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BOOK 3

GETTING THE BEST SCORE ON INTEGRATED COURSE: STUDENT'S EFFORT AND STRATEGY

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ABSTRACT

This paper presents how brilliant students get their success in facing integrated course. What did they do to improve their ability in four skills and what kind of effort or strategy that they have made should be placed as the main question in this article. And to get the findings, descriptive method will be done. Interview and questionnaire are given as tool to gather information from those students who got the best final grade score. Considering integrated course given in the first semester of English Education Department, those students' effort and strategies in learning English should be considered as the best thing to spark another students or whoever wants to study English easily. Theirs are at the best first step to tap the next ladder step to gain their English. Besides, how to facilitate the students to get their motivation and confident to face the second, third and four years of study.

Keywords: *integrated course, student's effort, strategy*

INTRODUCTION

First year university students should have great experience and get their confident in facing the rest years of study. Getting the first year experience right entails embedding with the desirable skills and behavior considered as one of the goal of integrated course in our department. Integrated course is a course given in the first semester. With 12 credits this course is addressed to the students being able to develop their knowledge of grammar, vocabulary, pronunciation as well as the skills of listening, speaking, reading, and writing communicatively and comprehensively in an integrated and systematic approach.

Raising students motivation and confident to learn English well is also the important way to make all the students ready in facing the second, third and fourth years of study. Lecturer should be an extrinsic motivation for them. Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit (Brown, 2007). William and Robert (1997) as quoted in Harmer (2007: 98) suggested that motivation is a 'state of cognitive arousal' which provokes a decision to act, as a result of which there is 'sustained intellectual and /or physical effort' so that the person can achieve some 'previously set goal'. It means that from motivation can be derived into action to get the achievement and it pointed out that the strength of that motivation will depend on how much value the individual places on the outcome person wishes to achieve, in addition Harmer divided motivation into two, they are intrinsic and extrinsic motivation. Extrinsic motivation is the result of any number of outside factors, for example the need to pass the exam, the hope of financial reward or the of future travel. In contrast, intrinsic motivation comes from inside, within the individual. Thus he or she might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Some external sources such as the goal (student target themselves to pass exam and it make them serious to learn), the society we live in (is the environment make the student enjoy to get lesson), the people around us (students language learning will be greatly influenced by the people who are close to them), curiosity (students have at least a mild interest in who their new teacher is and what it will be like to be in his or her lesson) can change student's habit in learning. All the example of extrinsic motivation influences the students effort to get the best achievement.

Strategy in language learning can be defined as strategies which contribute to the development of language system which the learners construct and affect learning directly (Weden and Rubin in Husnayaini, 2013). In brief Oxford described language learning strategy as specific actions taken by the learner to make learning easier, faster, more enjoyable, more

self-directed, more effective, and more transferable to new situation (1990). Furthermore Oxford divided language learning strategy into two main classes, they are direct and indirect strategies which divided into six subdivisions. For direct strategies include memory, cognitive and compensation strategies and for indirect strategies include metacognitive, affective and social strategies.

Considering the importance of motivation as arise the students' effort. Here, the researcher really curious with student's effort and strategy to achieve their goal to get the highest score in integrated course and teacher strategy to help them gaining the best achievement.

METHOD

Qualitative design sought to investigating student's strategy and effort in getting the best achievement in the first semester of university. Besides that, lecturer's effort was considered to be important thing as extrinsic motivation for them. Latief (2010) defines qualitative design as a inquiry process to comprehend people's behavior, through complete description about cultural and social setting where the custom occurs. The data in the qualitative design is object utterances or viewpoint. This design is also try to understand what, how, when and where the observed thing happen so that can be derived as meaning, concept, definition, characteristics, metaphors, symbols or description about people or thing being observed.

Questionnaire and interview given to two students who got the best score in integrated course. To gain a detail depiction of students' strategy and effort, the questionnaire was adopted from SILL (Strategy inventory for language learning) proposed by Oxford (1990). The researcher interviewed each of them approximately half an hour and it was done semi structured and audio taped. The specific question include in an interview guide. It was gives from the general to specific to follow the student's effort and strategy that they have done along one semester.

FINDING AND DISCUSSION

The result of the study showed that the two students have different way in achieving their goal. Gathered from interview, first student said that she has done everything that related to English such as listening to music, reading English news and other. But on the other side, the second student said that he really focus on speaking and listening. The following is interview table for the two students.

Table 1. Students effort

Aspect to be improved	Effort of Student 1	Effort of student 2
Listening	Listening conversation recording, watching English movie and listening English music	Listening English song especially rock genre. Listening conversation in you tube
Speaking	Practicing speaking with friend, speaking with foreigner	Practice with sister in law(at home) Practice with friend in university and motivates then to speak English with him.
Reading	Reading English book, English news, article, everything she found in English	No reading article, only read article that related to his interesting topic only
Writing	Writing diary in English	Writing simple thing, focus on his interesting topic only (rock genre music)
Pronunciation	Listening to recording and imitating	Pronounce the lyrics
Grammar	Through writing the diary and read it again and again to make better grammar	No special treatment, no diary, only write motto
vocabulary	Through reading English book, English new, listening all about English	Listening to music and find the vocabularies then use them in daily communication

Form the interview result the two students showed that they have their own effort in enhancing their English skill through different way. First student data showed that she did much effort to make her English improved, she almost did everything from listening conversation, recording, watching English movie and listening English music to enhance listening skill. Reading English book, English news, and article, everything she found in English for reading skill. She writes everything in English on her diary, imitate English recording for her pronunciation, she improves her English grammar Through writing the diary and reads it again and again, revise and revise then finally she knows the correct form of which mistake she has made.

Differently to the first student, the second student said that he only did everything he likes such as playing game then he search the tutorial in goggle and finally learned vocabulary from it. Another he did was listening to music that he loved to. Rock genre he always listens to and find the lyrics from internet after that he learned and memorized every single word. And finally he knows the use of that word and always practices the new word with his friend when he is at campus and with his sister in law when he is at home.

As stated by oxford (1990) language learning strategy is divided into two main classes, they are direct and indirect strategies which divided into six subdivisions. For direct strategies include memory, cognitive and compensation strategies and for indirect strategies include metacognitive, affective and social strategies.

In detail, from SILL can be identified that the two students have different strategy in learning English. For direct strategy, memory strategy, first student always did the following effort: connect the sound of a new English word and an image or picture of the word to help her remember the word, remember new English word by making a mental picture in which the word might be used, use flashcards, act out new English words. And always did: use new English words in a sentence, review English lesson often and remember new word, sentences or phrase by remembering their location. Besides, she never uses rhymes and thinks of relationship between what she has known with new thing in learning English. While for the second student usually review English lesson and often did the other strategies. For cognitive strategy the first student always try to talk like native, practice the sound of English, skim reading text, try to find pattern, try not to translate word by word. She usually say or write English words several times, use English word in different way, start conversation in English, watch English movie/TV show, read for pleasure, write notes, message letter or report in English, look for in her own word when facing new words, and make summaries of information that she heard or listened. While for the second student, he usually did: start conversation in English, watch English movie or TV show, skim English text when he read the passage, find the meaning of an English word by dividing it into parts that he understood. He also often writes notes, messages, letters or report in English. For compensation strategy first students always use gesture or phrase that related to the same meaning when she cannot think of word during conversation. She usually makes up new word if she doesn't know the right ones in English. She also often guesses to understand unfamiliar words. And the second student only guesses to understand unfamiliar words and rarely he reads English without looking up every new words.

For indirect strategies, the two students also have different way in learning English. The first student always tries to find as many as she can to use her English, notice her English mistakes and uses that information to help her do better, plans her schedule so she will have enough time to study English. looks for people she can talk to in English, has clear goals for improving her English skill. thinks about her progress in learning English. And usually she pays attention when someone is speaking English, looks for opportunities to read as much as possible and she never tries to guess what the other person will say next in English. While the second student usually pays attention when someone is speaking English, plans his schedule so he will have enough time to study English. He often looks for people she can talk to in English and looks for opportunities to read as much as possible.

Affective strategies also important strategy should be considered in language learning. It is about how to lowering students anxiety, encouraging students' self and taking their emotional temperature. First student has good strategy in affective strategy. It can be seen from her questionnaire she always tries to relax whenever she feels afraid of using English, encourage herself to speak English even when she is afraid of making mistake, gives herself a reward or

treat when she did well in English, talk to someone else about how she feels when she is learning English. Furthermore she never notice if she is tense or nervous when she is studying or using English. and write down her feelings in a language learning diary. The second student usually notice if he is tense or nervous when he is studying or using English, talk to someone else about how he feels when he is learning English. And he never gives himself rewards when he does well in English and he also never write down his feeling in a language diary.

For the last strategy is social aspect of the students' learning English such as asking question, cooperating with other and empathizing with other. How they use social strategy will be described as followed: first student always asks other person to slow down or say it again If she doesn't understand something in English and always try to learn about the culture of English speaker. She also usually asks English speakers to correct her when she talks, practices English with other students, asks for help from English speakers, and asks questions in English. While the second student usually asks questions in English, tries to learn about the culture of English speaker. He also often asks other person to slow down or say it again If she doesn't understand something in English and practices English with other students. He seldom asks English speakers to correct him when he talk and asks help from English speakers.

From the different way in enhancing English, it can be influenced by many factors such as sex or gender, type of students and motivation. Oxford as cited in Husyanaini (2013) said that there are many factors affecting the choice of strategies, one of them is sex or gender. It is supported by the result of Griffiths' research (2003) that there was a significant difference between male and female learners in overall strategy use. Further he explained that male learners less frequently in using overall strategy than did female learners. In line with the finding of the result, Husnayaini (2013) found that gender difference is one of many factors that influence they choose the strategy. She revealed that female learners use more frequent and wider strategies than male learners.

Moreover learner type is also influenced the strategy chosen. For example visual learners will choose different strategy than auditory learners. And in vice versa. Motivation cannot be separated in learning process. Interactive language teachers or lecturers must not underestimate the importance of getting students strategically invested in their language learning process. Perhaps the most powerful principles of learning that merge is intrinsic motivation and autonomy. Brown (2007) siad that one of the best ways of getting students intrinsic motivation and autonomy is to offer them the opportunity to develop their own strategies for success. Through their time and effort into the learning of English, they can take responsibility for much of their own learning.

CONCLUSION AND SUGGESTION

Since this paper depict the students effort/ way and their strategies in getting the best score in integrated course. This paper also shows that there are different strategies among students. The two students who got the highest score in the course was a boy and a girl. From the SILL can be seen that they choose different strategy in learning English.

It is suggested for all of the students to consider what is the best strategy to improve their ability in English by knowing their type of learner. And for the teacher or lecturer, knowing the language learner of the student is expected to give the implication on how the lecturers should teach the student and incorporate the appropriate strategies into learning instructions for the students.

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APPENDICES

Table 2 direct strategy

Memory strategies	<p>A. Creating mental linkages</p> <p>B. Applying sounds and image</p> <p>C. Reviewing well</p> <p>D. Employing action</p>	<p>A. 1. Grouping 2. Associating/elaborating 3. Placing new words into context</p> <p>B. 1. Using imagery 2. Semantic mapping 3. Using keyword 4. Representing sound in memory</p> <p>C.1. Structured reviewing</p> <p>D. 1. Using physical responses or sensation 2. Using mechanical techniques</p>
Cognitive strategies	<p>A. Practicing</p> <p>B. Receiving and sending messages</p> <p>C. Analyzing and reasoning</p> <p>D. Creating structure for input and output</p>	<p>A. 1. Repeating 2. Formally practicing with sounds and and writing system 3. Recognizing and using formulas and pattern 4. Recombining 5. Practicing naturalistically</p> <p>B. 1. Getting the idea quickly 2. Using resources for receiving and sending messages</p> <p>C. 1. Reasoning deductively 2. Analyzing expressions 3. Analyzing contrastively 4. Translating 5. Transferring</p> <p>D. 1. Taking notes 2. Summarizing 3. highlighting</p>
Compensation strategies	<p>A. Guessing intelligently</p> <p>B. Overcoming limitations in speaking and writing</p>	<p>A. 1 using linguistic clues 2. Using other clues</p> <p>B. 1. Switching to the mother tongue 2. Getting help 3. Using mime or gesture 4. Avoiding communication partially or totally 5. Selecting the topic 6. Adjusting or approximating the message 7. Coining the words 8. Using synonym</p>

Table 3: indirect strategies

Metacognitive strategies	<p>A. Centering your learning</p> <p>B. Arranging and planning your learning</p> <p>C. evaluating your learning</p>	<p>A. 1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production to focus on listening</p> <p>B. 1. finding out about language learning 2. Organizing 3. Setting goals and objectives 4. Identifying the purpose of language task 5. Planning for a language task 6. Seeking practice opportunities</p> <p>C. 1. self monitoring 2. Self evaluating</p>
affective strategies	<p>A. Lowering your anxiety</p> <p>B. Encouraging yourself</p> <p>C. Taking your emotional temperature</p>	<p>A. 1. using progressive relaxation, deep breathing 2. Using music</p> <p>B. 1. Making positive statement 2. Taking risk wisely 3. Rewarding yourself</p> <p>C. 1. Listening to your body 2. Using checklist 3. Writing a language learning diary 4. Discussing your feelings with some one else</p>
social strategies	<p>A. Asking question</p> <p>B. cooperating with other</p> <p>C. Empathizing with other</p>	<p>A. 1. asking for clarification or verification 2. Asking for correction</p> <p>B. 1. Cooperating with peers 2. Cooperating with proficient users of the new language</p> <p>C. 1. Developing cultural understanding 2. Becoming aware of others' thoughts and feeling</p>