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LANGUAGE MAINTENANCE AND SHIFT IV

November 18, 2014



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Editors:

Zane Goebel

J. Herudjati Purwoko

Suharno

M. Suryadi

Yusuf Al Arief

**Master Program in Linguistics, Diponegoro University
in Collaboration with**

Balai Bahasa Provinsi Jawa Tengah

Jalan Imam Bardjo, S.H. No.5 Semarang

Telp/Fax +62-24-8448717

Email: seminarlinguistics@gmail.com

Website: www.mli.undip.ac.id/lamas

EDITORS’ NOTE

This international seminar on Language Maintenance and Shift IV (LAMAS IV for short) is a continuation of the previous international seminar with the same theme conducted by the Master Program in Linguistics, Diponegoro University on 18 November 2014.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this collection of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists all the papers presented at the seminar: The first four papers are those presented by invited keynote speakers. They are Dr. Sugiyono (Badan Pengembangan dan Pembinaan Bahasa, Jakarta, Indonesia), Dr. Zane Goebel (La Trobe University, Melbourne, Australia), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, Illinois, USA), Dr. Deli Nirmala, M.Hum (Diponegoro University, Semarang, Indonesia).

In terms of the topic areas, there are 21 papers in applied linguistics, 20 papers in sociolinguistics, 14 papers in theoretical linguistics, 18 papers in discourse/pragmatics, and 13 papers (miscellaneous).

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DEVELOPING AN ENGLISH INSTRUCTIONAL MODEL OF READING COMPREHENSION USING QTM FOR JHS

Koeswandi

Universitas Negeri Semarang, Semarang
omkoes@ymail.com

Abstract

This research was motivated by the needs for an appropriate English reading comprehension instructional model in Junior High School students. The aims of this research are (1) to describe the qualities of a present guideline for an English instructional model of reading comprehension; (2) to describe the qualities of the existing English instructional model of reading comprehension used in Junior High School; (3) to get the deeply information on the needs towards design; (4) to construct the prototype model of English instructional model of reading comprehension using Quantum Teaching Model (QTM); and (5) to evaluate strengths and weaknesses of the prototype model. The research has used R & D which was conducted in three phases. The first has exploration phase which consists of evaluating the qualities of a present guideline for EIMRC used in JHS in Pemalang Regency, and to analyze the needs of EIMRC using QTM. The second was prototype development phase where the prototype model was constructed and tried out. The last was expert validation in which experts and practitioners were involved to review the model in order to help the refinement. The data were collected from document analysis, in-depth interview, classroom observation, FGD, Tryout and expert judgment. The data were then analyzed by using descriptive-qualitative and interactive analysis. The results of the research showed that the qualities of the present model were fair. Meanwhile, the result of need analysis pointed out that the teachers and the students need the model of EIMRC using QTM. However, the model needs to be revised for the refinement, particularly in terms of mechanical aspects and grammatical points. The research findings conclude that the use of EIMRC using QTM in JHS in Pemalang Regency empirically can improve the students' motivation and interaction in RC teaching and Learning activities and increase their reading comprehension achievement. These findings recommend that EIMRC using QTM could be applied as reading comprehension model in JHS in Pemalang Regency.

Introduction

English as foreign language education in Indonesia is needed so that learners can participate in and adapt to the modern world relationships. In addition, the skills that can be built through a process of foreign language learning, the psychosocial values now become global culture that are part of the transformation process in learning a foreign language education. The uniqueness in foreign language learning is a learning process that can complement the current educational needs. Therefore, there is no education which does not have a pedagogical target and no education is complete without a foreign language.

Reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignments. Reading comprehension skills also may affect one's interpretation of directions on exams, homework assignments and completion of job applications or questionnaires.

Failures in reading comprehension are usually attributable to one or more factors: lack of interest, lack of concentration, failure to understand a word, a sentence, or relationship among sentences, or the organization of the texts. Most of the strategies to improve reading comprehension are designed to be used by students, but a few are intended to be used by teachers only. Strategies

related to interest and concentration, such as: creating interest, improving concentration and improving motivation.

Hudson (2007: 130) stated that the transaction involves the readers' acting on or interpreting the text, and the interpretation is influenced by the readers' past experiences, language background, and cultural framework, as well as the reader's purpose for reading. A person who has no purpose in reading can bring nothing to the reading, and the activity is bound to be meaningless. Teachers can help students set purposes for reading, and textbooks that encourage students to do this are influenced by this theory. So he wants to provide an historical perspective on change in reading class.

Based on the reality, not all teachers who teach reading comprehension has a strong interest in the reading and be able to read English well. Therefore, the teachers generally teach reading comprehension with the underlying thoughts that it has principally been taught. Thus, it often leads to students not interested in reading comprehension, but more interested in telling stories and it becomes children's consumption every day. It is also not a few of less-skilled teachers choose, determine, organize, and develop learning materials and lack of control of learning strategies to deliver innovative learning reading comprehension. As a result of learning reading comprehension for students are not interesting and fun.

Based on the above-mention, the learning is necessary in the implementation of a multi-way interaction, which is an effective interaction. Interaction between teachers and students, students and teachers, and students and students is an important way for the continuity of learning. This is in line with the opinion of De Porter (2005: 4) that the interaction between teachers and students, students and students is a process that converts energy into light which causes the learning process fun and interesting for students. Energy here means a model, learning facilities and infrastructure which led to a conducive situation of learning to develop students' selves.

Review of related literature

Reading is undeniably closed to writing in daily life. Without reading, we cannot do writing better. To be a good writer, someone should be a diligent reader. The reader needs a text written by a researcher to be read. There are not only the two language skills (reading and writing) that influence each other but also the other two, listening and speaking skills. Brown (2001:298) also claims, "Even in those courses that may be labeled "reading", your goals will be best achieved by capitalizing on the relationship of skills, especially the reading-writing connection". So, the relationship between reading and writing are very close.

Reading is an ability of cognitive process that conveys several purposes and each purpose emphasizes a somewhat different combination of skills and strategies. It highlights how the ability to draw meaning from a text and interpret this meaning varies in line with the second language (L2) proficiency of the reader (Hyland, 2002:2-10). The researcher notes down the meaning of message into written words. When the message comes into the reader's mind, the communication happens. In comprehending the content of the text, the reader does not only use senses of sight, but also mind concentration to catch the written message.

Quantum teaching is lively with alteration learn all feel. In quantum teaching also includes all related differences maximize interaction and learning moments. Quantum teaching focuses on the dynamic relationships within the classroom. Interactions that created the foundation and framework for learning (De porter. B, 2005). Thus, it can be concluded that quantum teaching is a symphony multifarious interactions available include elements that influence the effective learning success of students. The elements are divided into two categories, namely: context and content. Context is the background of teaching experience. While the content is how each musical phrase played (catering) as facilitation of the Orchestra and maestro of the harnessing of the talents of each musician and the potential of each instrument.

Interaction of context and content can change your abilities and natural talents of students into light that will benefit themselves and others. If associated with the school teaching-learning situation, the same elements that is well organized atmosphere, environment, runway, shows, catering, and facilities.

According to Deporter. B (2005), the quantum teaching key is "bring them into our world and take our world into their world " The main basis of this, it can be concluded that the first step should be done in trying to enter the world of teaching that is experienced by the learners. How to do an educator include: to teach with what an event , thought or feeling derived from home life , social , music, art , sports or academic performance . Once the connection is formed, it can bring them into our world and give them an understanding of the substance of the world. "Our World" Extension includes not only the students, but also teachers. Finally the wider sense and control more deeply, students can take what they have learned into their world and apply it to new situations.

Research Methods

a. Research Design

This study aims to reveal a variety of symptoms and phenomena that exist in teaching reading comprehension in order to find models of good teaching reading comprehension and match the child's development. Therefore, the approach used in this study is a research and development (R & D).

The reason for using this approach is that research and development is in many ways is often used to produce a specific product and test the effectiveness of the resulting product. Another reason that research and development approach is very suitable to develop the fields related to engineering and industry (in this case is a learning technique that will produce graduates). The general objective of the research and development is not intended to test the theory, but oriented to produce or develop products, such as the development of model schools, the media, including how or techniques of learning (Gall, Gall and Borg, 2003 570).

According to Borg & Gall (1983: 624) that the research and development is a process used to develop or validate the products are used in education and learning. This means that R & D approach is very suitable to assess or verify various learning models in teaching and learning in educational institutions.

Of those opinions can be concluded that R & D is the best approach to develop the learning process in educational institutions. This is because R & D is the best evaluation tools in research and development of the educational process, which is contained therein systematic process that includes the development and refinement of programs and educational materials and learning (Sukmadinata 2010)

b. Research Site

This research was conducted in Junior High Schools in Pemalang Regency, Central Java

c. The Participants

The participants of this research are students and teachers of JHS Pemalang, Central Java

d. Research Instruments

- Documents
- Intereviewes
- Observation
- Field notes
- Quesionnaires
- Test
- Discussion

e. Research Procedure

There are ten steps of R & D as proposed by Borg and Gall (1983: 775-776) below:

- Research and information collecting. This step consists of review of literature, classroom observations, and preparation of the report of the state of the art.
- Planning. This step covers defining skills, stating objectives determining course sequence, and small scale feasibility testing.
- Develop a preliminary form of product. This step constitutes preparation of instructional material, handbooks, and evaluation devices.
- Preliminary field testing. In this step, interview, observation and questionnaire will be done to collect and analyze data.
- Main product revision. This step will be revision of product as suggested by the preliminary field-test results.
- Main field testing. In this step. Results are evaluated with respect to the course objectives and compared with control group data, when appropriate.
- Operational product revision. This step will be the revisions of product as suggested by main field-test results.
- Operational field testing. Conducted in many schools which involve many subjects. Interview, observational and questionnaire data collected and analyzed.
- Final product revision - Revision of product as suggested by operational field-test results.
- Final product revision. It covers a report on product at professional meetings and in journals. Work with publishers who assumes commercial distribution. Monitor distribution to provide quality control.

Since this research is a dissertation, Borg and Gall (1983: 792) suggested using the following:

If you plan to do an R & D project for a thesis or dissertation, you should keep these cautions in mind. It is best to undertake a small-scale project that involves a limited amount of original instructional design. Also, unless you have substantial financial resources, you will need to avoid expensive instructional media such as 16 -mm film and synchronized slide tape. Another way to scale down the project is to limit development to just a few steps of R & D cycle.

Considering the previous discussion, the ten steps are regrouped into three main phases, as suggested by Sukmadinata (2010: 184-191), namely: (1) *Exploration phase*, (2) *Prototype developmental phase*, and (3) *Testing phase*.

The objective of this phase was to know the existing model of teaching Reading Comprehension in Junior High Schools and to do need analysis on the extent the prototype model is really needed. In this phase, the researcher observed: (1) whether there is or not the previous model; (2) If the answer is yes, the researcher will observe to what extend is the quality and the effect of the model, (3) afterward, the researcher analyzed whether the prototype model is really needed.

Specifically, the objectives of exploration phase were as follows:

- To describe the present English instructional model used in teaching reading comprehension.
- To describe the quality of the present English instructional model in teaching reading comprehension.

- To get deeply information to what extend the teachers and students in Junior High Schools need an English instructional model using QTM in teaching reading comprehension.

Exploration was carried out in natural settings, without any interventions from the researcher. The researcher played as a research instrument, in which his role was to explore the existing phenomena.

Discussion and Conclusion

The quality of the existing model was evaluated by referring to relevant theories on the standard process of teaching, English language teaching, and QTM instructions. The following conclusion was drawn: (1) related to the syntax of teaching, it is generally identified that the syntax is less standard; (2) dealing with the social system, it is found that the system is less relevant to QTM instruction; (3) in respect to system of reaction, it is identified that the exiting model does not reflect an ideal system; (4) with regard to support systems, it is concluded that the existing model is not equipped with a sufficient support system; (5) concerning with the reading skill, it is found that the reading skills are not fully the ones targeted in - the lesson plans; and (6) regarding with the strategies of RC, it is generally found that one strategy is used repeatedly; (7) in respect to moments of RC, it is identified that the teachers uses a particular moment; (8) with regard to the intensity of the using the existing model, it is identified that the existing model is implemented at a time. In short, the quality of the existing model is empirically poor.

From the need assessment, it is concluded that the model of English language teaching that RC using QTM is needed by the English teachers under study. It is line with their opinion on the necessity of RC using QTM. All teachers agreed that using QTM in teaching RC. The extent to which their need to the model is described as follows: 65% teachers perceive it important; meanwhile, the rest of them (35%) perceive it very important.

Taking into account the findings from the exploration and the inputs from relevant theories and the expert, the revised model was constructed. First of all, the model was formulated in a matrix, then, it was developed in the form of booklet containing six sections: (1) Introduction, (2) Planning, (3) Model of Classroom Implementation, (4) Learning Assessment, (5) Learning Evaluation, and (6) Closing Remarks. Afterwards, the model was tried out as much as three times involving three parties: (1) local teachers, (2) a model developer, (3) a model teacher, and (4) an expert. Several changes were made after the model had been exposed in the classroom and evaluated by the expert. However, it is important to note that the major change happened to Planning section; previously it contained 4 pages. After being evaluated and discussed through FGD it changed into 12 pages. In addition to this, the change was also made in terms of format and content to accommodate a proper instructional guideline and input from FGD. Therefore, the sections above were labeled with chapter: Chapter I: Introduction; Chapter II: Instructional Planning; Chapter III: The Model Implementation, and; Chapter IV: Evaluation of the Use of the Model.

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**Master Program in Linguistics, Diponegoro University
in Collaboration with
Balai Bahasa Provinsi Jawa Tengah**

Jalan Imam Bardjo, S.H. No.5 Semarang
Telp/Fax +62-24-8448717
Email: seminarlinguistics@gmail.com
Website: www.mli.undip.ac.id/lamas

