

*A Vast Paradigm
of English Language Teaching:*

VIRTUAL LEARNING

TO LANGUAGE TESTING

This book contains articles having the topic of virtual learning or online learning to language testing across different approaches. Overall this book is divided into two section which the first section discusses about the virtual learning or online learning within the pandemic period. Some of the articles also cover the analysis on the challenges and teacher's role on the virtual learning itself. Moreover, the discussion within the trends of Mobile Assisted Language Learning (MALL) is also presented alongside some analysis on the use of particular website-based teaching and learning.



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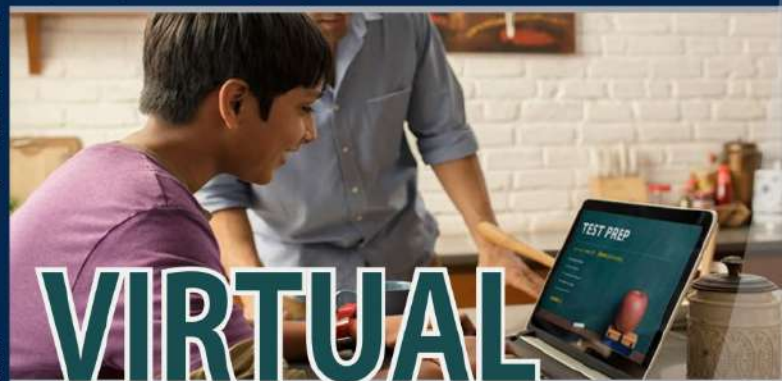
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A Vast Paradigm of English Language Teaching:

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TO LANGUAGE TESTING

A VAST PARADIGM OF ENGLISH LANGUAGE TEACHING: Virtual Learning to Language Testing

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PREFACE

Praise be upon Allah SWT, who has given blessing for this book entitled *A Vast Paradigm of English Language Teaching: Virtual Learning to Language Testing* to be completed properly. This book is a compilation of students' work of the English Education Study Program, Faculty of Education and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq Jember. This book is expected to improve the quality of *Tri Dharma* through optimizing students' scientific writing skills.

This book contains articles having the topic of virtual learning or online learning to language testing across different approaches. Overall this book is divided into two section which the first section discusses about the virtual learning or online learning within the pandemic period. Some of the articles also cover the analysis on the challenges and teacher's role on the virtual learning itself. Moreover, the discussion within the trends of Mobile Assisted Language Learning (MALL) is also presented alongside some analysis on the use of particular website-based teaching and learning.

Meanwhile the other section talks about language testing of the English skill and components such as listening, speaking, reading, writing, and grammar across five different approaches; the classical, discrete point, integrative, communicative, and performance-based approach. These articles also cover the discussion of learning tasks and the examples of the learning activities within each language skill and component. The discussion of both sections is presented contextually with the latest references based on applicable scientific writing rules.

We express our gratitude to all of the stakeholders of Faculty of Education and Teacher Training who have always encouraged the completion of this book. Tribute and high appreciation are given to the contributors and students for their participation and good cooperation. Hopefully this book may give a positive impact on improving the quality of the *Tri Dharma* within the English Education Study Program, Faculty of Education and Teacher Training, State Islamic University of Kiai Haji Achmad Siddiq Jember. We also expect suggestions and constructive criticism for future improvements.

Jember, September 2021

Editor

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Trends of Mobile Assisted Language Learning Within English Language Online Learning Efficiency

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Abstract

This study investigates the used of Mobile Assisted Language Learning (MALL) in EFL for learning efficiency. Most of the researchers across the world believed that MALL now become important tool in learning and using MALL is more effective seeing the benefit of it which can increase the learning quality. The result of this study provides clear evidence of Mobile Assisted Language Learning use in teaching and learning activities is quite effective. The collected data prove the utilization of MALL in learning is effective method to increase students' language skills. MALL is a modern tool that mostly used for its flexibility, portability, and spontaneity.

Keywords:

Mobile assisted language learning,
English as a foreign language, Learning

INTRODUCTION

Learning English has become essential to face the future

of globalization age. English language gave much benefit one of them is we can only learn this language and used it to communicate in all country, because it is difficult to learn language of every country in this world. Moreover, now the internet evolve utilization and the enlarge of globalization made us more familiar with English language. instead, that add the quantity of using English language in each field of our life.

According to Antony et al., as quoted by M. Afif Hasan et.al., (2020:3) the spread of English is now increasingly widespread in developing countries including Indonesia. Ma et al., as quoted by M. Afif Hasan et al., (2020:3) In fact, various information about world science and technology is mostly delivered in English. And as a supported by Nallaya, 2012; and quoted by Demus Abednego et al., (2018:18), English language proficiency is utilized as a scale to measure the degree of an individual's relation in the field of economy, business, politics, society, and education. Therefore, English language is play important role in every fields so learned about it become essential for us.

In this 21st century era, technology more evolve and advance. In everyday life and most of our activity now we always used it, one of them is in learning activity process particularly on English learning. In addition, commonly now learning process involve technology by MALL because it is more hand held and gave much benefit and create authentic learning. The utilization of mall has been important role in modern EFL learning, with Mall we can access anything about the materials of English language. Because we know that internet inside mall have unlimited materials, so Mall is used not just to facilitate English learners but it is can be a media to increase skill in English language. That thing build many learners perceptions that using Mall is effective and will support their learning process.

According to a researcher wagner et al. (2016) that quoted by N P. A Pratiwi, Sudiman and N P. L Nariyati found that the respondents has positive perceptions in which they believed that MALL is good learning strategy to support their teaching learning process. As a supported by Yudhiantara and Saehu (2017) they found that students perception toward mobile phone to support classroom activities were positive. In this review paper, is aimed to explore the utilization of Mall for increase English learning skill. And as the theoretics, this article is can rich the knowledge in a learning and can be an information about the utilization of MALL in English learning.

RESULT AND DISCUSSION

Early Development of MALL

The history of MALL began with a research by Twarog and Pereszlenyi-Pinter in the 80s with which looked at telephone assisted language study, they used telephones to provide distant language learners with assistance and feedback (Twarog and Pereszlenyi-Pinter, 1988). Mobile Language Learning be defined as language learning which deals with mobile devices and technology (Sutrisna, Ratminingsih, & Artini, 2018). Mobile Assisted Language or Mall utilized mobile device or any piece of electronic equipment such as mobile phone or laptop.

It first appeared as an alternative educational means in term of flexibility, portability, and spontaneity and has gained wide acceptance for educational use (Azli, shah, & Mohammad, 2018 which quoted by Arif Nugroho, Ira mutiaranigrum 2021). The development of learning on education adaption with the environment in society. As we know in this 21st century people utilized mobile phone on all their activities. This effect in education, MALL become the most tool used on education. Learn

through mobile devices facilitates the learner for learn in their own way. With much the mobile devices feature it can provide all the need of learner and it will increase the English language skill.

Klopfer (2002) and his collagues state the following properties of mobile devices: 1) portability: such as devices can be taken to different places due to small size and weight; 2) social interactivity :exchanging data and collaboration with other learners is possible through mobile devices; 3) context sensitivity; the data on the mobile devices can be gathered and respond uniquely to the current location and time; 4) connectivity: mobile devices can be connected to other devices, data collection devices, or a common network by creating a shared network; 5) individually activities platform can be customized for individual learner.

Hashemi (2011) in his article entitled Using Mobile Phones in Language Learning/Teaching mentions, first ownership of the device makes a different since a tool that has only been borrowed may not be used in the same way as one that is owned and very familiar. Second, learners who have more than one device are likely toEabehave differently from those who only have one, because the former can more easily overcome common problems of short battery life and reliability. Third, particular mobile devices have strong associations with specific realms of activity, be it work related or for leisure.

For more than a decade, m-learning has played an important role in foreign language learning and taken in language learning in a more flexible manner with Mobile-Assisted language learning (MALL) (Cakmak, 2019 which quoted by Arif Nugroho, Ira Muatiara 2021). Especially in English Language MALL provide much form of material that suitable with Eng-

lish Language material such as listening, speaking, writing, and reading. So, when learning English that is crucial to have enough material as a media for learning because a limited materials access makes it difficult and uncomfortable for learning English Language. Moreover, There are four aspects of skill in learning English language which need more than one form of the materials to learn it.

Qi xu (2020) MALL offers a number of advantages, first with remarkable progress made in mobile technology, mobile devices, in many countries, have become perquisite tools for language learners who have their own smartphones or other mobile devices. Mobile devices owners thus could have easy access to various types of mobile resources and applications. Second, MALL has freed learners from the time and space constraints with regard to the learning process; now, based on their needs, they can learn almost anytime and anywhere. Third, mobile technology has changed the manner in which learning language is carried out in multimedia environment.

With the advance of technology in learning, people tend to use mobile as a tool for learning language including in learning English language or this also called as Mobile Assisted Language Learning or MALL. People use MALL in learning English language, they think that using MALL in learning is more effective with several advantages. But all of that is true using MALL in learning is more effective now. We can get knowledge or anything as much as possible and get different forms of materials with fast. We just need a data and stable data to access it with hand-held devices so this is more effective and simple, we can learn anything, anytime and anywhere. So, we all must maximize the use of MALL in learning, absolutely that will improve our ability especially in English language.

Using MALL for EFL learning efficiency

Education is important field of our life, this is a part that will shape us to reach our better future. Seeing that thing, the process of learning in education become important to get satisfying result, we need a qualified learning. The qualified learning can with the major important thing which very influence the result. For example, the tool of a learning, this means we require a tool that can be facilitate enough and give the learners opportunities to learn as their way, in order to maximize the learning. Moreover, in learn English language it is essential for us to have a good media that will help us, the tools become more complex in facilitate this learning process. MALL is a qualified tools for us to facilitate, with the advance of technology, using mobile devices with internet connection that will help student quickly and make the learning process easier.

Now the advance of technology really influence in education fields, technology in education for learning language one of them is MALL or Mobile Assisted language. Type of mobile devices in implementing MALL are smartphones, tablet, and laptops. MALL comes not just change the way of learning for English learners but also made the learning more efficient than before. The efficiency of MALL is proven one of them by the widespread from the utilization of MALL in the world, people tend to used it because they felt that suitable using MALL while learning English language process.

Unlike learning in the conventional study, in MALL the students are do not need to sit in the class or at a computer to get learning materials (A. R. Luis, 2016 which quoted by Cicih Nuraeni et al. 2020), instead when the learners using MALL they have a free way to study. In those studies, MALL was proven to be effective but with some cautions, such as allowing adaptive

learning methods and learning styles to be tailored into several sub-methods to meet individual learners' special needs (Fernandez-Lopez et al., 2013 which quoted by Gi-zen Liu et al., 2016). Then, For learning English as a second language, mobile phone is a good media for drills & practices for vocabulary, English expression, and practices in English communication (Kwon & Eun, 2010) which quoted by Harwati Hashim et al., 2017).

According to Yudhiantara and Nasir (2017), MALL is an approach of language learning through handheld device during teaching learning process. Integrating MALL in the learning process leads to a new quality and reflects the modern tendencies in education to the fullest by providing contrast access to study resources at any time and in any place and by being a new inventory for the development of a human of informational society, who is capable of mobile-assisted life-long learning, especially in EFL context (Viberg & Gronlund, dkk 2012). Zhang, Song & Buston (2011) state that Mobile phone technology has potential to increase learners' efficiency, especially in situation where self-regulated learners lack the ability to learn well in an autonomous manner.

As Supported by Huang, and lin (2012), mobile learning has a number of benefits for learners; being flexible, having a low cost and small size as being more convenient. Sha (2012) Found that student got benefit from mobile phone their learning purpose. They gained benefit by using mobile phone for learning activities because they have the opportunities to regulate their progress in learning activities. (Romeo et al 2010 which quoted by Mohamed Ali, dkk 2018) emphasize the effectiveness of using MALL in (1) providing students with several develop all language skills, and (3) enabling students to work independently and to get immediate corrective feedback at the same

time.

Moreover, using MALL effectively creates authentic learning environment that involves learners in a learning experience that goes beyond the classroom walls (Al Shehri,2011 which quoted by Mohammed Kassem & Mohamed Ali, 2018). Kuimova et al, (2018) conducted a study among students to investigate the challenges and of mobile technology and its prospects for foreign languages learning. They found that mobile technology can be a valuable tool for accelerating learning. Persson and Nouri (2018) investigated mobile phones as a tool for supporting the learning of second languages by analysing the diverse developments in research done since 2010.

Azar and Nasiri (2014) which quoted by Harwati Hashim et al., (2017) investigate the effectiveness of MALL on English listening comprehension skills on Iranian University Students. They experimented with 70 students considered homogenous formed on their pretest (Oxford Placement Test). Grouped into four sections-two experimental and two comparison groups the student received 14 lessons on developing skills and sub-skills for listening comprehension. While the experimental group were given mobile-based audiobooks for lessons and practice. After 16 weeks of treatment, a post-test was conducted between two group to measure the listening comprehension skills gained through the treatment. The post-test result shows that the experimental groups outperformed the comparison group $\{t(69) = 2.38 p < 0.05\}$. from the test result, the researchers claim that the mobile-based listening audiobook instruction was effective.

To investigated, the practical application of MALL the researcher struggle to experiment with 70 student and divide it into four section with 14 lesson. In 16 weeks of treatment it prove that mobile-based listening audiobook instruction was

effective. From the experiment data above, we will know MALL is an interesting method which is gave us much opportunity to learn from the time & place, materials, and a manner which that suitable with our own way in learning. So, all of us can deserve a great impact from learning base on MALL. Azli, Shah, and Mohammad (2018) found that the integration of Mobile Assisted Language Learning in language learning gave the opportunity to create interesting learning process.

Based on the result of the data collection above that researcher prove, it can be conclude that MALL is really effective media for learners one of them is in increase the listening comprehension. The researcher from the data above also proved that MALL is also become a solutions for us to increase our skill in English. As supported by Cited in Hsu, Hwang & Chang, 2013, p. 405) MALL does not only present learning chances, but also provides students with adequate opportunities for exercises that included the major skills of language.

CONCLUSION

This study discussed Mobile Assisted Language Learning (MALL) in English language learning process. The utilization of MALL in English language learning process is have a great impact, MALL is a media based learning that gave opportunities and facilitate learning process with good. With the advance of technology which influent education fields, finally technology become a tool and media for learning which call MALL or Mobile Assisted Language. The learners and teachers now tend to used it in learning process because it is will make the learning process easier and more efficient.

The learners need a qualified tool and media that will create an effective learning process and create authentic learning. In

addition, MALL is an effective media and a tool in a learning, the effectiveness of MALL in learning process we can see with the unlimited materials that provide and this tool or media create free time, then place for study we can control a learning by ourself. It is proved by the spread and an increasing utilization of MALL in education field especially in English learning. Most of people believe that using MALL in learning process is effective and will support their learning. As we know that in English language have some point skill like listening, writing, reading, and speaking, and when we used MALL that will provide in much form such as audio, video and writing with unlimited materials to access that can really drill us in the four skill in English.

Finally, the result of this study provided clear evidence of using Mobile Assisted Language or MALL in English learning process trough an investigation. Such as example data that prove the utilization MALL in a learning is effective method by increasing the listening skills. MALL is a modern tool that most used now in this world because a lot of benefit that we can acceptance from the flexibility, portability, and spontaneity. So, it made this media and tool wide acceptance in education field in most of country all over the word, moreover for the advance country.

In general, MALL is effective for leaning process in English language. There are many strategies to use MALL in learning English language process.

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Virtual Learning Environmet Challenges: An Analysis of Online Creative Learning For Beginner Level

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Abstract

Virtual learning activity that was forcedly created by COVID-19 is now applied through Virtual Learning Environment (VLE) procedures. This is proven with some medias and facilities truly provided by VLE for effective ELT. But further, even it is seved as useful media, there must be such classification defining the problems faced by English learner. This study aims to determine the appropriate tools of learning to enhance students' ability in English and tackle the problems disturbing them to learn English. The results suggest that VLE implementation in ELT gives a different pattern of learning English. VLE also contributes several things such as creative method of learning, to make the English learners still having a high motivation and interest to learn English as their foreign language.

Keywords:

Virtual Learning Environment (VLE), English Language Teaching (ELT, Online Creative Learning, Learning Problems

INTRODUCTION

It has been more than two years that all the entire countries in the world including Indonesia affected by COVID-19,

Coronavirus Disease is a contagious disease that first emerged in Wuhan, China in 2019. It was later coded “COVID-19” by the W.H.O which stands for Coronavirus Disease 2019. The Coronavirus outbreak remains one of the worst global pandemics for decades (Edeh Michael Onyewa & friends, *Impact of Coronavirus Pandemic on Education*, 2020) suddenly makes Indonesia to be in the midst of pandemic. By these, the existence of Indonesia as one of the affected countries is supposed to be in complex circumstance changing all things inside it, covers its governmental system, societies’ daily behaviors, even its educational pattern used. Focus on the educational system of Indonesia during Pandemic, Edeh & Friends (2020) added that the outbreak of Coronavirus negatively affected educational activities worldwide. The coronavirus pandemic affected educational systems worldwide, leading to the widespread closures of schools (Wikipedia, 2020b). It created serious disruptions in academic activities, as well as in career plans. As part of the global efforts to combat COVID-19, many countries across the world including Indonesia closed down schools in an attempt to contain the coronavirus pandemic. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring, over 100 countries implemented nationwide closures, impacting over half of the world’s student population (UNESCO, 2020a). It is exactly serious problem affecting all countries, based on the importance place of education in a nation and its influential impact for it.

After all the time goes with education in pandemic, the emergence of a new learning environment used by both teachers and students could not be denied exist as the new path used for the learning media. This new form of learning environment can be defined as a self-contained computer based online environ-

ment enabling virtual interactions between instructors and learners, called as Virtual Learning Environment (VLE). A VLE handles information directly related to student teaching, for instance, lecture notes online discussions and perhaps student grades. Moreover, an MLE deals with the management of other information which may not be directly connected with teaching 'in the classroom' (Simhachalam, 2016). It can be considered that the VLE becomes the new form of classroom that is changed into virtual activity done by both teachers and students for still doing the classroom activity as before. In other words, a VLE is an online (web) environment, where various tools are provided for the teachers and the student to facilitate the learning experience. Further, Simhachalam (2016) explained, VLEs generally operate across the World Wide Web, so people often only need an internet connection to access a VLE, although access will be restricted to registered students by the teacher. Thus, even the VLE becomes another new way of learning, it also burdens both the teachers and students, and this can be realized by the skill of them to use the technology itself, because as has been stated before, the VLE requires the use of World Wide Web and the internet access.

Based on this VLE's flexibility, This Virtual Learning Environment system is possible to be implemented in various kinds of teaching learning, even for learning foreign language including English as the second most dominating communication tool used in the whole world. The fundamental reason of people to learn new language is based on the importance of language itself, Language has a very important role in everyday life to exactly communicate ideas to other people. These skills are the basic material for everyone to express themselves about the feelings, desires, opinions and needs of each individual. The

more languages are known by people then the easier it is for them to communicate each other. Specifically, if students ask why they should study English, means they are questioning why ELT should be implemented and why they should communicate with others. ELT is fundamentally effort to teach by teachers on teaching the students, it can cover all materials, manners, and methodologies used to teach and learn English (Avra Augesty, 2014). Basically, learning English has many advantages, it can be for fulfilling school or university requirements and improvement one's education; increasing career opportunities as English is a global language; improving English vocabulary and language proficiency in order to communicate with people from other countries and enhancing travel and study abroad opportunities; improving critical and creative thinking skills; pleasing one's parents or teachers (M.B. Hetecoba, 2004). These have become enough reasons for ELT to exist and certainly, all these reasons of learning English can be realized even in the midst of pandemic supported by the implementation of Virtual Learning Environment (VLE) in English Language Teaching (ELT).

Meanwhile, even with the right implementation of Virtual Learning Environment (VEL) and maximized implementation of English Language Teaching (ELT). There are still going to be many obstacles faced by the students to learn, it can be from their own ability to learn English or even other external factors affecting their process of learning English in ELT itself. Therefore, this is going to be really wise for ELT's instructors to provide creative teaching in virtual learning itself. Creative teaching is underlined seen to involve teachers in making learning more interesting and effective, using imaginative approaches in the classroom (Anthony Wilson, 2007). It implies that creative teaching in ELT through VEL means some methodologies of

teachers to creatively handle and control the condition of the classroom they teach, it covers their way of attracting their students motivation and interest to still learn even through the Virtual Learning Environment, the one with these skills of creative teaching called as creative teachers. Further, in seeking to become a creative teacher people will want to widen people understanding of your own creativity, and the imaginative approaches and repertoire of engaging activities that they can employ in order to develop the children's capacity for original ideas and action. People will also want to exert their professional autonomy, learning to be flexible and responsive to different learners and divers learning contexts (Anthony Wilson, 2007).

In addition, creative teachers are noted by many writers to be comfortable with risk-taking in both their private and professional lives (Bden, 2001; Craft, 2001; Ofsted, 2003). Arguably they are at ease with demonstrating their own creative engagement and exposing the ambiguity and uncertainty inherent in creative engagement and exposing the ambiguity and uncertainty inherent in creative endeavor (Halpin, 2003), and are likely to perceive failure as a learning opportunity. Several writers also emphasize the combination childlike play and exploration with adult-like self-awareness, and stress that such teachers are individuals who are curious (QCA, 2005a; Richart, 2002). In addition, Woods and Jeffrey (1996) highlight the humanist approach of creative teachers, their openness to emotions and feeling, and their strong moral and political investment in their work (Anthony Wilson, 2007). With these all descriptions of creative teaching and creative teacher, it can be considered that the existence of those 2 important and dominant points take influential fascinated position in the implementation of virtual English Language Teaching (ELT) through Virtual Learning Environ-

ment (VEL). Because the unpredictable possibilities that can happen whenever it is being implemented, will go affecting the condition of the students learning and their results of learning English.

In contrast, as the efforts done by both teachers and students to teach and learn English as foreign language. Sripatham Noom-ura (2013) stated, problems coming through the process of learning cannot be considered nothing in the implementation of ELT through VLE itself. Many researchers pointed to a few main factors contributing to the failure of English-language teaching-and-learning, it includes unqualified and poorly teachers, poorly-motivated students, learners of mixed abilities in overly large classed, and rare opportunities for student to exposure to English outside of class time (daily applied English) (Dhanasobhon, 2006; ONEC, 2003). Besides, even some problems of applied learning system could be helped and handled by the creative way of teaching and the creative teachers in the learning system, individual problems owned by students to comprehend English as their foreign language also affecting their process of learning. there are three elements of language that play an important role in support the four skills, namely pronunciation (pronunciation), vocabulary (vocabulary) and grammar (language structure), this has always been an obstacle to learn English, the four English skills form Speaking, Reading, Listening, and Writing. And mostly these three important elements error is only felt and faced by the new learner of English.

The term of newbie is known and described as a person who is new to a particular environment or activity and has little experience, especially in using the computers (Oxford Learner's Dictionaries). Also, newbie is famously described with someone who has just started doing an activity or job (Cambridge Dic-

tionary). Newbie is a person who has recently started a particular activity (Merriam-Webster). These description of newbie has enough implied that newbie is exactly a person who has just started to do something in certain domain, and it doesn't have any theoretical and even the practical knowledge in it, newbie is those people who are new in an environment, it can form a beginner of something who wants to learn deeper about it.

Thus, English newbie reflects some people who are new in English but they are willing to deeply learn about English itself. These English newbies can form some students who are interested in English as foreign language, or it can also be those upper age people who are required to know English and suppose them to learn English for their working requirements or others, with the fact that they are really strange with English but they want to learn about it.

At last, you might be confused with the descriptions of these Virtual Learning Environment (VLE), English Language Teaching (ELT), creative teaching, problems of learning, and the newbie itself. It also becomes the reason of the writers to choose these points to talk widely about, because after the introduction earlier shown, there will be logical flowing thought of the writers about the integrated correlation among those topic points that can be new way of realization for both instructors (teachers) and learners (students) on how the effective ELT can be also implemented even in non-supporting circumstances. As wise man ever once said, there is nothing failure given, it's made. Therefore, the writer truly believes that the effective ELT for newbie could be going on fluently even in pandemic, supported by the appropriate application of Virtual Learning Environment (VLE), chosen creative system of learning, and important considered problems that can affect the student's learning process.

METHODS

This paper was arranged with the aim of realizing people toward some good unseen things that might happen even in unpredictable condition situation. Thus, its arrangement was accomplished and completely arranged through some steps. First thing to do in this is collecting some online and e-data from scholars and other resources which are related with the points brought in this paper, in order to give appropriate description of the topic this paper possesses. Second, the writer classifies and analyzes in which data that is collected before, are going to be interrelated with the topic. In this section the writer reads some sub points of the articles and books to find the main explanation needed in this paper, this data analysis is important in research because it makes studying data a lot simpler and more accurate, while it helps the researchers straight forwardly interpret the data so that researchers don't leave anything out that could help them derive insight from it (Emidio Amadebas, 2021).

Further, the last step done for this paper is giving self-description and explanation about each points talked in the topic. The importance is, these self-descriptions of writer does not go wildly based on the writer thought in spite of being related with some experts perspectives existing in the collected data, this section is done to ease and enhance the reader comprehension on the paper. Thus, each point of this paper title is also going to be deeply discussed on this paper while these integrated correlations too, in order to provide really logical flow of what this paper means, because context logicity is an important property, it entails that (bidirectional) rewriting is sound and complete with respect to the underlying contextual logic (Toshiyuki Yamada & Friends, 2000).

RESULT AND DISCUSSION

In the circumstance created by the pandemic changing many things in human's life including the change of education system, Virtual Learning Environment (VLE) implementation holds within the success of students learning process. This can be proven by some advantages provided by VLE itself, including 1) Information delivery, 2) Peer support, 3) Group work, 4) Self-assessment, 5) Formative/ summative assessment, 6) Teacher-student communication, and 7) Tutorials (Simhachalam Thamarana, 2016). Moreover, Simhachalam T. (2016) wrote that A VLE provides a range of tools to facilitate the same teaching and learning principles, but they are delivered online in a 'virtual' environment. Thus, using computer technology does not involve a whole new approach to teaching it utilizes the same methods but applied in a different way. However, this means that the same thought and consideration must also be applied to online teaching as you would do with face-to-face teaching. Therefore, implementing Virtual Learning Environment would be wise to do to still stand for the implementation of students learning, especially in ELT application for students, due to some beneficial tools that can help enhancing the development of student in learning English virtually, it can form World Wide Web contained with believable English materials source and some other supporting applications that help English newbie to learn effectively.

Focus on English Language Teaching (ELT) through Virtual Learning Environment (VLE) known as online ELT, it means that teaching learning implementation is done through virtual media. Further, in contrast with face-to-face classroom that acquires teachers' dominant participation and their factual behaviors in the classroom, online ELT teachers are rolled as

guides or facilitators to help learners to be skilled in selecting, accessing, evaluating, organizing and storing information. Simhachalam (2016) also conveyed that these strategies are important to manage vast amounts of information. The teachers also need to manage the time and courses and to construct knowledge autonomously in virtual learning communities. also, written in (WCES 2021), it states that the teacher in virtual learning classroom must critically reflect on the context of learning (mediated by technology), the methods (different than those used in the classroom), the students, the teacher's own computer literacy (hardware, software and technical support needed), and other matters pertaining to digital literature. Thus, with the right requirements above, VLE in ELT will certainly go facily to be applied.

As supporting factors, the technology developments that now has been taking a place in people everyday life, is also able to be VEL tools of success virtual ELT as stated by Simhachalam, T. (2016) VEL covers all parts of online media including the media of learning, materials resource, and training field to develop English newbie skills and knowledge about English. Moreover, as now existing in factual data there are many supporting applications to enhance English newbie knowledge about English with even fun and easy manner of used to be followed by the students (EducationalApps, 2021), these are 1) Duolingo, 2) Busuu: Language learning, 3) Improve English: Word Games, 4) Sentence Master Pro, 5) Memrise: Learn Language Free, 6) Learn English with Babbel, 7) Learn Language: Rosetta Stone, 8) Learn English grammar (UK ed.), 9) LingoDeer - Learn Languages, 10) Beelinguapp: Learn Languages. These ten online applications become proof of the usefulness of VLE, because online applications above are still in-

cluded into the domain of VLE itself. While, it can be used in all kinds of devices and tend to ease the process of English newbies on their effort to learn English.

In the specific context, the online applications provided by Virtual Learning Environment (VLE) also open the possibility of creative online learning media, because in VLE itself, it does not contain with boring materials or such non-update methodology of teaching English. As the example, the online platform called as “Quizizz”, this online platform is commonly used by all lessons instructors (teachers) to give their students test about academic materials with interesting manners (Game-based test), as researched by Thomas, M.L., and Melor, Md, Y., (2021) Quizizz is a famous e-learning platform that offers countless quizzes that teachers and learners can use in their daily lessons. The quizzes available on the website can be copied and shared anytime and anywhere, as long as there is an Internet connection. Being a free platform, Quizizz is easily accessible due to its user-friendly interface. Teachers are also able to create their own quizzes based on their own preferences and learners’ needs. Therefore, it is clear why teachers would very much prefer to use Quizizz in their teaching and learning processes (Thomas Mason Lim, Melor Md Yunus, 2021). Therefore, Quizizz could be considered as one of VLEs’ media to test English learners of English Learning Teaching (ELT). Here is the preview of Quizizz:

Lately, from the qualitative research done through five students of English education department who are still beginner in English, the writer has found and determined some problems of learning English for newbie, it includes what makes them difficult to be master in all branches of English (speaking, writing, listening, and reading). From the first person asked by the

writer, she stated that as the general reason of her to learn English what makes her difficult to learn English is to arrange English words to be a good sentence (grammar-structure). Meanwhile, her experience and thought about other common problems of English learners such as the lack of vocabulary and pronunciation do not touch her progress in speaking side, because she thinks, to speak in English, people do not need to have many vocabularies, it just deepens on how they understand the vocabularies that they have memorized. Also, she little offended the role of teacher in determining some steps of learning that must be passed by English students to learn English, she said "actually, as teacher they should provide learning methodology that can interest the students while not confusing them on the materials they learn in English, because when the students are in the wrong steps to learn English, they will not even have motivation and tend to leave their English learning process".

Meanwhile, in the second till fifth source persons experiences, they tend to have same problems and difficulties to learn English, including first, the lack of vocabularies owned by learners to even speak and write in English, they tend to be not confidence to speak English because they don't even know how to start and with what words they should start their speaking, it is in the same case with writing in English, when they are faced with situation supposing them to write English sentences with no help of dictionary and others. Second, grammar structure of either written and spoken English, all the source persons say, they are hesitate to speak and write in English because they are confused to arrange English sentences itself, they are bothered with the structure they should use in it. Third, even it also becomes one of the problems making the students afraid of speaking English, pronunciation error also becomes the main reason

of students to read English passage. Last, as the problem of listening in English, strange accent and the use of English slang terms uttered by English native speakers become the main problems of them to understand English conversation, moreover listening holds the important part of mastering English, “to speak, they should firstly listen”, therefore this is ever such important for the students to learn how to listen well.

By those basic problems of English, the writer would like to correlate the virtual learning media provided by Virtual Learning Environment (VLE) that cover online platform or application of learning English as the media of creative English Language Teaching implementation including creative ways learning English materials and testing the students based on online platform (website and application).

1. Lack of vocabulary and Pronunciation error

As the learner of English as foreign language, the existence of vocabularies as the basic aspect of it holds within the success of learning process faced by English learners. Cameron (2001) stated that vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language. Also, Harmon, Wood, and Keser, (2009) as well as Linse (2005) state that learners’ vocabulary development is an important aspect of their language development. Further, researchers such as Laufer and Nation (1999), Maxima (2000), Read (2000), Gu (2003), Marion (2008), and Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts (Mofareh Al-wahtani, 2015). These have proven that vocabularies indeed hold the important role of learning language.

Helen Fraser, (1999) stated that confidence with pronunciation allows learners the interaction with native speakers that is so essential for all aspects of their linguistic development. In addition, poor pronunciation can mask otherwise good language skills, condemning learners to less than their deserved social, academic, and work advancement. According to Gelvanovsky (2002), he stated that pronunciation has an important social value, which means that it should be related to prestige, such as intelligence, professional competence, persuasiveness, diligence, and social privilege. Some studies also find that pronunciation usually relate to the indispensable factors for socio-economic success: intelligence, professional competence, persuasiveness, diligence, social privilege, and so on (Hudson, 1980; Dalnton, Seidlhofer, 1994 and Qian-Mei Zhang, 2009). It can be finally considered that pronunciation in learning English is also replaced in important part that should be also mastered by English learners.

Based on English learner's obligation to know many vocabularies and its correct pronunciation, the activity of knowing new strange vocabularies while comprehending its pronunciation is not only limited with textbook and other written media. Virtual Learning Environment (VLE) as the supporting system of Virtual ELT provides online website and application named as FluentU. This FluentU app provides new and creative way for learners to get and learn new English vocabularies, students are not going to learn their new vocabulary and train their English pronunciation by traditional manners such as reading and memorizing. FluentU will provide various English movies and songs with its lyrics or subtitle, then, when the students watch movies or listen to the video and there are strange vocabularies inside it, they only need to put their cursor or click the unknown

words on it and FluentU will automatically show the words with its description, picture, and the correct pronunciation (SMACO, 2016). Besides, the students are watching or listening to the audio provided by FluentU, they will indirectly get new vocabulary for learning and certainly the problems of incorrect pronunciation of English vocabulary is also tackled.

2. Grammar structure

Language as a tool for communication among people is not far away with the existence of structure and right arrangement for its written and spoken form, this aspect also touches English as the international language used by most people in the whole world. Dr. Pradeep Kumar D (2013) stated Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. In line with the thought of Dr. Pradeep, it is also stated that the person who knows grammar is like this second driver. In case, he doubtful about the correctness of a particular thing, his knowledge of grammar comes to his rescue (Kohli, 116)". The experience of difficulties to know grammar was at all told by five source persons asked by the writer, they clearly say that grammar as one of important parts of English places itself in the difficult domain to learn, and moreover they say that being less in grammar makes them difficult to both speak and write in English.

Meanwhile, the effort of mastering grammar in English is not as hard as many people say, the most important thing to know grammar essence is to comprehend the usage of them, it covers meaning, usage, and its time description to use. Withal, Virtual Learning Environment (VLE) in English Language Teaching (ELT) also gives easy path for English learners to mas-

ter grammar with various kinds of method. To learn English grammar, VLE provides an online application such as Duolingo and Cake, these two applications of learning English will give better experience for learners to learn many English materials including grammar. In Duolingo, it will be almost same with the system of Quizizz that it implements the system of Game-based learning to interest the students motivation to learn while not being bored, as the same as Cake does.

In grammar lesson that exists in both applications, these will give creative and specific explanation with appropriate examples about the chosen materials of learners while making it sure that English learners have understood the materials that they want to learn. Further, in the end of student's learning, both application will give a test to the students about the materials they have learned before (Game-based test) to exactly train the students itself. And after doing the test, there will be such an evaluation section given on the worksheet that has been accomplished by the students, then if there is such a wrong answer on the student's worksheet, the applications will give specific error of it while giving what answer is right on that. It must be rare effective teaching methodology done in some educational system and moreover this kind of system is only done by the learning field provided by Virtual Learning Environment (VLE) on ELT itself. At last, even with the problem of grammar understanding on peoples' learning process of English, VLE will also be able to tackle it as well.

3. Accent and slang terms.

The aim of learning English is to fundamentally understand foreigner talks based on people understanding about the foreign language they learn and have enough materials to con-

duct such conversation and interaction to the foreigners itself. Based on research, (Nishanthi, 2018) wrote that Learn English is significant as it empowers you to communicate effectively with your kindred worldwide residents. To extend it, Crystal (2000) and Nunan (2001), as well as British Council (2013), argued that the spread of English provided unlimited access to the modern world of science, information and communication technology (ICT), money, power, international communication, and intercultural understanding as well as entertainment and many more fields (Erlangga Putra, 2020).

Related to that, listening skill of English students are ever such needed to still stand with English. Because, communication and talkative interaction are not able to be conducted with misunderstanding between the speakers. Fatih Yavus, Ozgur Celik, (2017) strengthened that “Listening is a sine qua non in language learning in that listening is the primary tool of learners to create their understandings in target language and acquire the input. But, based on the research done by the writer, listening ability is difficult to be mastered mostly caused by two factors; accent and slang terms. This might be true that English learner who is still new in English feel confused with some strange terms used by native speakers while they are bothered with the accent foreigners use to talk.

As the solution given by VLE, accent comprehension and slang terms understanding could be tackled with the habitual activity of English learners to listen to English conversation (audio-visual). In VLE, there have been various online websites that could be accessed by the student to understand foreigner accent and the slang terms they never know before, such as: the online website named as <http://esl-bits.net/> that focuses on English conversation done by native speakers complete with its

transcript and other audio-visual media provided by VLE itself. Also, it can be called as creative way of learning English when the students conduct such watching movies activity while specifically understand the actors talking in the movie, besides they watch movie they like, they will also enlarge their comprehension about some accents of English and some slang terms used by English native speakers.

CONCLUSION

The situation and condition created by COVID-19 pandemic, has indeed created a new paradigm of all humans activities including their academic studies. School system that was conducted face-to-face now changed into virtual learning for all lessons. Thus, the appearance of new Virtual Learning Environment (VLE) as the new pattern of students learning becomes a new way that is used as learning media for all subjects the students want to learn. This situation also touches the implementation of English Language Teaching (ELT) for students where its implementation is supposed to be conducted virtually while using all facilities and tools provided by the Virtual Learning Environment (VLE) itself. In some people assumption on virtual ELT, they always go with the thought that virtual ELT is not going to be effectively followed and joined by students, and moreover for English newbie.

Meanwhile, the writer has classified some problems of learning English with the aim of connecting and solving it with the implementation of VLE on ELT that provides wide fields for students to altogether learn English or even self-learning English. The facilities provided by Virtual Learning Environment (such as; FluentU, Grammarly, Duolingo, Cake, and other online websites) are factually supporting the ELT with the proof

that the students could utilize it as well if they are really intend to learn English. It can be simplified that even in the non-supporting circumstances, learning process of students will always have many ways and possibilities to pass.

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Teacher's Role In Virtual Learning: Is It Still Significant?

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Abstract

This research aims to identify the effect on student's learning English in pandemic period, especially the teacher's role. The direct interview method was employed for obtaining data from the student in secondary school. Based on the findings, student in secondary school had grievance during online learning English during pandemic situation. The result of this study reveals that teacher's role is still significant within the online learning for student still face some difficulties to understand the material and do the assignment for the insufficient explanation given by the teacher.

Keywords:

Teacher's role, online learning,

INTRODUCTION

In this pandemic era, students learn English by online class. To increase students' mastering in English, teacher needs more strategies, motivations and creations to teach English, especially during online class, so that the students can be more interested to learn English even by online. Educator needs to better understand communication and education in interactive online settings, give the complex interactions, multilevel pro-

cesses, and evolving technologies involved in education (Carr, Zube, Dickens, Hayter and Barterian, 2013). Even so, there are comparisons and chances of teacher and students' role during offline and online class. The comparison for students is, when offline class, they are eager to learn and have a huge opportunity to understand the material. But in online class, they are less focus and motivation to learn, so that they get difficulty to understand the material easily. While the comparison for teachers, in offline class, teacher can teach students maximally. But in online class, teacher gets limitation to deliver the material to students maximally. Those comparisons exactly have an effect on students' learning, so that students utter their feeling about that through their assumption and opinion. The overall impression has been seen that online learners may have, at times, various attitudes, perceptions, and preferences on certain settings, design, or methods, but they are, most of the time, agreeable and satisfied, and most importantly, almost trouble free in their learning (Sun, 2014). This study concentrates on the difficulties and challenges that confront online language learners.

Moreover, many students feel difficult to adapt different learning situation. Austin and Hunter (2012) reported that this situation poses an additional challenge for courses that require collaborative learning by online. That is such as following the schedule and studying regularly, getting hold of classmates and finding suitable time to work together, pairing/teaming up and working collaboratively, ensuring constant engagement with the class, keeping self-motivated and being a self-directed learner, and socializing (Sun, 2014). Majority secondary school students get difficulties in speaking and understanding the material than reading and writing (Aziz and Quraishi, 2017). It means, still a few difficulties in reading and writing, such as difficulty in per-

ceiving and interpreting dynamic information (Lopez and Pinto, 2017). However, Michailidis, Kapravelos and Tsiatsos (2019) said, students' motivation and learning strategies with respect to several dimensions may reduce students' difficulties. It is supported by Mindful Learning Theory by Dr. Ellen Langer (Moafian, Khoshima, Fadardi and Pagnini, 2019). Based on that theory, when learners apply mindfulness in their learning processes, they employ creativity, experience, and practice cognitive flexibility, and are capable of a better use of information. Aziz and Quraishi (2017) argue that children can learn language more easily than adults because they are usually still easy to focus in learning.

METHODS

This research used interview to collect the data about secondary student's experience in online learning, especially about the difficulty and challenge. The interview was done directly as the agreement between researchers and participant. This study involves a female secondary school student age 13. Researchers were asking her to be our participant in this research. Researchers also asked her whether she would be willing if her personal data included as appendix in our paper and take a picture of herself. She was willing to be our participant and allow us to include data and photo.

Data were collected through semi structured interviews in Bahasa Indonesia. This was done so that participant can understand and answer the questions easily. Then, the researchers coded the answer and asked her to check it whether the result of coding was appropriate or not. If the data had been appropriate, it would be analyzed.

The data, which had been collected, was analyzed by cod-

ing (thematic approach). The interview data, which used Bahasa Indonesia, was translated into English. Then, it was transcribed and coded to be taken the conclusion (thematic). It was purposed to understand the information given by participant and identified it based on the theme properly (Ferdiansyah, Supiastutik & Angin, 2020).

RESULT AND DISCUSSION

From the data, the research finding is presented into two major topics based on data transcription collected. Those are student's grievance as the effect of online learning and student's learning expectation of pandemic situation.

Student's Grievance as The Effect of Online Learning

Students of secondary school still need deep guidance during their learning. Teacher, educator, and parents have the huge essential role that will be influenced to them. Teacher's role is especially needed by students in the term of learning. But, since this pandemic that forces all school to conduct teaching and learning process by online, some teachers don't do their role maximally. Participant of this research uttered her feeling of that.

“During this online learning, my teachers didn't give any explanation of the material. They just gave the assignment at all through WA application. We were commanded to finish it then submitted it through WA by taking photo of the assignment. It was a little bit fine if it was for other lessons, but for English lesson, I was confused to do the assignment because I got difficulty to understand the material by myself. So, I just tried to do it as I could. The most important thing was I had finished my obligation to submit the assignment on time.” (#Ay, direct interview, 20th November 2020).

From the interview above, the researchers may know student's learning condition because of effect of online learning. The lack of teacher's explanation in online learning affects students to be more difficult to understand the material, especially English lesson. Adedoyin and Soykan (2020) stated that online learning has an effect on student academic performance, it might be caused by racial, economic and resource differences or because instructors are not effectively ready to deliver high-quality instruction by online. Then, there is nothing strange if student tells a grievance of his/her experience during online learning.

Student's Learning Expectation of Pandemic Situation

Students generally prefer offline learning in the school than online because students perceived online classes as being less useful and were more dissatisfied (Landrum, 2020). Many advantages they get in offline learning. They get comfortable and funny learning so that they can interact with their teacher directly and their friends freely, sharing story and learning experience each other, motivate, support, and collaborate each other. They enjoy offline learning process. It based on participant utterance.

“I preferred offline learning than online, because offline learning was fun. My teacher often gave a quiz when English lesson and I loved it. But I was shy to perform alone in front of the class. My teacher and my friends supported me till I could do that.” (#Ay, direct interview, 20th November 2020).

Participant added

“I wanted to learn in the school, doing learning process as usual. Because in online learning, my teacher just gave

the assignment continuously without any explanation. Sometimes, I was difficult to understand the material and did the assignment by myself. I expected that my teacher also gave the explanation of the material.” (#Ay, direct interview, 20th November 2020).

Losing Corona Virus is all people hope, included students. They want to learn in the school as usual. They don't want to take online learning for long time because it influences their learning, not to be better.

#photo of researcher and participant, direct interview, November 20th, 2020

CONCLUSION

In the current paper, researchers tried to find the difficulty of student's learning English in pandemic. The learning process is carried with the teacher who only gives an assignment through WA application without any explanation before. So, researchers concluded that there are some difficulties found by student such as confuse to do the assignment and difficult to understand the material by own understanding. In addition to these difficulties, student have an obligation to submit the assignment on time. In at all, student is only doing the assignment without being able to understand the material of English subject.

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Elementary School Virtual Learning: Problems Faced During Covid-19 Pandemic

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Abstract

The present interview study reports on two elementary school students facing problems of English online learning situated in East Java, Indonesia. The study elicits three important data themes: the strategies of elementary school students in online learning, the motivations of elementary school students in online learning, and the effect of pandemic to English subject in online learning. This study stresses the important roles of teachers and parents to help them sustain their online learning amidst COVID-19 pandemic.

Keywords:

COVID-19 Pandemic, elementary students, online learning problems, sociocultural theory

INTRODUCTION

Online learning has been selected as a platform to maintain the process of teaching and learning held since the mid of March 2020 due to COVID-19 pandemic. It has been implemented in Indonesia even in many countries in the world to switch the face to face learning to online. Haggerty (2015) reported that online learning was utilized more extensively in

applied education in New Zealand, with many providers exploring online learning either as an adjunct, or a viable alternative, to face-to-face (F2F) educational delivery. Online learning platforms generally used in Indonesia include Google Classroom, Learning Management System (LMS), and even WhatsApp group. Online learning gives a positive effect to the students in elementary level. Lan, Liu, & Baranwal (2020) argued that the advantages of an online community are generating multiple sources of knowledge and technology and a platform for members to construct the knowledge through various forms of interaction. Also, elementary school student will be able to learn material independently.

Although, there is a good effect in online learning process, surely online learning usually presents challenges for the students and also the parents. Teachers are required to be well equipped with the knowledge and skill needed to design online learning. Lau and Lee (2020) suggest that for creating effective online learning, it should engage students in intuitive interaction, support social learning, provide active facilitation, offer learning support and feedback, and utilize appropriate technologies to enhance the experience. Teachers, however, should consider the problems of online learning process which may happen in elementary school level.

The Effect of Pandemic to Elementary Students in Online Learning

Indonesian ministry of education has stated that all teaching and learning process must be done online to minimize the spread of COVID- 19. Online learning is done at home by using technological devices and internet. According to Lan, Liu, and Baranwal (2020) the online learning makes teaching-

learning process became more flexible, reached to unreached, with pragmatic views to make more effectively, efficiently. Although teacher becomes the main actor to teach students directly, online learning needs the role of parents to help, motivate, and support students to get learning done at home. Thus, online learning is expected to be an avenue for students, parents, and teachers to do teaching and learning appropriately.

In the context of young learner education, students of elementary level are sometimes more interested to play rather than study at home. Lau and Lee (2020) argue that elementary students get lack of concentration and interest, disruption of their families, and lack of resources of learning material as reported by the students and parents as challenges associated with student's learning at home. Therefore, online learning process needs direct interaction between students and teachers to create a meaningful learning.

The Understanding of Learning Experience Through Socio- Cultural Framework

Ferdiansyah, Supiastutik., & Angin (2020) pinpoint that there are many socio-cultural activities and intercultural interactions that are mediated by digital technology, such as the internet and social media. In this pandemic, students and teachers interact by using social media even others platform to promote the online learning process. To understand students' learning experience, socio- cultural theoretical framework can be used as a tool of analysis because this theory is appropriate to the situation of students which the student must get online learning only stay at home. Surely, they could get interaction to the teacher by using digital technology. While ample research has been carried out through socio-cultural lens, few investigate

elementary school students experiencing online learning from socio- cultural perspectives. Therefore, this study is aimed to give an understanding the difficulties and motivations of elementary students in online learning.

METHODS

This research employs an interview design to explores the learning problems of elementary school children in Indonesia during the COVID-19 pandemic. It specifically investigates the problem and the motivation resources. Ferdiansyah, Supiastutik., & Angin (2020) argue that interviews allow researchers to trace participants' activities, experiences, and comments in their own language.

TIS study involved 2 elementary school children who were taking grade 5 and 6 in East Java, Indonesia (pseudonyms were used). The data of the participants can be seen in Table 1.

Table 1. Data Participant

Participant	Gender	Class/ grade	Age
Sin	Female	5	11
May	Female	6	12

Participants who were willing to join the research were justified. If they did not wish to participate, they were allowed to withdraw their participation. A six grade and a five grade of elementary school children participated in this research. The participants involved in this reseach lived at home with their families. To protect participants' privacy and prioritize research ethics, researchers did not mention the full names of participants and privacy participants (Ferdiansyah, Supiastutik., & Angin, 2020).

To collect the data, semi-structured Interview was used

to enable the participants to answer all research questions. This interview was done by using WhatsApp. Firstly, researcher explained the research purposes to the participant. Before doing the interview, researcher approached participant so participant could answer all research questions in comfortable and honest. After getting agreement about the purposes and time, technique of collecting data was done through virtual interview by using WhatsApp and it is continued to semi- structured interview consist the students experience in online learning. Interview was done in Indonesian language, so it was translated to English language. Participants were interviewed these questions as follows:

1. How do you feel in online learning?
2. How teacher explains the material?
3. What are your difficulties in online learning?
4. How you face the difficulties of online learning?

The researcher recorded the whole participant’s answers by using smartphone. The data was stored into tables based on researcher for identification and classification of data.

The data, which had been collected, was analyzed by coding (thematic approach). It was purposed to understand the information given by participant and identify or clarify it based on the theme properly. The researcher analyzed the interview data through listen the interview recording carefully, write the interview transcript appropriately, and interpret interview data based on participant words.

Table 2. The example of data analysis procedure was done by coding (thematic approach).

Interview Data	Words Coding	Theme
Sin #1	... during a COVID-19 pan-	Strategy of partici-

	demic, I asked my parents and siblings for helping me ...	pant to face online learning at home
May #2	... I realize that the assignment given is an obligation for all students at my school, so I try to understand and do it.	Motivation of the students during studying at home.

Research interview data was given a code and classified (See Table 2). Critics analysis is used to understand the context included in interview data through interpreting the words which said by the participants. Because an accident could be understood through the meaning, words structure and experiences utterances, and social relationship in certain situation context (Ferdiansyah, Supiastutik, & Angin, 2020).

RESULT AND DISCUSSION

The Strategies of Elementary School Students to Online Learning

Elementary school students had a new experience in education, namely online learning which was decided to be implemented in Indonesia. Elementary school students could join the class by virtual access such as using social media, WhatsApp instant messaging application. Therefore, elementary school students needed to have strategy to learn independently, do homework, and submit the assignment. Based on the interview results, they got difficulties to understand the material and do their assignments. These have been delivered by the participants:

“I am more comfortable studying in school to understand the subjects. However, during a COVID-19 pandemic, I asked my parents and siblings for helping me in understanding the material and doing the assignments.” (Sin # 1, WhatsApp interview, 17

November 2020).

“I have some difficulties in online learning. Among them, there are more tasks, and difficulties in understanding the lesson. Therefore, I asked my parents more for help or read repeatedly about the subject”. (May # 2, WhatsApp interview, 17 November 2020).

Lau (2020) argued that children’s lack of concentration and interest, disruption from other family members, and the lack of resources and equipment are most frequently reported by primary school parents as difficulties associated with children’s learning at home. Therefore, the interview result explained that there were ways to decrease the online learning difficulties. Students could ask the material to the parent or family and read the book over and over. Those can treat the elementary school students to be independent.

The Motivations of Elementary School Students to Online Learning

The COVID-19 pandemic had several impacts both physically and psychologically. Therefore, elementary school students must develop motivation from the inside even outside of themselves to deal with online learning. The following is an excerpt of interview:

“The teacher always provides information and explanations about the material through the WhatsApp application. My mother always reminded me that the assignment given by the teacher was an obligation that I had to do and complete. My mother will always be there for me when I have difficulties in online learning.” (Sin # 1, WhatsApp interview, 13 December 2020).

“I realize that the assignment given is an obligation for

all students at school, so I try to understand and do the assignment, although sometimes. I also ask my parents for help.” (May #2, WhatsApp Interview, 18 Desember 2020)

The statements above explained that the motivation learning of mother was the most important to create a spirit learning of elementary school students. The pandemic-related class suspension has led to a reorganization of students' learning life and parents' involvement in providing care and education at home. (Iau, 2020). A meta-analysis has also showed that parents' involvement and home-school connection are important predictors of children's learning outcomes during the early years of education (Ma et al., 2016). Thus, participants got awareness in learning from the mother's even teacher motivation.

The Effect of Pandemic to English Subject in Online Learning

English is a compulsory subject which must be taught at every level of educational institutions in Indonesia. However, the COVID-19 pandemic had impacted the participants on this study, especially on English subjects as follows:

“During the COVID-19 pandemic, I didn't get English subject in this 5th grade. I also don't know the school's reason why English lessons are being cut off. So, I just read the English dictionary and try to memorize vocabularies independently at home.” (# 1 Sin, WhatsApp Interview, 18 Desember 2020).

The pandemic is not the most reason for neglecting a compulsory subject that must be taught to the students. A student in 5th grade of elementary school students needs to accept this subject as a provision for taking various kinds of

exams in the next class. Therefore, the role of parents is important as long as online learning is applied. Parents must be able to be a checker about the subjects that must be taken by children.

“In the current semester despite the COVID-19 pandemic, I still have English lessons which are taught in online manner by my teacher through WhatsApp chat even video calls. My English course is about the names of noun, traffic signs, and so on. Sometimes, I can understand but sometimes, it's hard to be understood the material given.” (# 2 May, WhatsApp Interview, 18 December 2020).

During the COVID-19 pandemic, teachers are required to be able to innovate in making learning methods during online learning to optimize students' understanding. Providing relevant teacher training and support to design distance learning material that can arouse young children's interest, help students engage in autonomy supportive activities, and provide opportunities for children to interact and receive feedback in the home environment are all necessary (Lau, 2020). We can conclude that not all children at the age of participant #2 have a good speaking even listening skills of English vocabularies or so on. The majority of students at primary school levels also were unable to complete online learning on their own and required adult assistance to facilitate their learning and development as well as to supervise and provide assistance participation in learning tasks (Lau, 2020). Therefore, teachers and parents must work together to ensure children's understanding of the material taught.

CONCLUSION

This study aims to explore the learning experience of elementary school students who learned in online learning. This study has several research results including, students were able to find strategies to understand and even do the assignment subject by asking their parents, siblings, and re-reading the material that had been taught. This trained students to be independent and had a sense of responsibility for their learning obligations. Second, students developed their motivation to learn (support system) from their closest people, especially parents and teachers in the face of online learning. Third, students had difficulty in understanding, especially English subjects in terms of understanding the material which taught and even neglected English subjects. This research will help educational institutions, especially elementary schools, to determine school policies to be able to assist elementary school students in the online learning process. One of way to reduce the difficulties of student is the teacher must pay attention to create a teaching and learning plan during COVID-19 pandemic because it is the most important think to encourage students interesting in online learning.

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The Digital Literacy as A Prominent Role in Language Teaching And Learning: Outdated Teaching Method Applied Will Rob Students' Future

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Abstract

English Language Teaching (ELT) as a teaching method is dynamic. It has its own pattern or teaching procedures in accordance with the era it currently use. This study aims to identify as well as describes the digital literacy for the current teaching method. This study employed literature study approach where the data were collected through some credible sources related to the investigated topics. The result of this study suggests that the digital literacy plays more crucial to the current development of era especially toward language teaching and learning. Student are facilitated to have better and easy manner to conduct their learning as well as possible.

Keywords:

Digital literacy, English Language Teaching (ELT)

INTRODUCTION

Language serves as a communication instrument that is used by human in their daily activity to carries some information

and arguments to people. According to Wibowo (2001:3), language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts. In addition, students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication (Grabe&Stoller, 2002)*. So many instruments exist in facilitating students to obtain English language knowledge, such that technology usage grabs a crucial role to enhance students' ability and skill development. According to Bull and Ma (2001), technology provides offers unlimited resources to language learners. Harmer (2007) and Gençler (2015) emphasized that teachers should encourage learners to find appropriate activities through using computer technology to be successful in language learning*.

Immediately, we are stepping into the modern era where human activities are supposed to and supported by utilizing technological or digital appearance. Comprehending technology usage becomes a pivotal instance to learn by a human in the world. Meanwhile, its appearance is related to some aspects from the social, education, business, etc. With the rapid development of information and communication, technology requires basic skills that do not only reckon on the concept of literacy in the classical sense. Humans living today are not enough to have the ability to read and write traditionally. Yet, they must be equipped with other skills mainly communication skills and analytical skills, that support them to afford to live in the 21st century. Historically, "literacy" can be clarified as the potential to read and write. Related to the term, "digital" the flexibility to scan and write is in the context of digital technology usage. In

other words, digital literacy acquires a new meaning that develops the expansion of sense towards new literacy that is related to the importance of networking, collaboration, interaction, and creativity supported by technology (Lankshear&Knobel, 2011).

The rapid flow of information today has affected the education, social, culture, economic, and politic side. In ancient times, starting from the prehistoric era to the modern era, literacy has been a part of life and human development. Besides, in prehistoric, humans were only able to read nature's signs for hunting and self-defense. Human writes some symbols and pictures of the prey on the walls of the cave. As time changes, the standard of human life develops, from ignorance to create the thought of making codes with numbers and letters so that humans are said to be beings capable of thinking. This development influences the section of information, knowledge from and to the whole world across the boundaries of distance, place, space, and time. Factually, in this sophisticated era, humans and technology will always be related because technology has influenced and changed people daily lives, so comprehending the usage of technology plays more vital to help human's activity well. Nowadays, information has a prominent role which means the advances of information technology and the internet currently results in very abundant digital information resources. Everyone is free to share efficient information in cyberspace without restrictions. The term digital native consists of an understanding that the younger generation currently lives in the digital era, where the internet is a part of everyday life. According to Spires and Bartlett (2012), even though the students today are digital natives, the lack complete knowledge of digital literacy. They have little understanding of how their use of technology has altered their learning. As a result, they occasionally disre-

gard ethical considerations when utilizing social media. In the Indonesian context, Supratman and Wahyudin (2017) found that the lack of digital literacy education has caused many Indonesian students do not know how to use social media wisely and responsibly. Based on the preceding reasons, it is clear that being digitally literate is critical for everyone in this digital era, especially students in higher education. According to Fieldhouse and Nicholas (2008), being digitally literate allows university students to have the ability to think critically about how to decide whether the information obtained is reliable and owning the knowledge, as well as the skills to contextualize, and synthesis any online data.

This special issue examines the necessity for language teachers and students to comprehend and consider digital literacy, or the reading, writing, and communication modes enabled by digital media. In summary, in the twenty-first century, digital literacy is becoming a required skill for everyone. Because either students or teachers' lack of digital literacy abilities and the need of being digitally literate in the twenty-first century, the authors felt it was critical to teach digital literacy skills to students. So the writer would like to cover concerning the digital language literacies. The topic explores some knowledge data on the digital language literacies that ease language teachers and learners to comprehend digital language literacies application toward the current development.

METHODS

This paper used literature study research approach and the method of collecting the data is done in some manners; first, the collected are those the ones related to the topic of the study from primary and secondary resources. The primary data were

taken from several research papers studying the implementation of Digital Literacy in language teaching and learning, while the secondary data were from articles and books which were used to support the topic of this study. The second step was classifying the data. The data collected from the research papers and articles were related to the implementation of Digital Literacy in language teaching and learning practices, which focus on the role of digital literacy and its effectiveness toward language teaching learning also the additional information related the prominent points of the study.

RESULT AND DISCUSSION

As well known, digital literacies mean having some skills you require to learn, live and work for society in which communication and information access increases through digital technologies. Those are; media social, internet platforms, or even mobile devices. Besides, learning a foreign language also interprets learning its way to communicate through several digital policies, to get and provide more information through digital literacies. From those, it elaborates on some benefits for language teachers and learners. Such as; First, in this 21st century, many learners and teachers often use or need digital media to access individual online learning or online learning classroom. Second, preparing young learners to improve future employment opportunities by utilizing digital language literacies. Third, it becomes self-improvement for learner's skill development either from reading, writing, composing English material. According to Henry Jenkins (2009): What students do in their online lives has nothing to do with what they are learning in school, and what they are learning in school has little or no value to contribute to who they are once the bell rings*. By integrating

digital literacy work into our English classes, we can make them a little more relevant to the learners are once they are outside the school environment. Last, providing learners and teachers to express their emotions, creativity, and effort through digital language literacies. Thus, information and communication technology development provides multidimensional challenges and prospects. In the context of education, this development provides opportunities, both for teachers and students, to provide new nuances in learning and learning, interacting socially, in addition to professional work. For teachers, for example, mastering digital literacy supplies convenience and effectiveness in planning, implementing, and evaluating their learning programs. Learners who've already mastered digital literacy can progress beyond a process-oriented grasp of technology to use digital resources creatively in their original work. These abilities encourage students in developing critical thinking skills and improve on the traditional definition of literacy.

In the article entitled “Experiments in Digital Literacy” YORAM ESHET-ALKALI, Ph.D.,¹ and YAIR AMICHAH-HAMBURGER, Ph.D.²; Results from the various digital literacy experiments clearly show that digital literacy is not equally shared among all age groups and that the commonly used notion that the younger generation is more digitally literate than the older ages 6 should be examined with care. Our findings emphasize the importance of the refined conceptual framework for digital literacy investigated in the present paper as a powerful tool for improving our understanding of how different users perform with tasks that require the utilization of different digital literacy skills. The superiority of the young participants with photo-visual literacy tasks reflects their ability to cope better with tasks that involve visual communication.

Furthermore, the other article entitled “Digital Literacy of Language Learners in Two Different Contexts” Jeong-Bae Son, Sang- Soon Park and Moonyoung Park; the results of the two studies indicate that all participants were aware of digital technologies and were interested in using them. In terms of the ownership of mobile devices such as electronic dictionaries, smartphones, tablet computers and laptops, out of a total of 170 participants in the two studies, only 2 students in Study 1 marked that they did not own any mobile device. While most participants in Study 2 learnt how to use the computer in the first place more from their family or themselves than their teachers/trainers, most participants in Study 1 learnt more from their teachers/trainers than their family or themselves. The participants in both studies, on other hand, found out new digital technologies mainly from websites, friends or social networks and the participants in Study 2 (83%) were relatively more active in getting information from websites than the participants in Study 1 (61%).

Jimoyiannis, A., & Gravani, M. (2011) stated that the role of digital literacy in the curriculum is very important, because it aims to help learners to achieve the following: acquire knowledge technical skills and skills needed to use digital media effectively, competently in using digital media to solve problems of daily life, understand social dimensions and impact of digital media in our modern society, and fostering positive attitudes about digital media and facing the demands of modern times. Amiri (2012) reviews technology in English language and literature learning activities and internet communication that is used and exists about web-based learning tools such as e-mail, weblogs, instant messengers, mobile devices and IPODS. For example, by using email, teacher English can benefit from websites

that include email accounts such as Yahoo, Hotmail, and Gmail. So, teachers can create discussion topics and send them to students by e-mail when receiving e-mail students start writing compositions or essays in English and discuss a work and then send it back to the teacher. It helps them to improve their writing and vocabulary skills as well as their ability to practice analyzing literature work. In conclusion, they all took part in developing student English skill.

CONCLUSION

To summarize that, the digital literacy plays more crucial to the current development of era especially toward language teaching and learning. Students are facilitated to have better and easy manner to conduct their learning as well as possible. In addition, the digital literacy also elaborates several beneficial effects to the students and teachers. Such as; First, in this 21st century, many learners and teachers often use or need digital media to access individual online learning or online learning classroom. Second, preparing young learners to improve future employment opportunities is necessary by utilizing digital language literacies. Third, it becomes self-improvement for learner's skill development either from reading, writing, composing English material.

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Purposing New English Learning Scheme for Students At Beginner Level

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Abstract

Language plays a very important role in our daily lives to communicate ideas to others. Such as desires, opinions and needs of each individual. The more languages a person knows, the easier it is for him to communicate. The formulation of the problem in this study is what are the obstacles to learning English for children and how to make students interested in learning English? The result of this study shows that having the objective within the teaching and learning process of English will determine its purpose. As an educator or coach, one must give attention to individual difference in biological, intellectual, and physiological aspect.

Keywords:

English language learning, learning scheme

INTRODUCTION

English is a global language that very important in multi-discipline aspects since it was decided to be international language. It has become an ability which must be learned in this era globalization. It is a means or tools of communication between

humans. Through language which is the message and intent to be conveyed by someone who can be accepted and understood by others so that it can be called as language, it is an asset to carry out life while English language education in schools is considered commonplace, especially in urban areas. English is a subject that must be taught in formal education. So that children who go to school can receive English education. Currently, there are also English course institutions that help teaching English to the community with various interesting methods offered (Dewi Kustanti, 2016). However, this course institution is still limited to urban areas. So that English language education is not spread evenly to all regions in Indonesia.

English has become an international language, so it is widely studied in the world of education and business. Even in the business world, one of the language used to communicate in general is English. The high need for communication in English so that many people try to learn English as easily as possible to be able for mastering it well quickly. Being able to master English will be a good capital to develop a career, especially for those who want to become translators or linguists

In addition, to actually understand the meaning of language itself, students should know to write and pronounce words in English according to the pronunciation of English, this complexity sometimes makes students or children learn English less. Government realizes that the importance of English role and human resources who have communication in English as a future-oriented policy then the government has issued the Republic Constitution of Indonesia that number 2 of 1987 about concerning the National Education System followed by Government Regulation Number 28 of 1990 which mentions the development of human resources

English lessons need to be applied from an early age because by learning English from that, it is easier for children to develop English when they are teenagers, namely when children enter to education world such as elementary school, junior high school or higher, English taught by the teacher will stick in their memory and be difficult to forget, compared to children who are not taught English when he is in kindergarten. There will be more developments happening in this country. Starting from free trade, as more foreign companies are established in Indonesia, the use of international languages such as English has already become very widespread. Therefore, it becomes an obligation to master English in order to keep up with the times in this globalization era, of course for prospective entrepreneurs.

Meanwhile, the development of tourism in Indonesia is also very fast which must be visited by local and foreign tourists such as in Bali, Lombok, Bangka Belitung and Others. To make interaction easier, Indonesian must be able to master foreign languages then it is realized that the ability to speak English is very important in the tourism sector. According to research, English proficiency has a close relationship with the progress of a country. Culture in a country can also change along with their openness to information, which is obtained by the initiative of its citizens to obtain credible news sources, knowledge that knows no boundaries to the tendency to share topics that are crucial. Therefore It is necessary to prepare provisions for Indonesian people to be able communicating using English. (Dewi Kustanti, 2016)

In addition, the creativity of teachers is need to have effective English learning, they must have an effective English teacher character that is balanced both from socio-affective skills, pedagogical knowledge, subject matter knowledge, as well

as personality characteristics. Because the teacher is one of keys to success in learning. Learning will also not run effectively when the teacher cannot teach effectively. Therefore, effective learning is strongly influenced by the character of an effective teacher. Especially in learning English, where English is a compulsory subject for junior and senior high school students.

Socio-affective skill means that an effective English teacher must have good interactions or relationships with all their students. Teachers should be able to build students' motivation to learn English happily and comfortably in the class. Teachers who have good interactions with students can increase student motivation in learning and can also prevent students from negative situations such as anxiety in learning and also fear in learning English. An effective English teacher should be able to increase students' concentration in learning English.

On the other hand, English teacher character is pedagogical knowledge. In pedagogical knowledge, an effective English teacher must have effective teaching techniques, both in terms of preparation before teaching, methods, learning strategies, implementation in teaching, and also how to test students in tests. Teacher preparation in learning can be in the form of a Learning Implementation Plan (RPP) or the required teaching materials. So the teacher must prepare materials and activities so that learning can take place effectively.

Next effective English teacher character is subject matter knowledge. Subject matter knowledge can be interpreted that English teachers should have a fairly broad knowledge. Especially knowledge of English subjects. For example, mastering grammar and material according to the level to be taught. In addition, in teaching English the teacher is also at least able to communicate in English, so the teacher can communicate in

English with his students even if only a little to improve his students' English skills.

The last character is personality characteristics. In addition to have adequate knowledge, an effective English teacher must also have a good personal character. Good personal character is also very influential in the success of learning. As an ordinary person, of course, the teacher's personal character will be carried away when teaching in class and affect the success of learning. Personal character can be in the form of creativity, because when the English teacher has high creativity, of course students will be more interested in learning and it will be easier to absorb the material. (Roinah, 2019)

At practice, both teachers and students still face many problems during the learning process. Various responses can be found in the classroom related to these problems, especially on student attitudes during the learning process, student learning outcomes, and participation in carrying out group activities. Learning this language is no longer an obligation to get good grades or rankings at school but also as a defense in facing increasingly globalization challenged. English could open unlimited asset account access needed by people in Indonesia. Improving English skills could be done in various ways, with the ease of technology and increasing competition in the commercial education sector, the nation's next generation should have many opportunities to improve their respective qualities. The way of teaching must also be adapted to the learning patterns of students in Indonesia. With a good curriculum analysis and design, it is hoped that this can lead to a tendency for the nation's next generation to like English lessons.

Why Should We Learn English or Why is English importance?

Nowadays, more and more people are dedicating time to studying English as a second language. Many countries include English in their school syllabus and children are starting to learn English at a younger and younger age. But what is the true value of learning English? Whether you are looking for a new job or planning to travel the world, studying English can help you progress in life both personally and professionally. You can compete in the global job market, increase your career skills and start to meet people around the world.

It's easy to see just how important English is. Many international businesses conduct meetings in English, universities teach courses in English, tourists and travelers use English as a common language. But how did English become so important? Well, it all goes back to the British Empire, which at its peak covered 25% of the earth's surface. During colonial times, British rulers often obliged the people in those countries to speak English rather than their native language. Although the origins of English as a global language has a complicated past, the language has left an important mark on media, trade and business. If you're still not sure about whether to learn the language, then check out the reasons below.

Learning English is very important, especially in terms of education. In addition, through English we can introduce the diversity of culture and language of this nation to those who want to know about this nation. English is very much needed in the national and international arena. English is a compulsory subject in every school. It is the international language. Although it is not the language with the largest number of speakers, English is the most widespread language. One in five people in the world can speak English. There are more than 50 countries where English is the official language.

In countries that do not use English as an official language, English is still studied as a foreign language. By mastering English, we can converse with people all over the world. English will improve our relationship. Firstly reason for young generation is Continuing school at the best universities we all certainly do not refuse if we have the opportunity to continue higher education to the best place. It means to Continue to higher education. Do you feel that schools in Indonesia are not enough? Everyone want to achieve their dreams of going to a higher level of education abroad. Speaking English here is one of the most important things, because of course you don't want to be alone in another country or definitely need a friend. Maybe you will be lucky if you meet a friend who speaks Indonesian. Well, the best schools in the world happen to be in England and the United States that use English.

By learning English, Great opportunity is waiting for, finding a suitable job is not easy, but if we are able to master 2 language it is a great opportunity for us to get a job. Well, as already explained, English plays an important role in anything in this increasingly advanced era.

RESULT AND DISCUSSION

In the process of learning English, every student has experienced an obstacle to learn it. These obstacles may cause less than the maximum student learning outcomes. In addition, there are three elements of language that play an important role in support the four skills, namely pronunciation, vocabulary and grammar (language structure), this has always been an obstacle to learn an English. So, they have to know the three element for mastering four English skills (Megawati, 2016)

Pronunciation is very important in vocabulary develop-

ment because it involves distinguishing between sounds that combine to form words. If a student is used to mispronouncing a word, there is a tendency he/she can't give clear information. Vocabulary, the more vocabulary mastered by students, the easier it is to learn English. Vocabulary in language learning, including English, it is one of the important things to master (Herlina, 2015). Grammar (language structure) is the rules for arranging language elements into one patterned language. Each region has a different language structure, this affects students in learning English because previously they were used to their respective regional languages. Mastery of linguistic structure will make it easier for students to learn English, especially in stringing words into a sentence. Learning problems come from two factors, namely internal factors including attitudes towards learning, learning motivation, learning concentration, study habits and external factors including the learning process driven by students' intrinsic motivation. The learning process can also occur, or become stronger, if it is encouraged by the student's environment (Roinah, 2019). Furthermore, the problem of internal factors include: student characteristics, attitudes towards learning, learning concentration, ability to process learning materials, ability to explore learning outcomes, self-confidence, and study habits. While external factors include teacher factors, social environment, school curriculum, and infrastructure (Anzar and Mardhatillah, 2017)

Now focus on Overcoming Students Learning English

Lack of teaching media also affects students' interest in learning, teachers must prepare their teaching media which indirectly adds to their own expenses. However, the teacher is very happy to teach his students. It is the responsibility of the school to provide an ideal teaching atmosphere. Another drawback is

the absence of language laboratory facilities which are starting to disappear exists and a standard-compliant library. Through community service programs, it offers solutions for students to make them interested in learning. According to Darsiana, (2018) the factors that affect learning English are difficult students are:

1. Low ability to speak English skills because they are not used to it
2. Some students are still reluctant and even keep their mouths shut when they are invited to talk in English. In fact, when viewed from the vocabulary mastery, the student should already be able to speak English even in a series of sentences that are very simple
3. They find it difficult to speak English so that they are not yet able to communicate.

There are several ways to overcome difficulties in learning English:

1. Create a comfortable and supportive environment the first thing you have to fix is to improve the learning environment. You must create a learning environment that really comfortable and supportive to learn English. don't let student study in an environment that actually makes you depressed
2. Never be lazy to memorize
3. One new vocabulary means the more vocabulary you get, the easier it is for students to be able in communicating, therefore increase the memorization of vocabulary
4. Get used to English starting with English with everyday life like it's the case when you talk to friends, make it a habit to use English or arrange it study schedule using English
5. Having to practice regularly means getting used to always practicing yourself wherever you can practice yourself

through the mirror.

Meanwhile, there are simple Ways to Improve English Language Skills. In modern times like today, language is considered a universal language. Not only business and economics, the development of science and technology often has to be pursued by mastering English. It's important is English mastery that this language is taught from an early age in schools and becomes one of the important requirements in work. There are several simple ways that are easy to do to improve English language skills as follows:

A. Learning Tenses

Tenses or word forms are the most important and fundamental elements for learning English. Tenses are verb forms in English that are useful for showing time condition when an event occurs. The time shown can be past, present or present, and future. Because understanding tenses is the most basic thing in learning English, it is not strange if tenses are on the first page or chapter in an English learning book. If you manage to master and understand all existing tenses, it can be called that you have mastered English as much as 60%. There are 16 tenses that students must learn. So, if they already understand what tenses and chances are, whatever interaction they do in English, even it writing or speaking, they can be called to be "right". So, what are tenses? As explained earlier, tenses are a combination of two basic components that cannot be separated, namely time and events. So, beginner English.

B. Reading

Understanding the limits of reading, it is a process carried out and used by readers to get the message to be conveyed by

the author through the medium of words / written language. Reading is a process that demands that a group of words that are a unit will be seen at a glance. If the meaning of the words is not fulfilled, the explicit and implied messages will not be caught and the reading process will not be carried out properly (Hodgson 1960: 43-44). Start with novel or Story books. There is nothing wrong with starting to learn English by reading novel or story books. For a beginner, novel can be the best provision. This is because it contains simple vocabularies. If you are used to it, you can continue reading articles in English. Then, after that, you can start reading scientific journals, newspapers, or reading books with topics that are not light.

The first way to improve skills in English is reading a lot of literature in English. If students like to follow news or gossip about the celebrity world in newspapers and magazines, they can regularly read news from foreign websites. If students are a fan of novels or comics, try to read fiction novels and comics in English. Students can find various e-books that they can read anytime from the internet, cheaply or free of charge and which does not cost as much as if they had to buy an English book that was printed on paper. It doesn't matter if at first student find it difficult to understand what they read. No need to open a little dictionary. Keep reading until they understand more or less the outline of the news. Over time the students will get used to the sentence structure and word choice. It only takes a few months to get used to this reading pattern.

C. Watching

Watch everything related to English around them. Pay attention to the English films that the students watch, and try to better appreciate the dialogue without glancing at the subtitles too often. Pay attention to the pronunciation, vocabulary, or use of certain phrases in the various contexts spoken by the actors and actresses in the film. Visual observations like this will make students a better perception, they will be proficient faster and everyone has known that video is very interesting. There are action or maybe event to follow and observe. It will make the teaching and learning process more interesting and enjoyable for both teachers and students related to watching English video. Finding out the meaning of the lyrics of your favorite songs will also help to increase your vocabulary in a fun way

D. Writing

After having sufficient proficiency in listening and reading, then the next is writing. Writing is one of the basics in learning English. You can see how far your proficiency in English is. Writing in English will make you understand about your ability to speak English, whether it's from grammar or vocabulary. With that, you can fix that weakness by practicing and practicing so that later the weakness is covered and doesn't exist at all. Like writing active sentences (active voice) or passive voice (passive voice) which is the basic thing in learning a language, with writing activities you can practice how to write English sentences correctly.

In essence, this writing is one of the applications of the three previously described skills. After understanding tenses in English, listening to English sentences and reading English sentences, the next step is to put them into practice in writing. But

it still puts the students in the category of passive English users. To further improve their skills, try to write in English. Students can train their selves by translating what they usually write in a diary or review on a blog into English. It's okay if the grammar is still messed up. The important thing is that they can practice to start using the confidence language. Writing down vocabulary they have just learned is one of the best and easiest ways to memorize it. And by writing a series of sentences in English the Students will find it easier to find the grammatical mistakes

E. Speaking Practice

Having a study partner is important in learning English, especially when practicing speaking skills. Just invite one of your friend to discuss or have a casual chat in English. If you don't have it, now there are many English learning applications where you can find study buddies. Good grammar is meaningless if they never practice it in conversation. Because the purpose of language is to communicate, students must learn to communicate the meaning orally in English. The key is trying to get the other person for understanding what they are saying in English first. After getting used to conversing in English, students will automatically learn to improve the grammar they use in speaking.

F. Expanding Entertainment Content in English

By utilizing the internet, now it is easy to consume entertainment content in English, such as songs, videos, podcasts, movies, and so on. You can use it as your learning medium in honing your listening skills. Listening to entertainment content can also increase vocabulary which is certainly useful when learning English. Listen and translate the lyrics of the songs you

listen to, look for the meaning of the vocabulary you hear in podcasts or movies. That way, your abilities will increase.

G. Taking the advantage of games and social media

This is one of the easiest ways too to improve their English skills. Take the advantage of all the social media which students have to learn English. Facebook, Instagram, and Twitter account settings in English. Look for virtual friends who use English in everyday life and interact with them often. Besides being able to make friends from different countries, interacting with them will give you the opportunity to learn new vocabulary. Play the games you love. Usually games, whether they are RPG or time management and strategy are usually accompanied by dialogue in English. Of course, while playing you can learn English from there.

H. Making a small note

If students come across new vocabulary that they don't know the meaning or students hear casually, there is nothing wrong with taking small notes to help them to remember vocabulary more easily and learn again when they have time. This is not a difficult undertaking. You don't need to carry pencils and books everywhere, just write them down on your phone. The process of teaching and learning activities given is using aspects of improving English speaking skills, namely grammar, pronunciation, and vocabulary. The stages in the activities in general are the preparation stage, the researcher prepares all the image materials to be used, determines competence, the presentation or presentation stage, the training stage and the evaluation stage. Stages of preparation for the implementation of activities can be seen in the following picture.

CONCLUSION

The success or failure of education output will involve many things: from the learning process and from the teaching process, in other words, it is the teaching and learning process that determines the success of an education. As an important element for an activity, in any activity the purpose cannot be ignored. Likewise in teaching and learning activities. The goal is an ideal that is achieved in its activities for the beginner learner of English. Teaching and learning activities cannot be carried out at will, except to achieve the goals that have been set. Goals in education and teaching are ideals that have normative values. In other words, in goals there are a number of values that must be instilled in students

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Mobile Assisted Language Learning: BBC Learning English Website in Use

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Abstract

BBC Learning English is a platform founded in 1943 as a part of BBC World Service. It's created to provide free resources and activities for teachers and students through website. This article examines several aspects of BBC Learning English such as the strengths, weaknesses and the implementation include exploration stage, elaboration stage and confirmation stage. The researcher uses quizz features provided in BBC Learning English for students' exercise. The students are given the instructions to contribute in the implementation of BBC Learning English. This article gives the information to teachers contains the use of mobile assisted language learning (MALL).

Keywords:

BBC website, MALL

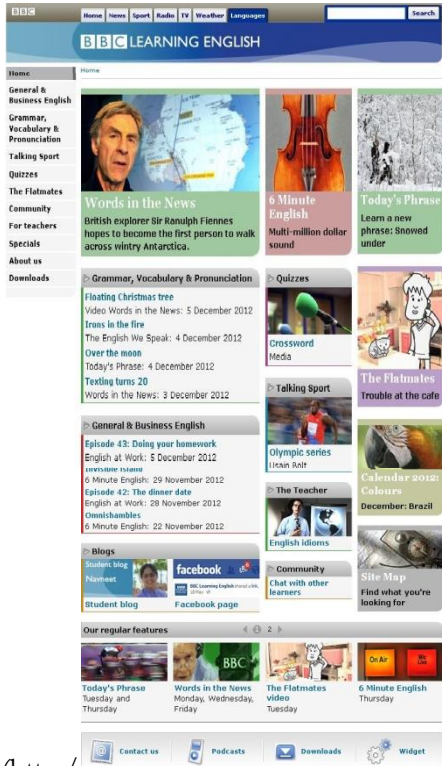
INTRODUCTION

In the globalization age today, English assumes as a more and more important part as a means of international communication than ever. English takes up a very important position in almost any sectors of use such as business, commerce, the aca-

ademic field, technology, the diplomatic circle and etc. Therefore in the academic field or educational purposes, English becomes one of the most important subjects to be learnt both and theory and practical (Brown, 1994).

Due to the fact above, there is no other option for all people around the world but to learn English. However, the problem is most of the people think that learning English is not an easy thing to do. There are many skills and language components which need to be mastered in order to be able to communicate using English (Hasan and Hoon, 2013). Godwin (2011) suggests that the use of internet will be very useful for the learners in learning English.

There are many websites that enhance learning and teaching English. People all around the world are able to engage in these processes via online interaction or off-line activities, such as using web-derived materials taken from internet (Kim, 2013). Some web-



(<http://www.bbc.co.uk/worldservice/learningenglish/>)

sites have specific users, while others attract a wide range of participants. Furthermore, some only provide information, while others support online communication. BBC Learning English has been chosen for its wide resources, diverse participants, and significant participant contributions.

In aspect of the goal, the purpose of the BBC Learning English program is to support users or participants who are learning and practicing English, especially to improve their English skills; listening, speaking, reading and writing. In addition, this website also provides teachers with useful teaching resources to support the teaching and learning process. Some of the features provided within BBC Learning English are:

a. General and Business English

Users can practice business-related English in the Business English section. In this part, users can practice listening and speaking based a variety of business situations. Users also have a chance to complete language learning exercises, including the Ten Days in Manchester exercise, a virtual interactive business English course featuring Tony and May who are attending a conference.

b. Grammar, Vocabulary and Pronunciation

The Grammar and Vocabulary section provides answers to common questions about the use of English. Users can improve their English pronunciation and grammar through tips and explanations in this section. Besides that there are several games which can help the users to enrich their vocabulary in form of word puzzle. In the Watch and Listen section, users watch videos and listen to the narrator, and then they are provided with exercises such as multiple choice and open-ended questions.

c. Talking Sport

In this section, the users or participants are able to find some articles of sport in English. The users also can enlarge their vocabulary related to particular term in English which is usually used in sport.

d. Quizzes

The Quizzes section has various types of quizzes to help users learn about vocabulary. Also, there is the Exam Skills segment in the this section offers guidance on how to succeed in exams.

e. The Flatmates

In this section, users can listen to conversations between Flatmate characters, and then answer the comprehension questions. Usually the topic is all about daily life problems and sometime using some idioms in the conversation which is very useful for the learners in understanding the varieties in English itself.

f. Community

In the Community section, users are able to share their thoughts and ideas with others around the world by participating in the message board, The Student Blog, and The Teacher Blog. The users also can post their ideas or ask some questions to the BBC staff.

g. For teachers

Teachers can also access information about resources in the For teachers section. In this section, teachers can also share ideas on a range of teaching topics and besides that, teachers are be able to improve their technique in delivering the material to the students in the class. Lesson plans are also provided here to give the teacher some inspirations and to make them easier in designing the lesson plan for themselves.

h. Specials

In this section, BBC provides users a series of special features related to the English learning.

i. About Us

Users can gain all the information about BBC Learning English in detail in About Us section.

j. Downloads

This section provides users all of the materials in all section to be downloaded. This section will make the users easier in getting what they want and what they need to support their teaching and learning process in the class.

RESULT AND DISCUSSION

The Strengths of BBC Learning English

In terms of providing materials for English learning activities, BBC Learning English has several strengths, they are:

- a. This website serves a wide range of participants, mostly people who would like to practice English and share ideas about English learning and teaching.

Both students and teachers can access this site. Teacher may use materials provided in this website to make their teaching and learning process be more interesting. The teacher also may download some exercises relates to the subject he/she taught. The students can improve their English skill through accessing this website as well. They can enrich their knowledge by exercising their skill through various exercises provided here relates to the English skills and language component. Students and teachers also are able to share their ideas in Community section. They also can interact each other using their blogs.

- b. This website can help the students to improve their ability in English.

In aspect of language skills and component, this website make the users easier in practicing and improving their ability by providing the Grammar, Vocabulary and Pronunciation section which consist of series example and practices using the language. Besides that, this website also provides those skills and language components in form of games. In this case, game can be an effective media to deliver the materials to the students (LeLopu and Ponterio, 2007). There is no doubt that our students like playing a game, so it will be very useful for the teacher to use game in order to make our students gain the materials effectively.

- c. This website provides several authentic materials from BBC (articles, radio, news information, etc).

The users (teacher and student) can be more familiar with the things they commonly use and face in the daily life. As we know that the main goal to learn about English is to be able to communicate with others using English. By knowing and understanding the authentic materials will be very helpful for the students to socialize with the society in a real life situation (Makiabadi and Abdi, 2018). For most of the BBC articles and news information, activities and comprehension exercises are provided in order to help and make the users be capable in understanding the content of them.

- d. This website seems to be designed as individual use.

Not all of the people enjoy studying English together with his/her friends. There are some people who like to learn English by themselves. BBC Learning English helps this kind of people to learn English by the way they like to learn. There are many sections which will guide them in acquiring the skill and

language component of English.

e. This website supports other languages besides English.

Because of the wide range of the users, BBC supports this website with other languages in order to make the users be easier in learning English itself. So, whenever the users struggling in understanding the description of the some sections in this website, they can use the native language available in this website. Unfortunately, it does not cover all of the language in this world.

f. The language used in this website has been simplified.

Because the main goal of this website is to help the users in understanding English, the language has been simplified. Explanations of vocabulary and grammar in each part partly enable users / students to understand the content deeply. Burston (2013) suggests that the combination between texts and audio/video also will help the users by providing more insights to the contents of the articles.

The Weaknesses of BBC Learning English

Overall, BBC Learning English is a good website in providing English materials to help the users in improving their ability using English. However, there are several weaknesses which need to be improved. They are:

a. There is no simulated spoken interactions between users.

As we know that the main goal in learning English is to be able to communicate English with other people. Because of this reason, spoken interaction is one of the important thing to be done continuously. Unfortunately, this website does not pro-

vide this kind of section. It will be better if BBC staff considering to add a section or some section with will make the users can interact with others orally or stimulate the users to speak English.

b. Only few of the videos that the users can watch.

In Watch and Listen section, there are only few of the videos can be watched. Instead, there are only some images. We know that, by using videos and pictures will make the students easier in gaining the information being delivered. That is why, the use of videos and pictures hold important role in learning English as foreign language.

c. No Information about the level of the students dealing with the materials provided in this website.

This website does not say anything about the level of the students in the materials provided in each section. Somehow, it will make the users (teacher and student) confused to use or apply this material in class activity. Besides that, the students will face some difficulties when they access particular section which is not appropriate for them and think that this website is too difficult for them. The inexperienced teacher also will face some difficulties in choosing the suitable material for their students to support their teaching and learning activity.

d. Most of the users posting are evaluated by BBC staff.

Usually, BBC staff will evaluate and decide which postings will be deserved to be shown in the website or not. Because of this reason, I personally think that communication is limited in some ways.

The Implementation of BBC Learning English

First of all, we need to decide what topic that we are going to teach to the students. For example; we are going to teach

about weather to the 7th grade student of intermediate level at Junior High School. The steps are:

A. Exploration Stage

1. Prepare the worksheet to be done later after delivering the materials. (see appendix)
2. We start the class by greeting the students as usual by asking “how are you? How do you do?,” etc.
3. After that, we introduce the topic by using leading questions to the students. Because the topic is about the weather, we can ask the students about their favourite weather and ask them why.

B. Elaboration Stage

1. When the students have already got some background knowledge about what we are going to teach, than we explain further about the topic and deliver some materials which will support the topic being discussed. We also need to introduce some unfamiliar words/terms which is usually used when we talk about weather.
2. Introduce the worksheet to the students.
3. Before applying the website, what we have to do is make sure that the students have already got the material appropriately by asking some questions relates to the topic, because we will use BBC Learning English (the website) as a media to ensure that the students really understand about the concept of weather and types of weather in form of exercise.
4. Then, we can apply the website. The stages are:
 - a. We go to <http://www.bbc.co.uk/worldservice/learningenglish/> and then click Quizzes and click section weather quiz.

- b. After that, we click Start to begin the exercise.

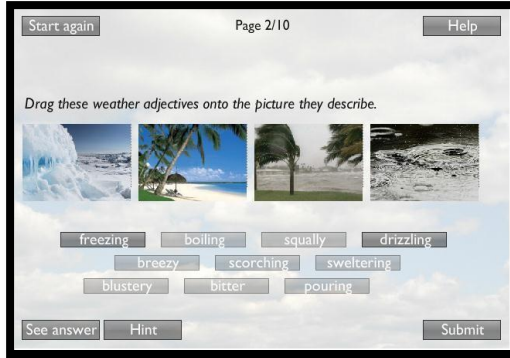


- c. Then ask the students to answer the first question one by one, and ask them why. Try to apply your student's answer, if it is wrong than try it again. Before move to the next question, click See answer to reveal the correct one.

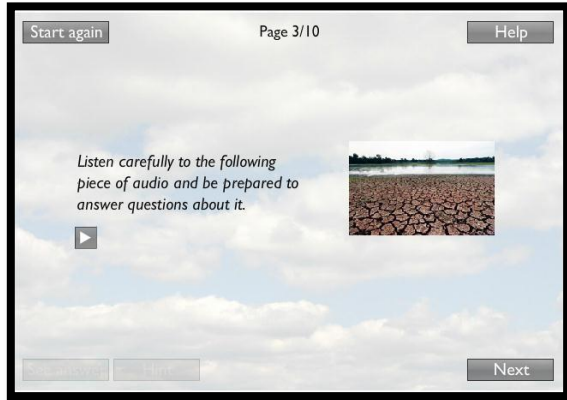


- d. After that, ask the students to answer the 2nd question. Because this question is similar from the previous one, try to do the same thing. Make sure

that your students know every single words in the options.

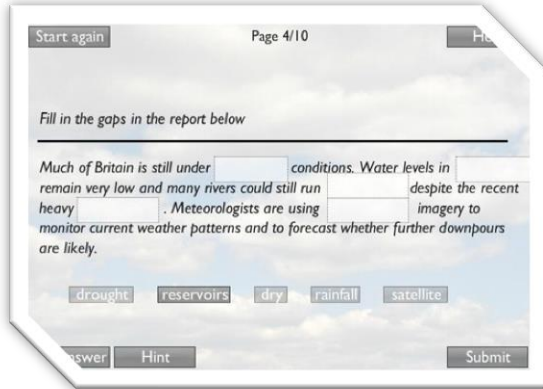


- e. In this question, ask your student to concentrate because this is listening comprehension. Ask them to make any note based on the record.

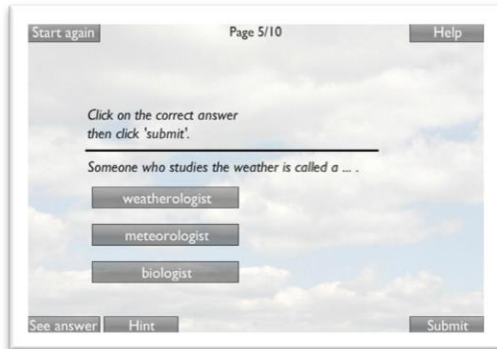


- f. To answer the 4th, ask your student to look at their note. Make sure that your students have already got the content of the record. Ask them to choose the words and place the correct word to

the correct box. Do not forget to ask the reason why they think their answer is right. To see the correct answers, click the See answer.



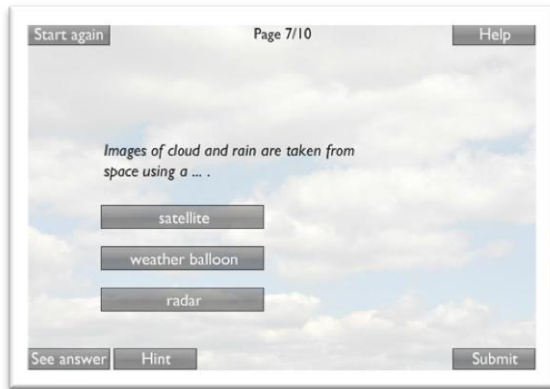
- g. The 5th question is multiple choice items. Try to ask your students one by one, and apply their answer in website. If it is incorrect, try to ask others. To see the correct answer, click See answer.



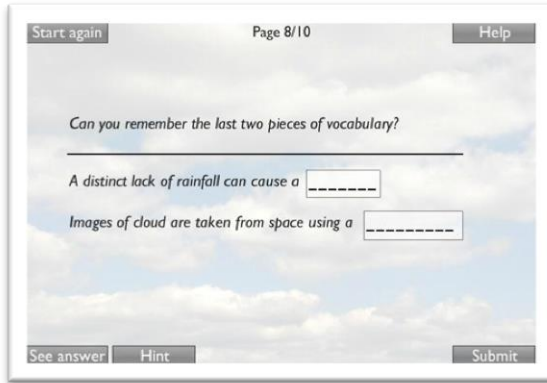
- h. The 6th is similar than the pervious one, ask your students to do the same thing.



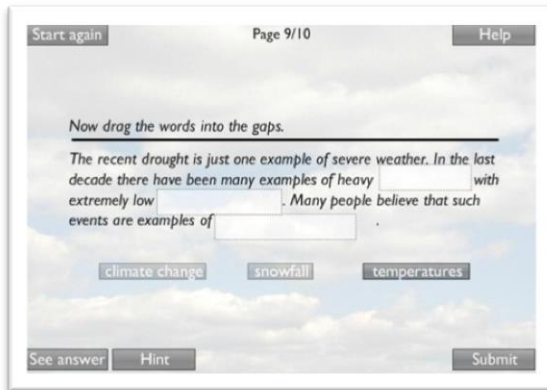
- i. The 7th is similar than the pervious one, ask your students to do the same thing.



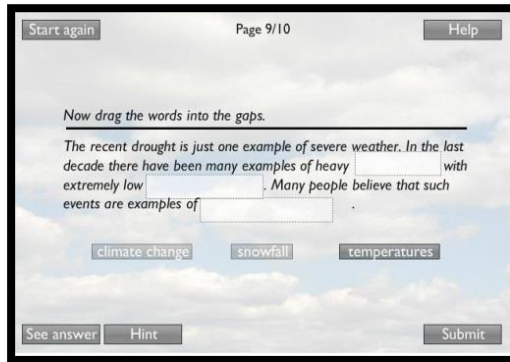
- j. This question requires the students to spell the word. Try to ask them one by one, make sure that all of the students get their turn.



- k. In this question ask the students to put the correct answer into the correct box. Do not forget to ask them why. Make sure that your students know about the terms.



- l. Since this question in multiple choice items, ask your students to answer correctly by choosing one option.



C. Confirmation Stage

1. After you have done with the exercise, ask your student to make some conclusion or ask them what they have got so far. Make sure to pick the students who are not really active during the class activity.
2. Finally, to know whether your students have got the materials about what have being discussed or not, give them the worksheet (see appendix) as a quiz or home work. Ask them to do it in pairs and submit their work.

CONCLUSION

The BBC Learning English is a good site in terms of giving information and providing users with a space for communication. This website also provides us a various materials which can be applied in teaching and learning process. However, there are some weaknesses, they are; there is no simulated spoken interactions between users, in the Watch and Listen section there are few videos that users can watch. Instead, there are only some images, there is no information about the level of the students and furthermore, because most of the users' postings are

evaluated by the BBC staff, the communication is limited in some ways.

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Weather

Summer

The characteristics:

The terms (word) usually used:

Something you like:

Winter

The characteristics:

The terms (word) usually used:

Something you like:

Autumn

The characteristics:

The terms (word) usually used:

Something you like:

Spring

The characteristics:

The terms (word) usually used:

Something you like:

Language Testing: Test of Listening

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Abstract

Assessment is an important thing in education activity that has to be done. It can be done in various ways. Listening is one of the four English skills that have to be tested along within speaking, reading and writing. In each skill testing, there are approaches used to suit the circumstances. Those approaches are critical approach, discrete-point approach, integrative approach, communicative approach and performance-based approach. This article examines each approach includes the meaning, aspects assessed, assessment techniques, examples as well as the assessment rubric that will help the teacher to adjust the approach according the material tested in students' listening skill.

Keywords:

Language assessment, listening test

INTRODUCTION

Listening is the first skill that we people did ever since they were born. An individual has to listen first in order to imitate or give response to others. Even when people talk to each

other, they have to have good listening skill so they could comprehend the conversation well. Listening builds stronger relationships by creating a desire to co-operate among people because they feel acceptance and acknowledged. It creates acceptance and openness.

There have been many definitions of listening. According to Oxford Dictionary, listening is the action of to pay attention to somebody/something that you can hear. Nation and Jonathan (2019) stated that, "Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening." Brown (2006) defines listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening. Listening is yet another necessitate in language (Sadiku, 2015). The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.

RESULT AND DICUSSION

Classical Approach

In this particular era, the language learning is believed to depend on how the students master the grammatical rules. The main goal of learning language, based on this approach, was to be able to read, understand and appreciate written target literature. Since this approach is likely to focus on reading comprehension of written literature, there's no language listening test

using this approach.

Discrete Point Approach

Discrete point testing refers to the testing of one element at a time, item by item. This might involve, for example, a series of items each testing a particular grammatical structure.

Discrete point test respond to the underlying assumption that language can be broken down into its component parts and those parts tested in turn (Sangkala, 2014). These components are the four skills (listening, speaking, reading, writing) and the different linguistic components (morphology, graphology, spelling, grammar, morphology, syntax and vocabulary), together with subcategories within these units. Accordingly, test are devised in order to assess just one of these components.

The Discrete Point Test:

1. Multiple Choice

Multiple choice is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list.

- a. Teacher gives the students the paper of questions
- b. Teacher plays the audio of the questions
- c. Students listen to the audio
- d. Students answer the questions (fill the blanks)

Example :

Listen to the audio carefully and choose the right answer!

Because my mother was sick, I _____ to go home last week.

- | | |
|--------|-----------|
| a. Had | b. Have |
| c. Has | d. Hadn't |

2. Completion Item

The completion item requires the student to answer a question or to finish an incomplete statement by filling in a blank with the correct word or phrase.

- a. Teacher gives the students the paper of questions
- b. Teacher plays the audio of the questions
- c. Students listen to the audio
- d. Students answer the questions (fill the blanks)

Example :

Listen to the audio carefully and fill the blank space with the right answer!

Give the book to _____ woman in the blue dress.
(the)

I will _____ to your house tomorrow. (come)

John _____ in this office since 2010. (has been working)

3. Yes/No ; True/False

A true-false questions is a specialised form of the multiple-choice format in which there are only two possible alternatives. These questions can be used when the test- designer wishes to measure a student's ability to identify whether statements of fact are accurate or not.

- a. Teacher gives the students the paper contains true/false questions/statements
- b. Teacher plays the audio of a text
- c. Students listen to the audio
- d. Students mark if the statement is true or false

Example :

Listen to the audio carefully and decide the statement whether it is true/false!

➤ In the simple present tense, we use did to make

questions and negatives.

a) True b) False

➤ We use present participle when we tell about plan.

a) True b) False

4. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order.

- a. Teacher gives the students the paper of questions
- b. Teacher spells several words one by one
- c. Students listen to the teacher
- d. Students write the words

Example :

Listen to the audio carefully and arrange the spelling bellow into words!

El-ai-es-ti-i-en-ai-en-ji = *listening*

Be-yu-es-ai-en-i-es-es = *business*

Em-ou-vi-ai-i-es = *movies*

5. Phoneme Recognition

This form of listening assessment assesses students' ability to correctly identify different phonemes and morphemes commonly found in the English language.

- a. Teacher gives the students the paper of questions
- b. Teacher plays the audio of the questions
- c. Students listen to the audio
- d. Students answer the questions

Examples:

Phonemic Pair, consonants

Listen to the audio carefully and choose the correct one!

He is walking

He is working

Students hear: (He is walking. He is working.)

Phonemic Pair, vowels

Listen to the audio carefully and choose the correct one!

Is he living?

Is he leaving?

Students hear: (Is he living? Is he leaving?)

Morphological Pair, -ed ending

Listen to the audio carefully and choose the correct one!

We walk to school

We walked to school

Students hear: (We walk to school; We walked to school)

Integrative Approach

Integrative tests attempt to assess a learner's capacity to use many bits at the same time. Language components (grammar, pronunciation, and vocabulary) cannot be separated in language process. It encourages the integration of language components and language skills at once e.g. students learn new grammar and vocabulary in reading and speaking skill at the same time. It is helpful as to think it is made up of interrelated, discrete components, each uniquely important to the listening process. Students develop proficiency with the entire process by focusing on those discrete components (Cronon, 2004). This approach makes less necessary the kind of comparison of language system upon which much current language test is premised (Solaja, 2016).

What aspects can be assessed?

In this approach, teacher can assess the students' grammar level, pronunciation and vocabulary.

One of the example of integrative listening approach is dictation. Dictation in integrative test is divided into 1) dictation on word level 2) dictation on sentence level 3) dictation on discourse level. There are three different ways of dictation.

1. Model (1)
 - a. Teacher read a text first and the student should listen.
 - b. Read slowly and the students write/ fill in the blank/ take notes.
 - c. Read in normal speed and the students recheck their work.

One word stimulus

Instruction: Listen to the audio carefully and choose the correct one!

Test-takers hear : vine

Test-takers read :

(a) vine

(b) wine

2. Model (2)
 - a. The teacher gives a text that has missing words in it. The text should be completely the same with the audio that you will play/read.
 - b. Read the complete text or play the audio. The students should just fill in the blank.

Phonemic pair, consonants

Instruction: Listen to the audio carefully and choose the

correct one!

Test-takers hear : He's from California

Test-takers read :

- (a) He's from California
- (b) She's from California

Phonemic pairs, vowels

Instruction: Listen to the audio carefully and choose the correct one!

Test-takers hear : Is he living?

Test-takers read :

- (a) Is he leaving?
- (b) Is he living?

Morphological pair, -ed ending

Instruction: Listen to the audio carefully and choose the correct one!

Test-takers hear : I missed you very much

Test-takers read :

- (a) I missed you very much
- (b) I miss you very much

Stress pattern in can't

Instruction: Listen to the audio carefully and choose the correct one!

Test-takers hear : My girlfriend can't go to
the party

Test-takers read :

- (a) My girlfriend can't go to the party
- (b) My girlfriend can go to the party

3. Model (3)
 - a. Teacher gives the summary of the text that will be played/read.
 - b. Teacher asks the students to read the text first.
 - c. Then, teacher plays the audio or read the complete text.
 - d. Teacher asks the students to fill the questions or fill in the blank while they listen to you.

Do

- 1) The speed rate of the spoken recording should fit the students' proficiency level.
- 2) The topic in the listening material should be in familiar context to the students.
- 3) Give clear instruction for each different type of the test.

Don't

- 1) Use ambiguous instructions.
- 2) Adjust the volume of the recording too low.

Listening test scope

- 1) Word level
- 2) Sentence level
- 3) Discourse level

Communicative Approach

Communicative testing approach lays more emphasis on the notion and function, like agreeing, persuading, or inviting, that language means in communication.

Communicative language testing approach is used to measure language learners' ability to use the target language in authentic situations. The approach believes that someone/ a student is considered successful in learning the target language if

she/he can communicate or use knowledge and skills by way of authentic listening, speaking, reading and writing. Communicative language tests have to be as accurate a reflection of that situation as possible.

The principles of testing in the communicative language testing can be describe as the following (Anon, 1990):

1. Tasks in the test should resemble as far as possible to the ones as would be found in real life in terms of communicative use of language
2. There is a call for test items contextualization
3. There is a need to make test items that address a definite audience for a purposeful communicative intent (goal) to be envisioned (might happen)
4. Test instructions and scoring plans should touch on effective, communication of meaning rather than on grammatical accuracy

What aspects can be assessed?

In this approach, teacher can assess the students' comprehension, critical thinking, and text improvisation.

The following are the examples of technique that can be used:

1. Note-Taking

For those who are developing language skills for academic reasons. Note-taking is a highly authentic form of assessment. It aids lecture learning by engaging learner's cognitive processes of coding, integrating, synthesizing and transforming aurally received input into a personally meaningful form (Carell, 2007). In this approach, the students listen to some type of lecture and attempt to write down what they believe is important from the lecture.

The students are then assessed by on some sort of rubric/criteria developed by the teacher. As such, marking note-taking can be highly subjective. However, the authenticity of note-taking can make it a valuable learning experience even if providing a grade is difficult. For example:

- a. Teacher gives a lecture
- b. Students listen to the teacher
- c. Students write down the important things of the lecture

Instruction: *Take a note of the lecture that I will give!*

2. Retelling

How retelling works should be somewhat obvious. The student listens to some form of talk. After listening, the student needs to retell or summarize what they heard.

Assessing the accuracy of the retelling has the same challenges as the note-taking assessment. However, it may be better to use retelling to encourage learning rather than provide evidence of the mastery of a skill. For example:

- a. Teacher plays a conversation of an interview
- b. Students listen to the audio
- c. Teacher asks the students to make summary of the conversation
- d. Students present their work

Instruction: *Make a summary of the conversation and present it!*

3. Interpretation

Interpretation involves the students listening to some sort of input. After listening, the student then needs to infer the meaning of what they heard. The input can be a song, poem, news report, etc. For example:

- a. Teacher plays a song

- b. Students listen to the song
- c. Teacher asks the students several questions about the song:

Why does the singer sound so happy?

What is the song about?

What is the genre of the song?

For whom is the song addressed to?

Instruction: *Listen to the song carefully and answer the questions!*

Assessment Rubric (10 questions)

No	Aspects	Score
1	The student has difficulty understanding most part of the story/text/explanation	65
2	The student understands some parts of the story/text/explanation	75
3	The student understands most parts of the story/text/explanation	85
4	The student understands the entire the story/text/explanation	95

Performance-based Approach

Performance based approach refers to a process-based evaluation of student skills based on how they learn. It fits in with formative and benchmark assessments and can also be used as a summative assessment if allowed by schools. PBA engages students, simulates the authentic application of skills, and provides opportunities for failure and learning from specific feedback. Tasks used in performance-based assessment include essays, oral presentation, open-ended problems, real world simulations, hands-on problems (Yulia, 2005).

This list of 3 characteristics of Performance Based Assessment may help you better understand what this system is all about.

1. Students Create, Perform, or Present Their Own Work. The first main characteristic of PBA is the goal of this type of assessment. With “normal” assessments, students are having their ability to recall and reason tested. In PBA, your students are creating, performing, or presenting work that is wholly their own based on what they’ve learned. The aim is that they will be able to have critical listening (Arono, 2015).
2. Simulation of Real Life Skill. The assessment should be related to how the skills and knowledge learned in class can be applied.
3. Time Limited. The time spent on a PBA may be short or long term. Some projects may take several weeks or over the course of a semester. In some cases, the assessment is limited to a short period of time.

Project report (Monologue)

After being given project, students should report their own project in front of the class. They are asked to explain it comprehensively and briefly. The monologue is based on the report; thus, the other students will understand the general description

1. The teacher asks the students to pick a movie
2. The teacher asks the students to watch the movie and make a review of the movie
3. The students report the result

Instruction: *Tell us about your project result!*

The test takers should explain about their project result. After that, they have to respond to peers’ question or feedback

CONCLUSION

As to sum up, listening is the very first skill the learners have and need. To test learners' listening skill, the teacher can use those approaches, exclude classical approach, depends on the material. As what has been mentioned before that classical approach is only used in testing learners' writing and reading skill. There is no listening testing using this approach. Indeed, the teacher can use discrete point approach if they only want to focus on one bit in one test. For the opposite, the teacher can use integrative approach if they want to focus on several bits at once or one test. In the other hand, teacher may use communicative approach in such authentic situations since this approach is highly authentic. The last choice is performance-based approach where the learners will do the testing by reporting what they have watched.

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Language Testing: Test of Speaking

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Abstract

Speaking, as one of the language skills, is classified as productive skill which requires students to produce the language in spoken form. From this characteristic, the basic concept of speaking test is that the students should speak about something. This paper aims to identify the speaking test based on five different approaches such as classical, discrete point, integrative, and performance-based approach. The result of this study suggests that each approach has their own basic principle. These principles are going to effectively implemented based on the objectives set by the teacher.

Keywords :

Language assessment, test of speaking

INTRODUCTION

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips (Troike 2003). Speaking is a productive skill that can be directly

and empirically observed; those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and validity of an oral production test (Louma, 2009).

There have been many definitions of speaking. According to Oxford Dictionary of Current English as cited in Duckett(2005; 414), speaking is “the action of conveying information or expressing ones’ thoughts and feelings in spoken languages.” Chaney (1998: 13), in addition, considered speaking to be a process: “speaking is the process of building and sharing meaning through the use of verbal or non- verbal symbol in a variety of contexts. Nunan (2003:48) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. The discussion above concludes that speaking is the ability to express something in a spoken language. Speaking is concerning about putting ideas into words to make other people grasp the message that is conveyed (Yule, 2010). The following are kind of speaking tasks based on some approaches such as classical, discrete point, integrative, communicative, and performance- based approach.

RESULT AND DISCUSSION

Classical Approach

In this particular era, the language learning is believed to depend on how the students master the grammatical rules. The main goal of learning language, based on this approach, was to be able to read, understand and appreciate written target literature. Through the study of the grammar of the target language, the students were expected to be more familiar with the rules. Moreover, since the learning of the target language was a matter of how the learners made us of their reading and writing skills,

little attention, if any, gave to how to use the language orally. Because of this reason, there was no kind of speaking task used within this approach.

Discrete Point Approach

In this era, speaking ability was taught in isolation. So, the focus of teaching speaking is about the component of language. It is aimed at the elicitation of language component such as pronunciation of words or supra segmental elements like use of stress or intonation pattern. The following are the examples of technique that can be used:

1. Dialog memorization
2. Various kinds of drilling
3. Use of minimal pairs
4. Dialog completion

What are the limitations?

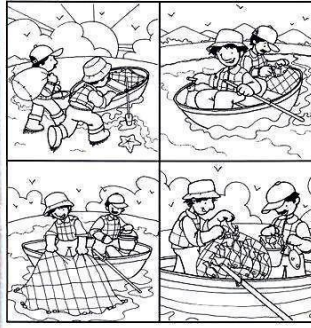
Because speaking was taught in isolation, the test in discrete-point tends to be not natural in that they do not include social contexts where verbal communication normally takes place. Another limitation is due to its atomistic, success in doing the test is not readily inferable to the ability of the test taker to communicate in real life circumstance.

Integrative Approach

In integrative approach, language content was not only taught in isolation, it was integrated by another component of language (Thornbury, 2005). The following are the examples of technique that can be used:

1. Bilingual Syntax Measure which involves the use of a series of picture to elicit students' verbal oral responses.

Questions:



Can you guess what they are doing?

Does the sun set or rise?

What do you think about their feeling?

2. Upshur Oral Interview. This kind of task focuses on assessing how students manage to deliver the information within a limited time.

Instruction: *Teacher sets the limit to be in 7 minutes. Then, students are interviewed based on the topics below.* Your favorite classroom activities

- a. Your favorite topics
 - b. Your understanding towards topics
 - c. The most difficult topic and its reason
 - d. Your less favorable classroom activities
 - e. Your suggestion for the teacher
3. Ilyin. This approach related to the process of assessing students' speaking through picture of daily routines and deliver some questions.

Questions:



Does your family gather in the living room to watch TV?

Does your parent always watch you over in watching TV?

What are the limitations?

These kinds of tests in this approach are not for real and purposeful orientation such as that found in verbal communication.

What are the advantages?

Integrative test is potential for revealing several abilities including not just language abilities, but also knowledge of world.

Rather than focus on separate elements constituting language, the approach is interested on testing language in context with a principal focus on meaning and total communication

Communicative Approach

In this approach, a mean of speaking is language orally produced for communication. In this approach, the emphasis testing is placed on appropriateness rather than on ability to form grammatically correct sentences. Teaching language is not about the element of language anymore. The focus in this era is how to make the students be able to use the language in real life. Teacher tends to teach skills of language rather than element of

language. In communicative approach, speaking is not taught on isolation. Teacher begins to integrate the speaking skill to other skill, for instance listening or reading.

What aspects can be assessed?

In assessing speaking ability, students tend to be someone as users of language. Teacher gives them a situation, then they have to pretend like in the real life situation. Aspect in speaking which can be assessed in this approach is the appropriateness of language used, the accuracy of language component used for instance vocabulary and pronunciation and students' fluency in using target language.

What assessment technique may be used?

The following are the examples of technique that can be used:

1. Role play

Instruction:

- a. Students work in pairs. They are assigned into different roles as follows:
 - 1) A policeman and a tourist who gets lost
 - 2) A postman officer and a drunkard man in the house
 - 3) An angry boss and his depressed worker
 - b. Student should make the appropriate conversation based on their own role with their partner.
 - c. After that, they should practice the conversation and act it out in front of the class.
2. Interview. The interview takes context in real life, but it is not contextual since it describes the kind of situation students will probably face in future. The kinds of interview

are as follows:

- a. Applying for a job. The interview takes the context of employee applies for a job and interviewed by employer. Then, students should decide in pairs who will be the interviewer and the interviewee. After that, they should make a conversation related to the context of interview in job application. Finally, they act it out in front of the class.

Instruction: *Work in pairs. Make a conversation between an employee and an employer. Decide who is going to be the employee or the employer. Act out the conversation in front of the class!*

For example:

- Interviewer : How are you?
Interviewee :
Interviewer : Tell me briefly about yourself. Interviewee:
Interviewer : What qualification do you offer to our company?
Interviewee :
Interviewer : Tell me about your experience in the field of this job.
Interviewee :
Interviewer : What is your specialty in the field?
Interviewee :

3. Giving instructions and directions

Instruction:

- a. Ask the students to work in pairs.
- b. One of the students in each pairs asks the following question:
 - 1) What are steps in turning on the computer?

- 2) Tell me how to get to Alun-Alun Malang from Islamic State University of KH. Achmad Siddiq Jember!
 - 3) How do you create an airplane origami?
 - 4) Explain how to make a simple fruit juice at home.
- c. The student takes turn as the one who asks the question. Make sure that each pair of students have different questions to ask.

What are the limitations?

Since a test is necessarily comprised of a sample of performance in real life, the results indicated by communicative testing are confined in scope of context, excepting ethnographic strategies are employed.

- a. While real life contexts are so diverse that it is impossible to bring students all fortesting situation for the test takers to perform.
- b. Communicative testing necessarily samples of test takers' real life performance through task only.
- c. Communicative language testing widens the concepts of language abilities beyond those of grammatical abilities.

What are the advantages?

Communicative tasks provide opportunities for students to master grammar items more implicitly than explicitly, a reflection on the importance or language meaning than language form. The tests employed are those realistic in terms of formats.

Performance-based Approach

In performance-based approach, speaking ability is a skill

which brings language as a vehicle to carry information to other, or get messages and meaning across. Rather than pretending the real life and bring it in the classroom—like in the communicative approach did— teachers need to create real-life tasks for students’ classroom activities. Thus, in this mode of assessment both content and language equally need to be addressed appropriately and proportionally.

What aspects can be assessed?

In performance-based approach, the focus of assessment is about the process of instruction, how learner-created activity, higher order thinking, the integration between skills and English as holistic.

What assessment technique may be used?

The following are the examples of technique that can be used:

1. Project report (Monologue). After being given project in writing assessment, students should report their own project in front of the class. They are asked to explain it comprehensively and briefly. The monologue is based on the report; thus the other students will understand the general description.

Instruction: *Tell us about your project result!*

The test takers should explain about their project result. After that, they have to response peers’ question or feedback

2. Project presentation. Similar to project report, this kind of assessment requires students’ ability in delivering his message or information through comprehensible speech. Thus, the listener does not only understand, but they should also

provide responses. This activity may initiate classroom interaction.

Instruction:

- a. Work in group of four
- b. Observe the activities in English teaching and learning process in junior or senior high school
- c. Develop an observation sheet to make the observation process easier
- d. Support your observation with some pictures or video recording
- e. Write a report about the result of your classroom observation
- f. Present the report or the result of your classroom observation in front of the class using power point

What are the limitations?

Workload of the task that the students will undertake on one side may happen.

What are the advantages?

- a. Mapping the competences and the tasks relevant to address the competences.
- b. Students' performance in oral and written skills and their attitude towards foreign language learning are getting better through performance-based approach.
- c. In authentic assessment, which is used in performance-based approach, the role of teacher is vital directing the students in figuring out what to perform and how to perform the task.
- d. Students will be engaged intensively in diverse learning experiences optimally so that learning objectives that

- are already set up can be achieved successfully in an effective and efficient manner.
- e. Students will accomplish the task on their own creatively under the teacher's systematic supervision.

CONCLUSION

Language assessment, as one of the principles of language teaching practice, is very significant to be done. The test of speaking should be relevant with the characteristic of speaking itself, which it has to be naturalistic and productive. Within the test of speaking itself, there are four different approaches to use such as discrete point, integrative, communicative, and performance-based approach. These approaches have their own objective and techniques to applied within teaching and learning activities.

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Language Testing: Test of Reading

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Abstract

Language assessment is provided to facilitate teachers in measuring the student's skill and comprehension development; it applies by implementing the test to the students. Language skill consists of four skills those are; Reading, writing, listening and speaking. Some skills may also be assessed for example like grammar, vocabulary, and so forth. In addition, the language assessment has various approaches which are commonly implemented by the teacher toward effective student tests. Even the language assessment has various approaches the teacher should provide principles, such as; practicality, reliability, validity, authenticity, and washback. Those principles aim to ease teachers in defining students' needs and lacks. Meanwhile, the language assessment approaches are; the classical approach, discrete point testing, interactive approach, communicative approach, and performance-based approach. Furthermore, the language assessment focuses on reading skill, to specify each assessment approach.

Keywords:

Language assesment, test of reading

INTRODUCTION

Effective writing teaching-learning allows the learner to learn comfortably and enjoyably. As a result, the teacher's responsibility must be to aid and lead learners in achieving the learning objectives. For example, the teacher is responsible to select and implement an effective strategy or approach toward the writing teaching learning process. Unfortunately, in Indonesia, teachers generally dominate the writing learning that takes place in the classroom. (Antika, 2014).

Writing is the process through which a person expresses his or her thoughts and feelings through visual signals that are understandable not only to him but also to others. It means that when someone writes, she or he may convey their ideas and thoughts by converting words into sentences and sentences into meaningful paragraphs (Siddiq, 2013). As a result, writing is defined as a "thinking process" (Rukayah, 2014). As a result, writing is classified as linguistic communication because it is used to communicate with others (Quirk et al., 1985; Rukayah, 2014). For students, writing ability is an important talent to have as a second language learner (Javed et al., 2013) because it has a positive impact on their lives. Unfortunately, learners continue to struggle with writing due to language, cognitive, and content issues (Wigati, 2015). In this circumstance, the teacher plays a critical role in the writing teaching process. Teachers must ensure that their students learn something that will be helpful, valuable, and lasting in the future. The teacher has three functions in the writing teaching and learning process: motivator, resource (clarification and facilitation), and feedback provider (Harmer, 2002). As a result, the teacher carries full responsibility and plays an essential role in the writing teaching and learning process.

In most classrooms, teaching writing is viewed as a

means of completing homework and assignments, particularly at the elementary and intermediate levels (Byrd, 2011). The teacher spends the majority of the classroom time teaching the subject, while the students take notes and pay attention (Chang, 2011). This frame of view is sometimes referred to as learning through a teacher-centered method or a traditional approach. It is clearly at odds with the viewpoint that learning is a constructive process in which learners actively generate knowledge rather than passively receiving it from the teacher (Pardjono, 2002). As a result, Piaget and Dewey's theories rejected the traditional learning strategy (Pardjono, 2002), claiming that it is ineffective in addressing educational solutions that should focus on active learning (Kompa, 2012). As a result, the instructor must choose and use the best learning strategy to teach the content. Teachers must clarify what approach will be employed in the learning process, because an approach is described as someone's perspective on the learning process (Rusman, 2014). As a result, choosing the right strategy can both help and hinder the success of teaching writing in the classroom.

Currently, reading is well known as one of the four language skills those are; listening, speaking, reading, and writing which becomes the pivotal matter to be learned and mastered by people. By implementing reading, each individual can interact with feelings, thoughts and obtaining some information and improve our insight. Besides, Reading has a very vital role in creating great and golden generations to reach a better progress; of course we agree that "Reading" will increase intelligence and knowledge.

Reading is an activity in the form of reciting or spelling a piece of writing. This is in accordance with what is stated in the KBBI (Big Indonesian Dictionary) which states that reading

is a spell or pronounce what is written.

In the KBBI it is written that there are at least 5 meanings of the word "reading", namely:

1. Seeing and understanding the contents of what is written, either verbally or only in the heart.
2. Spelling or pronouncing what is written.
3. Say something written.
4. Take into account/Understand the content of a text/symbol/image etc.

Furthermore, some sources and experts define reading definition differently. First, according to Wikipedia; Reading is the process of taking in the sense or meaning of letters, symbols, etc., especially by sight or touch. Second, according to Cambridge dictionary is the skill or activity of getting information from books and the way in which you understand something. Besides, According to Tarigan (1998:7) reading is a process which is used by a reader in order to get the purpose of the writer through the written word. Thorndike in Nurhadi (2000:13) argues that reading is process in thinking and reasoning. It means that when a reader reads a text, he uses his brain to think and reason out.

RESULT AND DISCUSSION

The classical Approach

The classical approach believes that children move through certain developmental learning stages. The learning strengths of each of those stages are considered carefully as classical educators systematically teach students to learn in three sequential, interrelated levels. They apply teaching methods they consider appropriate at the various levels in order to help students learn more effectively. The three level processes for edu-

cating students using the classical approach is called the trivium. The three levels include the grammar, dialectic/formal logic, and the rhetoric stages. The trivium educational pattern is designed to train students to learn and apply facts, think logically, and express themselves effectively.

- a. The Grammar Stage: Learning the words and terms associated with a subject.

The first step in learning any subject is to learn the vocabulary. For example, when you learn to read, you learn the names of the letters and the sounds they make. Classical educators call this the grammar stage. Young children enjoy this phase: they love repeating songs, chanting rhymes, and pronouncing big words. We capitalize on their enjoyment by teaching young students the grammar of many subjects using songs and chants and practicing with friends.

- b. The Dialectic Stage: Asking questions, sorting, comparing, and practicing the knowledge learned in the grammar stage.

The second step in learning a subject is to sort, compare, and understand the words and the rules that apply to them. For example, when learning to read, students will learn how to put letters together to form words and how to construct a sentence. We call this stage the dialectic stage because much of the work done in this process is accomplished through dialogue. Children generally enjoy this process most between the ages of ten and thirteen.

- c. The Rhetoric Stage: Communicating the truth of the subjects learned in the dialectic stage through writing, speech, or conversation

The third stage in learning a subject is to use what

you've learned to solve a problem, write an original paper or speech, or lead a discussion. In reading, this would be the time to focus on the themes and context of what you have read and to apply the lessons learned. Older teens usually enjoy this process because they long to express themselves and be creative problem solvers.

1. Translation and Comprehension Test

Instruction: *Translate the text into your own language!*

“New York is the largest city in the USA. It was called New Amsterdam, but when the British took it they called it New York. People from countries like Germany, Ireland, Italy, Poland and China came to live there. There are hundreds of places to go to in New York. You can see many art galleries, theatres and nightclubs there. You can go shopping in the Macy's, one of the biggest shops in the world. People get a ferry to the Island of Liberty. There's the Statue of Liberty, a gift from the people of France. New Yorkers celebrate New Year's Eve on Times Square. It's the entertainment centre of New York.”

Instruction: *Write full answers to the the questions using the information from the text!*

- a. What was the first name of New York in the past?
- b. What can people do at the Macy's?
- c. What can you see in New York?
- d. Where's the Statue of Liberty?
- e. What's Times Square?

2. Vocabulary Matching Task

Teacher	• An official organization whose job is
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	to make people obey the law and to prevent and solve crime; the people who work for this organization
Doctor	• A person whose job involves designing and building engines, machines, roads, bridges, etc.
Fisherman	• A person who has been trained in medical science, whose job is to Treat people who are ill or injured
Engineer	• a person whose job is to decide how things such as clothes, furniture, tools, etc. will look or work by making drawings, plans or patterns
Designer	• A person whose job is teaching, especially in a school
Judgment	• A person who catches fish, either as a job or as a sport

Discrete-Point Testing

Discrete-point testing works on the assumption that language can be reduced to several discrete component “points” and that these “points” can be assessed. Examples of discrete-point test items in language testing include multiple choice, true/false, fill in the blank, and spelling. What all of these example items have in common is that they usually isolate an aspect of the language from the broader context. For example, a simple spelling test is highly focused on the orthographic characteristics of the language. True or false use to assess knowledge of various

grammar rules etc. The primary criticism of discrete-point testing was its discreteness. Many believe that language is wholistic and that in the real world students will never have to deal with language in such an isolated way. This led to the development of integrative language testing methods.

1. Multiple choice

Multiple choices are a form of assessment in which respondents are asked to select the best possible answer (or answer) out of the choice from a list.

Example:

Because my mother was sick, I _ to go home last week

- a. had
- b. have
- c. has
- d. hadn't

2. Completion item

The completion item requires the student to answer a question or finish an incomplete statement by filling in a blank with the correct word or phrase

Example:

- a. Give the book to ___ woman the blues in the blue dress (the)
- b. I will _ to your house tomorrow (come)
- c. Jhon ___ in the office since 2010 (have been working)

3. Yes/No or True/False

A true/false question is a specialised form of the multiple-choice format in which there are only two possible alternatives. These questions can be used when the test designer wishes to measure a student's ability to identify whether

statements of fact or accurate or not/

Example:

- a. In the simple present tense, we use did to make question and negative
a} true b} false
- b. We use present participle when we tell about plan
a} true b} false

Strengths of Discrete Point Approach.

1. The test is approach can cover a wide range of scope of material to be put in test.
2. The test allows quantification on the student's response.
3. In the term of scoring, the test is also reliable because its objectivity: the scoring is efficient, even it can be performing by machine.

Weaknesses of Discrete Point Approach.

1. Constructing discrete point test items is potentially energy and time consuming.
2. The test do not include social context where verbal communication normally take place.
3. Success in doing the test is not readily inferable to the ability of the test taker to communicate in real life circumstances

Integrative approach

Integrative approach makes the teaching learning process into relevant and contextual, and therefore meaningful for students. The integrative approach is done for the following reasons: First, there is still little value that students obtain when given tests that are relevant to understanding the reading. Se-

cond, Students are less able to answer the question of the reading. Third, students were unable to explain the content of the reading. Fifth, no student asked the teacher about the content of the printed text that he or she not understands. The following are example of integrative approach technique:

- a. Predicting text has aim to improve student's ability in using their critical thinking and making description the content of the text what they have read.
- b. Responding a quote is a acitivity to develop the student exploration and prespective due to the text given.
- c. Retelling is a valuable step in the reading process because it becomes quite apparent whether students have understood the reading, thus allowing the teacher to discover and work with any misconceptions that might arise

Integrative steps

Students read silently, students are assigned to record vocabulary (difficult words, synonyms, antonyms, and so forth), students discussed to determine the main sentence of each paragraph. Next, student wrote an overview of the main sentence that is in the paragraph paragraph. Students explain the content of the reading using an overview of the scriptures they have written.

Aspect to Assessed

In integrative approach, the test designer aims to gain a much more general idea of how well the student read

Assessment Types

The examples of the testing technique that can be used

are: The close- test, The cloze elide test, Short answer test, The summary test, The free-recall test, The gapped summary, Information transfer technique

1. Close-Test

Example:

Aldo left his favourite restaurant at 11 o'clock. It was warm evening and decided to walk along the beach. Suddenly, four masked girls aged about seventeen came up to and asked for the street.

- A. Him
- B. Her
- C. You
- D. Me

When I was at the 8th grade of Junior high School, my family and I went to Bali for three days. I (1) many experiences during the vocation. First day, we visit sanur Beach in the early morning. We saw the beautiful (2) together. on the second day, we spent the day on Tanjung Bena beach. We spent our last day in Sangeh. We enjoyed the green and shady forests (3)..... In the afternoon, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

- (1) A. had
- B. spent
- C. pulled
- D. wanted

- (2) A. stars
 - B. moon
 - C. sunrise
 - D. sunset
- (3) A. strangely
 - B. curiously
 - C. quickly
 - D. pleasantly

The advantages of Integrative Approach

- a. Key concepts are developed with sufficient time clarity so that students can be more receptive.
- b. Links to a number of ideas in one overlapping field of study enable students to reconceptualize ideas gradually.

Communicative Approach

Communicative approach was developed in the 1980s as a reaction to grammar based approaches. It is an approach for second and foreign language teaching which mainly focuses on developing communicative competence. This approach emphasizes the use of language for meaningful purposes in authentic situation. “Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability”, that is ”the ability of applying the language principle in order to produce grammatical sentences and understand ’when, where, and to whom’ the sentences used” (Richard, 1997).

Aspect Assessed

The focus is on the competence in performing language skills though sometimes the performance is done in given situation, not in real life


Assesment Types

1. Aunthentic materials
2. Open ended- question

Example:

Crises Curricular Reading Comprehension Worksheets: E3 of 36

Customs & Traditions
Cross-Curricular Focus: History/Social Science



Native American Indian groups in North America lived in different cultural regions, each of which developed its own **customs** and **traditions**. A custom is the specific way in which a group of people does something. This can include how foods are prepared, what clothing is worn, the kinds of celebrations and much more. The set of customs developed and shared by a culture over time is a tradition.

A culture's customs are often determined by the natural resources found in their environment. In the Desert/Southwest region, cloth weaving developed as a custom. The area has fewer large animals whose skins can be used for making clothing or blankets. Cloth weaving was a way of meeting the need for clothing without using animal skins. In the Eastern Woodlands area, however, hunting and fishing were daily activities. Since it was easy to get animal skins, developing skills like weaving were less important.

The traditional roles of men and women in the native tribes varied as well. In hunting cultures, men were often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. In cultures where crops were grown, it was usually the men who tended them.

Folklore was an important part of all Native American cultures. They had no written language. Telling the tribe's stories orally was the way they preserved them from generation to generation so they would not be lost. The tribe used chanting, storytelling and singing as a way to remember the tribe's folklore. The stories told the tribe's history, funny adventures and accomplishments. Folklore also helped unite the people of the tribe.

Religion was an important part of Native American cultures. The celebration of the tribe's faith and worship often involved special ceremonies. Harvest ceremonies were a common way to give thanks to the tribe's gods for a good crop. Other ceremonies combined religious songs and dances with social activities. The ceremonies reinforced the people's trust in their leaders' ability to provide for their needs.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) What is a custom?
- 2) What are the ways that Native Americans told their stories?
- 3) Contrast what you have learned about the historic Native American cultures and what you know about your own culture. How are they different?
- 4) In your own words, explain the importance of folklore.
- 5) Explain why some tribes developed weaving.

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- a. An OPEN question has more than one possible answer

Question: Why did you like the story?

Answer:

I liked the story because...

Result: *All students answers should be different. There are many correct answers.*

- b. Open questions usually ask WHY or HOW and require original, unique answers from students

Strengths of Communicative Approach

Communicative reading is taught integratively with the

other language skills. Some classroom activities to teach communicative reading are: read to act, read to debate, read to interview. These classroom activities make the reading task more interesting for the student. b. The tests employed are those realistic in terms of formats

Weaknesses of Communicative Approach

The Disadvantage is that the approach focuses on fluency but not accuracy. The approach does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems. Thus they may produce incoherent, grammatically incorrect sentences.

Performance-based Approach

As well known, Performance-based learning is when students participate in performing tasks or activities that are meaningful and engaging. The purpose of this kind of learning is to help students acquire and apply knowledge, practice skills, and develop independent and collaborative work habits.

Performance-based assessment is “an approach to assessment that seeks to measure student learning based on how well the learner can perform on a practical real task. This form of learning is measured through performance-based assessment, which is open-ended and without a single, correct answer. The performance-based assessment should be something that shows authentic learning such as the creation of a newspaper or class debate. The benefit of these types of performance-based assessments is that when the students are more actively involved in the learning process, they will absorb and understand the material at a much deeper level.

The aspect that should be assessed in reading skill is the context in a real-life situation through authentic assessment, the real-life task for students classroom activities either from outdoor or indoor.

CONCLUSION

The teaching and learning process in the classroom should have and provide a meaningful opportunity and knowledge share for the student, each material must have better preparation well especially reading skill, so the material enables to be delivered efficiently. From the material explained by the teacher to students, assessing students' understanding and skills is very resilient in the learning process. However, it is uncommon for some teachers to still not be able to determine a suitable test for students in which the test must be adjusted to the learning that students have carried out previously.

Meanwhile, the writer has clarified some of the language-assessment approaches to facilitate the teacher in assessing student's development exactly testing student reading ability. Those are; the classical approach, discrete point testing, interactive approach, communicative approach, and performance-based approach. Each approach has also provided examples of how each approach work to test student reading skill. To summarize, the language assessment approach elaborates efficient benefits to direct and ease teachers to assess and evaluate student activities during the teaching-learning process.

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Language Testing: Test of Writing

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Abstract

In various English tests, writing is one of the four skills tested, along with reading, listening and speaking. In testing writing skills, there are several things that need to be considered, such as the approach to writing skill testing. It aims to provide theoretical knowledge about testing students' writing skills. There are five for testing writing skills: a) Classical Approach, b) Discrete Point Approach, c) Integrative Approach, d) Communicative Approach, e) Performance-based Approach. Each approach will discuss the meaning, aspects assessed, assessment techniques, examples, advantages and disadvantages, as well as an assessment rubric, which will make it easier for teachers to adjust the approach according to the material to be tested in students' writing skills.

Keywords:

Language assessment, writing test

INTRODUCTION

Writing is a matter of allowing students to think about create, and transform ideas as well as reflect on their previous knowledge, views, and misunderstanding in written form. It is regarded as a skill that must be learned by study and practice. It has also developed into an intellectual activity including the discovery of ideas and the consideration of how to communicate and organize them into a statement and paragraph that is easily comprehended by the general public. Writing is an important skill for kids to learn since it allows them to think critically and carefully in order to create excellent writing.

There have been many definitions of writing. According to Oxford Dictionary “the activity of writing, in contrast to reading, speaking, etc.” Nunan (2003) states that “writing is a mental work of inventing, expressing, and organizing ideas in a paragraph in order to be clear for the reader”. In the theory, writing is defined as the process of thinking which are involved inventing the interesting ideas, expressing the ideas in words, and organizing ideas in paragraphs to become a good order based on the writing skill project to be understandable by the reader. According to white and Arndt (1991) in Hammad (2013: 1), “writing is a think process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well a what has been written, and using language for expressing exact meaning”. It means that writing consists of some stages that should be done by writer in conveying the message of writing.

Based on Aprilia. et al. (2015:1), there are four language skills for the students to be mastered when they learn English, there are listening, reading, speaking, and writing. These skills are divided into two kinds which are receptive skills and produc-

tive skills. Receptive skill is speaking and listening while productive skills are speaking and writing. As a productive skill, writing cannot be underestimated in the process of teaching and learning in the classroom. It means that writing is an activity which the students should be poured ideas, feeling, and thoughts form to communicate with themselves and other people in the world.

Sarwanti (2013:80), she found writing is the manner of the writer in telling and delivering the readers about something or someone, the manner of writer way of describing the various emotions, expressions or writers' ways of visualizing imagination, emotions, and feeling through graphic symbols and punctuation. Meanwhile, Marz and Muhamad (2013:683) states that writing is one of the basic skills that should be mastered by students in learning English. In the classroom, the students should be learned and practice to measure the ability of the language. However, writing is not an easy skill. There are several stages that should be passed to achieve a good writing.

Based on the explanation above, it can be concluded that writing is an effort to express the writer's thinking, feeling or ideas in written form by considering writing aspects and writing stages to be clearly understood by the readers. Students should know how to develop and enhance ideas into sentences, and how to organize them. The low of knowledge of something will be difficult to write. The problem is they begin to write with experience, ideas, feelings or anything happens in everyday life. Accordingly, it is an activity to record symbol in written language to express writer' idea, thoughts, and feeling.

RESULT AND DISCUSSION

Classical Approach

In recent years there has been a renewed interest in the

academically-challenging classical model of education. The classical approach is a history-based, idea-oriented educational model that exposes students to the great minds of the past through literature, essays, philosophy, etc. Advocates of the classical approach believe that children move through certain developmental learning stages. The learning strengths of each of those stages are considered carefully as classical educators systematically teach students to learn in three sequential, interrelated levels. They apply teaching methods or technique they consider appropriate at the various levels in order to help students learn more effectively.

The following is one of the techniques that can be used:

1. Rearrange Jumbled Words

What is meant by rearrange the jumbled words is arranging messy words into good sentences.

For example:

- a. Teacher gives the students the paper of questions.
- b. Students listen to the teacher's explanation about assignments.
- c. Students do the assignment and write the correct answer according to the instructions.

Rearranging Jumbled Words to Make Sentences

Each set of words is a jumbled sentence with one extra word. The sentences make up a letter of complaint.

Instruction: Rearrange each set of words to form a sentence, adding any punctuation necessary. In each sentence there is an unused word. Identify each of the unused words!

- a. writing system telephone am to I about banking your and complain

Extra-word: _____

- b. I tried four details this week to system access feel to account my times have use the
Extra-word: _____
- c. crashed on the system been that each informed this computer has have occasion
Extra-word: _____
- d. branch day person unable to working I a am 1 bank my as during the visit
Extra-word: _____
- e. I access do addition service have so internet use cannot great the to in your not online
Extra-word: _____
- f. advertise use convenient have telephone you as to banking your service and easy
Extra-word: _____
- g. afraid not of work evidence have I features seen am I either yet these of
Extra-word: _____
- h. grateful will problems I as would that be soon finished for have I described an the possible as assurance out be sorted
Extra-word: _____

Advantages of Classical Approach

1. This method is useful in the class in which there are a large no of students.
2. It is beneficial to use in the class where there are students of various levels very intelligent and not so intelligent.
3. It helps teacher much to clear the meaning of a word and sentence to the students easily by translating them in

to the mother tongue.

4. The students understand the things very easily if taught using this method.
5. It doesn't consume the time in finishing the syllabus.
6. Precise pictures of things can easily be made in the minds of the learners using this method.
7. This method is very useful for the average and below-average students.

Disadvantages of Classical Approach:

1. The main focus remains only on the mother-tongue and the target language remains ignored.
2. Students cannot use their knowledge to communicate in real life or in everyday life.
3. The students don't develop the power of thinking in the target language. They become mentally lazy.
4. Main emphasis is given on the Rules of Grammar.
5. Students try to do everything by translating.

Discrete Point Approach

Discrete point are tests which test one element of language at a time. Discrete point tests aim to achieve a high reliability factor by testing a large number of discrete items, but each question tests only one linguistic point. Discrete point testing works on the assumption that language can be reduced to several discrete component “points” and that these “points” can be assessed. Examples of discrete-point test items in language testing include multiple choice, true/false, completion item, spelling, and phoneme recognition.

Discrete point is constructed on the assumption that language can be broken down into its component parts and that

those parts can be tested successfully. These components are the skills of listening, speaking, reading, and writing, and various units of language (discrete points) of phonology/graphology, morphology, lexicon, syntax, and discourse. An overall language proficiency test should sample all four skills and as many linguistic discrete points as possible. In the face of evidence that in a study each student scored differently in various skills depending on his background, country and major field, one of the supporters (Oller) of the unitary trait hypothesis retreated from his earlier stand and admitted that “the unitary trait hypothesis was wrong” (1983, p.352).

The Discrete Point Types of Test

1. Multiple Choice

Multiple choice items are probably the most popular objective item that is used for tests. It consists many options where the options are the possible answers you can choose from, with the correct answer called the key and the incorrect answers called distractors.

Example:

- a. Teacher gives the students the paper of questions.
- b. Students answer the questions

- 1) When I was a child, I _____ in a choir
 - a. Sing
 - b. Singed
 - c. Song
 - d. Sang

- 2) Directions: Rearrange the following phrases to make a meaningful sentence.
(Q) Jane does not only want
(S) as a matter of fact
(P) to go for the movie

- (R) she wants to come for the party also
- a. PQSR
 - b. PRQS
 - c. QPSR
 - d. SPQR
- 3) Arrange the jumbled words to form a meaningful sentence.
 Women(1) – village(2) – the(3) – went(4) – to(5) – remote(6) – city(7) – the(8) – from (9) – the(1)
- a. 3-6-4-1-2-5-8-7-9-10
 - b. 3-6-5-2-1-4-8-7-9-10
 - c. 3-1-9-8-6-2-4-5-10-7
 - d. 3-1-4-5-2-8-6-9-10-7

2. Completion Item

Completion item consists of a series of items which requires the test to fill a word or phrase on the blank. It is also called as filling in the blank with the correct answer.

Example:

- a. Teacher gives the students the paper of questions.
- b. Students answer the questions
 - 1) You _____ some homework to do (have)
 - 2) He has _____ English just now (studied)
 - 3) I _____ discussing this problem tonight at 7 P.M (will be)

3. Yes / No (True / False)

It is a predicate expression that is evaluated as being "true" or "false" as part of a statement that controls program execution.

Example:

- a. Teacher gives the students the paper of questions.
- b. Students answer the questions

- 1) In the present continuous sentence, we must not use verb “ing” in the verbal sentence
 - a.) True
 - b.) False
- 2) S+will/shall+V1+O is simple future pattern in verbal sentence
 - a.) True
 - b.) False

4. Spelling

Spelling is the ability to spell words in the correct way. It is also an attempt to spell a word in the correct way.

Example:

- a. Teacher gives the students the paper of questions.
- b. Students answer the questions

Arrange the spelling below into a complete word

- 1) Dabelyu-ar-ai-ti-ai-en-ji = writing
- 2) Si-eij-ai-el-di-ar-i-en = children
- 3) Es-si-eij-ou-ou-el = school

5. Phoneme Recognition

Phoneme recognition is a sound in a language that has its own distinct sound. A set of phonetically similar but slightly differing sounds in a language that are heard as the same sound by native.

Example:

- a. Teacher gives the students the paper of questions.
- b. Students answer the questions
 - 1) Morphological pair, -ed ending students write :
(she talk to him, she talked to him)
 - 2) Phonemic pair, vowels students write : (let's stud-
ying, let's starting)

Advantages of Discrete Point Approach:

1. The test of this approach can cover a wide range of scope of materials to be put in the tests.
2. The test allows quantification on the students' responses.
3. In the term of scoring, the test is also reliable because of its objectivity; the scoring is efficient, even it can be perform by machine

Disadvantages of Discrete Point Approach:

1. Constructing discrete point test items is potentially energy and time consuming.
2. The test do not include social context where verbal communication normally take place.
3. Success in doing the test is not readily inferable to the ability of the test taker to communicate in real life circumstances.

Integrative Approach

This approach involves the testing of language in context and is thus concerned primarily with meaning and the total communicative effect of discourse. This approach stated that communicative competence is so global that it requires the integration of all linguistic abilities. According to Oller (1983), if discrete items take language skill apart, integrative tests put it back together; whereas discrete items attempt to test knowledge of language a bit at a time, integrative tests attempt to assess a learner's capacity to use many bits all at the same time. Teacher may use this approach to assess student's grammar level, spelling and vocabulary in the writing skill.

One of the examples of integrative approach is cloze test. Research studies have shown that performance on cloze tests correlates highly with the listening, writing and speaking abilities. In other words, cloze testing is a good indicator of general linguistic ability. In a cloze test every word is deleted in a text and students have to complete each gap in the text using the most appropriate word.

Example :

- a. Teacher gives the students the paper.
- b. Teacher plays the audio.
- c. Students listen to the audio.
- d. Students write down the context of the audio.

Instruction: *In this part of the test, you will hear some dialogues spoken in English, listen carefully to understand what the speakers are saying and write down what have you heard below!*

The Scoring Rubric of Writing

No	Aspect	Score			
		1	2	3	4
1.	Grammar				
2.	Punctuation				
3.	Spelling				

No	Score	Description
1	4	<i>Tidak ditemukan kesalahan dalam penggunaan grammar, tanda baca mauppun spelling.</i>
2	3	<i>Ada kesalahan dalam penggunaan grammar, tanda baca dan spelling tapi tidak mempengaruhi makna teks.</i>
3	2	<i>Kesalahan penggunaan grammar, tanda baca, dan</i>

<i>spelling yang mempengaruhi makna teks.</i>		
4	1	<i>Pembaca sulit memahami teks.</i>

Advantages of Integrative Approach

1. In this approach some skills can be learnt in the same time.
2. They create a positive and collaborative learning environment.
3. They intrinsically motivate students to succeed in real life.
4. Students develop higher-level thinking skills.

Disadvantages of Integrative Approach

1. Lack of time to plan effective units.
2. Teachers are reluctant to put the time and effort into changing what they already do in the classroom to implement something that doesn't guarantee exceptional results.

Communicative Approach

Communicative testing approach are concerned primarily with how language used in communication. Consequently, most as closely as possible to those facing the students in real life. In the other words, communicative testing approach lays more emphasis on the notion and function, like agreeing, persuading, or inviting, that language means is communication. Communication language testing approach is used to measure language learner's ability to use the target language in authentic situations. The approach beliefs that someone/a student is considered successful in learning the target language if she/he can communicative or use knowledge and skills by way of authentic listening,

speaking, reading, and writing. Communicative language tests have to be as accurate a reflection of that situation as possible.

The principles of testing in the communicative language testing can be describe as the following (Anon,1990) :

1. Tasks in the test should resemble as far as possible to the ones as would be found in real life in terms of communicative use of language.
2. There is a call for test items contextualization.
3. There is a need to make test items that address a definite audience for a purposeful communicative intent (goal) to be envisioned (might happen).
4. Test instructions and scoring plans should touch on effective, communication of meaning rather than on grammatical accuracy.

Aspects Assessed

The focus is in students abilities in language performance. It is sometimes considered more beneficial to the student because it gives them practical feedback about real language use in real life situations, even it is done by give situation.

Assessment Techniques

1. Authentic materials
2. Open-ended questions

The following are the examples of techniques that can be used:

1. Authentic Materials

Authentic material is the idea of using creative learning experiences to test students' skills and knowledge in realistic situations.

For example:

- a. The teacher shows authentic material picture.
- b. The teacher asks and instructs the student how to make something based on the picture that shown by the teacher
- c. The students make and write down what is instructed by the teacher



Instruction: *Look at the picture above. Make and write down a procedure text based on the picture above!*

2. Open-ended Questions

Open-ended questions are an effective way or technique to challenge the students and learn more about how they think. They encourage extended responses and allow your students to reason, think, and reflect.

For example:

- a. The teacher shows authentic the picture of announcement.
- b. The teacher asks students to pay attention to the picture of announcement and the assignment.
- c. The students do the assignment.



Instruction: *Look at the picture above! Answer the following questions based on the picture above!*

- 1) What is the main idea of the text?
- 2) What happens to the airport?
- 3) What causes the problem?
- 4) What do you think the future of airlines?

Advantages of Communicative Approach

1. Enhancing students' competence in target language in various situations.
2. Encourage students to communicate in the target language.
3. Make it easier for students to get a lot of authentic material.
4. Can measure students' integrated skills appropriately.

Disadvantages of Communicative Approach

1. Teachers may need time to assess students' abilities.
2. Incoherent language may be produced by students.
3. Without the guidance of the teacher, students don't self-correct their errors.

Performance-Based Approach

The definition of performance-based assessments varies greatly depending on author, discipline, publication, and intended audience (Palm, 2008). In general, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study. Typically, the task challenges students to use their higher-order thinking skills to create a product or complete a process. A basic prepared response (short answer) to a sophisticated design concept for a sustainable neighborhood are examples of tasks. Students must accomplish a task that closely resembles the obligations of a professional, artist, engineer, laboratory technician, financial analyst, or consumer advocate, according to the most real assessments.

Aspect Assessed

Content and context in real life situation.

Aspect Assessment:

Intentional use of assessment in the classroom is a fundamental to increased learning. Assessment is made up of three components that work together to help students learn: assessment for learning, assessment as learning, and assessment of learning.

Assessment Techniques

Authentic assessment and real life tasks for students classroom activities (indoor or outdoor).

Examples :

1. Include writing a few phrases in an open-ended brief response, writing an essay with a full analysis, doing a labora-

tory inquiry, curating a portfolio of student work, and writing an original research paper.

2. Expected Output : An exploratory report, A multimedia display/poster, and A power point presentation.

Context

Tourism deals with people going from their own places to other places temporarily for several purposes, for example enjoyment, business, and others. To many, Indonesia has been well known for its cultural and natural beauties. Because of this, our government realizes that these national assets can be utilized as attractions for foreign as well as domestic tourists to enjoy during their leisure time. The reason is mainly economic ones: increase in national income. The government's effort to promote tourist destinations has been fruitful. For example, in December 2012 there were 8,004,462 foreign tourists visiting Indonesia. This trend went up significantly reaching a figure of 8,802,129 in December 2013. In Bali, for example the destination mostly visited by tourists, enjoyed the boom. Soon hotels were built to cater for the tourist accommodation during their visit. However, since issues related to mostly terrorisms and natural disasters such as tsunamis, earthquakes, floods, and landslides as well as accidents happening with a varied means of transport, the number of tourists has dropped significantly. The situation is not favourable for the economic growth of the country. If the situation is getting worse, fewer tourists will come to visit ultimately. Therefore, some actions need to be taken immediately and systematically.

Task

1. Specifically, explore the possible factors responsible for the

recent decrease in the number of foreign tourists visiting Indonesia.

2. Specifically, what social and economic effects will take place in the hospitality industries in Indonesia if the decrease in the number of foreign tourists visiting Indonesia is still going on?
3. What should the government do in order to re-attract the attention of the foreign tourists to come to visit Indonesia?

To answer the questions formulated, perform the following:

1. Browse in the internet websites related to the topic to find relevant references.
2. Read books on tourism.
3. Read newspapers for relevant information.
4. Interview tourism experts if necessary.
5. Watch a video on "Bali the God's Paradise"

Advantages of Performance-based Approach

1. The students will be engaged intensively in diverse learning experiences.
2. The students are engaged intensively in data collection through multi-modes.
3. The students will accomplish the task on their own creatively.

Disadvantages of Performance-based Approach

It will take time because students need to develop instruments to collect relevant data.

CONCLUSION

All things considered, writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be clear understood by the readers. and some approaches can be used to do a test of writing. Such as, classical approach. The classical approach is a history-based, idea-oriented educational model that exposes students to the great minds of the past through literature, essays, philosophy, etc. Discrete point approach also can be applied for writing test. Discrete point are tests which test one element of language at a time. Discrete point tests aim to achieve a high reliability factor by testing a large number of discrete items, but each question tests only one linguistic point. Collaborative learning also can be used. Integrative approach is the best way for it. This approach involves the testing of language in context and is thus concerned primarily with meaning and the total communicative effect of discourse. The last is communicative approach, communication language testing approach is used to measure language learner's ability to use the target language in authentic situations.

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Language Testing: Test of Grammar

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Abstract

Grammar testing is one of the language tests. Grammar tests are used to assess student ability in a variety of areas, including inflections and syntax. This study aims to explain more about Grammar Testing Approach. Such as Discrete Point Approach, Integrative Approach, Communicative Approach, Performance Based Approach. In each approach provides definition, types of the test, example of the test, advantages and also disadvantages. While grammar testing has limitations in that it cannot guarantee that the test taker will be able to use their grammatical knowledge in real-life situations, it is occasionally required and useful.

Keywords:

Language assessment, test of grammar

INTRODUCTION

Grammar testing is one of the language tests; its grammar's function is to express meaning in language. Grammar tests

are used to assess student ability in a variety of areas, including inflections and syntax. The arrangement of words in a sentence, as well as the usage of negatives, question forms, and connectives, are all aspects of syntax.

Grammar is an important component of every language, and students should be well-versed in the grammatical understanding of the subjects they are studying. Grammar error causes a major or minor difference in the meaning, so it is very important to take care of that. It used to be that controlling grammatical structures was viewed as the absolute basis of language skill, and it was unthinkable not to test it.

Grammar has an important place in an institution's teaching, it has to be accepted that grammatical ability, or rather the lack of it, sets limits to what can be achieved in the way of skills performance. The basic grammatical structures is required for the successful completion of academic assignments. Grammar diagnostic tests are extremely beneficial to both individuals and groups. The multiple-choice test is the most common way of assessing grammatical knowledge, in which the student selects a word to correctly complete a phrase. Grammar tests can also benefit from error correction elements. Grammar can be tested in the same way for kids who are capable of understanding acceptable sentence order. Grammar tests also include sentence combining activities. While grammar testing has limitations in that it cannot guarantee that the test taker will be able to use their grammatical knowledge in real-life situations, it is occasionally required and useful.

RESULT AND DISCUSSION

Discrete Point Approach

Some of the types of the test within this approach are:

1. Multiple Choice Test

It is probably the most common way of testing grammatical knowledge. It includes for many variations of questions.

a. Variations of Multiple-Choice Test

- 1) The test maker gives the testee a sentence with a blank and four or five choices of a word or phrase which completes the sentence correctly. For example:

Because my mother was sick, I _____ to go home last week.

a) had b) have c) has d) hadn't

- 2) To give the testees an utterance, and have them decide which of four or five utterances an appropriate response is. For example:

I think that tuition is much too high here. ||

a) I do so. b) Do I so.

c) I so do. d) So do I.

- 3) To give testees a sentence and ask them to choose which of four or five alternatives has the same meaning. For example:

The school should have expelled him.

a) The school didn't expel him, which was wrong.

b) The school expelled him, because it was necessary.

c) The school might have expelled him, if it had known.

d) The school will probably expel him in the near future.

2. Error Analysis

An error correction item is one in which the testee is given a sentence with an error. Four words or phrases in the sentence are marked with letters and the testee needs to decide which of the words or phrases has the error. For example, (a) Most of students (b) believe that they (c) should be getting better grades (d) than they are.

3. Items to Test knowledge of word/ sentence order

The traditional way is to present the testee with four alternative word orders. Example:

I wonder how she knows___.

- a) how it costs much.
- b) how much it costs.
- c) it costs how much.
- d) it how much costs.

4. Completion Items

For the purpose of a grammar test, the words which fit in the blanks should be function words, such as articles and prepositions. Completion items intended to test reading ability or vocabulary knowledge, in contrast, use content words.

Example of Completion Items:

Give the book to _____ woman in the blue dress.

Merdine danced a jig and then_____a song that took my heart away.

If you want to learn how to play video games, watch TV, or _____donuts, spend an afternoon with my children.

5. Transformation Items

Another type of grammar item makes use of transformations. In this type of item, test takers are given a sentence and the first few words of another sentence to change the original sentence without changing the meaning.

Transformation Items Example

Jim hasn't been home in a long time.

It's been a long time. I don't need to go to the grocery store this week. It isn't_____.

It is difficult to study when it is so noisy.

6. Word Changing Items

Another type of item is one in which the test takers are given a sentence and a word which they need to fit into the sentence by changing the form of the word.

Word Changing Items Example

I have_____in Paris for the past two years (be)

Yellow is_____favorite color (she)

I have never_____to Australia. (be)

I will be with you____. (moment)

7. Sentence Combining Exercises

Sentence combining exercises can play a part in testing grammar as well as its more traditional use as part of composition testing and training.

Sentence Combining Example:

I met Sally's daughter. She has just got back from Afghanistan.

Integrative Approach

Some people say that Grammar is not needed when someone speaks or writes English. But, it was found that incorrect use of grammar disturbed conversation or communication. In order to train students' grammar ability, teacher can use a testing approach namely integrative approach. What is meant by integrative? We combine many language elements in the completion task or testing several skills at the same time. Because Language competence is a unified set of interacting abilities that cannot be tested separately. Students will not only recognize the correct grammatical features but also use them in writing. There are examples of integrative grammar approach: Dictation and Cloze Test

1. Dictation

It is a familiar language teaching technique that evolved into a testing technique. Simply, Learners listen to a passage of 100 to 150 words read aloud by teacher, and *write what they hear, using correct spelling*. The listening portion usually has three stages: an oral reading without pauses; an oral reading with long pauses between every phrase; reading at a normal speed. Usually, in dictation:

- a. Students listen to a text under a specific topic or theme.
- b. Teacher asks students to apply their grammar knowledge to check verb forms and to check spelling

Example: On an English dictation, for example, learners tend to leave off verb inflections — "He run" for "He runs," "They play" for "They played" — or mistake singular for plural.

2. Cloze Test

Cloze Test is a reading passage (150-200) in which roughly every sixth-seventh word has been deleted; test taker is required to supply words that fit into those blanks. Cloze test results are good measure of overall proficiency. Other explanation said that A cloze test (also cloze deletion test) is an exercise, test, or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words. Cloze tests require the ability to understand context (grammar) and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text.

Example: Jill was walking to her class slowly. She was (1) ___about the history test she would have to take that morning. As she was reaching the classroom, a piece of paper suddenly fluttered down and (2)_____near her feet. It was the history test paper complete (3)___answers. Jill's very first thought was not tell anyone about what she had (4)___She would memorize all the (5)_____and do extremely well in the test.

- a. Worried/ Worry
- b. Landed/ Landed
- c. Complete/ Completed
- d. Found/ Find
- e. Answers/ Answer

The Advantages of Integrative Approach

Focuses on ability to use language effectively for communicative purposes

The Disadvantages of Integrative Approach

Potentially not reliable

Communicative Approach

Writer discussed how different instructional practices influenced how learners acquire knowledge of a second or foreign language grammar. Implicit in this discussion was the notion that knowledge of the L2 grammatical system can be demonstrated by a learner on some outcome measure, whatever form that might take, and that teaching can potentially influence the results obtained on this measure. For example, language teachers use test results to make decisions about student placement in a language program or about the degree to which their students have mastered the material in a course, and SLA researchers use test results to make decisions about whether young learners acquire grammatical features better than older learners.

Over the years, grammar instruction has changed considerably in communicative language classrooms and research on how best to teach and learn it has proliferated, this has had surprisingly little impact on how grammatical ability is assessed in second and foreign language educational contexts.

Far too many language educators still use only multiple-choice tests of grammar and vocabulary in assessing grammatical ability, or they use grammaticality judgments – if, in fact, grammatical ability is assessed at all! Also, most language educators remain wedded to a definition of grammatical knowledge that is limited to sentence-level morphosyntactic form, even though in their classrooms, meaning and grammar in discourse contexts are emphasized.

Every language educator has wondered: What exactly does a student need to know in terms of grammar to be able to use it well enough for some real world purpose?⁶ In other

words, they have been faced with the challenge of defining grammar for communicative purposes. To complicate matters further, linguistic notions of grammar have changed over time, as we have seen, and this has significantly increased the number of components that could be called grammar ‘.

In the early 1960s, Lado (1961), having been influenced by structuralist theory, proposed a skills-and-elements‘ model of language proficiency that viewed language ability as three more or less independent, yet related, dimensions of language knowledge, interpreted rather narrowly as phonology, structure and the lexicon – all aspects of linguistic form. The underlying assumption was that proficient‘ second or foreign language learners would be able to demonstrate their knowledge of the elements (i.e., phonology, structure and the lexicon) in the context of the language skills (i.e., listening, reading, speaking and writing). Grammatical knowledge for Lado consisted solely of morphosyntactic form.

For Carroll, however, grammatical competence incorporated both the morphosyntax and semantic components of grammar, whereas lexical competence included morphemes, words and idioms on the one hand, and the semantic and grammatical components of the lexicon on the other. In this view, Carroll recognized the overlap between form and meaning in instances of language use. Carroll (1968) expanded Lado’s (1961) model of language knowledge by arguing that tests should be designed to predict the use of language elements and skills in future social situations or future tasks that the learners might encounter in life.

Example of Communicative approaches

In this task, the test-taker reads a passage with periodic

gaps in the text. Reading the passage introduces the test-taker to the context of the passage, allowing him or her to relate the information to extralinguistic context' and to interpret it accordingly. This provides a basis for the test-taker to predict information for the gap, invoking the notion of expectancy'. The type of information the test-taker might be expected to supply could relate to linguistic form, semantic meaning and/or pragmatic use, or could, in some way, tap into the test-taker's rhetorical, sociocultural or topical knowledge. For example, a test-taker might examine the linguistic environment of the gap and determine from the sequential organization of language (i.e., expectancy grammar) that a verb best completes the gap. He or she might also decide that the verb needs to carry past meaning and embody a specific lexical form. (Transitive and Intransitive Verb).

Finally, in realizing that the contextual focus of the sentence is on the action and not on the agent, the test-taker uses a passive voice construction (pragmatic use). In sum, pragmatic expectancy grammar forces the test-taker to integrate his or her knowledge of grammar, meaning and pragmatic use to complete the task

Advantages of Communicative Approach

Canale and Swain (1980) defined grammatical competence as knowledge of the rules of phonology, the lexicon, syntax and semantics. Grammatical competence embodied the lexico-grammatical or semantico-grammatical features of the language. Other word to say is by assessing grammar, we also know the most complex assessment ; such us what has written before (because in grammar, it includes many sub theme)

Disadvantages of Communicative Approach

We couldn't easily apply this method to all levels. Because of the material's understanding limitations in younger learner. Not only grammar, the one that couldn't be applied is listening for example. So we still have the age limitation and many considerations for assessing grammar.

Performance Based Approach

Performance-based assessments have recently experienced a reemergence in education literature and curricula. In the 1990s, performance-based assessments became a valid alternative to traditional multiple-choice tests. Currently, more school districts and universities are seeking authentic measures of student learning, and performance-based assessments have become increasingly relevant. The definition of performance-based assessments varies greatly depending on author, discipline, publication, and intended audience. In general, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study. Typically, the task challenges students to use their higher-order thinking skills to create a product or complete a process. Tasks can range from a simple constructed response to a complex design proposal of a sustainable neighborhood. Teachers can create performance-based assessments for their students, and the things that they have to do are,

1. Identify goals of the performance-based assessment.
2. Select the appropriate course standards.
3. Review assessments and identify learning gaps.
4. Design the scenario.
5. Gather or create materials.
6. Develop a learning plan.

Advantages of Performance-based Approach

1. Can be used to assess from multiple perspectives
2. Using a student-centered design can promote student motivation
3. Can be used to assess transfer of skills and integration of content
4. Engages student in active learning
5. Encourages time on academics outside of class
6. Can provide a dimension of depth not available in classroom; Can promote student creativity
7. Can be scored holistically or analytically
8. May allow probes by faculty to gain clearer picture of student understanding or thought processes

Disadvantages of Performance-based Approach

1. Usually the mostly costly approach
2. Time consuming and labor intensive to design and execute for faculty and students
3. Must be carefully designed if used to document attainment of student learning outcomes
4. Ratings can be more subjective
5. Requires careful training of raters
6. Inter-rater reliability must be addressed
7. Production costs may be prohibitive for some students and hamper reliability
8. Sample of behavior or performance may not be typical, especially if observers are present

CONCLUSION

In conclusion, this chapter examines how grammatical as-

assessment has been conceptualized, implemented, and researched over the years. More specifically explained, it describes the role grammatical knowledge has played in several conceptualizations of language knowledge. It then reviews several general principles of grammar task design which discusses four approaches to grammar assessment: (1) the discrete-point approach, (2) the performance-assessment approach, (3) the second language (L2) production features approach, and (4) the developmental approach to grammar assessment. It appears to be several purposes, such as: control of grammatical structures was seen as the very core of language ability and it would be unthinkable not to test it. There has been a shift towards the view that since it is language skills that are usually of interest, and then it is these which should be tested directly, not the abilities that seem to underlie it. Whether or not grammar has an important place in an institution's teaching, it has to be accepted that grammatical ability, or rather the lack of it, sets limits to what can be achieved in the way of skills performance. It would be very useful to have diagnostic tests of grammar which could tell us for individual learners and groups what gaps exist in their grammatical repertoire. Also, it would be important for the test to be linked in some way or other to learning materials. There is a reason to believe that we may be on the point of having computer-based test of grammar that will be able to provide such information.

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