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## Improving Students' Writing Participation and Achievement in an Edpuzzle-Assisted Flipped Classroom

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### ABSTRACT

*Writing is often considered as a dull but challenging skill to be learned. Hence, a learning innovation aside the conventional methods is needed to improve students' participation and achievement. Flipped Classroom, a reverse teaching strategy was selected to overcome this problem because it involves the use of technology as a learning media that fits the characteristics of millennial students. This strategy was combined with Edpuzzle, a learning media which provides content from renowned education channels that can be customized and used freely by teachers. The combination of Flipped Classroom strategy and Edpuzzle has proven to be successful in improving students' participation in learning activities (30.5%) as well as their achievement in writing (17%). Therefore, teachers are suggested to implement and adapt this practice in their class while considering the competence to be mastered, as well as students' needs and characteristics.*

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## 1. Introduction

Students' participation, both physically and psychologically, should occur during learning activities because it can aid students in constructing their knowledge. When students are actively learning, they are actively building an understanding of the problems that they face in the learning process (Carr et al., 2015; Handelsman et al., 2007; Sardiman, 2011). Moreover, students who are actively participating in the learning process will tend to be actively involved in discussions or group work which can hone their higher-order thinking skills (Freeman et al, 2014). This idea is also regulated by the *Standar Proses* in *Permendikbud Nomor 22 Tahun 2016* (Permendikbud, 2016) which states that "the learning processes in an educational institution is held in an interactive, inspirational, fun, and challenging way which motivates students to actively participate and provides space for them to develop initiative, creativity, and independence tailored to the talents, interests, and physical and psychological development of the students". Thus, students' participation is an essential element that teachers should generate in their students for the success of the learning process.

In the English subject, students' achievement in writing is important because writing is an essential tool in both academic and social life (DeVoss et al., 2010). Writing is a complex skill that requires the students to search for detailed information which makes them often encounter difficulties, especially for those who study English as a foreign language such as in Indonesia. Moreover, students may find writing activities boring and uninteresting because they are often associated with activities that are limited to the use of pen and paper only (DeVoss et al., 2010; Zakiya, 2020). Those difficulties are also experienced by students of XI OTR 1 of SMKN 10 Malang, whose average success score in writing English texts is 62% and less than 70% of student learning participation. Therefore, learning activities that engage students' participation (student-centered) is necessary to be conducted to enhance their learning writing outcomes. This can be done by selecting the appropriate teaching strategy, which is the Flipped Classroom strategy.

Flipped Classroom is a relatively new strategy among educators in Indonesia so that it can also be viewed as an interesting new variation in learning. Indahwati (2020) states that teachers are expected to continuously improve their learning models to overcome problems that occur in the classroom <sup>[16]</sup>. Additionally, the Flipped Classroom strategy also requires the use of technology as a learning medium so that it is considered in line with the characteristics of millennial students in the technological revolution era. The use of technology can attract students' attention and curiosity. The benefits of using the Flipped Classroom strategy in facilitating learning activities and improving students' achievement has also been proven in studies conducted by Zakiya (2020), Soltanpour & Valizadeh (2018), Afriyalsanti et al. (2016), and Engin (2014). To support the technology-integrated learning process using the Flipped Classroom strategy, this study utilized a web-based interactive learning media called Edpuzzle. It was chosen after considering the effectiveness of Edpuzzle in improving students' writing ability. Several studies have found that Edpuzzle can activate students' prior knowledge to construct their knowledge and is more effective in improving students' English text writing skills than other conventional media (Julinar & Yusuf, 2019; Yesyika, 2017). Moreover, Rahmiati & Emaliana (2019) agree that online learning is an interesting learning resource because it provides convenience and flexibility to the students.

Based on the explanation above, the problems that become the focus of this study are 1) how are students' participation and achievement in learning writing after the implementation of the Flipped Classroom strategy using Edpuzzle, and 2) how to implement the Flipped Classroom strategy using Edpuzzle. Therefore, the objectives of conducting this study are 1) to describe the improvement of students' participation and achievement in learning writing after the implementation of the Flipped Classroom strategy using Edpuzzle, and 2) to describe the implementation of the Flipped Classroom strategy using Edpuzzle. Additionally, this study will provide benefits in the form of 1) detailed information about how the implementation of Flipped Classroom strategy using Edpuzzle can improve students' participation and achievement in learning writing, and 2) detailed information about the steps and techniques for implementing Flipped Classroom strategy using Edpuzzle.

### Flipped Classroom

According to Bergmann & Sams (2012, in Engin, 2014), students who are taught using the Flipped Classroom strategy learn the basics of subject matter to be learned by collecting and searching for information from outside the classroom before the actual classroom activities (at school) begin. Wiginton (2013) adds that Flipped Learning involves the use of technology by changing the place of learning that usually exists in a conventional classroom into a classroom outside the conventional classroom or even anywhere else. Flipped Classroom strategy has attracted the attention of teachers and researchers because of its benefits, such as its ability to provide opportunities to learn independently (autonomous learning) both inside and outside the classroom. It is also more focused on student-centered activities in the classroom that are more in-depth and can sharpen students' higher-order thinking skills through activities such as discussions, questions and answers, presentations, and so on with the teacher as a facilitator (Bergman & Sams, 2012; Hamdan et al., 2013; Honeycutt, 2014; Honeycutt & Garrett, 2014 Julinar & Yusuf, 2019).

The steps in implementing the Flipped Classroom strategy (Becker & Birdi, 2018; Bergmann & Sams, 2012; Davies et al., 2013) includes: 1) the teacher provides students with online learning videos about the material to be learned and assigns students to observe the video and collect information related to the content of the video, 2) the students write questions related to the content of the video or other information they have collected, 3) the students submit and discuss these questions in class, 4) the teacher clarifies answers and provides feedback for the students.

### Edpuzzle

Edpuzzle learning media is an online resource that allows the use of video clips to support the learning process. In Edpuzzle, teachers can search and use content that has been provided on leading education channels such as YouTube, Khan Academy, TED Talks, National Geographic, and Vimeo. Teachers can also upload videos of their work, add video content to specific learning objectives that can be integrated into the teachers' Learning Management System (LMS). Each video can be customized by cutting, embedding sound recordings, audio comments, multiple-choice questions, entries, notes, comments, written messages, and additional references. Besides, teachers can see students' learning activities in listening to and working on video assignments, find out the time spent by the students in completing assignments, the percentage of assignment completion, students' scores, and the result of evaluation analysis, all in real-time (Edpuzzle.com).

A study conducted by Julinar & Yusuf (2019), shows that there are several reasons why Edpuzzle is very popular with students. In said study, students who are taught using Edpuzzle can study anywhere, repeat material at any time, and most importantly, they can get initial information about the material to be studied so that they have more confidence and motivation which ignite their curiosity and make them actively participate in brainstorming sessions. This shows that Edpuzzle can activate students' prior knowledge which is necessary for the initial stage of knowledge construction. Also, Yesyika's (2017) study about the effectiveness of Edpuzzle in improving the English writing skills of junior high school students proves that Edpuzzle media is more effective than other conventional media.

## 2. Methods

This study was conducted using the Classroom Action Research (CAR) design. 34 students from XI OTR 1 of SMKN 10 Malang were selected as the subject of this study. In this study, the researcher designed the lesson plan, prepared the video in Edpuzzle, set the criteria of success, observed the learning process, and conducting the reflection. Those processes were designed and conducted by referring to the *Standar Kompetensi Bahasa Inggris Sekolah Menengah Kejuruan (SMK)* (Depdiknas, 2017). The Classroom Action Research is done in several cycles, each of which is repeated in the next cycle if the criteria of success are not achieved (Latief, 2017). Therefore, if the first cycle did not generate a satisfactory result, the researcher will improve the lesson plan and conduct the following cycle until the criteria of success are achieved. Each cycle in a Classroom Action Research consists of planning, implementing, observing, and reflecting.



### Planning the Action

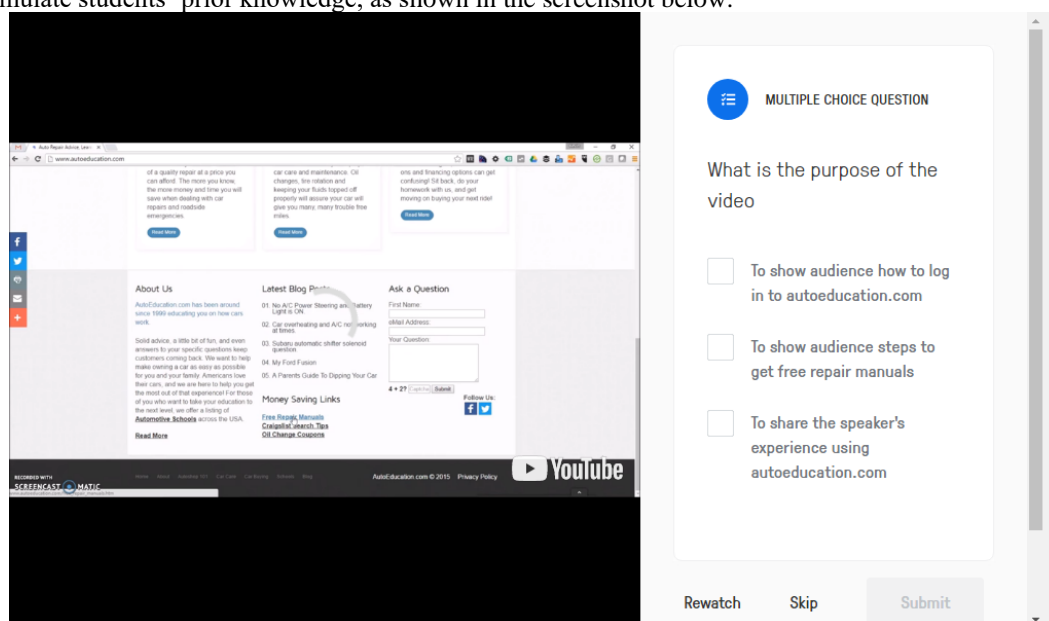
In implementing the strategy, the researcher adapted the Flipped Classroom teaching steps developed by Becker & Birdi (2018), Bergmann & Sams (2012), and Davies, et al. (2013) with the Discovery Learning model (Bruner, 1961 in Brown & Lee, 2015) which includes stages of stimulation, question/problem identification, data collection, data processing, verification, and generalization. The implementation of the strategy was carried out in two classroom meetings and one Edpuzzle session.

The criteria of success for the implementation of the Flipped Classroom strategy using Edpuzzle are if there is an increase in the number of students who achieve the passing grade, the average of students' writing score is no less than 76, the percentage of students' participation in learning writing reaches 70%, and positive attitude is shown by the students towards the implementation of the Flipped Classroom strategy using Edpuzzle.

In this study, the researcher created an assessment rubric to measure students' achievement in learning writing and an observation checklist to record the findings for students' writing participation. The assessment rubric includes grammar, vocabulary, content, and mechanics assessments. On the other hand, the observation checklist includes the students' frequency in performing the following activities: watching the Edpuzzle video at home, asking questions related to the material, having classroom discussions, and finding the solution to the problems given by the teacher. The observation checklist also includes students' attitude in consulting and presenting their works.

### Implementing

At the stimulation stage, the teacher shared the online learning videos to the students on the Edpuzzle about the material to be learned from home. In this stage, the teacher assigned students to observe the video and collect information related to the content of the video at home. In this study, the video presented to the students was in the form of an initial introduction to Procedure Text as well as several questions to stimulate students' prior knowledge, as shown in the screenshot below:



**Figure 1. A screenshot of an online learning video in Edpuzzle**

Next, the question/problem identification stage was conducted in class. The teacher engaged students to ask which part of the video that they did not understand and write the questions on the whiteboard. Then, the teacher invited students to discuss what functions and information can be obtained from the video that they have watched in Edpuzzle to answer those questions.

In the data collection stage, the teacher guided students to use Edpuzzle in discussing the answers to the questions and then provided clarification and feedback on the answers given by the students. Furthermore, at the data processing stage, the teacher assigned students to draft a procedure text according to the material that they have got from the video in Edpuzzle and the teacher's explanation. Students could playback the video if they want to review information about the material. The next stage was the verification stage, in which the students presented the assignments that they have arranged in front of the class and the teacher gave feedback to students who are presenting. Finally, at the generalization stage, students finalized their work based on the feedback from the teacher and other students.

### Observing

The observation for the learning process in the classroom was done by the researcher by using the observation checklist. The researcher directly observed the learning process in the conventional classroom. Meanwhile, the observation for the learning process using Edpuzzle was done by observing the time spent by the students in completing assignments, the percentage of assignment completion, students' scores, and the result of evaluation analysis in the Edpuzzle.

### Reflecting

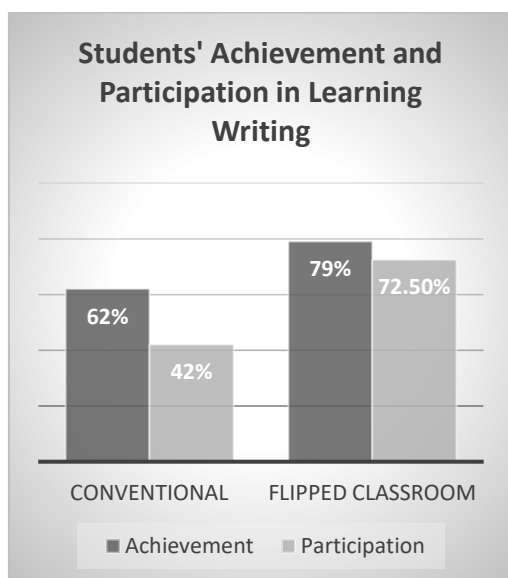
The reflection refers to the activity to analyze the implementation of the Flipped Classroom strategy using Edpuzzle. The data was obtained from observing students' learning writing process through the cycle. The reflection includes the discussion on how the strategy was able to solve the problem and factors that might cause the strategy to success in achieving that. Finally, the result of data analysis was compared with the criteria of success.

## 3. Findings and Discussion

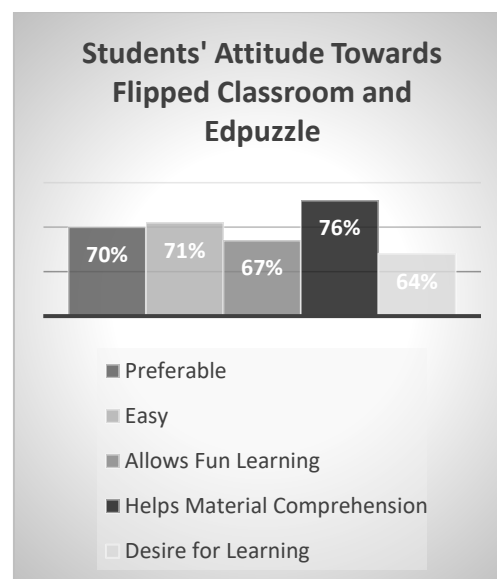
The results of data analysis showed that students have better achievement in their writing. This is reflected in the students' scores which showed an increase after the application of the Edpuzzle-assisted Flipped Classroom strategy compared to the scores they obtained through the conventional learning process. The average of students' writing scores after the application of the Edpuzzle-assisted Flipped Classroom strategy was 78. This indicates that, on average, students can pass the passing grade (*Kriteria Ketuntasan Minimal/KKM*) which is 76. Moreover, the number of students who achieved the passing grade also increased, from 62% after taught using a conventional strategy to 79% after taught using the Edpuzzle-assisted Flipped Classroom strategy.

The observation of students' participation showed that the students actively participated during the learning process. This can be seen from the learning activities that they did at home, such as watching the Edpuzzle video, asking questions related to the material, having classroom discussions, and finding the solution to the problems given by the teacher. The students also showed enthusiasm in doing and presenting the final assignment from the teacher. Besides, the results of students' participation observation checklist showed an increase, from 42% of students who were active during the conventional learning process to 72.5% of students who actively participated during the entire Flipped Classroom learning process as illustrated in Figure 2.

Meanwhile, students showed a positive attitude towards the Flipped Classroom teaching strategy and the use of Edpuzzle learning media. The questionnaire for students' attitude showed that 70% students enjoyed and liked the Flipped Classroom teaching strategy and the use of Edpuzzle media, 71% of them admitted that they found it easier to learn the material through this teaching strategy and media, and 67% of them revealed that they had more fun while learning to write procedure text through this strategy and learning media. Furthermore, 76% of students felt they mastered the ability to write procedure text better through this strategy and learning media, while 64% of them thought that Flipped Classroom strategy and Edpuzzle media should continue to be used in learning other types of text. Students' attitude towards the Flipped Classroom strategy and the use of Edpuzzle media can be seen in Figure 3.



**Figure 2. The Graph of Students' Achievements and Participation during Conventional and Flipped Classroom Learning Processes**



**Figure 3. The Graph of Students' Attitude Towards Flipped Classroom and Edpuzzle**

Several factors made the implementation of the Flipped Classroom teaching strategy using Edpuzzle able to improve students' achievement and participation in learning writing. In this study, technology has an essential role in the learning process. Not only provide students with new opportunities to learn in a new environment, but technology also engages students to be more active in the class. Brown et al. (2011) concluded that technology provides vital opportunities to learn real-life activities and problem-solving skills. Second, the use of short videos in Edpuzzle helped students to pay their attention and comprehend the material better. Studies have shown that the use of videos lasting 7 minutes or shorter can retain students' attention better (Guo et al., 2014; Kim et al., 2014, in Mischel, 2018). Third, students can learn writing using their learning preferences and pace. Indahwati's (2020) study, which also focused on autonomous learning, yielded a similar result. In her study, she found that there was a significant increase in students' scores and participation after the implementation of an autonomous learning strategy.

#### 4. Conclusion and Suggestion

Based on the results shown in Figure 2 and Figure 3, it can be concluded that the criteria of success have been achieved. The number of students who achieved the passing grade was 79%, the average of students' writing score is 78, and the students' participation in learning writing reached 72.5%. Moreover, students also showed a positive attitude towards the use of Flipped Classroom strategy and Edpuzzle in teaching writing. Thus, it can be concluded that the implementation of the Flipped Classroom strategy using Edpuzzle can improve students' participation and achievement in learning writing.

Considering the learning outcomes and the participation and enthusiasm of students in learning writing through the Flipped Classroom strategy using Edpuzzle, it is highly recommended for teachers to try and develop it according to their field of study. Teachers can also use different materials and match it with students' learning interests and preferences so that better learning outcomes can be achieved, and the learning activities can also be improved. Edpuzzle can be used in teaching other English skills, and there are endless possibilities in creating the videos since the teacher is free to include any video files as the teaching material.

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## DEVELOPING AND VALIDATING EFL READING TEST

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### ABSTRACT

EFL students need to learn about reading comprehension because, it is one of the essential abilities in learning English. To measure the students reading comprehension, a reading test is needed. Nevertheless, many students find difficulties in working the reading test. It happens because the reading tests which are given by teachers who do not analyze item difficulty, discrimination, distractor, and reliability. Those analyses are needed to prove that the reading test has met criteria of good tests. Criteria of good tests are needed in making the reading test because the reading test is used for measuring the achievement of EFL students. This study purposes at developing the reading test based on Indonesia National Curriculum basic competence, learning indicators, English lessons, and it examines to meet the criteria of good test. The researcher adapted Borg and Gall's (1983) theory in developing the reading test.

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### 1. Research Background

EFL students need to master reading skill because they are expected to understand and comprehend the English texts. Students need to comprehend about reading comprehension because reading is needed to get information from written English discourses (Badan Nasional Standar Pendidikan., 2006). Notably, senior high school students need to master reading skills because they are expected to understand and comprehend written English texts (Emaliana, I., 2013a) Thus, reading is one of the important skills in learning English since it can determine the students' achievement in understanding the written English discourses (Emaliana, I., 2013b); (Emaliana, I., 2011); (Puspitasari, I., Emaliana, I., Lailiyah, N., Lintang Sari, A. P., Soewarso, P.N., 2019) Whereas, challenges in teaching reading comprehension are comprised of three domains such as students unequal linguistic competence, students' critical thinking and also their motivation (Guntur & Rahimi, 2019). Besides, the reading comprehension assessment was dominantly dependent upon tools that were focus on narrow of skills. Whereas, the needs of the broader understanding beyond the comprehension are necessary to boost students reading comprehension. Providing reading inventories can supplement standardized test to widen the focus of reading comprehension skills, however, a consistent assessment framework is required to maintain the consistency but also dynamic and ongoing that let the readers making choices and activate the students metacognitive decisions (Woolley, 2008).

As aforementioned challenges found in reading comprehension teaching practices, providing a reliable, valid, yet dynamic and an ongoing reading test based on consistent framework is necessary to facilitate students in reading comprehension. A reading test is created based on basic competence and learning indicators which need to be examined by proving that the test meets the criteria of a good reading

test (Emaliana, I., Tyas, P.A., Widyaningsih, G.E.N., Khotimah, S.K., 2019) The criteria of a good test are needed because the reading test is used for measuring students' achievement. A good reading test is created by considering the criteria of the language test. There are five criteria for making a good test. The first criterion is the validity, it means that the reading test should be valid to which the reading test can be measured what it should be measured (Heaton, J.B., 1990) validity is conclusions made from the results of the test are appropriate, meaningful, and useful in terms of the purpose of the assessment. The test measuring what should be measured. The validity of a test is the extent, to which it exactly measures what it is supposed to measure (Heaton, J.B., 1990) A test has to aim to provide the actual size of a particular skill intended to measure not to the extent of measuring external knowledge and other skills at the same time.

The second criterion is the reliability, it that means the reading test should be reliable as a measuring instrument by verifying the consistency of the test results (Hughes, 2003). Reliability means the ability of assessment tools to produce stable and consistent results (Hughes, 2003). A test can be relied on if the teacher gives the same test to the same student on two different chances, the test must produce similar results. Therefore, reliability refers to the consistency of scores obtained by students. The third criterion is the discrimination, it means that the reading test can discriminate the students' performance (Heaton, J.B., 1990). (Heaton, J.B., 1990) stated that the test must have the capacity to discriminate individual understanding in the learning group. (Heaton, J.B., 1990) divided the difficulty of a test into ten levels: extremely easy items, very easy items, fairly easy items, items below average difficulty level, items of average difficulty level, items with above average difficulty level, fairly difficult items, difficult items, very difficult items, and extremely difficult items

The fourth criterion is the practicality, it means that the reading test should have practical administration and efficiency test (Brown, H.D., 2004) Practicality is an effective practical test. This means that the test is not excessively expensive, stays within an appropriate time constraint, is relatively easy to administer, has a scoring or evaluation procedure that is specific and has time-efficient (Brown, H.D., 2004) Furthermore, details of the test administration must be clearly defined before the test. Next, all materials and equipment for the test must be ready. Moreover, test fees must be within the budgeted limit. Next, the evaluation or evaluation system must be appropriate within the teacher's time frame. Students must be able to complete the test naturally within the specified time frame. Practicality can be simply defined as the relationship between available resources for the test, human resources, material resources, time, and resources which will be required in the design, development, and the use of the test. The last criterion is the authenticity, it means that the reading test should be authentic (Brown, H.D., 2004) authenticity is the degree of correspondence of the characteristics of a given language test task to the features of a target language task (Brown, H.D., 2004) Authenticity of a test may be present in the following ways: the language in the test as natural as possible; items are contextualized rather than isolated; topics are meaningful (relevant, interesting) to the learners; some thematic organization to items is provided, such as through a story or episode; and tasks represent, or closely approximate, real-world tasks.

In reality, based on the need analysis conducted by the researcher by interviewing English teacher in SMAK Frateran Malang, the main problem was the process of making the reading test. In making the reading test, the teacher has not been analyzed the item difficulty, item discrimination, effective distractor and item reliability of the reading test because of the time limitation. However, analyzing the difficulty, discrimination, effective distractor, and reliability of the reading test is needed because the reading test is used for measuring achievement for grade ten.

Considering existing problem having no standardized English reading test for the tenth grade students, the researcher designed and developed the reading test that emphasizes on the criteria of a good reading test. The researcher adopted the theory from (Heaton, J.B., 1990), Hughes (2003), and (Brown, H.D., 2004) as the guideline in writing the reading test, (Borg, W.R. & Gall, J.P., 2003) as the research method, and (Emaliana, I., Tyas, P.A., Widyaningsih, G.E.N., Khotimah, S.K., 2019) and (Djiwandono, M.S. (1996)., 1996) as the guidelines in evaluating the item of the reading test.

## 2. Methods

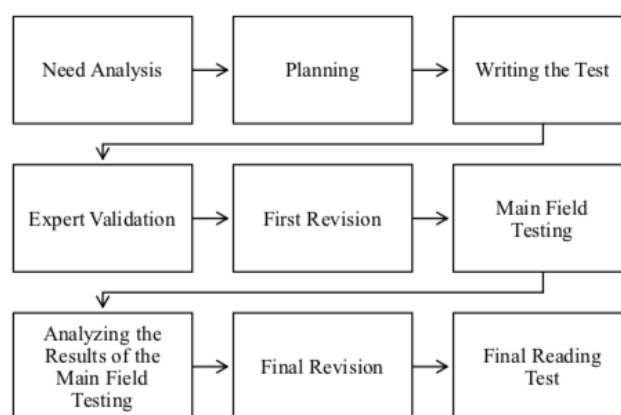
### Participants

Participants were 27 students from some senior high school in Malang. The students were 15 or 16 years old. The students at the intermediate level in TOEFL score (425-450).

### Procedure

In the procedure of Research and Development, the researcher applied the cycles proposed by (Borg, W.R. & Gall, J.P., 2003) which are: (1) Need analysis, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, and (10) Dissemination and implementation. However, due to a limited time, this research only use nine cycles in conducting the research. The steps that applied in this research are explained by figure 1.

Figure 1. Cycle of Research and Development, adapted from (Borg, W.R. & Gall, J.P., 2003)



## 3. Results

### Need Analysis

Need analysis as the starting point of research and development is done in order to find out the discrepancy between the factual condition and a desired set of condition (Borg, W.R. & Gall, J.P., 2003). This step is profoundly prominent since the result becomes the foundation of the whole research. To collect the information needed in research and development design, there are numerous ways that can be chosen, such as: interview, questionnaires, observation, data collection, informal consultation with practitioner or expert, and others. In this research, the data from need analysis were obtained by applying interview.

Interview with the teacher was intended to gather information about the current reading test and the expected product of the reading test. The interview was conducted to the English teacher by using the interview guideline in collecting the data. From the result of conducting interview, the researcher had the concept in making the plan to write the reading test.

### Planning

The researcher planned to make the reading test specification and blueprint. First, the researcher identified the objective of the reading test. Identifying the objectives of the course is important to do to ensure the validity content of the test. The test should meet the objectives of the course. Therefore, the researcher have to identify the objectives and then determine the objective of the test, the micro skills tests, and type of the texts. The objectives of the course for the students were designed to improve the students' reading skills. The specific instructional objectives evaluate students' understanding of the topic, main ideas, and word meanings. Second, the researcher made the types of tests, number of texts in the tests, number of items, time for the tests, equipment involved, and scoring method of the reading test. The type of test is a



multiple choice test consists of 8 recount texts and 20 items. The texts consist of 110 to 272 words. The needed time to work the test is 30 minutes in which students worked individually. In scoring, the correct answer gets a score of 1, while the wrong answer gets a score of 0. Last, the researcher designed the blueprint and made indicators based on the Indonesia National Curriculum basic competence number 3.9 and 4.13 curriculum 2013 that are suitable for the needs of the students.

### ***Writing the Test***

After making the test specification and blueprint of the reading test, the next step was writing the reading test. The researcher wrote the reading test covering writing the instruction and the items. The instructions have to be clear to ensure that the students are not confused in reading the instructions. The question items are based on reading micro skills. The distribution of test item was as follows. There are fourteen implied detail questions. Furthermore, there are five words meaning questions. Last, there is one main idea question.

### ***Expert Validation***

The validation on reading test was done by one lecturer in English Language Teaching Program on Universitas Brawijaya. There are ten checklist to validate the reading test. The checklist consists of the construct of the texts, the content of the texts, the length of the texts, the difficulty of the texts, the number of items, the number of distractors, the micro skills, the questions, the directions, and the time allotment. She approved that the reading test is appropriate to be used with minor revision on word choices and grammar in the sentence.

### ***First Revision***

The researcher received feedbacks whether the reading test needed to revise or not. The main purpose of the revising is to improve the reading test before implementing it to the students. Based on that evaluation, the researcher revised the word choices and grammar in the sentences in the reading test. After the revision, the reading test is ready to be used for the students.

### ***Main Field Testing***

Due to the limited amount of time, tryout was once in main field testing. In the opening the activity, the researcher informed the students the purpose of the conducting the try-out. In the tryout activity, the researcher asked the students to work the reading test. They were asked to take a pen and keep the English text book and dictionary. The students were permitted to ask question if they met a problem in working the reading test. At the end of the activity, the students were asked to collect the reading test.

### ***Analyzing the Results of the Main Field Testing***

#### ***Item Difficulty Analysis***

The researcher used the classification from (Djiwandono, M.S. (1996)., 1996) to find the difficulty level of the reading test. The classification is as follows:

Table 1. Item Difficulty Classification

<b>Classification</b>	<b>Interpretation</b>
0.000 – 0.250	Difficult
0.251 – 0.750	Moderate
0.751 – 1.000	Easy

Based on the *Item and Test Analysis Program* (ITEMAN) version 4.3 results, the results of item difficulty analysis can be seen on this table.

Table 2. Results of the Item Difficulty Analysis

Item number	Proper Correct index (Item difficulty)	Classification	Interpretation
1	0.370	0.251 – 0.750	Moderate
2	0.704	0.251 – 0.750	Moderate
3	0.444	0.251 – 0.750	Moderate
4	0.074	0.000 – 0.250	Moderate
5	0.185	0.000 – 0.250	Difficult
6	0.148	0.000 – 0.250	Difficult
7	0.481	0.251 – 0.750	Moderate
8	0.370	0.251 – 0.750	Moderate
9	0.741	0.251 – 0.750	Moderate
10	0.333	0.251 – 0.750	Moderate
11	0.370	0.000 – 0.250	Difficult
12	0.852	0.751 – 1.000	Easy
13	0.630	0.251 – 0.750	Moderate
14	0.704	0.251 – 0.750	Moderate
15	0.222	0.000 – 0.250	Difficult
16	0.111	0.000 – 0.250	Difficult
17	0.444	0.251 – 0.750	Moderate
18	0.177	0.000 – 0.250	Difficult
19	0.852	0.751 – 1.000	Easy
20	0.333	0.251 – 0.750	Moderate

From the table above, we can see that there are six items belong to the difficult item. They are the items number 4, 5, 6, 15, 16 and 18. The range is from 0.000 to 0.250. Furthermore, twelve items belong to the moderate item. They are the items number 1, 2, 3, 7, 8, 9, 10, 11, 13, 14, 17 and 20. The ranges is from 0.251 to 0.750. The other, two items that belong to the easy item. They are the items number 12 and 19. The range is from 0.751 to 1.000.

#### Item Discrimination Analysis

The discrimination of the test items tells how well the items in test perform in separating the higher group and the lower group. The researcher used the classification from (Djiwandono, M.S. (1996)., 1996) to get the discrimination score of the reading test. The classification is as follows:

Table 3. Item Discrimination Classification

Classification	Interpretation
$D \leq 0.1999$	Very low
0.200 – 0.299	Low
0.300 – 0.399	Moderate
$D \geq 0.400$	High

Based on the *Item and Test Analysis Program* (ITEMAN) version 4.3 results, the results of item discrimination analysis can be seen on this table.

Table 4. Results of the Item Discrimination Analysis

Item number	Point Biserial (Item discrimination) index	Classification	Interpretation
1	0.196	$D \leq 0.1999$	Very low
2	0.197	$D \leq 0.1999$	Very low
3	0.256	0.200 – 0.299	Low
4	-0.107	$D \leq 0.1999$	Very low
5	-0.080	$D \leq 0.1999$	Very low

6	0.339	0.300 – 0.399	Moderate
7	-0.284	$D \leq 0.1999$	Very low
8	0.001	$D \leq 0.1999$	Very low
9	0.294	0.200 – 0.299	Low
10	0.200	0.200 – 0.299	Low
11	0.468	$D \geq 0.400$	High
12	0.474	$D \geq 0.400$	High
13	0.416	$D \geq 0.400$	High
14	0.551	$D \geq 0.400$	High
15	0.331	0.300 – 0.399	Moderate
16	0.373	0.300 – 0.399	Moderate
17	0.251	0.200 – 0.299	Low
18	0.234	0.200 – 0.299	Low
19	0.185	$D \leq 0.1999$	Very low
20	0.415	$D \geq 0.400$	High

From the table above, we can see that there are seven items belong to the very low item. They are the items number 1, 2, 4, 5, 7, 8 and 19. The score is lower than 0.1999. Next, five items belong to the low item. They are the items number 3, 9, 10, 17 and 18. The range is from 0.200 to 0.299. Furthermore, three items belong to the moderate item. They are items number 6, 15 and 16. The range is from 0.300 to 0.399. The other five items belong to the high item. They are items number 11, 12, 13, 14 and 20. The score is higher than 0.400.

#### *Effective Distractors Analysis*

The data show that ten items of the reading test have effective distractors and ten other items have ineffective distractors. The researcher used the classification from (Djiwandono, M.S. (1996), to get the distractor score of the reading test. The classification is as follows:

Table 5. Distractors Score Classification

<b>Classification</b>	<b>Interpretation</b>
0.000 – 0.010	Poor
0.011 – 0.050	Fair
0.051 – 1.000	Good

Based on the *Item and Test Analysis Program* (ITEMAN) version 4.3 results, the results of distractors analysis we can see that not all the options have effective distractors. The items number 1, 4, 5, 7, 8, 10, 15, 16, 18 and 20 or ten items have effective distractors and the items number 2, 3, 6, 9, 11, 12, 13, 14, 17 and 19 or ten items have ineffective distractors

#### *Reliability Analysis*

The researcher used the classification from (Djiwandono, M.S. (1996)., 1996) to get the reliability score of the reading test. The classification is as follows:

Table 4.7 Reliability Classification

<b>Classification</b>	<b>Interpretation</b>
0.000 – 0.400	Low
0.401 – 0.700	Moderate
0.701 – 1.000	High

Based on the *Item and Test Analysis Program* (ITEMAN) version 4.3 results, it is found that the score of reliability of the reading test is 0.603. The range score is from 0.401 to 0.700, this means that the score is moderate. Based on the score it can be concluded that the reading test is reliable.

### Final Revision

The researcher revised the test items based on the results of the item analysis because of the item difficulty, item discrimination and distractor did not meet the required standard. Based on the item analysis results, there are three items that can be used directly, but fourteen others have to be revised, and three other items replaced with by items. Revised items are the items that have a low level of discrimination and distractors who have poor qualifications. For the level of difficulty is not revised because it has met the curve of the test difficulty. The revised items are explained as follows: first, the item number 1 has to be revised in term of the questions. Second, the item number 2 has to be revised in term of the questions and option E. Third, the item number 3 has to be revised in term of the questions and option C. Fourth, the item number 4 is replaced by new item. Fifth, the item number 5 is replaced by new item. Sixth, the item number 6 has to be revised in term of the questions and option D. Seventh, the item number 7 is replaced by new item. Eighth, the item number 8 has to be revised in term of the questions. Ninth, the item number 9 has to be revised in of term the questions and option D and E. Tenth, the item number 10 has to be revised in term of the questions. Eleventh, the item number 11 has to be revised in term of the option E. Twelfth, the item number 12 has to be revised in term of the option D. Thirteenth, the item number 13 has to be revised in term of the option D and E. Fourteenth, the item number 14 has to be revised in term of the option E. Fifteenth, the item number 15 can be used directly. Sixteenth, the item number 16 can be used directly. Seventeenth, the item number 17 has to be revised in term of the questions option C. Eighteenth, the item number 18 has to be revised in term of the questions. Nineteenth, the item number 19 has to be revised in term of the questions and option E. Last, the item number 20 can be used directly.

### Final Reading Test

After going through and completing all development processes, those produced the final reading test. The final reading test consisted of 20 items that focused on implied details, main idea, and word meaning. Furthermore, the final reading test is created by considering the criteria of the language test. They are validity, reliability, discrimination, practicality, and authenticity (Heaton, 1990; Hughes, 2003; and Brown, 2004). Moreover, the final reading test has been evaluated based on theories from Emaliana et al. (2019) and Djiwandono (1996). It can be concluded that the final reading test as the product of this research is ready to be applied for testing English reading to EFL students.

## 4. Discussion

Generally, the reading test items development and validation appears to be feasible. Novice reading test items writer will find the development and validation procedures intuitive and easy to use. By starting deciding test specification, especially test blueprint, finding it useful for structuring the writer's plan for developing the reading test. The test writer produced 35 items in roughly 3 days of at-home-working time, plus 6 hours of meeting review time. After the validation, some of the items were not usable, therefore, the final test consists of 20 items. The results of this reading test items development and validation are encouraging, although they are limited by several factors. First, the try out was done once only after the test items were made and consulted to the expert for language assessment due to limited time and permission grant from the school. Second, the test developed is for formative test than summative test, therefore, future researchers need to consider this for their future research. Finally, judgments about the quality of the selected test items were made by only one time measurement because the try out was only done once.

## 5. Conclusion

As a Research and Development design, this study develops a reading test for EFL students. The reading test was designed through stages of development proposed by (Borg, W.R. & Gall, J.P., 2003) The stages are conducting a need analysis, planning, developing a preliminary form of a product, preliminary field testing, main product revision, main field testing, operational product revision, and final product.

The reading test is designed by referring to the Indonesia National Curriculum basic competence number 3.9 and 4.13 curriculum 2013. Furthermore, the reading test is created by considering the criteria of the language test. They are validity, reliability, discrimination, practicality, and authenticity (Heaton, J.B., 1990); Hughes, 2003; and (Brown, H.D., 2004) ). Moreover, the reading test has been evaluated based on theories (Emaliana, I., Tyas, P.A., Widyaningsih, G.E.N., Khotimah, S.K., 2019) and (Djiwandono, M.S. (1996), 1996). It can be concluded that the reading test as the product of this research is ready to be applied for testing English reading for EFL students.

After becoming the final reading test, the reading test is ready to be applied for testing reading comprehension. For the teacher, this reading test is expected to help the teacher to find out the reading test that is appropriate with the standard reading test to be applied in testing reading comprehension. For the further development of the reading test, hopefully it can be developed for other materials, with other various techniques, and to other schools. The material can be changed related to the different competences that will be learned based on the syllabus.

## Acknowledgement

I wish to thank to Dr. Ive Emaliana for her valuable and constructive suggestions during the planning and development of this research work. Her willingness to give her time so generously has been very much appreciated

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## Appendix 1. Sample of the Test Blueprint

This blueprint is adapted from *kisi-kisi soal Bahasa Inggris kelas X kurikulum 2013*

### Blue Print

#### Kompetensi Standar:

- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana.

**Materi :** Recount Text

#### Indikator Soal:

Menentukan informasi rinci tersurat dari teks berbentuk recount Mengidentifikasi main idea dari sebuah teks recount Menentukan makna kata dari teks berbentuk recount Mengidentifikasi kejadian dalam teks recount yang dibaca

**Reading Micro Skill:** Implied details, Main Idea, Word meaning

**Bentuk Soal:** Multiple Choice

**Jumlah Soal:** 20 Soal

#### Kompetensi Standar:

- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana.

**Materi :** Recount Text

No. Soal : 1	Rumusan Butir Soal :
Indikator Soal : Menentukan informasi rinci tersurat dari teks berbentuk recount	<p style="text-align: center;"><b>Messi Biography</b></p> <p>Luis Lionel Andres Messi, born June 24th, 1987, is an Argentinian football player for F.C Barcelona. He is not very tall, mainly, due to the growing problem he had when he was younger. His eyes are brown. He never has short hair.</p> <p>Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.</p> <p>In the 2003-2004 season, when he was still only 16 years old, Messi made his first team debut in a friendly match with Porto that marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16th, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium (0-1). And now, in 2010, 2011, and 2012 he is best player in the world.</p> <p style="text-align: right;"><i>Sources: Soal Ujian Nasional (UN) SMA Tahun 2017.</i></p>
Reading Micro Skill : Implied details	<p>1. According to the text, Messi's parents moved to Barcelona ....</p> <p>A. because they were very poor in Argentina</p> <p>B. because they wanted Messi to be successful in soccer</p> <p>C. so that Messi could learn in the best soccer club</p> <p>D. to get Messi's health problem cured</p> <p>E. to find the best treatment to cure Messi's health problem</p>
Kunci Jawaban <b>D</b>	

## Appendix 2. Sample of Final Reading Test

### DIRECTIONS:

1. Write your name and student number on the answer sheet provided
2. Read the texts and write the answers on the answer sheet provided by using capital letter (A, B, C, D, or E)

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3. *You may not use dictionary*
4. *You have 30 minutes to finish the test*
5. *Do not write anything on the test book*

TEXT 1. For Questions No. 1-2

### Messi's Biography

Luis Lionel Andres Messi, born June 24th, 1987, is an Argentinian football player for F.C Barcelona. He is not very tall, mainly, due to the growing problem he had when he was younger. His eyes are brown. He never has short hair.

Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.

In the 2003-2004 season, when he was still only 16 years old, Messi made his first team debut in a friendly match with Porto that marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16th, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium (0- 1). And now, in 2010, 2011, and 2012 he is best player in the world.

*Sources: Soal Ujian Nasional (UN) SMA Tahun 2017.*

1. What was Messi problem when he was eleven years old?
  - A. because they were very poor in Argentina
  - B. because they wanted Messi to be successful in soccer
  - C. so that Messi could learn in the best soccer club
  - D. to get Messi's health problem cured
  - E. to find the best treatment to cure Messi's health problem
2. What is the main idea of the third paragraph?
  - A. he doesn't really attractive face, but he's a very good football player
  - B. Lionel Messi is a good player for F.C Barcelona
  - C. his best characteristics are on the foot has competitiveness
  - D. he appears to be a quite good and modest person
  - E. he scored goals to Espanyol

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## Engaging Blind Student in English Translation Class: A Report on Differentiated Instruction Implementation

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### ABSTRACT

English Language Teaching practices in Indonesia have challenged the diversity including cultural background, values, customs, beliefs as well as the disability. As Indonesia ratified CRPD (Convention on the Rights of People with Disabilities) and passed the Education ministry number 46 of 2017 about special support for students with special needs, the inclusion of students with disability in higher education is increasing. Implementing differentiated instruction for Inclusive education in English language teaching practices is one of the strategies to fulfill and accommodate students with special needs. This research aims at reporting the implementation of differentiated instruction to increase the engagement of students with visual disabilities in learning English in mainstream class. The participant is a totally blind student who attended English translation class. Employing the qualitative research design, this research documented the differentiated instruction implementation by observation and interview. Implication and recommendation are postulated as resourceful insight to encourage inclusive ELT practices.

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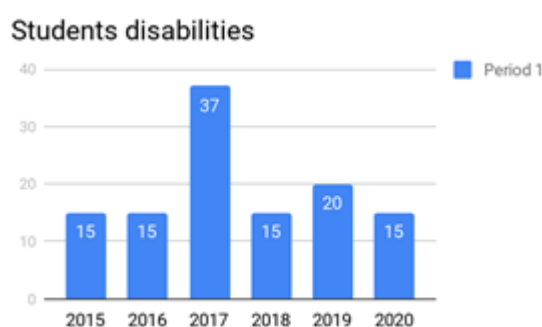
### 1. Research Background

According to (Bhardwaj, 2016) education makes us develop another perspective of looking at life, it helps us to have a point of view and build opinions to react to something. Education should be accessible for all including students with disabilities. Inclusive Education accommodates the students with disabilities in mainstream context. Based on (Lailiyah, Iswahyuni, Lintangari, 2020) Inclusive education



is a bridge for students with disabilities and without disabilities to have a chance to socialize with each other. Inclusive education is one of the goals of education equalization based on Indonesia Law number 8 of 2017 about people with disability, the law guarantees the right of people with disability in all aspects including education. As the ministry of education enacted the law number 46 of 2017 about special supports for students with special needs in higher education, the inclusion of students with disabilities is increasing. Universitas Brawijaya is one of higher education institution that has committed to give access and equality for students with disability through an affirmative action called SMPD (*Seleksi Mandiri Penyandang Disabilitas*/College Admission for Students with Disabilities) under the rector's decree number 19 of 2019. It is an affirmative program to encourage equality by providing equity. Additionally, Universitas Brawijaya also established the Centre for Disability Studies and Services (CDSS) to accommodate students with disabilities, support the inclusive education practices in the university and promote disability inclusion in education. The role of CDSS is essential to support the inclusion of students with disability in University. Based on CDSS Data, the students with disabilities who study in Universitas Brawijaya counted 117 students from 2015 until 2020.

*Figure 1 : Statistics data student with disabilities in Universitas Brawijaya 2015-2020*



According to the data, there are 53 students in Vocational Education, 25 students in the Faculty of Cultural Studies, 18 students in faculty of Computer Science, 18 students in Faculty of Social and Political Science, 11 students in Faculty of Economic and Business, 9 students in faculty of Administrative Science, 7 students in faculty of Law, 6 students in faculty of Engineering, 5 faculty of agriculture, 3 students in the Faculty of Mathematics and Natural Science, 1 student in faculty of Medicine, and 1 student in Faculty of Fisheries and Marine Science. One of them is studying English in the Language Education Department of Faculty of Cultural Studies.

Despite of the various disciplines that the students with disabilities learn in college, English is one of compulsory subjects that should be taken by college students in Indonesia Higher Education. In Universitas Brawijaya, the Faculty of Cultural Studies has facilitated numbers of blind students to study language. One of them is studying in Indonesian Language Education and Literature Program. As he should take an English Translation Class as one of compulsory subjects, some challenges and opportunities were found in facilitating him in English Class. Utilizing the principles of Differentiated Instructional strategies, this research elucidated the engagement of Blind Students in English Translation class using two primary data; interview and class observation. The focus of this study is elaborating the implementation of Differentiated Instruction applied in English Translation class to facilitate students with visual disabilities. It is not specifically describing the Differentiated Strategies in teaching English Translation.

## **Review of Related Literature**

### ***English Teaching and Learning for Blind Student***

Based on previous research done by (Aslantaş, 2017) stated that there are three critical subjects in the teaching and learning process for students with visual disabilities. The first is equal treatment means that treating disabled students equally no matter what disability they have, second is auditory input is a way to collect information for students with visual disabilities. For example; in the education side, listening

helps more efficient students to learn the material, the third is assistive technology computer and web technologies help students with visual disabilities to read material. According to (Agesa., 2014) stated that there are some challenges that are faced by teachers in teaching disability students, the first challenge is about student performance in the academic side. This research reported the result of the teacher questionnaire. 80% of teachers said that students with visual impairment are capable of performing academically and were cognitively sound. The second challenge is teachers should provide the special needs in education freely means students can have it for free. 60% teachers strongly agree that free special needs education is important, it will help for proper planning, curriculum and environment for students with visual disability easily access the learning process. The third challenge is that only teachers who were trained can teach visual impairment students, 81% strongly agree with the reason because that is needed technical knowledge to make effective learning.

According to (Kirk, Gallagher, Coleman, 2012) students with visual disability have an effect on students' cognitive and vocabulary development, blind learners had less understanding of words, so they might understand something without fully understanding the concept. They have different concrete experiences compared to sighted students. In learning English, (Lailiyah, Iswahyuni, Lintang Sari, 2020) states that students with no vision will have more difficulties to spell English letters since the inconsistency between sounds and spelling, furthermore, the research postulated that blind learner face many challenging factors in English Spelling, such as different language between L1 and L2, lack of exposure to the word formation, student preferences, and inherent language. The research reported that blind students need to find out his own strategies to help him in spelling. According to (Lintang Sari & Emaliana, 2020) students use their other senses to get information, so it means when they lose some senses the other senses become more sensitive. In the other word decreasing function of senses makes the other senses increase their function.

### **Teaching English for Blind Students**

(Başaran., 2012) stated that from the teachers' point of view, challenges are lively emerging when teaching English for students with visual disability, first is the students with visual disability who is also experiencing other disability such as hearing loss in addition to visual impairment. The second is learning disability means they have less memory to remember the lesson, several students blaming his family problem as the third challenge is family-related problems means they have issues with their own family, the fourth is curriculum. stated that the syllabus is very heavy and means that too much topic to teach in one learning program, the fifth challenge is Time constraints means that they need more time to do teaching and learning processes. As the result (Başaran., 2012) stated a special training is needed for teachers who teach visual impairment students for developing technique and material for target learners.

The different challenge faced by (Lintang Sari & Emaliana, 2020) is the format of course material could not be read by screen reader, the role of disability support center is important to change the format of the inaccessible material given by lecturer, unfortunately, it took time to process the material. The second challenge is the sound letter inconsistency in English language, so the blind learner often makes errors in spelling. The third challenge is the physical environment; the facility of higher education is less comfortable for students with disabilities to learn. The last challenge is that the blind student has less initiative to learn English even though the target learner can access digital material, and also maintains the focus to listen to material so the teacher sometimes calls his name to make sure he is following the class (Lintang Sari & Emaliana, 2020).

### **Student Engagement in Learning Language**

Student engagement can be described as students' who are active and involve participation in learning activities (Cole, 1990) Criteria to declare students' engagement in learning language is cognitive, affective and social. Also stated by (Svalberg, 2009) that to make engagement significant are these three important aspects which are cognitive, affective and social. In cognitive engagement students are dictated to do a lot of tasks based on their knowledge capability, using more students centered strategies. Affective engagement is when students use their sense of feeling and emotional to access the lesson. Social engagement related to a student's initiation in the learning process. The previous research done by (Lintang Sari, Emaliana, Fatmawati, 2019) reported that both cognitive and affective engagement complement each other. Part of cognitive engagement facilitator can boost the low motivation of students in learning into higher motivation or engaging motivation in learning English means teacher treatment as

cognitive engagement. Also, that influence their affective engagement. the strategy uses here was The student centered proven which can be effective strategies because it encourages students to think critically and improves students' alertness in studying English. The willingness and purposeful learning of learning English showed by the students also encourages their language learning engagement indicated by the act of the student to find different sources in learning English and to maximize their auditory sense. Moreover, the social factors help the students to benefit their social supports to improve their engagement in learning language such as peer learning to practice their English and to argue their comprehension in a very fair and friendly way.

### **Differentiated Instruction**

Differentiated instruction (DI) attended to help teachers implement Inclusive education, this strategy has been recommended by (Tomlinson, 2013). Differentiated instruction (herein after is termed as DI) is a strategy for teachers to teach and facilitate students learning based on their variety of needs. The DI strategy that is flexible for teaching method focused on readiness, interest and learning profile. DI helps teachers to maximize potential ability from target learners, in addition DI strategies are effective for special education to fulfil students with disability variety needs. Followed by a goal to maximize student capability on learning. According to (Bešić, Paleczek, Krammer & Klicpera, 2016) differentiated instructions are implemented better in heterogeneous classrooms, meaning that a classroom composition is essential part of the teaching and learning process to implement differentiated instruction, and that corresponds to the normal heterogeneity of the student population.

The previous study about differentiated instruction was by (Nel, Kempen & Ruscheinski, 2011) about differentiated instruction methods that are used in South Africa in the learning process, which is focused on visuals simulating activities, direct learning activities and the importance of incorporating music. Some special schools already implement a program called Learn not to burn (LNTB). It is a fire safety practice for students that is an adaptation and accommodations from differentiated instructions to students' intellectual disabilities.

(Broderick et al., 2005) states that in relation to facilitating students with disabilities, An interactional process and not an empirical, stable fact or conditions. It is recommended to give recommendations instead of modifying one lesson for students with disabilities, the researcher plans to give responsive lessons to differentiate instruction for all students from the outset. This research also provides disability related issues for effectively differentiating instruction in inclusive class means this research discusses labelling students with disabilities in classroom and social justice. This research asks to make a product individually from differentiated instruction to demonstrate what students know and are capable to do, and as the result they said DI is powerful tools that enables teachers to teach inclusive classes and solutions to boost potential skill from students with disabilities.

(Lindner & Schwab, 2020) has investigated the result of progress of differentiated and individualized teaching practices in inclusive classrooms, the criteria of the setting are considering collaboration and teamwork, instructional practices, organizational practices and social/emotional/behavioral practices. They also stated that differentiated and individualized design and simulation of teaching and learning processes is a didactic approach that attempts to ensure educational justice in the sense of a participatory fairness and is linked to all five categories of inclusive teacher practice, along with support for individual needs. As the result shows that differentiated and individualized can be implemented in specific environments, flexibility in curricula, teacher competence and knowledge was the factor of a successful and beneficial program for students with disabilities.

(Lintangsari & Emaliana, 2020) also reported the implementation of differentiated instruction for inclusive class in higher level education which was discussed from the teacher perspective. Hence, the current research offers clear explanations about the implementation of differentiated instruction in the implementation of inclusive education in English translation class for blind students in University Brawijaya from the student perspective.

## 2. Methods

### *Research Participant*

1 student with visual disabilities participated in this research. He is a totally blind student who studies Indonesian Language Education and Literature in the Faculty of Cultural Studies, Universitas Brawijaya. He is in third semester and has attended English Translation class which was facilitated by a lecturer who implemented differentiated instruction to facilitate him in an inclusive class.

### *Research Design*

A descriptive qualitative method with a quantitative data validity was applied. The data collection was done qualitatively through class observation and interview. Two observers participated in the research to maintain the objectivity of the result. In the interview session, the researcher invited the blind student in a depth interview to know his perspective toward the implementation of DI in supporting his learning engagement. The quantitative phase applied to guarantee the agreement of interobservers by implementing percent agreement and Cohen's Kappa statistical analysis. Data was analyzed descriptively by describing the events by also considering the agreement of the two observers.

### *Research Instrument*

This research used an observation checklist and interview guideline for blind students adopted from (Chapman & King, 2005) under the title *11 Practical Ways to Guide Teachers Toward Differentiation*. The guide consists of five sections, viz. the physical environment, the teacher behaviors, the student engagement, the material or resources, and the instructional strategy. This research only focused on instructional strategies, materials/resources and student engagement sections as the instrument, there are several points of indicators and sub-indicators from the observation guide that was adjusted in the order to fit this research needs on the students with disability since the original observation guide form was made for non-disability students. The checklist is scored by three criteria; always, sometimes and little.

Table 1. Observation Checklist of questions for student engagement.

No	Observation checklist
1.	Exhibits on-task behavior while working alone
2.	Works effectively in small groups
3.	Works on their individual knowledge or ability levels
4.	Uses materials/resources on the student's own level of success

Table 2. Interview list of questions for student engagement.

No	Interview guideline
1.	Physical environment
2.	Teacher behaviors
3.	Material or resources
4.	Instructional strategy

Table 1 and 2 explicate the indicator of students' engagement based on (Chapman & King, 2005). The interview guidelines are in the form of points of questions taken from all instruments of the observation guideline used in the classroom observations as seen in table 3. In order to search deeper beyond what observers could see in the classroom observation. The physical environment is to observe the environment around the target learner in the real view and student point of view while studying, teacher behaviors is asking in order to see how lecturer manage the class while monitoring and performing the learning topic for blind students, material or resource are asking to make sure the material that teacher used is accessible for the blind student, the instructional strategy is to dig deeper what is strategy used by lecturer to help achieving blind student competence.

Table 3. Materials/resources and instructional strategies questions

Materials/Resources	Instructional Strategies
<b>Include a variety of reading levels that are related to the subject or topic:</b> means the kind of level to fit every student's capability in reading to related topics.	<b>Use a variety of assessment tools before, during, and after learning:</b> to know the media used while class activity.
<b>Are accessible to students:</b> asking in order to know the material can be used for everyone.	<b>Use a variety of instructional strategies and activities to teach standards:</b> asking in order to know what strategy is used by the lecturer to teach.
<b>Support the standards and topic:</b> in order to know the material can help student knowledge based on the topic	<b>Meet the diverse needs of learners:</b> asking to confirm the lecturer's awareness about the variety of student needs.
<b>Are age-appropriate:</b> asking in order to know the material must be suitable for the university level.	<b>Engage students in various flexible grouping designs:</b> asking to know lecturer strategy in grouping discussion section
<b>Are up-to-date:</b> to know the material should be the newest one.	<b>Use centers and/or stations for individual and small group instruction:</b> to know the strategy used by the lecturer to inform individuals or small groups.
<b>Include appropriate reference sources and materials:</b> the resources of material should be valid.	<b>Engage students with projects and/or problem-solving activities.:</b> asking in order to confirm that lecturer strategy for students in problem solving knowledge.
	<b>Present students with choices in learning activities:</b> to know the strategy given by the lecturer about the activity whether they have choice or not.

#### Data Collection

The data are collected through observations from two meetings of English Translation Class and the interview was conducted in the last meeting. The focus of the data is elaborating the detail on the implementation of differentiated instruction strategy from blind students' perspective in English Translation Class. The observation guideline as seen in table 1, 2, 3, also the interview guideline as seen in table 1, 2, 3 is used to observe the class situation and to interview the participant.

#### Interobserver Agreement

The interobserver agreement was tested using the percent agreement.

#### Percent Agreement

The percent agreement was measured as percent agreement among observers. The first step of finding the percent agreement of the interobserver was by converting the observation response into numbers viz. 3 for always, 2 for sometimes and 1 for little. Second step was by finding differences between the two observers' score by giving 0 (zero) points for similar scores and gave 1 for different score. The two observers scores were subtracted and counted the number of zeros then divided it by the number of variables. Further, the statistical calculation is directly interpreted as the percent of data which are correct (McHugh, 2012). The matrix of percent agreement calculation of each observation displayed in the following tables.

Table 4 display the result of percent agreement of first and second observation of students' engagement. Based on the percent agreement calculation, the first observation agreement is 75%. The two observers agreed on variable 1, 3 and 4 while they responded differently in variable 2. Based on first observation, the observers agreed that the students always exhibit on task behaviors while working alone, always works on his individual knowledge or ability level and sometimes use the materials or resources on his level of success. The second observation's percent agreement was 50%. The two observers agreed on variable 2 and 4 but they respond differently on variable 1 and 3. The two observers agreed that in the second observation the students always performed active participation in group work (variable 2) and less use the materials on his own's level of success.

Table 4. Percent Agreement of Student's Engagement in First and second observation

Indicators	First Observation			Second Observation		
	Observer 1	Observer 2	Agreement	Observer 1	Observer 2	Agreement
Exhibits on-task behavior while working alone	3	3	0	3	2	1
Works effectively in small groups.	2	3	1	3	3	0
Works on their individual knowledge or ability levels.	3	3	0	2	3	1
Uses materials/ resources on the student's own level of success.	2	2	0	1	1	0
Number of Zero	3			2		
Number of items	4			4		
<b>Percent Agreement</b>	<b>75%</b>			<b>50%</b>		

Table 5. Instructional Strategies Implemented by Lecturer

Indicators	First Observation			Second Observation		
	Observer 1	Observer 2	Differences	Observer 1	Observer 2	Differences
Use a variety of assessment tools before, during, and after learning	2	1	1	2	1	1
Use a variety of instructional strategies and activities to teach standards.	1	1	0	2	1	1
Meet the diverse needs of learners.	3	3	0	3	3	0
Engage students in various flexible grouping designs.	1	1	0	2	3	1
Use centers and/or stations for individual and small group instruction.	2	2	0	3	3	0
Engage students with projects and/or problem-solving activities.	3	1	2	2	1	1
Present students with choices in learning activities	1	1	0	1	1	0
Number of Zero	5			3		
Number of items	7			7		
<b>Percent Agreement</b>	<b>71%</b>			<b>42%</b>		

Table 5 shows the instructional strategy implemented by the lecturer. Based on the percent agreement on instructional strategy implemented by the lecturer in first observation was 71%, 5 variables were shown agreed by the two observers which are variable 2,3,4,5, and 7. The lecturers performed was less use instructional strategies and activity to teach, always meet diverse needs of learner, a little engage students in various flexible grouping designs, sometimes use centers and/or stations for individual and small group instruction, and little present students with choices in learning activities. They have different observation results on variable 1, and 6. That shows disagreement by the two observers. The result of the second observation was 42% which are variable 3,5, and 7 was agreed by the two observers, different responses by two observers in variable 1,2,4, and 6. Based on the observation result, the lecturer

implemented always meet the diverse needs of learners, sometimes use centers and/or stations for individual and small group instruction, little present students with choices in learning activities.

Table 6. Materials/Sources for blind students

Indicators	First Observation			Second Observation		
	Observer 1	Observer 2	Agreement	Observer 1	Observer 2	Agreement
Include a variety of reading levels that are related to the subject or topic.	1	1	0	2	2	0
Are accessible to students.	3	3	0	3	3	0
Support the standards and topic.	3	2	1	3	3	0
Are age-appropriate.	2	3	1	3	3	0
Are up-to-date.	2	2	0	3	3	0
	3	3	0	2	2	0
Number of Zero	4			6		
Number of items	Include appropriate reference sources and materials.6			6		
<b>Percent Agreement</b>	<b>66%</b>			<b>100%</b>		

Table 6 shows the material/sources for blind student. Based on the percent agreement on materials or resources, the first observation indicated 66% of variables agreed by two observers, as seen in agreement column variable (indicator) 1,2,5, and 6 shows agreed with 0 differences, the two observers responded differently in variable 3 and 4. Based on the result the material use for target learner was little including a variety of reading levels that are related to the subject or topic, always accessible to students, sometimes up-to-date, and always include appropriate reference sources and materials.

The second observation has 100% percent agreement between the first and the second observer which means the variable 1,2,3,4,5, and 6 was agreed by two observers. The material was sometimes including a variety of reading levels that are related to the subject or topic, always accessible to students, always support the standards and topic, always age-appropriate, always up-to-date, always include appropriate reference sources and materials.

### 3. Results

#### Observation Results

##### *Differentiated Instruction implemented by lecturer*

The differentiated instruction implemented by the lecturer can be seen from the class observation on dimension instructional strategies and materials/resources used by the lecturer while teaching English translation class. These parts elaborated the differentiated instruction based on those two dimensions.

#### Instructional strategies

Based on observation results of instructional strategies (table 10) the first observation in the first meeting revealed that several indicators were done in the activity in the class, the first meeting was with

the teacher center, and the lecturer gave explanation about the material. The second observation was about the grouping section, discussing about the assignment from the last meeting.

The first indicator uses a variety of assessment tools before, during, and after learning is to know the media used while class activity. The lecturer used many kinds of assessment tools such as Google classroom which is online-based for the blind student and paper-based for non-disability students can be categorized as differentiated instruction done by the lecturer. Both observation by first observer stated that lecturer was sometimes use a variety of assessment tools before, during, and after learning and the second observer stated the lecturer use little a variety of assessment tools before, during, and after learning.

The second indicator uses a variety of instructional strategies and activities to teach standards: asking in order to know what strategy is used by the lecturer to teach, the instruction was given by lecturer was clear and for all students, and after the lecturer give explanation the lecturer directly give open discussion such as pop-up question to re-explain the material to the target learner in order to monitoring the blind student understand about the material this is differentiated instruction that implemented by the lecturer also this is related to the third indicators. The first observation the both observers stated the lecturer use a little variety of instructional strategies and activities to teach standards. The second observation shows that the second observer stated the lecturer was use little a variety of instructional strategies and activities to teach standards and the first observer stated sometimes use a variety of instructional strategies and activities to teach standards.

The third indicator is that the lecturer is always aware about diverse needs of students especially for disability and non-disability students for two observation, based on the explanation before it is a proof that lecturer is aware about the different treatment for every student the next indicator was shown in the next meeting. Also shows on the second observation in the second meeting,

Table 10. Instructional Strategies Implemented by Lecturer

Indicators	First Observation			Second Observation		
	Observer 1	Observer 2	Differences	Observer 1	Observer 2	Differences
Use a variety of assessment tools before, during, and after learning	2	1	Disagreed	2	1	Disagreed
Use a variety of instructional strategies and activities to teach standards.	1	1	Agreed	2	1	Disagreed
Meet the diverse needs of learners.	3	3	Agreed	3	3	Agreed
Engage students in various flexible grouping designs.	1	1	Agreed	2	3	Disagreed
Use centers and/or stations for individual and small group instruction.	2	2	Agreed	3	3	Agreed
Engage students with projects and/or problem-solving activities.	3	1	Disagreed	2	1	Disagreed
Present students with choices in learning activities	1	1	Agreed	1	1	Agreed
Number of Zero	5			3		
Number of items	7			7		
Percent Agreement	71%			42%		
Score Interpretation				3 = Always 2 = Sometimes 1 = little		



The fourth indicator is engaging students in various flexible grouping designs: asking to know lecturer strategy in the grouping discussion section, the grouping section was flexible means students can choose their partner freely means lecturer uses this indicator as strategy for teaching and learning activity, this is related to the fifth indicator. The first observation the both observed lecturer little engage students in various flexible grouping designs. The second observation the first observer stated sometimes engage students in various flexible grouping designs and the second observer said lecturer always engage students in various flexible grouping designs.

The fifth indicator as student center instruction individually and in the small group. The target learner was sat with his group and the differentiated instruction done by the lecturer is when the lecturer comes and makes sure the blind student can give active participation and get the information clearly. The first observation shows that lecturer sometimes use centers and/or stations for individual and small group instruction. The second observation the lecturer always uses centers and/or stations for individual and small group instruction.

The sixth indicator uses centers and/or stations for individual and small group instruction: to know the strategy used by the lecturer to inform individuals or small groups, this indicator was seen when the lecturer gave related questions about the problem faced by students, this indicator was instructed to all students. The first observation shows the first observer stated always and the second observer little engage students with projects and/or problem-solving activities. The second observation the first observer stated sometimes and the second observer stated little engage students with projects and/or problem-solving activities.

The last indicator presents students with choices in learning activities: to know the strategy given by the lecturer about the activity whether they have a choice or not, this indicator was applied by all students after the lecturer's explanation for answering the assignment in the second meeting. The first and the second observation the lecturer was little present students with choices in learning activities.

### **Materials/Resources**

Table 11. Materials/Sources for blind students

Indicators	First Observation			Second Observation		
	Observer 1	Observer 2	Agreement	Observer 1	Observer 2	Agreement
Include a variety of reading levels that are related to the subject or topic.	1	1	Agreed	2	2	Agreed
Are accessible to students.	3	3	Agreed	3	3	Agreed
Support the standards and topic.	3	2	Disagreed	3	3	Agreed
Are age-appropriate.	2	3	Disagreed	3	3	Agreed
Are up-to-date.	2	2	Agreed	3	3	Agreed
Include appropriate reference sources and materials.	3	3	Agreed	2	2	Agreed
Number of Zero	4			6		
Number of items	6			6		
Percent Agreement	66%			100%		
Score Interpretation	3 = Always 2 = Sometimes 1= little					

The first indicator includes a variety of reading levels that are related to the subject or topic: means the kind of level to fit every student's capability in reading to related topics. the level of material is the same for all students, and every student is given the same material from the lecturer without a different level of reading ability. The first observation stated little include a variety of reading levels that

are related to the subject or topic from both observers. The second observation sometimes include a variety of reading levels that are related to the subject or topic.

The second indicator are accessible to students: asking in order to know the material can be used for everyone. categorized as the differentiated instruction given by the lecturer, because the material was uploaded in Google Classroom, in order to be accessible easily by the blind student so the target learner can use screen-reader application to help him understand the information. The both observation from the both observers stated that the material is always accessible to students.

The third indicator supports the standards and topic: in order to know the material can help student knowledge based on the topic, this indicator can be noticed by seeing the standard topic of the study. The lecturer applied to use the correct material as standard topics for students. The first observation stated by the first observer that the material always supports the standards and topic but second observer was sometimes material support the standards and topic. The second observations both observers stated the material always support the standards and topic.

The fourth indicators are age-appropriate: asking in order to know the material must be suitable for the university level. and the fifth indicator is up-to-date: to know the material should be the newest one. These indicators were connected, because the book is from the expert and in appropriate age with up-to-date edition. The first observation the first observer stated the material are sometimes age-appropriate the second observation stated the material are always age-appropriate. The second observation the both observers stated the material always age-appropriate.

The last indicator includes appropriate reference sources and materials: the resources of material should be valid. The sources were well-verified. when the lecturer give explanation about the material in form off paper-based or power point, the lecturer used differentiated instruction with verbally give brief explanation about the material, also when it there is a picture or diagram in the material, even though the blind student was sat around his group partner the lecturer understand the different needs of target learner. The first observation shows that always include appropriate reference sources and materials, and the second observation shows that sometimes include appropriate reference sources and materials.

### ***Blind Student's Engagement***

This part elaborates the results of class observations which was done by two independent observers. The observations result has been statistically calculated using percent agreement and Cohen's Kappa Statistics to ensure the reliability of the interobservers. This part descriptively explicated the results of the class observation based on two observers and interobserver agreement. Table 6 illustrated the agreement of the two observations of the two observers.

Tab 12. Summary of Observation Result based on Inter Observer Agreement

Indicators	First Observation			Second Observation		
	Observer 1	Observer 2	Agreement	Observer 1	Observer 2	Agreement
Exhibits on-task behavior while working alone	3	3	Agreed	3	2	Disagreed
Works effectively in small groups.	2	3	Disagreed	3	3	Agreed
Works on their individual knowledge or ability levels.	3	3	Agreed	2	3	Disagreed
Uses materials/ resources on the student's own level of success.	2	2	Agreed	1	1	Agreed
Number of Zero	3			2		
Number of items	4			4		
Percent Agreement	75%			50%		
Score Interpretation	3= Always 2 = Sometimes 1= Little					

As seen in table 12, the first observation showed a 75% percent agreement with Kappa value 0.500 that indicate moderate agreement, the two observers agreed that in the first observation, the blind student always did the 3 of 4 indicators such as exhibit on-task behavior while working alone, works on their individual knowledge or ability levels, and sometimes uses materials/resources on the student's own level of success. While the second observation showed a 50% percent agreement with Kappa value 0.200 that indicate moderate agreement, the two observers agree that in the second observation, the blind students did 2 of 4 indicators such as works effectively in small group which is different in the first observation that show more disagreement and uses material/resources on the students own level of success indicates agreement.

Based on the observation result in the class the first meeting, both observers agreed about the first indicator, both of them stated that the target learner did his individual work well, the student always exhibits on-task behavior while working alone. The second indicator disagreed, the first observer stated that even though the blind student did his work well in small group discussion as the result, he does not really show teamwork since the group decided to divide work to individual work, the blind student sometimes works effectively in small groups. Different from the second observer that stated the blind student always actively working in a small group. The third indicator was agreed by both observers, both of them observed that the blind student always worked individually based on his own knowledge. The fourth indicator, both of the observers agree that the blind student sometimes uses related material or resources but less valid. The result of observation of the fourth indicator was less because the blind student sometimes uses materials or resources when he cannot find the answers based on his individual knowledge, means the use of material or resource is not the first option from the blind student, he depends on his own knowledge.

The second meeting, the observers showed disagreement as a result from the first indicator. The both observers stated the blind student did his work well, the first observer stated that the blind student always exhibits on-task behavior while working alone different with the second observer stated that sometimes the target learner exhibits on-task behavior while working alone, also gave additional statement that the blind student got sleepy during the class from the second observer. The second indicator was stated to agree by both observers because they see the blind student always active and cooperative participation during the small group work. The third indicator was stated to disagree as the result, the first observer stated sometimes the blind student works on their individual knowledge or ability levels, because the blind student got a lot of help from his partner during the class activity, but the second observer stated that the blind student always uses his own knowledge to give opinions about something. The fourth indicator was agreed by both of observers but the result was less from the first meeting, the blind student little used material or resource in his activity.

### Interview Result

In the opening session of the class, the first indicator deals with the physical environment. The participant stated that the opening session class is always fine, no high pressure or to relax situations. There is no special treatment from the teacher or his friend or peer supporter provided by the disability support center (PSLD). Before the class start participant was commonly asked by his friend to choose whether he wants to sit in the front side or back side, "*Sebenarnya mereka nawarin sih tapi aku selalu bilang 'terserah, enak yang mana'*" (they actually offer me to choose where I wanted to sit, but I always say "up to you"). The participant said it is up to them, mostly his friend chooses to sit with him in front side, genuinely whether in front or back side it really does affect the blind student, because he can understand and listening to the lecturer clearly. This engages well the blind student as the (Tomlinson & Imbeau, 2010) engage student by interest which can give the best ways for blind student to engage new information, understanding, and skill. When the class starts to have a group discussion, the blind student no longer needs to move around to find his group because his group friend always comes to him "*Jadi kan kalo susunan meja itu sebenarnya nggak mempengaruhi, karena kalo dari teman-teman ku sendiri waktu kita kelompokkan itu musti mereka yang mendatangi aku*" (For the classroom sitting design, it actually doesn't really affect me, because my group partner always come to me).

The second indicator is lecturer behavior, the blind student learns about the lesson next week from the lecturer's lesson plan and asks his clever friend. The first obstacle found in class session is when the

lecture explains the material or slide, the lecturer always explains and describes what is in the slide or presentation such as a picture, diagram or anything, "*Secara keseluruhan sih iya, mendeskripsikan isi slides*" (over all, the lecturer describes what is on the slides). The subject is more easily understood when it has real shape or touchable than have to imagine what it looks like, because what the participants imagined sometimes was different to the fact. Feedback is always given whether it is in the form of verbal or non-verbal such as a feedback in Google Classroom after the class. the blind student engages with the course because of the lecturer behavior by learning profile to make the proper ways to teach and learn effectively for the target learner (Tomlinson & Imbeau, 2010).

The third indicator is the materials/resources the next obstacle stated by the blind learner is when the lecturer provides the material such as a soft file book or e-book, but could not be read by screen reader or supporting application because the format of the lecturer share is in the form of scan paper or pictures. Blind learner stated that he has a lack of vocabulary and knowledge to understand English the solution that he provides is by asking his classmate that he knows she/he has better knowledge in English.

During this translation class in the meeting 2, the fourth indicator is the instructional strategy. The participant got several differentiated instructions from the lecturer. When a teacher giving a task to write to the blind student gets different treatment or instruction that "Yang lain disuruh ngetik, aku boleh disuruh rekam suara nanti di upload di Google Classroom" (My classmates are instructed to type the assignment, but I was instructed differently to record my voice and the upload it to the Google Classroom). The blind student does not have to write, he can submit it in the form of voice recordings or audio in Google Classroom. Based on the result of point of view from blind students this strategy is effective and beneficial for him, the blind learner can engage by gathering information and material to fulfill his knowledge in English translation class according to his ability, readiness and interest.

#### 4. Discussion

The implementation of Differentiated Strategies to engage student with visual disability in mainstream context could be beneficial both for the blind student and the lecturer. The blind student can access the information and understand the material easier based on his ability, interest, and readiness, and for the lecturer this strategy can accommodate blind and non-blind students with their variety of needs. This result strengthens by (Tomlinson, 2013) statement that Differentiated Instruction supports teachers in maximizing students' capability in students' readiness, interest and learning profile.

The implementation of Differentiated Strategy can engage the blind students to be more independent in both individual or group activity. Still, facilitating the blind students in group discussion should consider the personal interest and make sure that the group can assist each other, increase their disability awareness and promote equality in all group activity.

Related to the instructional strategies, the lecturer applied different instruction in first meeting and second meeting, the first activity was teacher centered which can engage blind student better than second observation, because all of instruction was explained by the lecturer. The second activity was a grouping section and the lecturer monitored each student by reviewing the assignment from the previous meeting. In this session, the lecturer applied the differentiated instruction at process level in forms of differentiating learning media used by the students, such as the use of Google Classroom as an online based instruction for blind student since it considered more accessible rather than paper-based instruction. The use of the alternative media is aimed to achieve the variety of needs of the students.

According to 4 elements of differentiated instruction, viz. content, proses, product, and learning environment from (Tomlinson & Imbeau, 2010), the lecturer implemented the differentiated instruction in all elements but content. The lecturer does not differ the content provided for blind or sighted students; all students learn the same content of course materials. The level of reading material is the same as the level complexity. While in the element of process, the lecturer verbalizes all the visual information to make sure that the blind student can understand the material as well as possible. Same with the goals of the process that shows differentiated instruction implemented by the lecturer. The lecturer also differentiates the product of learning for blind students, instead asked him to work an assignment in a written form, she allowed him to work the assignment in form of audio. She used the social media such as What's App to facilitate the learning process. The lecturer asked the blind students to record his response and sent it via What's App. The learning environment was also adjusted to make sure that blind student can access the lecturer's voice as clear as possible by considering the student preferences, whether

he prefers to sit in front row, middle or back row, yet, the lecturer encourage the blind student to take the front row so he can hear the lecturer voice clearly.

Among all 4 elements of differentiated instruction, one which mostly contribute to the blind student engagement in learning process is the element of process and the element of product. As this research reported that the blind students claim the differentiated assignment and verbalism implemented by the lecturer has positively encourage the blind student to be more engaged in learning by being independent in doing his task. As the opposite, according to the blind students interview result, he acknowledged that the seating arrangement as the implementation of adjusting learning environment, is not necessarily needed as his peers and peer supporter (as provided by the disability support) always proactively approaching him and assisting him to work on assignments and instruction. This could be a good sign for building an inclusive environment but the passive reaction of the blind student needs to be further assessed.

## 5. Conclusion

As the globally rising trend on inclusive education practices, English as the most learned foreign language in Indonesia should start to put a concern in welcoming and facilitating all students with diverse needs including those with disabilities, as the demand remains increasing. Differentiated Instruction is one of the reactive approaches that facilitate students with diverse needs to be more welcomed and served according to their level of readiness and interest. Although these strategies offer an ideal practice to positively improve the blind student's engagement in learning, however, issues and challenges remain visible, viz. the emergence of assistive technology and national policy to support book digitizing, the program to improve teacher competence, and also improving a proactive inclusive environment so both students with and without disability can positively rejoice their learning process.

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## A Study on Media in Listening Comprehension at Second Year Students of English Language Education Program

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### ABSTRACT

*Listening comprehension requires awareness and attention of the students to identify and recognize the specific signals. Problems frequently arise as the students are struggling in comprehending the meaning. Using an appropriate media is needed to accommodate students' comprehension. Therefore, this research seeks to find out students' opinion towards the media that help them in understanding Listening Comprehension materials and their reasons in choosing the media. 114 students participated in survey. A questionnaire was developed based on theories of types of media, micro and macro skill, and eight-listening comprehension processes. Interview was implemented to complement the data of questionnaire in order to describe their reasons in choosing the media. The findings revealed that (1) audio-visual media aid students' listening comprehension, (2) audio-visual media facilitate students' macro skill of listening, while audio media support their micro skill, and (3) film, television, video, computer, gadget, games and song accommodate all of the eight-listening comprehension processes. Some recommendations are suggested to use the media in improving listening comprehension such as the teacher should use audio media to help the students in mastering the micro skill of listening and audio-visual media to assist the students in understanding the macro skill of listening.*

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### 1. Introduction

In listening, listening comprehension takes account for success. Listening comprehension is as an active process in which individual concrete on selecting aural input from meaning, passages and associate what they hear with their knowledge. According to Chastain (1971, as cited in Bingol et al, 2014) the aim of listening comprehension is to understand the native conversation at normal rate in spontaneous condition. Hence, students' awareness and attention to sounds or speech patterns are processed through identification and recognition of specific signals and ends in comprehending the meaning. As the students keeping attention of what they listened to and comprehend the meaning at the same time, it is still challenging for them. Thus, they face problems in comprehending the listening comprehension.

The problems can be solved by using media. Based on the experimental research conducted by Kirana (2016), it can be concluded that the Experimental Group (EG)-students got significantly higher average score rather than Control Group (CG)-students who did not get treatment in giving audio visual as the media of learning. The findings showed that EG students got more right answer in determining the general idea of the text, they got specific information by oral test, they could make summary and students remembered the sequence of events. Furthermore, the quasi-experimental carried out by Mohamadkhani et

al. (2013) concluded that the Experimental Group (EG) students' understanding of appropriate listening materials had increased and they were able to hear better and correctly identify the meaning of what the native speaker say. Therefore, media is needed in order to facilitate students in comprehending the listening.

Regarding to the use of media, media can be classified into three types namely audio media, visual media and audio-visual media. Audio media provides the message of verbal or non-verbal that the students can hear symbolic sounds that has been uttered. Meanwhile, visual media is related with seeing sense to illustrate and deliver message through pictures or any kinds of graphic forms. And lastly, audio-visual media aids hearing and seeing senses to provide information for both eyes and ears, so the learners can see communication in action and it presents language in a lively way. In the other words, media is used as means in transmitting or delivering the messages in teaching learning process in order to achieve effective instruction.

Previous study conducted by Megawati (2010) was aimed at knowing the teacher's selection of instructional media, the teacher used of the instructional media, the problems faced by the teacher in using the instructional media, and the students' attitude toward the use of instructional media. The findings showed more than 85% students liked the use of the media and 95% students felt that the use of the instructional media was helpful to help them understand the materials. Furthermore, qualitative research was carried out by Prastiyowati (2016) in order to investigate problems faced by the students and the strategies used to assist them. The result of the research covered four categories; (1) The students' proficiency level which were 42.9% never failed in listening test, 30.9% failed in listening test once and 4.8% failed in listening test more than 3 times, (2) The students' opinion on listening were that 21.4% argued that listening is difficult and 78.6% stated that listening is not difficult, (3) Related to the students' interest, there were 81% who believed that listening is an interesting subject and 19% aired their view that listening made them bored, (4) The students' excitement in listening showed that 85.7% of the students were excited in listening and 11% said the opposite.

Reflecting the previous studies, the researcher found the gaps between this present study and the previous studies. In the first previous study, the research focused on the teacher's point of view of media selection that the selected media was not fully helpful for the students. There were 15% students who did not like the use of media asked on the teachers' selection of instructional media and there were 5% students who felt that 22 media could not support them in understanding the materials. Based on this result, the teacher did not find the reason why the minority of the students was not helped by the teacher's media section and the teacher did not significantly differentiate the result of regular and special program. Specifically, this research did not full enhance the students in learning process by using media. Furthermore, according to the second previous study, the researcher stated that there were some varied percentages of student's problem when they encountered listening comprehension. Yet, the researcher did not fully specify what kind of strategy that might help the students in encountering listening comprehension. Therefore, this research was conducted by using descriptive survey design in order to know the students' point of view of media that aid them in understanding Listening Comprehension materials and their reasons in choosing the media.

In summary, media is considered as an important role in listening. Thus, the researcher was interested in conducting a survey to collect information about the media that help the students in understanding Listening Comprehension materials and the reasons in choosing the media seen from micro and macro skill and listening comprehension process. The research subject was Second Year Students of English Language Education Program in Universitas Brawijaya with a consideration that they have got Listening Comprehension course in the third semester.

## 2. Methods

### 2.1 Research Design

This research used survey with descriptive qualitative approach to explain the result of the survey as it attempts to find out the media that help the students in understanding Listening Comprehension materials. Creswell (2011, p. 376) defined that "survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population". In this study, the researcher used survey to entire population by distributing questionnaire and conducting interview as instruments.

The researcher also used qualitative approach in analysis the data. Qualitative is used to express and understand a phenomenon. According to Miles and Huberman (1994) qualitative is conducted through an



intense and reflective of everyday life of individuals, groups, societies, and organization. Therefore, the researcher calculated the data quantitatively from survey, but the analysis of the results of the survey used qualitatively by describing the intended meaning of data. For this reason, the researcher counted the number of media that have been chosen by respondents and it was presented by percentage. Meanwhile, the researcher explained the students' reasons in choosing the media of why they chose the media by describing the reasons.

## 2.2 Data and Source of Data

The research was conducted at Universitas Brawijaya. It is located on Jalan Veteran, Malang. The subject in this research was 127 Second Year Students of English Language Education Program who are in the fourth semester. They have got Listening Comprehension course in the third semester. As they have got the course, it is believed that they have already known about listening comprehension, so they are the perfect population in this research

## 2.3 Research Procedures

The research procedures in order to get the data were, first, the researcher made instruments and validated the instruments to expert validation. Second, the final version of instruments was tried out to the thirteen respondents. Third, the researcher calculated the reliability of the instruments. Fourth, the questionnaire was distributed to the 114 students of Second Year Students of English. Language Education Program in order to get the data of the media that helped the students in Listening Comprehension materials and the reasons in choosing the media. Fifth, the result of the data was analyzed quantitatively by using computation and explained qualitatively by describing the explanation of the intended meaning.

## 2.4 Research Instrument

In this study, questionnaire and interview guide were used as research instrument. The questionnaire contained two categories. The first category included the media that helped the students in listening comprehension reflected in the questionnaire part A and part B. The students did checklist of the media that helped them in understanding Listening Comprehension materials in the questionnaire part A. The item based on study about types of media by Sadiman (2014), Adulhak et al (2015), Pribadi & Katrin (2010), Kustandi & Sutjipto (2013), Cullen (1999, as cited in Schoepp 2001) and Kritika & Priyadharsini (2016) in which those ideas supported the researcher to construct the items about the media. The second category covered the reasons in choosing the media reflected in the questionnaire part A and part B. The item in the questionnaire part A was related with the reasons in choosing the media seen from micro and macro skill based on Brown (2007). Meanwhile, items number one until number eight in the questionnaire part B were the reasons in choosing the media seen from eight-listening comprehension process based on Clark & Clark (1977, as cited in Brown 2001) theory.

## 2.5 Data Analysis

The data analysis can be broken down into several steps, they are data condensation, data display, and conclusion drawing/verification (Miles & Huberman, 2014). The data of this research was collected from questionnaire and interview. Then, to analyze the data, the first step was data condensation which was coding the data collected from questionnaire and interview. The data was simplified and summarized based on two categories; types of media and the reason in choosing the media. The second step was data display, meaning that the data was displayed by table consisting of the responses through the questionnaire. The students' responses were presented in form of percentage that was resulted from the computation

$$\frac{\text{Responses}}{\text{Total Responses}} \times 100 \% = \text{Percentage}$$

Total Responses

The display was used to decide whether the data belongs to type of media or the reasons of media based on the student's choice. It assisted the researcher to understand easily and analyze the students' choice towards the media that facilitated them in Listening Comprehension materials and the reasons in choosing the media. The next step was drawing conclusion or verification which means that the researcher interpreted the data and draw conclusion in order to obtain clear information as the result of the study.

## 2.6 Reliability and Validity of the Study

Before distributing the questionnaire, the researcher checked the reliability of the questionnaire by using Spearman-Brown prophecy formula. The score of the reliability of the instrument was 0.94 indicating that the instrument was reliable. Furthermore, in this study, multiple sources of data were used to increase the validity from collected data of questionnaire by cross-checking with interview data.

### 3. Findings and Discussion

#### 3.1 Finding

The findings explained about the media that helped the students in Listening Comprehension materials and the reasons in choosing the media. There are four tables presented. The first table and the second table showed the questionnaire result of the media that aided the students in Listening Comprehension materials. The third table and the fourth table illustrated questionnaire result in giving reasons of the chosen media seen from micro skill, macro skill and listening comprehension process.

##### 3.1.1 The Media that Helped the Students in Listening Comprehension

In this part, the researcher collected the data by using questionnaire to examine the students' opinion about the media that supported them in comprehending listening materials. The data were collected from the questionnaire result in the part A and part B. Based on questionnaire results, the data were presented in form of percentage. The data showed kinds of media that assisted the students in understanding Listening Comprehension materials that can be seen in the table below

##### The Questionnaire Result in the Part A about the Media that Helped the Students in Listening Comprehension Materials

Category	Responses	Total of Responses	Percentage	Total of Percentage
Audio-visual media	Film	84 responses	28,28%	73,4%
	Video	47 responses	15,82%	
	Games	32 responses	10,77%	
	Gadget	20 responses	6,73%	
	Computer	17 responses	5,72%	
	Television	17 responses	5,72%	
	Internet	1 response	0,34%	
Audio media	Song	78 responses	26,26%	26,6%
	Recorder	1 response	0,34%	

Based on the questionnaire result in the part A above, the media that assisted the students in comprehending listening materials were 73,4% selected audio-visual media and 26,6% selected audio media. Thus, it can be implied that the audio-visual media got higher response rather than audio media.

According to the questionnaire result in the part B, all of the responses from the items of number one until number eight were collected into three kinds of categories which were audio visual media, audio media and visual media. All of the responses were displayed in the table below

##### The Questionnaire Result in the Part B about the Media that Helped the Students in Listening Comprehension Materials

Category	Responses	Total of Responses	Percentage	Total of Percentage
Audio-visual media	Film	226 responses	31,39%	74,86%
	Video	153 responses	21,25%	
	Television	56 responses	7,78%	
	Gadget	51 responses	7,08%	
	Computer	20 responses	2,78%	
	Games	22 responses	3,06%	
	Internet	4 responses	0,56%	
	Audio visual	1 response	0,14%	
	E-dictionary	5 responses	0,69%	
	Talk show	1 response	0,14%	
Audio media	Song	132 responses	18,33%	23,75%
	Audio	22 responses	3,06%	
	Dialogue	1 response	0,14%	
	Tape recorder	12 responses	1,67%	

Visual media	Radio	1 response	0,14%	1,39%
	Speech	3 responses	0,42%	
	Picture	2 responses	0,28%	
	Book	3 responses	0,42%	
	Poetry	4 responses	0,56%	
	Prose	1 response	0,14%	

Reflecting to the questionnaire result in the part B above, the media that supported them in Listening Comprehension materials were 74,86% selected audio-visual media, 23,75% selected audio media and 1,39% selected visual media.

In conclusion, based on the questionnaire result in part A and part B, the media that helped the students in Listening Comprehension materials were 74.13% selected audio-visual media, 25.175% selected audio media and 0.695% selected audio media.

### 3.1.2 The Students' Reasons in Choosing the Media

In this part, the researcher collected the data by using questionnaire to seek out the reasons of the media choice seen from the questionnaire result in the part A and part B. In the questionnaire part A, the reasons given by the respondents based on micro and macro skill (Brown, 2007). Meanwhile, the reasons that chosen by the respondents in the questionnaire part B were based on listening comprehension process (Clark & Clark, 1997 as cited in Brown 2001). Those micro skill, macro skill, and also listening comprehension process are taking role in understanding listening comprehension materials.

#### The Students' Reasons in Choosing the Media Based on Micro and Macro Skill

Based on the questionnaire result, the data were presented in form of table. The first data of the reasons in choosing the media seen from micro and macro skill (Brown, 2007) from the questionnaire result in part A. The data can be summarized in the table below

#### The Questionnaire Result in the Part A about the Students' Reasons in Choosing the Media Based on Micro Skill and Macro Skill (Brown, 2007)

Category	Micro	Macro
Audio-visual media	53.35%	61.73%
Audio media	46.64%	38.26%

Based on the table above, 53.35% of students selected audio-visual media that accommodated the students in mastering the micro skill of listening and 61.73% of students chose audio-visual media helped them in understanding the macro skill of listening. It can be explained that audio-visual media assisted the students in mastering the macro skill rather than micro skill. Meanwhile, 61.73% of students aired their view that audio media helped them in mastering micro skill and 46.64% of students selected audio media supported them in understanding the micro skill of listening and 38.26% of students chose audio media that aided them in understanding the macro skill. Thus, audio media helped the students in understanding the micro skill rather than macro skill.

#### The Reasons in Choosing the Media Based on Listening Comprehension Process

Based on the data, film, television, video, computer, gadget, games, song can accommodate the eight-listening comprehension processes. Meanwhile, internet, audio-visual, e-dictionary, talk-show, audio, dialogue, speech, tape recorder, radio, picture, book, poetry and prose can only serve some or even only one of the listening comprehension process. In order to get vivid picture of the finding, see table below

#### The Questionnaire Result in the Part B about the Students' Reasons in Choosing Media Based on Listening Comprehension Process by Clark & Clark (1997, as cited in Brown 2001)

Responses	Percentage	Types of Media	Listening Comprehension Process							
			1	2	3	4	5	6	7	8
Film	31.39%	Audio-visual media	√	√	√	√	√	√	√	√
Television	7.78%		√	√	√	√	√	√	√	√
Video	21.25%		√	√	√	√	√	√	√	√
Computer	2.78%		√	√	√	√	√	√	√	√
Gadget	7.08%		√	√	√	√	√	√	√	√
Games	3.06%		√	√	√	√	√	√	√	√
Internet	0.56%		√	-	-	√	-	-	-	-

Audio-visual	0.14%	Audio media	√	-	-	-	-	-	-	-	-
E-dictionary	0.69%		-	-	-	-	√	-	-	-	-
Talk show	0.14%		-	-	-	-	-	√	-	-	-
Song	18.33%		√	√	√	√	√	√	√	√	√
Audio	3.06%		√	√	√	√	√	-	-	-	-
Dialogue	0.14%		-	√	-	-	-	-	-	-	-
Speech	0.42%		-	-	-	√	-	-	-	-	-
Tape Recorder	1.67%		-	√	√	√	√	-	√	√	√
Radio	0.14%		-	-	√	-	-	-	-	-	-
Picture	0.28%	Visual media	-	√	-	-	-	-	√	-	-
Book	0.42%		-	-	-	√	-	-	-	-	-
Poetry	0.56%		-	-	-	-	√	-	-	-	-
Prose	0.14%		-	-	-	-	-	√	-	-	-

### 3.2 Discussion

In this part, the researcher discusses the findings of the study related with the media that helped the students in understanding Listening Comprehension materials and the reasons in choosing the media based on questionnaire and interview.

#### The Media that Helped the Students in understanding Listening Comprehension Materials

Based on collected data, it was confirmed that the audio-visual media was chosen by the most of the students as media to develop listening comprehension. According to Abdulhak (2015) computer, film, television and video are audio-visual media. The audio-visual media types mentioned by Abdulhak was a part of the data chosen by the students in this research. Thus, Abdulhak's statement could lead to the audio-visual media types as a significant tool in developing listening comprehension materials. Priyadharsini & Krithika (2016) stated that gadget takes a vital role in today's education in learning language. This statement was also involved in the students' interview that stated audio-visual media were really important in developing the listening skill because there were scenario and also situation in conversation or other speech events shown in the media. Thus, the scenario and situation were helping the student in understanding the message and also the context of listening materials. In addition, Pribadi & Katrin (2010) and Kustandi & Sutjipto (2013) expressed the same opinion that game is multimedia. In line with these statements, game provided visual graphic and task or story plot that lead the students to take a part in finishing the game by using their prior knowledge to infer the context of the message and to develop their visual and hearing sense. Thus, the audio-visual media provided sight and hearing sense that the students were able to develop their hearing sense and hold the imaginary situation into their prior knowledge at the same time in concern with the development of Listening Comprehension materials.

Meanwhile, it was found that the audio media consisting of song, audio, dialogue, speech, tape recorder and radio got moderate response. However, song was the medium that mostly chosen by the students comparing to the other audio media types. According to Cullen (1999, as cited in Schoepp 2001) song is medium in learning listening comprehension in which bottom-up and top-down process involved in comprehending the listening. As a result, song was chosen by the students as a tool to aid their listening comprehension. Other responses of audio media types were tape recorder and radio. Tape recorder and radio are audio media (Sadiman, 2014). Those two types of audio media were stated in students' responses that could help them to understand the context of situation in listening comprehension materials. Therefore, audio media aided the students to signal the context by hearing the linguistic cues.

The least responses chosen by the students were visual media consisting of picture, book, poetry and prose. Picture was one of the students' responses chosen by the students in this research. Overall, these particular students stated that the visual media as the supporting media for them in order to give an illustration of the message, so they could infer the visual to their knowledge and develop listening skill at the same time. Based on students' interview, they claimed that they also need the use of book to write the keywords from the message that they have heard. Consequently, these visual components as supporting media provided sight sense that offered the students to illustrate the message through pictures or any kinds of graphic forms concerning on the development in Listening Comprehension materials.

In conclusion, any types of media were used to help the students in the learning process. This was depicted by Hamalik (1989) that media in education is a tool, method and technic that used for the effectiveness in communication and interaction between teacher and students in teaching learning process.

### **The Students' Reasons in Choosing the Media Based on Micro and Macro Skill**

The findings revealed that audio visual media helped the students in mastering the macro skill. Macro skill is the element that functions of understanding of what is being said. Macro skill contains non-linguistic knowledge such as topic, context and general knowledge about the world and how it works (Buck, 2001). In this case, the students interpreted message by using non-linguistic knowledge based on their schemata. Consequently, the students could comprehend the main point of the conversation through their knowledge in order to interpret the message from listening context. This macro skill involved in top-down process that contributed the students in getting the main point of conversation. Nunan (1991, as cited in Malkawi 2010) stated that top-down processing strategies focus on macro-features of the text such as the writer's or speaker's purposes, topic of the message, and the overall structure of the text. Thus, the audio-visual media as a means in which the students were able to see the situation, body language and other non-verbal clues from the speaker. This situation helped the students easier in order to infer situation, goals, literal meaning and implied meaning of speaker. Hence, the audio-visual media accommodated macro skill in understanding Listening Comprehension materials.

Audio media helped the students in learning micro skill. Micro skill is the element of listening that contains linguistic knowledge. The linguistic knowledge used by the students in order to detect keywords in listening context. It is more complicated to understand, as it is not only about understanding as a whole, but also the students have to consider things like choice of vocabulary, intonation, attitude and deeper meaning. This micro skill involved bottom-up process that facilitated the students to detect the key words based on situation, content or even the context. According to Nunan (1991, as cited in Malkawi 2010) bottom-up processing strategies focus on the individual components of spoken and written message, i.e phonemes, graphemes, individual words, grammatical elements which need to be comprehend in order to understand message. Thus, audio media as a means that the students were able to hear the distinctive sounds of English, recognized the stress pattern and also the intonation. This situation helped the students to infer the meaning by using imaginary situation from their prior knowledge to relate with the listening materials. Hence, the audio media accommodated micro skill in understanding Listening Comprehension materials.

Based on the discussion above, micro and macro skill took account into successful listening comprehension. It was described on how their worked relate with the media types; audio visual media and audio media. However, the previous study conducted by Prastiyowati (2016) showed that there were problems encountered in listening comprehension. They were: (1) The students' proficiency level which were 42.9% never failed in listening test, 30.9% failed in listening test once and 4.8% failed in listening test more than 3 times, (2) The students' opinion on listening were that 21.4% argued that listening is difficult and 78.6% stated that listening is not difficult, (3) Related to the students' interest, there were 81% who believed that listening is an interesting subject and 19% aired their view that listening makes them bored, (4) The students' excitement in listening showed that 85.7% of the students were excited in listening and 11% said the opposite. These problems were existing within the students in comprehending the listening because the students had not yet discovered on how micro and macro skill worked. In order to solve those problems, it is suggested to use media that accommodates micro and macro skill for comprehending the listening.

### **The Students' Reasons in Choosing the Media Based on Listening Comprehension Process**

The data showed the reasons in choosing the media seen from listening comprehension process based on Clark & Clark (1997, as cited in Brown 2001) in the questionnaire result part B. First, film, television, video, and computer helped the students in processing what is called "raw speech" and holds an "image" of it in short-term memory, determining the types of speech event and appropriately "color" the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemata) relevant to the particular context and subject matter, assigning a literal meaning to the utterance, assigning an intended meaning to the utterances, determining whether information should be retain in short-term or long-term memory, and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Abdulhak (2015) of audio visual media types. Based on the data, audio visual media were the highest response because the students could see the figure and understood the context easily by

matching the utterance and the situation in the process of listening. The process of listening becomes more active when accompanied by visual motions, and the nonverbal aspect of speech is an important part of the whole communication process (Perry, 2001). It can be concluded that the audio-visual media had an ease access in order to help the students in understanding Listening Comprehension materials through those media.

Second, gadget assisted the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemata) relevant to the particular context and subject matter, assigning a literal meaning to the utterance, assigning an intended meaning to the utterances, determining whether information should be retain in short-term or long-term memory and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Priyadharsini & Krithika (2016). Based on the student’s interview, it was found that gadget as tool that served many applications, including online dictionary. It can be implied that those applications helped the students to get better comprehension in the listening process. According to Masalimova et al (2016) developing listening comprehension skills is used for communication competence. Apart from communication, technology is also compulsory tool to be at par with global advancement, for example the use of mobile gadget. Therefore, gadget could be as reference in comprehending the listening.

Third, games supported the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemata) relevant to the particular context and subject matter, assigning a literal meaning to the utterance, assigning an intended meaning to the utterances, determining whether information should be retain in short-term or long-term memory and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Kustandi & Sutjipto (2013) of multimedia types. In this part, male participants tended to choose games as the media that could help them in listening. It might be happening because they were get used to play games as their daily activities. In short, multimedia games had an advantage for the students because there was mission that should be accomplished, so they tried to understand by using their prior knowledge in order to get the meaning of the context and used their memory to remember what the mission was.

Fourth, song accommodated the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceive message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemata) relevant to the particular context and subject matter, assigning a literal meaning to the utterance, assigning an intended meaning to the utterances, determining whether information should be retain in short-term or long-term memory and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Cullen (1999, as cited in Schoepp 2001). It was found that most of the students listened to the song in daily life. Orlova (2003) suggests that among the methodological purposes with song are used in the class includes teaching listening comprehension. Song can give an impact that they got used to acquire context of the situation through the lyrics. This was asserted by Lynch (2008) that there are three factors that contribute of song in listening comprehension, they are: use of vocabulary, pronunciation and accent of the singer and use of new grammar and structure of song.

Fifth, tape recorder helped the students in processing what is called “raw speech” and holds an “image” of it in short-term memory, determining the types of speech event and appropriately “color” the interpretation of the perceived message, inferring the objectives of the speaker through consideration of the type of speech event, the context and content, recalling background information (schemata) relevant to the particular context and subject matter, determining whether information should be retain in short-term or long-term memory and deleting the form in which the message was originally received based on Clark & Clark (1997, as cited in Brown 2001) and Sadiman (2014) of audio media types. According to the student’s interview, it was found that tape recorder helped them to signal the meaning of the context by hearing the stress patterns and intonation. According to Harmer (2001), exposing students English in teaching listening comprehension is through the use of taped materials. This situation offers the students to imagine the situation by detecting the keywords by hearing the linguistic cues and ended with comprehension. As a

result, even if tape recorder is one of common media in listening, it is still used as a medium to help them in the listening process.

Sixth, radio gave benefits to the students in inferring the objectives of the speaker through consideration of the type of speech event, the context and content based on Clark & Clark (1997, as cited in Brown 2001) and Sadiman (2014) of audio media types. Through the questionnaire and interview, it was found that radio provided radio program and there were interactive talks that could help them in inferring what the speaker meant. Thus, radio helped the students to train their listening skills in order to know the types of speech event, context or even content by hearing the interactive talks.

Seventh, picture assisted the students in determining the types of speech event and appropriately “color” the interpretation of the perceived message and determining whether information should be retaining in short-term or long-term memory based on Clark & Clark (1997, as cited in Brown 2001) and Sadiman (2014) of visual media types. Based on the data, surprisingly, picture was a helpful tool in learning listening. As we know, audio media and audio-visual media were the commonly used media in listening. On the other hand, particular participant stated that visual media, such as picture could help them in the process of listening. Based on the students’ interview, it was found that they needed picture while they were listening the input. Consequently, picture was an additional media in order to interpret easily the meaning. As a result, even if visual media were not commonly used as the other media, it gave benefits to the students to get vivid picture of the context. Some studies reveal that visuals have little, if any, facilitative effect on the listening comprehension (Lynch, 1998).

Based on the explanation above, first, film, television, video, computer, gadget, games and song accommodated all of the eight-listening comprehension processes. Second, tape recorder accommodated six listening comprehension processes. Third, audio assisted five listening comprehension processes. Fourth, internet and picture helped two listening comprehension processes. Fifth, audio visual, e-dictionary, talk show, dialogue, speech, radio, book, poetry and prose aided one listening comprehension process. Thus, if the learning focusing on helping the students in listening comprehension process, it suggests to use film, television, video, computer, gadget, games as the audio-visual media and song as the audio media.

#### 4. Conclusion and Suggestion

This research was aimed at examining the students’ opinion about the media that aided them in understanding Listening Comprehension materials and their reasons in choosing the media. The data obtained through questionnaire and interview from Second Year Students of English Language Education Program.

The findings revealed that (1) audio-visual media assisted the students’ in Listening Comprehension materials. It can be proved that 74.13% of students selected audio visual media, 25.175% of students chose audio media, and 0.695% of students pointed out visual media; (2) 61.73% of students who chose audio visual media admitted that their macro skill of listening is helped and 53.35% of students who argued that audio visual helped them in their micro skill of listening. Meanwhile, 46.64% of them who stated that their micro skill of listening in listening helped by audio media and 38.26% of students who answered that audio media helped them in their macro skill of listening; (3) film, television, video, computer, gadget, games and song facilitated all of the eight-listening comprehension processes.

According to the research findings, some suggestions are proposed that the teacher should use audio media in order to help the students in mastering the micro skill of listening and utilize audio-visual media to help the students in understanding the macro skill of listening. Furthermore, Film, television, video, computer, gadget, games and song support the students in comprehending the listening comprehension process. Moreover, for future researchers, the findings can be used as valuable sources to conduct further research concerning the study on media in listening comprehension in order to gain more information and better understanding.

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## Inquiry-based teaching to develop efl students' Critical thinking in reading comprehension

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### ABSTRACT

*The technology advancement in this era of globalization promotes the innovation and transformation in English language teaching and learning especially for EFL students. The innovations in English Language teaching and learning have fostered the variations of teaching strategy and method. One of the recent strategies proposed in pedagogical context is inquiry-based teaching strategy. Since the recent issues of active learning have been discussed in some schools of thoughts, it is closely related to the importance of critical thinking students should have. In order to achieve English language learning goals, which are to enhance the students' skills, competence, and also critical thinking, the teaching and learning process is always designed more innovatively and effectively. Nevertheless, the implementation of this strategy should be adjusted in accordance to the students' capability in learning English in class. Therefore, teachers have to understand well the characteristics of inquiry-based teaching before implementing it in class. This paper attempts to explore the use of inquiry-based teaching in promoting students' critical thinking, especially in reading comprehension. This paper discusses the issues of this strategy based on theoretical frameworks and provides the example of an activity using 5E that can be applied in class. The reading activity through inquiry-based teaching can be constructed by the teacher by considering the students' condition and environment.*

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### INTRODUCTION

The current language teaching cannot be separated from the development of teaching strategies in the teaching process. The teaching and learning process is designed and developed by the teacher to guide students to acquire knowledge. In the implementation in class, the teacher can choose the strategy to be used and involve the use of the technology based on the needs. Each of the language skills, for

example, has different characteristics and the teachers have to construct the teaching strategy that is appropriate in teaching language skills. Focusing on the teaching reading, it also can be used as a more interesting strategy involving technology that can engage the students in the reading activity. The teaching reading requires the students to demonstrate their understanding of the facts from their comprehension (Bloom, 1956). As the purpose of comprehending a text is to get the information and to criticize the content based on students' interpretation. By analyzing the reading text, the students will be accustomed to think critically.

In the recent curriculum, the teaching and learning process should be done interactively and also require students to be more active. One of the purposes of making students more active is to stimulate them to think critically. As stated in *Permendikbud* Number 58 Year 2014 about 2013 Curriculum, one quality of the students' way of thinking is that the students are required to process their critical thinking skills and to be interactive with the teacher, among the students, and the communities around them. When the teaching is in a conventional way, there are not many students that can be involved in class activity if the activity requires only some students. Besides, the conventional class is usually dominated by direct instruction, in which the students hardly have a chance to think critically. Since the recent issues of active learning have been discussed in some school of thoughts, it is closely related to the importance of critical thinking students should have. Johnson and Freedman 2005 (in Priyatni, 2010) explained how to improve students' critical thinking in the form of logical thinking ability by generating questions, analyzing the problems, comparing ideas, contracting, and evaluating. Therefore, the role of the teacher is important to give facilitation and assist to stimulate the students to be more critical.

In order to achieve the learning objectives that are to enhance the students' skills, competences, and also critical thinking, the teaching and learning process has to be designed more innovatively and effectively. Therefore, currently in the pedagogical field, there are various strategies developed to increase the meaning of the teaching and learning process. One of the recent strategies is inquiry-based teaching. The inquiry-based teaching is built on knowledge about the learning process that comes from the idea of research (Bransford, Brown, & Cocking, 2000). This teaching strategy can make the students involved in various activities and thinking processes that are commonly implemented by scientists to produce new concepts. According to Suhartono, et.al (2014), the Inquiry-based strategy leads students to have an independent learning that can foster their thinking skills based on their prior knowledge. The implementation of Inquiry-based teaching has an important role especially in teaching reading comprehension for EFL students. However, not many students could perform well in their reading comprehension session since they lack motivation on reading and some teachers could not fully involve students' critical thinking in reading. Therefore, the most important thing to know before implementing an Inquiry-based strategy is understand the characteristics and the process in implementing this strategy. Regarding the obstacle in empowering students' critical thinking, this paper is aimed at exploring the use of inquiry-based teaching in promoting students' critical thinking, especially in reading comprehension. Since there are some studies discussing Inquiry-based teaching, this paper focusing on the concept of Inquiry-based to be implemented in that can give broader overview for English teacher in implementing this strategy, and provides the possible activity through 5E learning that are Engagement, Exploration, Explanation, Elaboration, and Evaluation steps of inquiry-based to be conducted in EFL classroom.

### **READING COMPREHENSION FOR EFL STUDENTS**

Reading belongs to the receptive skills that need to be improved for EFL students. By improving reading skill, students could develop their ability in sharing their knowledge since reading is useful to broaden their perception of things that happen around them. As Ziauddin (2004) states, reading belongs to a responsive process of thinking by involving recognition, interpretation and perception toward particular ideas. Students will obtain knowledge from what they read so that they can bring their interpretation into the learning activities. The reading activity has an important function in every field as by having a good reading skill, it can bring the students a meaningful understanding of academic, professional and recreational materials (Nesamalar, 2005). Therefore, reading is regarded as the required tools to help global communication especially for students.

The reading skill is always influenced by the students' motivation in reading. In some cases, it shows that students who have less motivation in reading could not perform well. That is why the students' motivation is the important thing to be built before they are expected to read comprehensively and critically. As stated by Khatib & Nourzadeh (2011: 260) that the communicative activities will arouse

students' excitement and encourage them to use their imaginative powers that might be useful for their communicative skills development in the future. To build this situation, the teachers are responsible to provide the appropriate facilities and also give the students treatment through the interesting strategies in teaching reading. The teacher can give the students various teaching reading experiences based on the students' needs. The reading activities can be created by the teacher appropriate with the learning objectives. It is not as simple as giving the reading material and discussing the problems or the important points on the text, but reading is considered as an activity which requires students to have interaction to obtain the knowledge. There are several things that have to be understood by students in improving the reading skills as described by Rahim (2009):

- a. Reading can broaden students' experience in many aspects of learning such as the understanding of technology, culture, and also science.
- b. Reading intends to have a deep understanding of language sounds, symbols, and meaning of new vocabularies or terms to the students.
- c. Reading activities help the students to understand the sentence structures in which they find difficult.
- d. Through reading, the students can improve their comprehension skills and the speed and accuracy skills in reading.
- e. Reading activities have various purposes that depend on the students' learning level and background of knowledge.

Students are better learning to read in a step-by-step process through pre-reading, while, and post-reading. The pre-reading is considered to be the most important as it gives preparation for the students. As described by Hadley (2001), in the practice of reading, pre-reading activity is very significant as it gives students a chance to have an activity based on their prior knowledge related to the text or information being read by the students. The students in pre-reading can predict the content of what they are going to read. By giving the chance to students to predict the content, it will motivate students to compare the prediction in their minds with the real contents of the text and also activate students' schemata. In line with Brown (2001), that the main reading activity is also very important for the students in learning. In addition, pre-reading activity is also meaningful since at this stage of reading, the students will be able to know their understanding of the text when they compare the prediction made in the pre-reading with the content being discussed in the text to generate a new understanding of the discourse. Beside the pre-reading activity, while-activity and post-reading activity are done to strengthen students' knowledge of what they read and develop their reading comprehension. Those teaching reading processes can be used on different occasions in teaching reading.

### ***INQUIRY-BASED TEACHING STRATEGY***

As one of some instructional teaching strategies, inquiry-based teaching is a strategy that involves students to explore any kind of academic contents through investigating, analyzing, and answering questions related to the reading passages. Inquiry simply means enabling reasoning, where the students make up their own concepts and insights. In inquiry-based learning, students are more involved in the whole reading and thinking processes that are used to derive the knowledge. In scientific subject, for example, some science researchers encourage teachers to change the conventional strategies in teaching reading, such as too focus on textbooks, teacher's explanations, and general facts with the inquiry-based strategy that gives some advantages such as: bring students to their interest, give the students chances to use appropriate techniques in gathering evidence of their prediction, require students to improve their problem solving and critical thinking, encourage students to conduct further study to elaborate explanations, and emphasize the importance of writing scientific explanations on the basis of evidence (secker, 2002). Besides, inquiry-based can enhance students' experience of learning, especially in the aspect of problem solving skills, skills of explaining the data clearly, critical thinking skills, and also the understanding of concepts in science (Chang, et. al, 2003).

The same as learning science, in studying language can also use this approach to help students become more critical and independent in deriving knowledge. Inquiry-based strategy can be implemented

in a purpose of developing students' critical thinking. Trowbridge & Bybee (1990) define inquiry as a discovery process of thinking that starts with the identification of the problems, the formulation of hypothesis, the hypothesis testing, data collection, and the formulation of conclusions.

Sanjaya (2008) states that inquiry-based teaching is a strategy focusing on the process of thinking critically and logically in order to find the way of solving the problem. This strategy requires students to think actively in finding answers to questions or problems based on the case being discussed. The benefit of inquiry learning is to manage the circumstances or students' learning environment with enough guidance to find reasonable concepts and principles. This strategy cannot be applied for all types of students. The teacher should consider the students ability in doing the activity. In this teaching strategy all students will be guided to do an activity of inquiry-based (Bush, 2011). In addition, students will get the model of learning from the teacher during the activity. Therefore, it makes inquiry-based activity take more time.

The teacher is taking a part as a facilitator in the inquiry-based teaching. But, sometimes the teacher got some problems with the students. Teachers face many problems in guiding and maintaining students' interest since they engage themselves in the learning activities and give attempts to conclude the topic being discussed (Bencze, 2009). To solve that problem, teachers need to be specifically trained about the inquiry-based teaching process before applying this strategy in a class in appropriate ways. Thus, teachers will be accustomed to divide responsibilities with their students while maintaining their control in the classroom at the same time.

The teachers' role in an inquiry-based teaching is quite different from the teachers' role in the conventional teaching strategies. In inquiry-based teaching, teachers do not direct instruction to students, yet they assist students to draw their own content-related ideas or questions and guide the investigation process instead. Because of the unconventional teacher's role in an inquiry-based teaching, it sometimes leads to the misunderstanding. When teachers attempt to conduct an inquiry-based teaching, they commit to do several things which are to provide rich experiences that arose students' critical thinking and curiosity; to plan carefully-constructed questioning sequences; to manage the probability of multiple student investigations at the same time; to continuously assess the progress of each student; and to respond directly to students' emerging questions and idea discoveries. Therefore, in the implementation of inquiry-based strategy, teachers should follow some steps of inquiry-based teaching and provide interesting activities to help the students being encouraged in the teaching and learning process.

### **Steps of inquiry-based teaching**

The implementation of inquiry-based teaching should be done step by step clearly. By following the steps of the strategy, it will ease the students to do the activities as the instruction by the teacher. According to Bybee et.al., (2006), a cycle of inquiry-based teaching involves some steps which relate with 5E: engagement, exploration, explanation, elaboration and evaluation.

1. The first step in inquiry-based teaching is engagement. In this step, the teacher or a curriculum-in-charge opens the students' knowledge priority and assists them in engaging a new concept by the role of short movements which stimulate curiosity and obtain knowledge priority. This step provides several purposes: delivering a conflict between previous learning and another scientific perspective. The other conflict will guide students to raise questions, grasp students' attention and focus.
2. The second stage is exploration. Exploration skills deliver students with a common basis of movements of the current concepts inside (i.e. misconceptions), procedures, skills and conceptual change is enabled. Students may finish the movements that assist them using prior knowledge to create new insights, discover questions and possibilities, and construct and do a preliminary analysis. During this phase, students raise questions, hypothesize, work without any input of teacher directions but it still be guided, collect evidence, record and control information, share thoughts, create evidence based on rights, depict conclusions, and operate cooperatively and collaboratively.
3. The third step is explanation. Here the students are given chance to introduce their understanding of the concept. An enlightenment from the teacher or the course may lead them toward a deeper understanding which becomes a crucial part of this stage. During this stage, students depict on experiences to offer ideas and explanations in his/her own words, manages evidence to support ideas, critically evaluate explanations, listen respectfully and critically to others, expose and assess their own perspective.
4. The next step is elaboration. Teachers give challenge and expand students' conceptual understanding and skills. By having new experiences, the students gain deeper and broader perspective, more

information, and sufficient skills. Students concern their understanding of the concept by applying additional activities to new situations, apply previous information to raise questions, offer solutions, attain decisions and conceive investigations, make reasonable conclusions from the proof and confirm for thoughtful with their colleagues.

5. The last stage is called evaluation. This stage help students to gauge their understanding and abilities and gives opportunities for teachers to assess progress of the students about reaching the educational objectives. On this stage, students establish their insights of the ideas and concepts, answer open-ended questions, assess his/her own progress, raise questions and take the contribution in peer-assessment.

Through conducting those five steps in teaching reading comprehension may lead the students to think critically. The students are flexible in exploring and share their opinion of the content in a reading text. During the process of inquiry, students build up their understanding. It could not be able to catch the right answer. Instead, it helps to find out the suitable questions and issues which are given. Additionally, for the teachers, the clear guidance in conducting activities is the most important since teacher holds the roles as a guide and facilitator to make the students keep focus on the topic of reading.

### ***INQUIRY-BASED TEACHING IN READING COMPREHENSION***

The implementation of inquiry-based teaching can be used in different courses, and in English language teaching the use of inquiry-based teaching can be used for reading comprehension. In reading, students need to obtain the information that requires them to analyze what the text is about. It is suitable to use inquiry learning as it entails a classroom environment that makes students feel free to work, have a concept of learning, make implications and construct educated curiosity toward the learning process (Suhartono, et.al, 2014). It prioritizes the learning and experience which students bring to the classroom and it boosts problem solving actively, outcomes communication, and the shared interpretation of new insight from reading. In place of Kahn & O' Rourke (2004) who identified five characteristics of inquiry-based learning which are: first, a complex problem or scenario of engagement. Second, the direct line of inquiry and the methods employed by the students. Third, the students' inquiry is needed to draw on present knowledge and to pinpoint their learning needs which are required. Next, students' curiosity is stimulated by tasks. It encourages actively in exploring and seeking new evidence. Lastly, liability fgo down to the student for presenting and analyzing the evidence in the right ways and supporting their own response to the problem while they are learning.

In the implementation, teacher may explore many activities using 5E.

(Engagement, Exploration, Explanation, Elaboration and Evaluation) of inquiry- based steps with the appropriate activity. In this paper, the writers attempted to develop an activity by following the steps of inquiry-based strategy adopted from the theory of Bybee at al.

#### **1. Engagement**

In this step, a topic (in which the teacher is going to show them) that related to the text is given to the students. They can also relate the topic with their schemata or their previous knowledge based on their own experiences. It means that they can predict what they are going to discuss, what information that will be available on the text, and what they want to get by reading the text. Therefore, the goal of this step is bringing up the students' questions and also their curiosity from the topic provided by the teacher. The students' questions will indicate that they are triggered to think critically. This activity is in accordance with Ennis' statement (cited in Lai, 2011) who said that asking and answering questions for clarification also could be a parameter of a relevant critical thinking.

#### **2. Exploration**

The second step is used to give the students chance to explore their curiosity from the previous topic given by the teacher. After they have their own question related to the topic, the text will be distributed by the teacher to the students.

#### **3. Explanation**

After the students obtain the information from the text, they are allowed to give their own judgement or opinion about the text whether they want to agree or disagree with the information on the given text. Here, they must state their position to against or on behalf of the information on the text by supporting it with their related arguments.

#### 4. Elaboration

The next step is writing down the students' opinion on a piece of paper. Here, the teacher gives the students colored-paper which are red and blue paper. The student who against the information of the text should pick the red paper and the one who in favor of the information should pick the blue paper. After they finish writing, they exhibit their work on the provided board in front of the class divided into two columns (against and for).

#### 5. Evaluation

In this final step, the evaluation probably comes from both the students and the teacher. However, the first comes from the students themselves. They must take a look to all their friends' opinion. In addition, they are also allowed to give the comments, questions, or suggestions about their friends' opinion/work. By looking and guiding these activities from the beginning to the end, the teacher can assess the students' comprehension related to the reading activities. At the end, the teacher will only give the clarification and evaluation if there is misunderstanding or something which has to be cleared.

By doing this kind of activities through inquiry-based teaching, the teaching and learning process will give more contribution in developing their critical thinking especially in reading comprehension. Moreover, the reading class environment also will be variative and enjoyable. Besides, the students' centered also will be more effective to be conducted.

### ***STUDENTS' CRITICAL THINKING THROUGH INQUIRY-BASED TEACHING***

In the reading process, students need to sharpen their critical thinking in order to give them learning experience which is more challenging and interesting. The collaboration activities can help students to explore the concept in reading comprehension critically. The discussion using literature so far has brought the critical thinking which is considered as a useful trigger for students in developing their thoughts. The teacher's ability in stimulating students is needed in the using of strategy that requires students to think critically. Therefore, as Millers (2003: 313) said, there is an urgent need to train teachers in providing literature in teaching process so that they can naturally obtain a positive and encouraging atmosphere for students in order that students can analyze and develop their critical thinking in the learning process. Tung & Chang (2009: 291) affirmed that "Literature reading is a complex process that requires readers to recall, retrieve and reflect on their previous experiences or memories to construct the meaning of the text. Students' activities in reading, include checking the text, the author's purpose and style, and students' interpretations of certain readings." This means that teachers should prepare activities that cover the purpose of reading comprehension.

Critical thinking has to be trained by the students from the level of beginners. Priyatni (2010) determined that through critical thinking, someone can think divergently, develop problem-solving skills and the ability to think through issues related to causality, opinions, evidence, possibilities, and debates. In order to develop and strengthen students' critical thinking skills, as described in the reading text of critical literacy approach; key methods and strategies, models and methods of key methods in guidance are required. Therefore, some inquiry-based strategies involve critical thinking components, which are necessary when reading texts critically. The role of inquiry-based teaching in reading is to stimulate students' ability to think critically so that they can freely share opinions among friends in class.

The usage of inquiry-based teaching in the purpose of broaden students' knowledge by exploring what they get from the reading passage and delivering it based on their critical insight is applicable for the students in the intermediate or even advance level. It is also useful for them to learn to assess their own ability in reading comprehension. Here the teacher gives experiences to students with communicative reading activity that makes them feel powerful in learning rather than comprehending the text through the conventional ones. The students' critical thinking will be appearing as there are interactions among students in transferring their ideas. The process of think critically by doing step by step of inquiry activities is considered to be helpful to fulfill the education need which is to produce the more critical human being for the better advancement.

## CONCLUSION AND SUGGESTION

Based on the theories in the discussion above, the teaching reading cannot only provide the students a conventional strategy that is focusing on the result of the students' reading comprehension. It should be more challenging by involving the students to comprehend the text with some steps of inquiry learning. The inquiry-based is a method of learning through questioning and experimenting, emphasizing students' response ability, authenticity and intellectual input. This strategy helps activate students' prior knowledge before presenting all the materials provided by the teacher. Similarly, it can be simplified to asking, reasoning, and finding out public answers to the question, and then evaluating the previous inquiry process. The inquiry-based teaching strategy is believed that it can stimulate the students to think critically in comprehending reading text since the students have experience in the whole process of obtaining the knowledge by following 5E steps namely engagement, exploration, explanation, elaboration, and evaluation. This process of learning is independently done by students. Although this strategy is considered to be useful for students, however, inquiry-based teaching also has some weaknesses in its application. In social systems that are largely controlled by teachers, this process can be highly structured. This highly structured social system is not suitable for the characteristics of junior high school students, who have begun the formal commissioning phase of cognitive development. Besides, this strategy cannot be applied to all English materials. The complicated materials considered to be difficult for students to be learned through inquiry-based strategy. It is because inquiry-based teaching needs much time in the implementation, while complicated materials also considered as time consuming. So, this strategy is not effective to be used in teaching complicated materials. This condition might become the teacher's consideration in implementing this strategy. Therefore, teachers should pay more attention to the students' conditions and the materials before implementing inquiry-based teaching strategy.

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# Preferences and Attitude toward English Phonetics Learning: The perspectives of Indonesian EFL Learners

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## ABSTRACT

English learners should aware of English sounds, more specifically English phoneme, to comprehending the English language accurately. In order to completing the goal this research aimed to find out students' preferences and attitude of English Education Program in Universitas Brawijaya. This was a descriptive quantitative research by using a survey design. The participants of this study were 103 (a hundred and three) students of batch 2015 to 2017 in English Language Education Program. The researcher used adopted questionnaire which consist of 8 items preferred themes and 19 statements of attitude in phonetic as the instrument by Lintunen and Makilahde (2013). This research was analyzed using SPSS program. The result of this study revealed student's preference and attitudes toward phonetics learning. The most preferred topic chosen by the participants are the vowel systems (28.20%), speech rhythm and accent difference (27.20%), and intonation analysis (26.20%). The students performed a positive attitude toward English phonetic learning that can improve their skill in English especially in their pronunciation (98.1%). It is concluded that the students thought English Phonetics is important to increase their knowledge and their skill in learning English. The researcher suggested for future researcher, they can conduct the research by considering the correlation between pronunciation in English phonetics and speaking skill in English language.

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## 1. Introduction

Language as an object of linguistic study has a spacious scope. When we discussed language, it means we talked about humans and their activities that required language as their communication. The English language is one of the languages used by almost all countries in the world. Comprehending the English language needs mastering various skills such as listening, reading, speaking and writing. But before being able learning those basic skills, English Learners should aware of English sounds, more specifically English Phoneme, to comprehending language accurately.

Phonetics and Phonology are the branches of linguistics that study sounds. Since both of the studies are related to sound production, many people still did not understand the difference between both studies. Phonetics is the study of sounds, especially how sounds are produced, transmitted and received (Crystal, D., 2008). While phonology is a study of sounds, especially on how sound is organized into a system and apply in the language (Catford, 1988 cited in Fikry). Therefore, Phonetics doesn't study one particular language, while Phonology can study one specific language because a language may not be available in another language.

This is why many students face problems in spoken foreign languages. Being aware of the phonemic aspect will contribute much to the succession of EFL learning. This capacity is called phonological awareness. It is the ability of someone to be aware of the oral language that includes manipulating and identifying the sound. According to (Hamilton, G. E., 2007) Phonological awareness plays an essential role in learning activities in any language in the world. He also mentions that phonological awareness is a skill that needs to be developed before the student can maximize their success in reading because ensuring the student to read from their volition is a critical problem in education. The teacher must find the best way in the assessment and teaching phonetics to raise the phonological awareness of the students into the everyday classroom environment which the researcher feels is still unclear.

Being aware on English phonemes is essential for Indonesian EFL learners as (Rokhman et al., 2020) assumed that the English phonemic awareness, specifically awareness on identifying phoneme in isolation, contributed to the word processing that can help Indonesian EFL learners comprehending English words better. Moreover, (Gilakjani, A. P., & Sabouri, N.B. 2016) report that most of Indonesian EFL are facing difficulties with listening such as information processing, native speakers' language contents, the use of colloquial language, reduced forms, English proficiency, distraction and as well as the subject self-problem. There are still many students who learn English then facing all the difficulties that mention above. As a result, many teachers made a new innovation about teaching media or learning strategies to make student interest and have the motivation to decrease the difficulties that they are facing. Therefore, the learning of English Phonetics is important to enhance student's awareness of English phonetic and phonological processes in Indonesia. In Indonesia, English taught as a foreign language and used as a compulsory subject in the curriculum of education. According to (Eshghinejad, S. 2016) attitude is an important factor that has an influence on language performance and gets great attention from the researcher. This researcher (Siwi, H. L., 2017) claimed that students have a different attitude when they learning English as a foreign language. When a student has a good attitude in any subject of the study, it can also bring a good impact on their performance. The purpose of the present study was focus on the English Language Education Program students' preferences and attitude toward English Phonetic Learning. Therefore, the present study aims know the Indonesian EFL learners' preferences and attitude toward English Phonetic Learning.

## 2. Research Method (10)

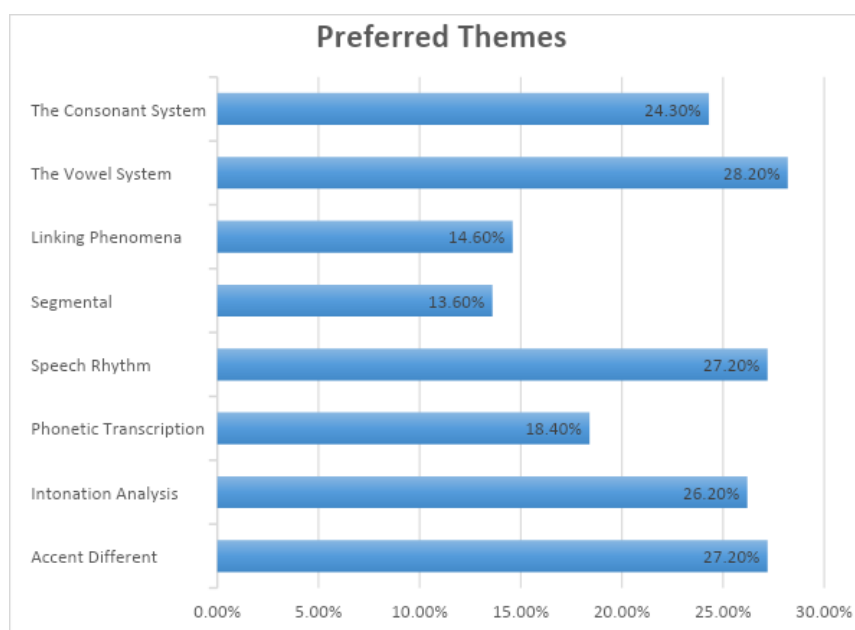
This study employed a survey design. 103 Indonesian EFL learners participated in the survey. The participants are the EFL learners who has completed English Phonetics Course; therefore, they have understood about English Phonetics. The questionnaire was adapted based on Lintunen and (Makilahde, 2013) that consist of 8 preferred themes and 19 attitude statements. Statistical validity and reliability were applied to ensure the consistency of the questionnaire. The results of the instrument test, the Cronbach's alpha value is equal to 0.802, which is more than the r-table of 0.1937 so it can be concluded that the questionnaire or questionnaire is stated reliable as a data collection tool in the study. Statistical descriptive data analysis was employed to elaborate the survey result.

## 3. Result and Analysis (10)

### *Students Preferences toward Phonetics Learning*

Figure 1 shows that there were eight available themes in phonetic subject. The students chose the theme based on what they thought which the theme is important and wanted to learn. According to the Google survey form, most of the student answer strongly agree with 28.2% in the vowel system. In the scale of somewhat agree, 51 students chose the scale with 55.3% for consonant system. While, in the scale of agree students chose 45.6% in linking phenomena. In the scale of somewhat disagree, there were 8 students who chose that scale with 7.8% in Accent differences. We can see that the segmental system was not often chosen by the participant. Only 13.60% of the participant chose the segmental as the important theme.

Figure 1. Students Preferences in Learning English Phonetics



### *Students Attitude towards English Phonetic Learning*

Table 3. Students Attitude toward English Phonetics Learning

No	Statement	Mean	Median
1.	Phonetics teaching has made me aware of the sound system of English	4.28	4
2.	I would like to hear about many varieties of English during phonetics lectures	4.06	4
3.	Phonetics teaching has helped me to improve my pronunciation	4.42	5
4.	Phonetics is a challenging discipline to study	4.01	4
5.	I find phonetics interesting	3.58	4
6.	I think phonetic knowledge will be important for my future career	3.88	4
7.	Phonetics is difficult because there are so many new terms	3.84	4
8.	Information on different manners and places of articulation has helped me to improve my pronunciation	4.13	4
9.	Learning phonetic transcription has helped my pronunciation	4.13	4
10.	Phonetics has too many details to remember	4.24	4
11.	I can list the consonant sounds of English	3.51	3
12.	I can list the vowel sounds of English	3.64	4
13.	Learning phonetics has made me more confident about my pronunciation	4.11	4
14.	Learning phonetics has made me more nervous about my pronunciation	2.81	3
15.	The learners find phonetics important because they think that languages are pronounced as they are written	3.71	4
16.	Phonetics is too theoretical	3.47	3
17.	I think it would be better to focus on larger segments of speech than phonemes when teaching phonetics	3.45	3
18.	I think we should focus on one variety during phonetics lectures	3.48	3
19.	I think I will not need phonetics later in my life	2.41	2

As we can see in table 3, If we focus on the distribution of the answers, the student most agreed with the statement that phonetics can helped them to improve their pronunciation. 98.1% of

the participant agreed with this statement and only 1.9% of the participant chose somewhat disagreed (the distribution of the answers on the five step Likert scale strongly agree - strongly disagree was 57.3% - 29.1% - 1.9% - 0%).

Most participant also think that phonetic can made them more aware of the sound system in English with reach 99% (distribution 37.9% - 53.4% - 7.8% - 1% - 0%). These two statements provoked the most positive reaction from the participant. Even though, Phonetic can help them to improve their pronunciation they believe that there are many details in phonetic to remember (43.7% - 38.8% - 15.5% - 1.9% - 0%). Information on different manners, places of articulation (0% - 31.1% - 50.5% - 18.4% - 0%) and learned phonetic transcription can improve their pronunciation (35% - 45.6% - 16.5% - 2.9% - 0%). They also believe that learning phonetic can made them more confident with their pronunciation (35% - 41.7% - 22.3% - 1% - 0%). The participant wanted to hear about many varieties of English (28.2% - 51.5% - 18.4% - 1.9% - 0%). The participant believe that phonetic knowledge will be important for their future career (27.2% - 35.9% - 35% - 1.9% - 0%). Based on the answers, the challenges that phonetic made can be partly explained by the many new terms that the participant are faced (30.1% - 33% - 28.2% - 8.7% - 0%).

The remaining statements were often disagreed based on the students answer is learning phonetic has made them more nervous about their pronunciation when they talked in English (10.7% - 11.7% - 35% - 33% - 9.7%), very few student believe they cannot make a list of consonant (21.4% - 25.2% - 39.8% - 10.7% - 2.9%) and vowel sounds (22.3% - 35% - 30.12% - 9.7% - 2.9%) in English and also they did not interest in English Phonetic (15.5% - 37.9% - 37.9% - 6.8% - 1.9%) so then they thought there is challenging discipline to learn English Phonetic (37.9% - 33% - 23.3% - 3.9% - 1.9%). Student reacted neutrally with the statements when teaching phonetics teacher more focus on larger segments than phonemes (8.7% - 35% - 49.5% - 5.8% - 1%).

The student was most disagreed with the statements that they don't need any English phonetic in their life later (7.8% - 13.6% - 18.4% - 32% - 28.2%). It means they thought that English Phonetic can help them to increase their English skills even the English Phonetic area is theoretical (17.5% - 27.2% - 42.7% - 9.7% - 2.9%).

The current study reveals that English Language Education Program students' themes preferences of phonetic teaching from the most to the least are (1) the vowel system (28,20%), (2) Speech Rhythm (27,20%), and (3) Accent differences (27,20%). The finding is difference with the first previous study from (Lintunen and Makilahde, 2013) which the result of the preferred themes is (1) Accent differences, (2) Intonation analysis, (3) Phonetic transcription. The students' attitude of English Language Students Program toward English Phonetic Learning is the English phonetic can improve the students' ability in pronouncing the word and they can be more aware about the sound systems in English. Based on the results of questionnaires learning English Phonetics considering the challenge for EFL learners. According to (Pardede 2018), many EFL learners always find it difficult to speak confidently because of their poor pronunciation. (Pikkert, P., McCormick, T., & Langford, B., 2005) also mention that when we try to speak in English, the pronunciation is not the first factor of our fluency but the pronunciation is the first thing that the native speaker notice. However, Students of English Language Education Program Students (98.1%) agreed that learning English Phonetic improve the students' pronunciation. (Lestari, 2015) support that teaching pronunciation is very important because of teaching pronunciation is very important for our students. This leads them to be better understand native speakers and improve their ability to communicate.

There were two statements that had a low score. That statement was statement 14 and statement 19. Statement 14 that reached 2.81 in the score, talked about that phonetic can made the students felt nervous because of their pronunciation. This statement has contradicted with the final results stating that their skills can be increased by learning English phonetics. Besides that, in statement 19 reached 2.41 in the score, talked about the students did not need any phonetic later in their life. In a fact, English phonetic is important to increase much their knowledge and abilities in English. In the end, the researcher has answered the problem of the study by presenting and describing the result from the instrument to reveal the students' preferences and attitude toward English phonetic learning.

#### 4. Conclusion and Recommendation

The result of this research implies that phonetic learning is favorable for students of English Language Education Program as their preferences and attitude toward English Phonetic learning is positive. Based on the result of findings and discussion, the writer concluded that the students preferred themes of the participants are the vowel system, speech rhythm and accent different with the highest chosen from the students. Furthermore, students' attitudes toward phonetics learning are positive. Based on the answers, English phonetics was important to improve their ability in English such as pronunciation, the awareness of sound systems in English, and the varieties in English. Afterwards, by learning English phonetics they felt more confident with their pronunciation in English. These two statements provoked the most positive reaction from the participants.

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