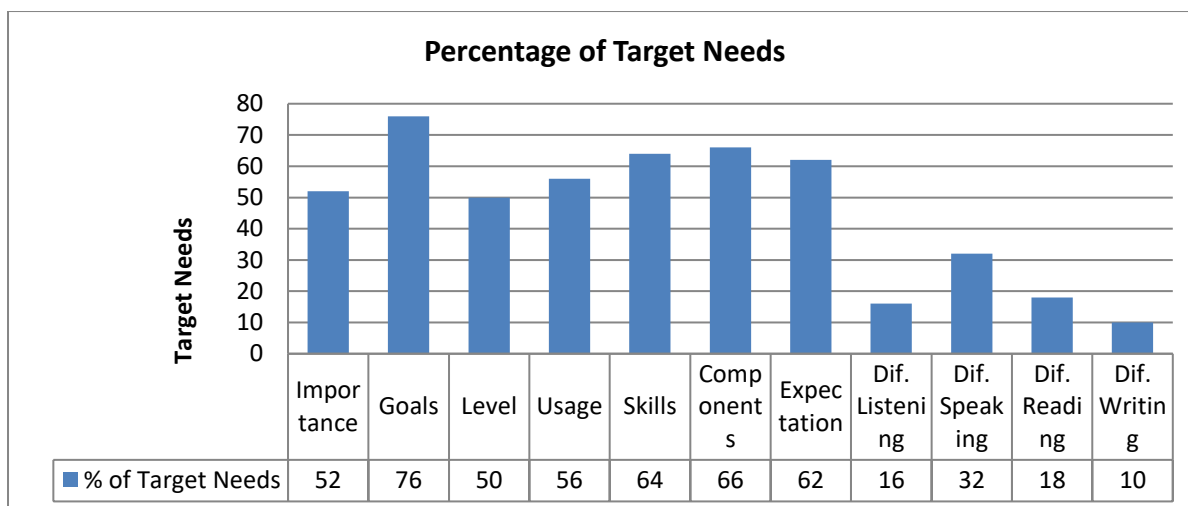
The researcher found that the goal of English dominated the percentage of target needs that are obtained at 76%. The goal of learning English in this program refers to helping students to learn English abroad. The second percentage is presently dominated by English component that is focusing on pronunciation at 66%. The third covers the skills that concern on speaking skill with a percentage of 64%. The fourth refers to students' expectation in learning English. The percentage is 62% obtained from students' expectation to communicate directly and fluently. The use of English dominates the next percentage. It refers to 56% of students for using English as a device to be skillful for listening, speaking, reading, and writing skills. In the next percentage, it refers to 52% of respondents responding to English importance. The data result obtained from the percentage is 50% students on intermediate level. In language skills difficulties, the researcher found that students get difficulty at 32% in the anxiety to have a mistake in speaking English. Students' difficulty is 18% of reading skill dominates to read the text with skimming way. 16% of listening proficiency difficulty in understanding the colleague in using English, and the last percentage arrives at 10% of writing skill by concerning on students' difficulty in evaluating and improving the writing.

The result implies that English is very important for Communication Science students. They also indicate that Communication Science students are aware of the needs for the English language. These results are consistent with the findings of data in which most students of Communication Science need English by percentage of 52%. The result of students' interviewrevealed that students are more interesting to learn English because they consider that it will be easy to look for the job when they can speak English.

The Goal of Learning English

The goal in learning English in Communication Science is dominated by their intention to learn abroad by the numbers of participants are 38 with the percentage of 76%. Then, the goal in learning English is also followed by reasons of helping in promoting culture, and the wealth of nations to head up in the world by the numbers of percentage of 60%. Next, the students' goal in learning English is also referring to help them look for a great job. It refers to the number of percentage of 58%. The next part refers to communicate each other and pass the TOEFL test, available at 60%. Lastly, the goal of students to learn English is placed on understanding English textbook with the percentage of 54%

The Level of English Mastery in Career Substance

From the result of observation, mostly the level of English mastery is dominated by intermediate level, available at 50%. It is then available at advance level (28%), and lastly available at level of a beginner (22%).

The Use of English

The frequency of using English in Communication Science is dominated by English that is used for being a mastering device of understanding the skill of listening, speaking, reading, and writing with the percentage of 56%. Then, the use of English is also referred to the communicative media either formal contextual written forms or informal aspect with the percentage of 28%. The use of English is also used as a communication tool with colleagues and friends with percentage 28%. As result, the frequency of using English is utilized as a tool to master skills in listening, speaking, reading, and writing.

The English Skills and Componentes

English skills components in Communication Science are basically dominated by the skill of speaking with the numbers of percentage of 68%, and it is also then followed by the skill of listening with 60%, and the skill of reading and writing are 56% and 52% respectively. Meanwhile, the component of language has been dominated by the pronunciation with 66%. It is followed by vocabularies with 64%, and grammar about 54%. Therefore, the skill of English that is hugely dominated with speaking, and this component mostly refers to the pronunciation

The Expectation of Learning English

The expectation of learning English in this major is dominated by speaking English fluently in oral form with 62%. Then, it is followed by the students' hope to use english structure significantly with the percentage 58%. The students also escape the English learning; they are be able to master vocabularies related to communication stuff as the study program with 56%. Then, it also follows by communicating English in written form with 54% as the

percentage. Thus, the students of communication science are mostly escaping the ability of speaking becomes the main factor after mastering English.

The Difficulties of English Skills

Reading

The difficulty of English skill is dominated by guessing words or unknown words with the percentage of 22% in the range of 'always'. The level of reading is also followed by the students' ability in reading text skimmingly and reading critically with the percentage of 18%. Next, the difficulty is also followed by the ability to understand main ideas and author's behavior with the percentage of 16%. Understanding textual structure in the passage and reading the content of passage of 12%. Reading text slowly, make inferences, and differentiating facts and opinions, and reading fastly refer to 10%. If considering all aspects, the level of students difficulties in reading located at 'often' category with the percentage of 56% in which it refers to the component to make an inference.

Writing

The skill of writing also has some components that become a cause of students difficulty in writing skill. The difficulty is dominated by an activity to evaluate and repair the writing with 10%. Then, the students are also having difficulty in writing test with 10%. Next, the numbers of difficulty are also followed by the students' difficulty in writing by the percentage of 8%. Developing great ideas refers to 8%. Expressing what is wanted to say in clear refers to 6%. Using great vocabularies refers to 6%, noting well based on the rule refers to 8%. Adopting the excellent writing style and organize paragraphs in well refer to 4%, and using the punctuation with good spelling refer to 6%. It could be concluded that as a whole, most students choose 'seldom' category with 56% in the component of organizing paragraph in well.

Speaking

In the whole, the students in communication science have difficulty in speaking English has been dominated by the students' consciousness in doing the mistake to express a thing with the numbers 32%. Then, the high percentage towards speaking English is dominated by often with 48%. The percentage of 'always' category is not far from students reason in learning English.

Listening

The students' difficulty in listening is basically dominated by 'seldom' category. They refer to the difficulty in understanding descriptive text with 'sometimes' category with 46%. In 'always' category, the difficulty in listening has been dominated by understanding the lecture in using English with 16%.

Learning Needs

As we know, learning needs refer to what students need to do to learn the language. This part discusses the students' need related to the classroom setting. The data were gathered through the questionnaires. The questionnaire consists of students' method of learning preferences, teaching methods of students' preferences, and students' interesting topics. The result of data that related to them could be seen in the following diagram:
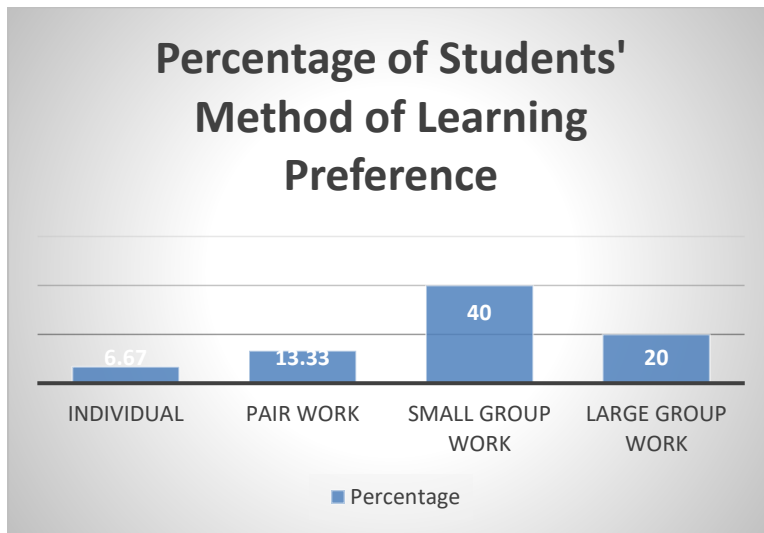

Diagram 1: Percentage of Students' Method of Learning Preference

The diagram showed that 40% of students preferred to do the activities in small group work. However, the other students chose other learning method such as 20% for large group work, 13.33% for pair work, and 6.67% for individual. It can be inferred that students favoured certain method to help them learn English language. It means that they were motivated when using various types of learning activities.
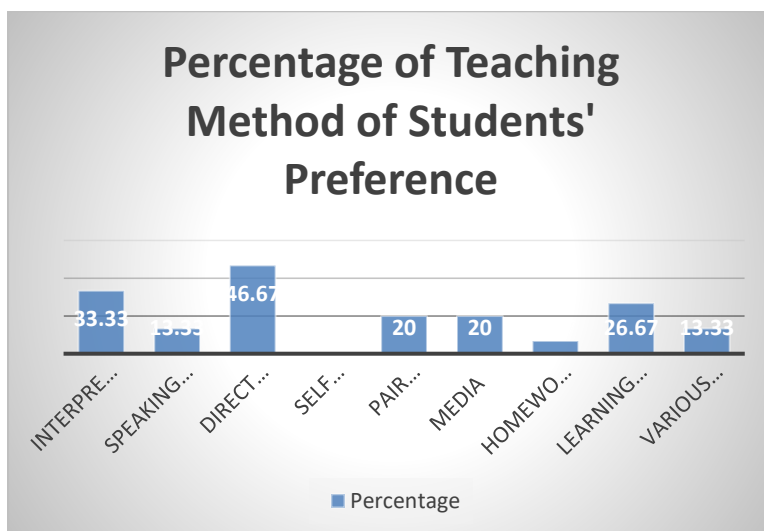
Diagram 2: Percentage of Teaching Method of Students' Pereference

The diagram indicated that the priority of students' choices referred to direct correction in teaching method 46.67%. It was followed by interpreting 33.33%, learning journal 26.67%, pair correction and media 20%, speaking practice and various types of reference 13.33%, and self correction was none. The data informed that the students were motivated to learn when the lecturer used direct correction in teaching and learning process.

One factor to make students interested in learning English is choosing the right topics. The result of interesting topic chosen by student can be seen in the following diagram:
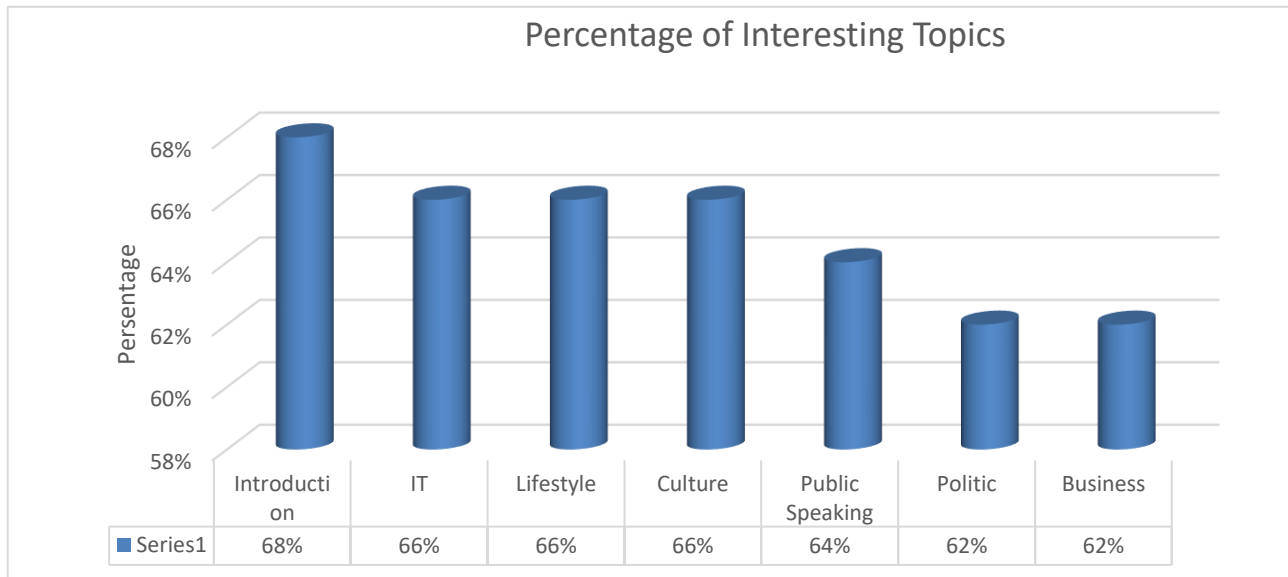
Diagram 3: Percentage of Interesting Topics

It can be seen that introduction dominates on the percentage about 68 %. The next percentage is dominated by IT , lifestyle and culture that are obtained at 66 %. The percentage of 64 % is on public speaking. Two topics have same percentage and also the last topic that mostly favored by the students; they are politic and business with percentage of 62 %.

The Result of Interview

Students as Respondents of Interview

In this part, the result of interview has been conducted to those who got score in General English in the first level. There are 15 respondents who are being representative in interview.

Every questions that are given to students have dominant component more than others. The form of given questions is alternative questions that students choose and being asked for being responded by giving reason on it.

The first question is connected with English skill that is likeable. In this skill, there are four English skills, namely: listening, speaking, reading, and writing. From these skills, there are 40% of students who are more likeable than other skills. The second question refers to likeable English language components. Grammar, vocabulary, and pronunciation are three

English components could be chosen by students. Most students of Communication Science prefer choosing pronunciation to other components. There are 60% of students who are likeable for pronunciation as the language component. The third refers to unlikeable English skill. There are 60% of respondents who are more unlikeable for learning listening skill than other skills. Meanwhile, coming to unlikeable english component as the fourth question, 46.67% of respondents who are more unlikeable for grammar than other components.

The fifth is about students' learning style. In this part, 60% of respondents who prefer learning in small group to individual and large group. Then, the sixth is about likeable learning strategy, and the finding is 66.67% of respondents who prefer doing correction on students' mistake in English, and explicitly presenting games in the class to reduce students' boreness in learning english.

English Lecturers as Respondents of Interview

The students ability in English of Communication Science have been scored highly in motivation. Informant states that their motivation in learning English is to travell around the world. Meanwhile, he tells that learning English is very important for the program to support their career as a reporter. It will be beneficial for making journal or scientifical writing.

While being asked about the difficult English skill, informant states that in general writing and listening skills are English skills that are considerable for difficulty. They still have difficulty to build long sentences. The students consider that their ability to create and conceptualize the ideas still difficult. Informant also expresses that the students are still hard to understand the materials. In learning English,informant usually uses IT such laptop and video as the media that is used in learning class, to asks students for making video as the project.

The Head of Communication Science as Respondent of Interview

According to the head of Communication Science, the English lesson is really needed to students. They needed it for both cumpulsory subject and to support their profession to be. The informant expected for teaching English focussing on speaking skill. As a reporter, the English is having important role in daily life. They are asked to talk with the western people to use English. Moreover, the language that is used in international journal intends to English language. Therefore, before designing instructional set, the first step is to identify the students' needs.

Conclusion

The data from the students' questionnaire and interview have illustrated a number of issues need to be taken into consideration as they play significant implication for designing syllabus for communication science. Firstly, the finding of study revealed that the students' problems in learning English were listening skill. It is because of the lack of vocabularies. Speaking skill was regarded as the necessities of language skills were preferred by students because it was related to their profession after graduating from the university. Also, they want to communicate fluently. However, other skills and language components will be included in designing syllabus. Secondly, there were several students' needs in teaching and learning process, namely they preferred studing in a small group work to others and direct correction.

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Improving Reading Skills through Multisensory-Based Reading Program in EFL Remedial Classroom

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Abstract

This action research aims at improving students' reading skills through multisensory-based reading program. This research is conducted in English remedial classroom in which the participants are three students of the second semester of Information Technology Faculty at a university in Indonesia who failed in the subject of English. This action research consisted of two cycles. It took place during March 2014 until July 2014. The assessment used in this research was a standardized reading assessment model namely, DIBELS (Dynamics Indicators for Early Literacy). The criteria of the success were students must gain the benchmark score at or above 344 in pre-cycle, at or above 358 in cycle one, and at or above 380 in cycle two. The results of cumulative score showed significant improvement compared to the initial condition. The results of pre-cycle test revealed that the scores of 3 remedial students were under the benchmark score and cut point for risk. In cycle one, the results were under the benchmark score, but above the cut point for risk. They are improved to 304 for student 1, 332 for student

2, and 312 for student 3. However some improvements needed to be made particularly on comprehension skill, consequently revised plans were implemented in cycle two. The results of cycle two were above the benchmark score. It can be seen clearly that student 1 gained 379, student 2 gained 429, and student 3 gained 386.

1. Introduction

Reading skills are important to master in learning English as a foreign language. According to Inderjit (2014) reading skills need to be improved because reading skills are useful throughout life especially when responding to new demands and challenges in the work field. In addition, it can improve reading comprehension, writing style, vocabulary and grammatical development. Being a skilled reader can encourage students to be a goal achiever so they have a reason why and for what to read, to know the skill process as they read, to understand the text they read, and to use various reading methods on various texts.

Duffy (2009) states the ability to understand a student's reading is influenced by a background of previous knowledge or knowledge of the world as well as previous knowledge expressed in words. This is confirmed by Clarke et.al (2014) stated that reading comprehension involved meta cognition ability. Meta cognition is related to our knowledge.

It is indicated that the difficulty of reading is due to the low skill of the four components of reading comprises alphabetic component which includes the low ability to pronounce English letters, the low skill to pronounce the letters split from the real word, the low skill of mixing the letters to form the real word, fluency component which includes non-fluent in reading English text, vocabulary components and comprehension which includes the limited vocabulary mastery of English, low skill of understanding English text.

Considering a large class composition, during the normal learning activity, the researcher cum the teacher of English subject used drill methods in which students were given sets of questions to be completed within a certain time using a timer. However, based on the results of the researchers reflection, the method was not effective results for students who have low English reading skills. The difficulty of reading is due to the low skill of the four components of reading that is the alphabetic component which includes the low ability to pronounce the letters in pronunciation of English letters, the low skill to pronounce the letters broken from the actual word, the low skill of mixing the letters to form Actual words, fluency components that include non-fluency in reading English text, vocabulary components and

Comprehension which includes limited vocabulary mastery of English, low skill to understand English text.

Referring to some of the above facts, it encourages the researcher to conduct an action research on reading comprehension using Barton Reading Spelling System (BRSS) technique adapted from Orthon-Gillingham multisensory reading techniques to undergraduate students of the Faculty of Information System, Campus L, Gunadarma University who followed remedial classes. The remedial class in this research is defined as a class which is purposely provided to help students who failed in the subject of English 1.

The reason for using Barton Reading Spelling System is based on Dail (2004) statement that Barton Reading and Spelling System is a training system of one lecturer and one student that can improve reading, writing, pronunciation skills for children, adolescents and adults who have difficulty in the skills of reading.

The techniques Barton Reading and Spelling System is a highly structured system. Referring to Florida Center for Reading Research(2000)The Barton Reading and Spelling System program consists of ten levels. Every level consists of prerequisites that must be met. It should be noted that each level does not represent a particular class which means that all learners will start the program from level 1 unless they have followed the previous similar program or pass the screening test. The aim of the students' screening test is to ensure that learners have auditory skills and phonemic abilities (Phonemic awareness) to distinguish words and syllables so they can begin Phonemic Awareness training at level 1.

According to Barton (2014) there are ten levels on the Barton Reading Spelling System namely; level 1 focused on phonemic awareness, level 2 focused on training consonant and short vowels, level 3 focused on closed and unit syllables, level 4 training focused on multy syllable words and vowel team, level 5 prefixes and suffixes, level 6 focusing on six reasons for silent_e, level 7 focused on training vowel r and s, level 8 focused on advanced vowel teams, level 9 focused on advanced of foreign languages, level 10 is focused on latin roots and greek combining froms. Each level consists of several levels that vary from 5 to 14 level. Due to limited time constraints this study only uses level 1 to level 4.

Based on three relevant studies conducted by Brook and Week (1998), Guyer and Sabatino (2000), and Sally Ann Giess (2005), it is suggested that multisensory reading techniques can improve reading skills of slow reader students. The focus of this research is on improving English reading skill using Barton Reading and Spelling System (BRSS) reading technique, while the sub focuses in this research are (1) the process of improving English reading skill of English remedial students through Barton Reading and Spelling System

(BRSS), (2) the result of English reading skill through reading technique of Barton Reading Spelling System (BRSS).

2. Research Method

This research is an action research which aims at giving improvement of teaching and learning activities. This study used the exploratory mixed-method design in which the researcher begins the research by collecting qualitative data first explore deeper into the research problem being studied and followed by collecting quantitative data to strengthen the qualitative data.

This classroom action research consists of two cycles. Each cycle is carried out in accordance with the objective to be achieved after the use of Barton Reading and Spelling System that is the improvement of students' English reading skills.

This action research study refers to Elliot's model (1991) which reflects changes in the goals determined through experience during the reflection. The activities consist of several stages namely; (1) problem identification (2) investigation (3) general plan (4) implementation of action (5) monitor implementation (6) investigation (7) revise general idea.

The validation of data is done through four criteria namely, (1) the degree of trust (credibility) (2) transferability (3) dependability (4) certainty (Confirmability). To match the data, this research uses triangulation of data sources in which the researcher compares the three types of data obtained they are, the results of observation, interviews and questionnaires. The triangulation process is validated by two experts in the field of English. Both experts stated that the three sources of data which comprise the observation data of cycles 1 and cycle 2, the interview data of pre-cylce and post-cycle, and the data of questionnaire during pre-cycle and post-cycle correspond and support each other. The qualitative data analysis applies an inductive process in which the researcher begins with specific observations, records patterns on the data, formulates one or several hypotheses, and makes general conclusions.

The analysis of quantitative data in this study does not use the statistical calculation because there are only three subjects involved in this research. To accommodate the need of data analysis, this research uses the standardized assessments for reading skills that is DIBELS (Dynamic Indicators for Early Literacies). This standardized assessments are considered to be effective by several ways; (1) the assessment process is always the same for every student in order to compare the results, (2) the format of the test is short so that an assessment can be carried out efficiently and as frequently as possible, (3) it is reliable which means that the test scores is more stable, (4) it allows to indicate the reading problems of students so that the

proper treatment can be given to slow readers, (5) the results can be used as a decision-making and response to intervention reading being carried out, (6) DIBELS is supporting to the development of students even in a relatively short period of assessment.

3. Results And Discussion

The results of this action research is elaborated based on three stages they are pre-cycle, cycle 1, and cycle 2 with reference to the results obtained from the DIBELS test focused on 4 components of reading that is alphabetical, fluency, vocabulary, and comprehension.

Figure 1. Results Overall Diagram Pre cycle, Cycle I, And Cycle 2
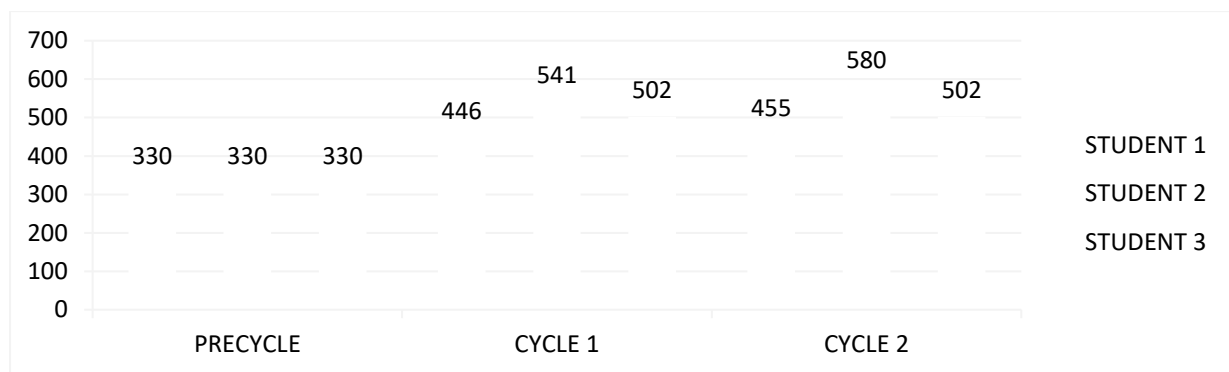
Broadly based on result data of DIBELS composite score, result of pre-cycle, cycle I, and cycle 2 for DIBELS Composite Score above showed an improvement in each cycle. Subject 1 got a score of 179 on the prasiklus test or below benchmark and cut point for risk value, then the value increased to 304 in cycle 1 but still below the benchmark value and the Cut point for risk value. After receiving strategic training in cycle 2 the DIBELS Composite Score value increased to 385 or above the Benchmark score. Meanwhile subject 2 on prasiklus test score 178 or below benchmark and Cut Point for risk, then increase in cycle two to 332 or below benchmark value and Cut point for risk value. After being given strategic training in cycle 2, its value increased to 429 or was above the benchmark value. The next 3 subjects of Dibels Composite Score obtained on a pre cycling test of 183 or below bench mark and Cut Point for risk, after being given reading training by reading Barton Reading and Spelling System technique in one value cycle increased to 315 but still Below the benchmark value and Cut Points for riskt. After being given strategic training, in cycle 2 its value increased to 390 or was above the benchmark value and Cut point for risk. For more details the following is a DIBELS CompositeScore diagram:

Based on observations after the intervention of reading alphabetics, fluency, vocabulary, and comprehension components using Barton Reading and Spelling System reading techniques, the three subjects experienced an increase in each cycle compared to the initial conditions. The alphabetic reading component has several components of the assessment result that are (a) First Sound Fluency (FSF), (b) Letter Naming Fluency (FSF), (c) Phoneme Segmentation Fluency (PSF), (d) Nonsense Word Fluency (NWF) Of two test models, namely (1) Correct Letter Sound (CLS) (2) Whole Word Read (WWR). Here is an explanation of each test result on the alphabetic reading component. Based on observations for First Sound Fluency (FSF) found that the three students have increased in each phase of the cycle. The increase can be seen in the following diagram

Figure 2: First Sound Fluency Diagram (FSF) Pre cycle, Cycle I, and Cycle 2
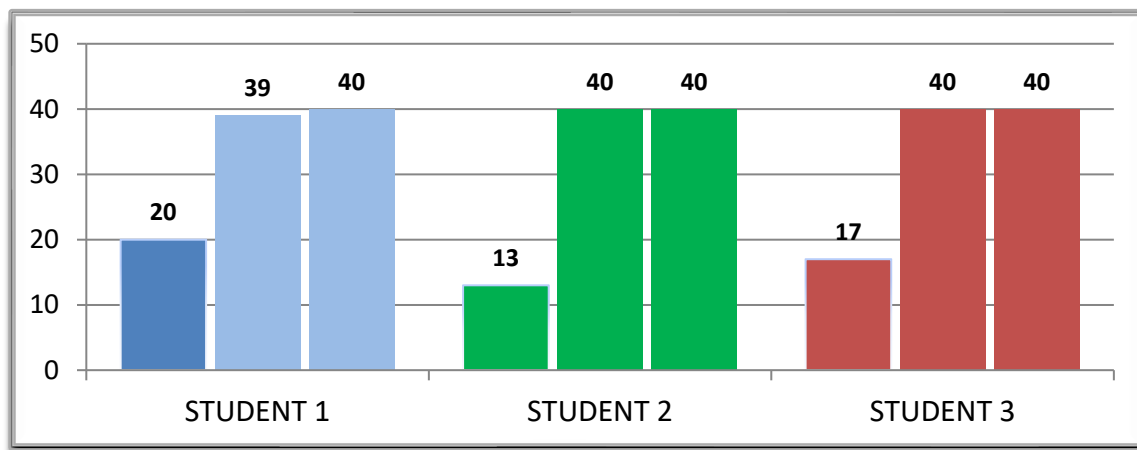
Based on the diagram of the First Sound Fluency test (FSF), it is known that in the pre cycle test subject 1 gets 20 or above the Benchmark and Cut point for risk value, in cycle 1 the value increases to 39 and in cycle 2 increases to 40. While subject 2l, the pre-test result score 13 or above the benchmark value, cycle 1 increases to 40, and cycle 2 is known to be 40 and there is no pronunciation error in the initial sound. For subject 3, on prasiklus, the value of 17, in cycle 1 increases to 40, and in cycle 2 gets a value of 40 or can pronounce all sounds correctly without making a pronunciation error. Thus the three subjects can be given reading training at the next level.

The results of observations on Letter Naming Fluency (LNF) showed that the three students experienced an increase in cycle 1 and cycle 2 compared to the earlier preliminary condition of this improvement can be seen in the following diagram:

Figure3: Pre-cycle Letter Naming Fluency (LNF) diagram, cycle I, and cycle 2
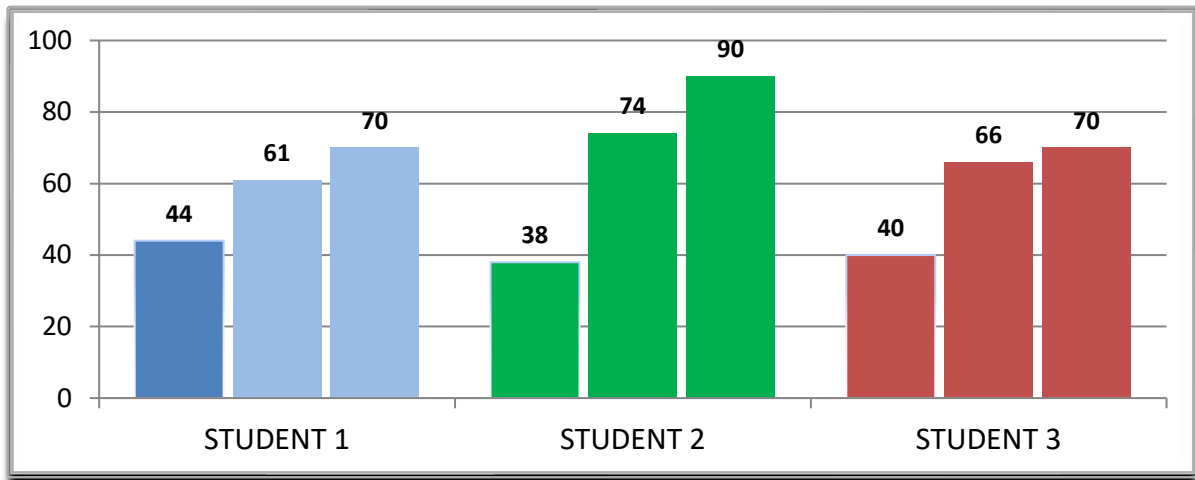
Based on the diagram above it can be seen that subject 1 which on prasiklus test only got value 44, in cycle 1 its value increased to 61, in cycle 2 to 70. Meanwhile in subject 2 the pre-cycle value is 38, cycle 1 got value 74 and on cycle 2 got a value of 90. Similarly with subject 3 which in its pre-cycle value is only 40, cycle 1 its value increased to 66 and in cycle 2 its value increased to 70.

Based on the results of observations on the Phoneme Segmentation Fluency Assessment (PSF) component, three students experienced improvement in each cycle after intensive Barton Reading Spelling System training. The enhancement can be seen in the following diagram:

Figure 4: The Results of Phoneme Segmentation Fluency (PSF) in Pre- cycle, Cycle 1, and Cycle 2
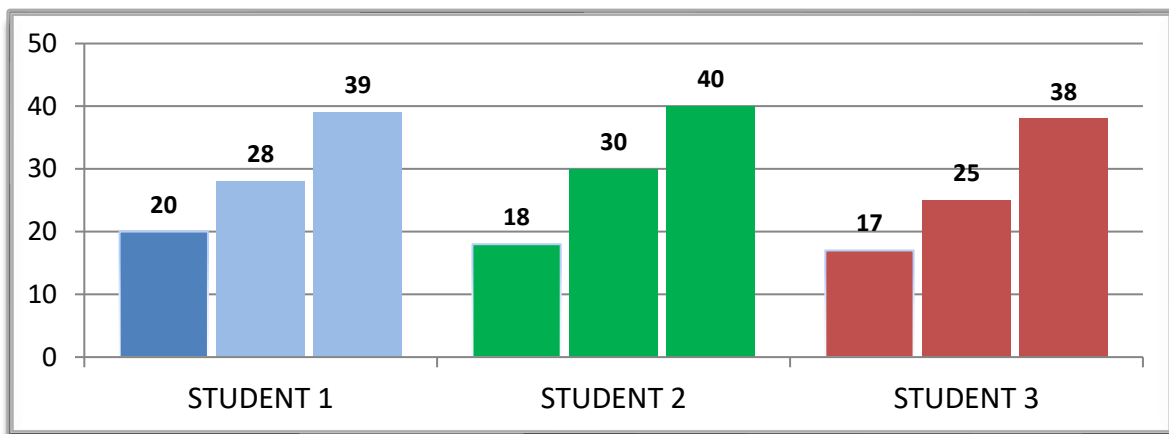
Based on the data diagram of the fluency reading component through the Phoneme Segmentation Fluency (PSF) test showed that subjects 1 experienced an increase compared to the initial or prasiklus condition which only got a value of 20, cycle1 got score 28 and in cycle 2 got 39. Subject 2, on prasiklus its PSF value is only 18, the value of cycle 1 increases to 30, and cycle 2 increases to 40. While subject 3 the prasiklus value is only 18, in cycle 1 increases to 25, and the value of cycle 2 becomes 38. Based on pre cycle data, cycle I, and cycle 2, for the Phoneme Segmentation Fluency test session can be concluded that the three subjects experienced an increase in each cycle compared with the initial condition or prasiklus. Thus all three can proceed to the next training session.

The observation result on the reading component of Nonsense Word Fluency which includes two parts of correct Letter Sound test or linguistic pronunciation test and whole word read (WWF), show that the three The subject has increased in each cycle the increase can be seen in the following two diagrams

Figure 5: The result of Correct Letter Sound (CLS) in Pre cycle, Cycle I, and Cycle 2
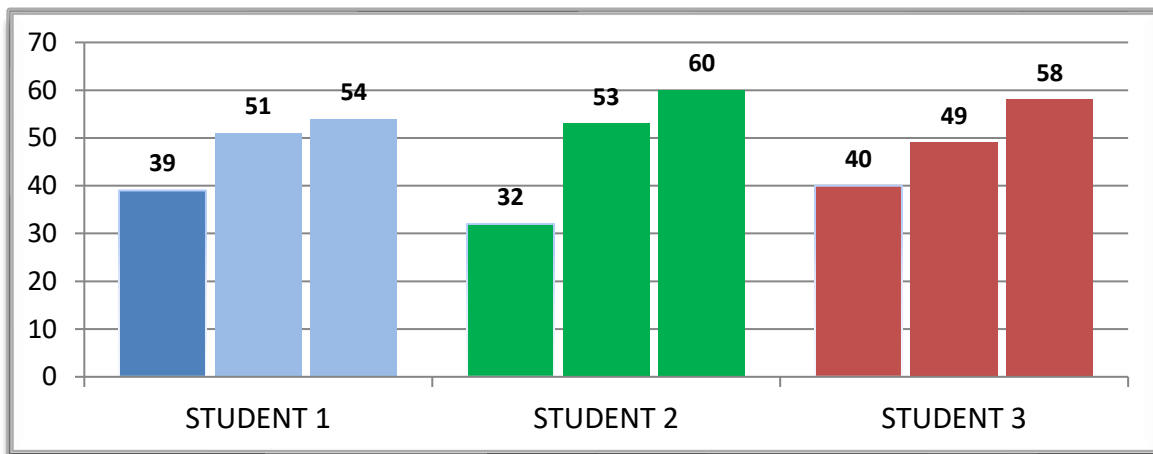
Based on the data diagram of the Correct Letter Sound test results on the pre-cycle with cycle I and cycle 2 shows, subject 1 which in the pre-CLS session of its CLS value is only 39, cycle 1 increases to 51, and in cycle 2 its value54. While subject 2 its prasiklus value is only 32, in cycle 1 it increases to 53, and cycle 2 its value rises to 60. Similarly with subject 3 on prasiklus only got next 40 in cycle 1 having peninkatan to 49, and in cycle 2 has increased to 58 .

The second part of Nonsense Word Fluency isWhole Words Read. Based on the observation results note that the value of the three subjects tends to increase in each cycle. The improvement can be seen in the following diagram:

Figure 6: The Result of Whole Words Read (WWR) in Pre cycle, Cycle I, and Cycle 2
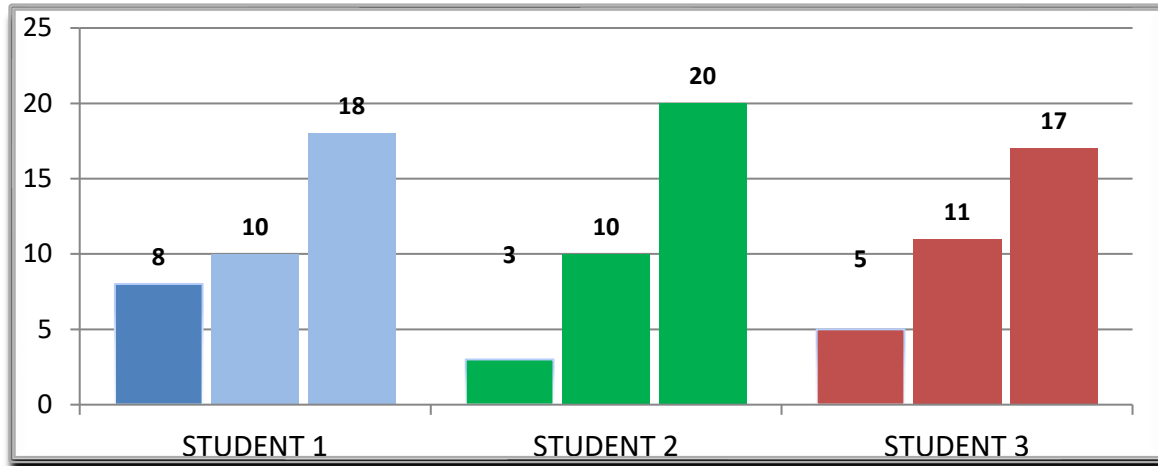
In pre cycle subject 1 only gets score 8 or below benchmark value but above Cut Point point for risk value, after training, on cycle 1 the value increases to 10, and in cycle 2 the value increases to 18 or above Benchmark values. Subsequently in Subject 2 the pre-cycle value is only 3, the value of cycle 1 increases to 10, and the value of cycle 2 increases to 20. Similarly with subject 3, in the pre-cycle test value is 5, cycle 1 obtains 10 and in cycle 2 obtains 17. Based on data results, it can be concluded that the three subjects made an improvement as their scores can reach the benchmark score so they can proceed to the next level of reading training.

In the fluency reading component there are two test models namely Word Correct and Accuracy.Berdasarkan observation results note that the three subjects experienced an increase in each cycle compared with the initial conditions. This can be seen from the two diagrams below:

Figure 7: The Result of Word Correct in Pre cycle, Cycle 1, and Cycle 2
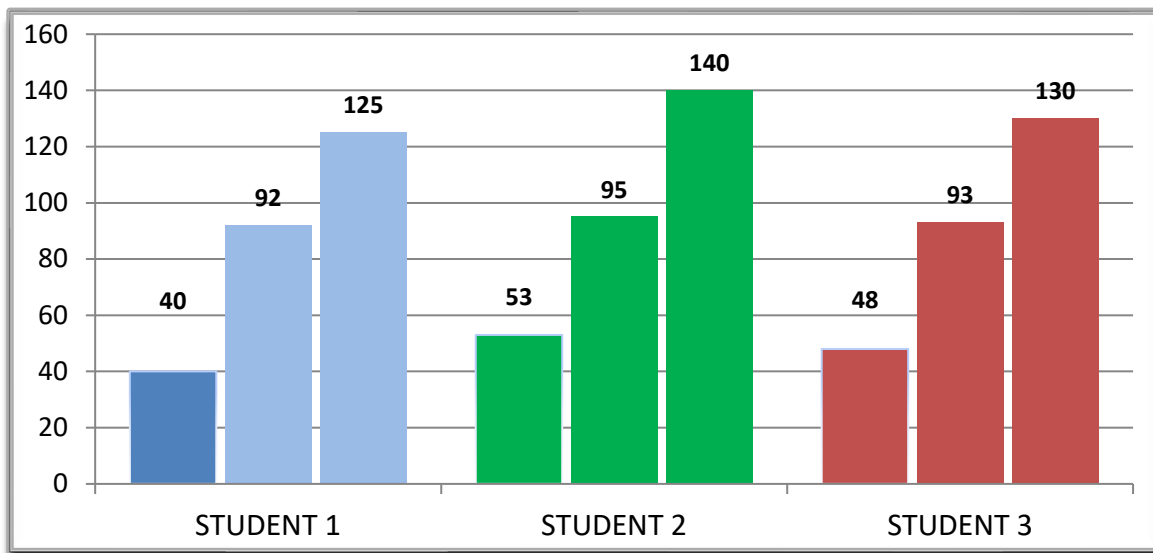
Based on the fluency data can be seen on the test of Word Correct, in the test prasiklus subject 1 get the value of 40, In cycle 1 get 92, and cycle 2 value increased to 125. Similarly with subject 2 which got a score of 53 on the test prasiklus, on cycle1 , The value increased to 95, and the cycle 2 value increased to 140. While subject 3, which in prasiklus the fluency value was only 48, increased in cycle 1 ie 93, cycle 2 got value 130.

**Figure 8 Results of Accuracy in Prasiklus Accuracy, Cycle 1, and Cycle 2**
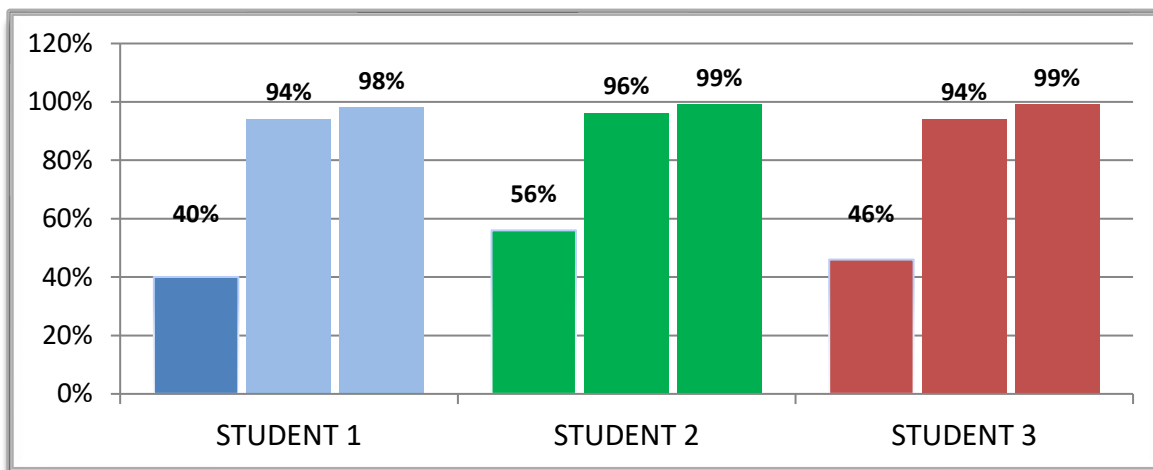
Based on the data diagram of Dorf Accuracy results above can be seen that subject 1 experienced an increase where in prasiklus accuracy value is 40%, cycle 1 to 94%, and in cycle 2 increased to 98%. Meanwhile subject 2, for prasiklus, gained 56%, then in cycle 1 increased to 96%, and in cycle 2 got 98% or was above the benchmark value. Level. Subject 3 on

prasiklus got 56%%, cycle 1 was 94%, and cycle 2 got 98%. Thus the three subjects can be given Core Support or further level reading training

Based on observation result after intensive training using Barton Reading Spelling System (BRSS) technique on reading component of vocabulary and Comprehension was found that the three students experience improvement in each cycle when compared with pre-cycle condition. Here is the improvement diagram:

Figure 9 . The Result of DAZE Test in Pre cycle, Cycle 1, and Cycle 2
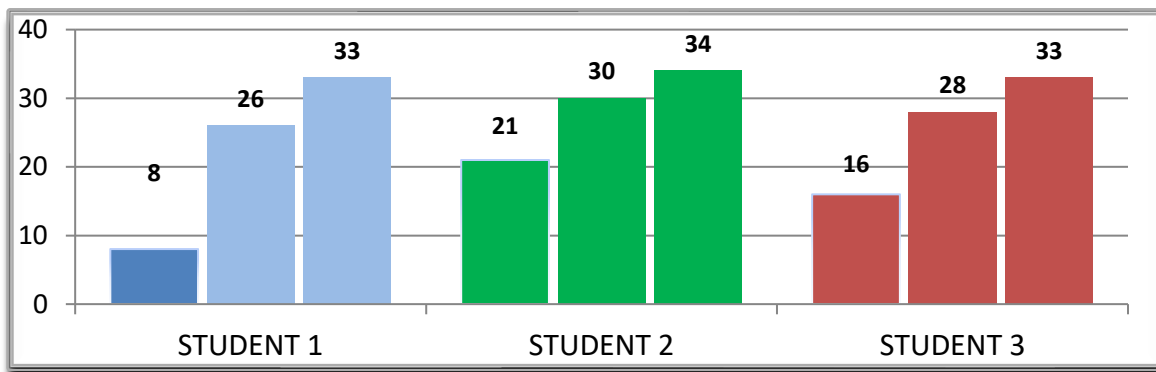
Based on the result data diagram above it can be seen that in the pre cycle test subject 1 gets the value 8, cycle 1 increased to 26, and cycle 2 to 33. Meanwhile subject 2 prasiklusnya value is 21, in cycle I increased to 30, and on cycle 2 value increased to 34. The same in subject 3, on prasiklus the value is only 16, in the first sylla Jaka value increased to 28, and in cycle 2 got the value 33. It can be concluded that the three subjects can continue on the next level of training.

4. Conclusion

Based on the results of the above discussion it can be concluded that based on observations on the process of improving English reading skills with Barton and Reading Spelling System (BRSS) found that the three subjects experienced an increase in each cycle, especially on the four components of the reading of alphabetics, components, fluency, Vocabulary and comprehension. This is reinforced by the results indicated by the DIBELS assessment that the value of the four reading components obtained by the three subjects has increased in each cycle, especially in cycle 2 which shows all the value components are above the benchmark value recommending all three to be able to continue at the next level of reading technique Barton Reading Spelling System.

Based on the conclusions and data of reading study of English with reading technique Barton Reading Spelling System in English remedial class, Faculty of Informatics Engineering Gunadarma University, campus L Cengkareng, it is known that the three subjects have an increase in the capabilities included in the reading component Alphabetics, fluency, vocabulary, comprehension.Thus for other English lecturers can use the technique of reading Barton Reading Spelling System to improve the skills of reading English in groups of students who have the same criteria with the three students in this study.

This study took a very long time because the instructions at level 1 to level 4 of Barton Reading Spelling System reading techniques are numerous and detailed. So researchers should allocate a longer time for each student.

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