

APPENDIX

(1)

Questionnaire

This questionnaire is developed in order to collect information about Academic Writing and Academic Word List by the students of MPBI. Your answer to the questions will be beneficial for me to write my thesis. The information obtained is used solely for writing thesis; therefore, your sincere answer is expected. I really appreciate your willingness to take out your time to complete this questionnaire

Thank you

Yullia

Direction:

Indicate your response by cross (X) the appropriate alphabet next to the proper answer.

A. Academic background

1. What department did you graduate from?
 - a. English department (English language teaching / English literature)*
cross the irrelevant one
 - b. Non- English department (please mention):
.....

2. What do you do?
 - a. English teacher (directly go to question no.4)
 - b. Other, (please mention): (skip no.
4, no.5 and no.6)

3. Does your work require spoken and written English?
 - a. Yes
 - b. No

4. Do you prepare your own lesson plan in English?
 - a. Yes
 - b. No

5. Do you write exercises by yourself (not taking from other sources)?
 - a. Yes
 - b. No

6. Do you write reading passages by yourself (not taking from other sources)?
 - a. Yes
 - b. No

7. Did you ever study or live abroad?
 - a. Yes
 - b. No

8. Did you ever take an English course?
 - a. Ever
 - b. Never

9. Did you take an English standard test (TOEFL/TOEIC/IELTS)?
 - a. Yes (which one) :, score
 - b. No

English exposures

1. Do you read newspapers in English?
 - a. never
 - b. rarely
 - c. occasionally
 - d. frequently

2. Do you read academic text books/ journals / articles in English?
 - a. never
 - b. rarely
 - c. occasionally
 - d. frequently

3. Do you browse the World Wide Web or the Internet for finding information about your work or study in English?
 - a. never
 - b. rarely
 - c. occasionally
 - d. frequently

4. Do you watch news in English?
 - a. never
 - b. rarely
 - c. occasionally
 - d. frequently

5. Do you speak English with others?
 - a. never
 - b. rarely
 - c. occasionally
 - d. frequently

6. Do you write formal letters/ emails in English?

- a. never
- b. rarely
- c. occasionally
- d. frequently

7. Do you write papers for seminar/ workshop?

- a. never
- b. rarely
- c. occasionally
- d. frequently

8. Do you write papers for journals?

- a. never
- b. rarely
- c. occasionally
- d. frequently

9. Do you write papers for mass media?

- a. never
- b. rarely
- c. occasionally
- d. frequently

APPENDIX

(2)

First Project Papers Output of Web Vocabulary Profilers

WEB VP OUTPUT FOR FILE: AC 16-2

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|---------------------------------|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 232 | 315 | 2549 | 77.15% | Words in text (tokens): | 3304 |
| Function: ... | ... | ... | (1450) | (43.89%) | Different words (types): | 556 |
| Content: ... | ... | ... | (1099) | (33.26%) | Type-token ratio: | 0.17 |
| > Anglo-Sax | | | | | Tokens per type: | 5.94 |
| =Not ... | ... | ... | (355) | (10.74%) | Lex density (content words/total) | 0.56 |
| Greco-Lat/Fr Cog: | | | | | | |
| K2 Words (1001-2000): | 32 | 40 | 190 | 5.75% | <i>Pertaining to onlist only</i> | |
| > Anglo-Sax: | ... | ... | (15) | (0.45%) | Tokens: | 3016 |
| 1k+2k | ... | ... | ... | (82.90%) | Types: | 440 |
| | | | | | Families: | 330 |
| | | | | | Tokens per family: | 9.14 |
| | | | | | Types per family: | 1.33 |
| AWL Words (academic): | 66 | 85 | 277 | 8.38% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 60.78% |
| > Anglo-Sax: | ... | ... | (13) | (0.39%) | Greco-Lat/Fr- Cognate Index: | 39.22% |
| Off-List Words: | <u>?</u> | <u>116</u> | <u>288</u> | <u>8.72%</u> | (Inverse of above) | |
| | 330+? | 556 | 3304 | 100% | | |

abstract the main question to be answered in this study is what english consonant and vowel sounds which are pronounced incorrectly by the students of kelt surabaya an elicitation paragraph was given to be read by nine respondents from the students at a pre intermediate level who participated in this study then the phonetic transcription in terms of broad transcription was used to identify and determine the sounds that were pronounced incorrectly by the respondents the results obtained from this study show that there were six english consonants and

seven English vowels that are difficult to be pronounced by the respondents those difficulties emerged mostly due to the interference of their native language introduction everyone including a child has first language which has been acquired through a combination of innate factors and the environment Brown 1994 furthermore Brown also said that the first language might affect learning of the second language in almost all areas phonetics phonology morphology syntax and semantics several studies done by linguistic researchers show that the interference of first language to second language does exist the interference indicates that there is the first language background that is involved in learning a second language this background can be illustrated by the characteristics of first language especially the structures which influence the second language for instance when adults who typically have an accent learn to pronounce or speak second language their accent will sound as foreign accented Ueyama 2000 therefore people consider that the sound patterns or structures of the first language influence the production of their second language the influence from the first language is perceived in language transfer the main claim with regard to transfer is that the learning of task A will affect the following learning of task B and Selinker 1994 while Lado 1957 page 2 states that individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture there are two kinds of transfer that occurs in the process of learning second language the first is learners make more mistakes or errors because of the interference of their first language to the second language as a result of negative transfer and the second is learners have less or no errors in learning second language as a result of positive transfer to observe whether the transfer result is positive or negative a researcher can conduct a study by means of the pronunciation test the writers perceive that it will be easy to observe the errors or the interference of the first language toward the second language by focusing on the learner pronunciation since the writer notices that pronunciation comes from the sounds which become the first stage of the learner to study a language for example when an Indonesian learner of English pronounce the word is the influence of positive transfer will produce iz while the negative will produce number on his pronunciation linguistically sounds are called phonemes or speech sounds the basic source of power in producing speech sounds is when the respiratory system pushes air out of the lungs into the larynx passing the vocal cords if the vocal cords are apart the air from the lungs will have a relatively free passage into the pharynx and the mouth Ladefoged 1993 the sounds which are produced through the mouth could be studied from two features segmental and suprasegmental a brief introduction to both Indonesian and English segmental and suprasegmental features are explained below the segmental features of language are the sounds that consist of vowel and consonantal sounds in the Indonesian vowel system there are ten different vowels identified a i number and also include several diphthongs such as ai au oi and ei Alwi et alii 1998 or two thousand and three on the other hand English has twenty vowels including several diphthongs i number or number number number number or number number number a&#number a&#number and

pronounced incorrectly by each respondent result segmental transfer of english consonants addition or epenthesis one addition case that occurs is the addition of the sound in word medial position of fasten which is done by respondent five the respondent pronounced it number;sten instead of number;sn the sound occurs because the respondent may consider that the letter in fasten should be pronounced deletion the sounds such as in word final position of toast is omitted by all respondents according to the standard pronunciation the sound in toast should be produced softly however all respondents omit the sound in word final position of toast because they consider that the sound is deleted in the pronunciation substitution from the data the writers find there are some english consonant sounds that are substituted with another english consonant by the respondents they are the substitution of for for for number and for number the substitution occurs for the sound in both word medial and word final position note that the suffix in english can be pronounced in three ways first it is pronounced as when the final phoneme of the base form is preceded by a voiceless sound and not a sibilant second it is pronounced as when the final phoneme of the base form is preceded by a voiced sound and not a sibilant third it is pronounced as number when the final phoneme of the base form is one of the sibilant sounds most of the suffixes occur in the paragraph are pronounced as since the preceding sound is a voiced and not a sibilant however from the data transcription the writers find that the respondents experience a great difficulty in pronouncing the sound correctly the voiced alveolar fricative that occurs in word final of these cheese kids and bags and in word medial of wednesday are pronounced incorrectly by all respondents this sound is substituted with the closest sound which is a voiceless alveolar fricative both of the sounds exist in indonesian sound system however since the sound never occurs in word final position in indonesian the respondents get difficulty to pronounce the sound that occurs in word final position in english in addition the incorrect pronunciation of the sound in word medial position of wednesday with the sound occurs in order to make the pronunciation simple another substitution if the sound that occurs in word final position in english is replaced with the sound by all respondents the examples are the words of and love which are pronounced number and number instead of number and number all respondents pronounce a voiceless labiodental fricative instead of a voiced labiodental fricative in word final position the incorrect pronunciation of those words occurs because the sound never exists in indonesian sound system therefore indonesian people tend to pronounce all of the words that consist of the sound with its closest sound which is the sound it is described by all respondents of this study who pronounce for another sound which also poses difficulty is the sound number they pronounced the words wash as number instead of number;#number the incorrect pronunciation happens because the place of articulation of the sound number between english and indonesian are different in english sound system the sound number is articulated in postalveolar while in indonesian sound system the number or is articulated in palatal alwi et alii nineteen ninety eight or two thousand and three page sixty six as a result by using the nearest sound the number in english is pronounced through the way it is pronounced in indonesian articulation which is the alveolar sound another case of substitution is for the

sounds number which is substituted with by most of the respondents except for respondents seven and eight the words thank and through are pronounced number and tru instead of number;æ and number;ru overall the respondents substitute the voiceless dental fricative number with a voiceless alveolar stop because the sound number never exists in indonesian consonant system and therefore indonesian learners somehow get difficulty for articulating the number correctly this reason may be applied to explain why the respondents tend to change or substitute the number with the closest sound segmental transfer of english vowels addition the addition of a vowel occurs in the production of english sound in this study a vowel sound is added in word medial position of fasten by respondent nine this word is pronounced number;:sten instead of number;:sn the sound is inserted in the respondent pronunciation because he may consider that the letter in the medial of fasten should be pronounced therefore the influence of this addition comes from the spelling word itself vowel change a common transfer that is made by the respondents in this study is changing the vowel sounds of the words in the paragraph with another vowel sound there are cases of vowel shortening and vowel substitution there are four cases of vowel shortening found in this study the first one in the sound i which is shortened to number in word medial and word final positions all respondents produce the english long tense and unrounded vowel i short with number in certain words such as keep cheese and lead either in word medial and word final positions furthermore it can be seen as well that respondent one produces the incorrect pronunciation more than other respondents with eight errors while respondents three and five produce six errors and respondents four six and seven produce five errors in pronouncing the sound i most of the observed substitutions are attributed to native language influence considering that tense and lax never occur in indonesian vowel system and indonesian only has one high front vowel i in which the length is not as same as english vowel sound i therefore it is difficult for the respondents to pronounce the tense vowel i the second case in the shortening from the sound number to the sound number almost all respondents produce the sound number with a short number in word medial position the central mid long tense vowel number in word medial position of her is shortened by a mid lax unrounded vowel number by respondents two four five seven and nine the incorrect pronunciation can occur because there is only one central mid sound number in indonesian whereas the sound number never exists in indonesian vowel system so the word her is pronounced as h and number instead of h and number the third case is the shortening to number for the sound number all respondents replace the long vowel number in horse with the short vowel number the long tense and rounded vowel number is produced short with a short lax and rounded vowel number the observed substitution is attributed to a native language influence considering that tense and lax never occur in indonesian vowel system and indonesian only has one mid back vowel in which the length is not as same as english vowel sound number in fact it is difficult for the respondents to pronounce the tense vowel number in english especially that occurs in a fast speech therefore horse is pronounce as h and number;rs rather than h and number the last case of vowel shortening is the sound which is shortened to number in word final position by respondents one and

eight the long tense and rounded vowel is produced short with a short lax and rounded vowel number by respondents one and nine in the word blue the observed substitution is attributed to a native language influence considering that tense and lax never occur in indonesian vowel system and indonesian only has one high back vowel in which the length is not as same as english vowel sound therefore it is difficult for the respondents to pronounce the tense vowel in english especially that occurs in a fast speech therefore blue is pronounced with bl#number instead of blu the second case is the substitution of the sound number by all respondents in this study this sound is substituted with four different vowels in english such as number number and the strong forms of the words from of for can into and to are changed into the weak form number therefore in the transcription either american or british the writers use the weak form to explain the pronunciation of those words however apparently all respondents still pronounce the words in the strong forms instead of the weak form number they pronounce number in word medial of from and for and in word initial of the word of in addition they pronounce for in word medial of can the writers find that somehow respondent one pronounce the weak form number with the strong form number in word medial of for though in another word of for exists in the paragraph is pronounced with number moreover respondents one and two pronounce in word final of into and respondents two and three pronounce in word final of to the third case in the sound which is substituted with the sound by all respondents in initial and medial positions all of the respondent change the sound with due to the non existence of the sound in indonesian vowel system therefore the closest sound of the front vowel that is the sound is produced by all respondents in word initial position of ask and and at then in word medial position of slabs snack plastic and bags the last example of vowel substitution is the substitution of number for number;#number the diphthong number;#number is replaced with a monophthong vowel number by respondents one and two the example is the word also which is pronounced number;ls#number instead of number;ls#number;#number the diphthong number;#number is considered as one vowel number the produced sound number is incorrect because number never occurs in word or syllable final position in addition there is no diphthong number;#number in indonesian vowel system in fact indonesian only has one back mid vowel therefore sometimes it is difficult to pronounce english word that consists of this diphthong correctly conclusion the segmental transfer of english consonants and vowels does occur in the production of english sounds by nine respondents from pre intermediate class at kelt the writers find there are six english consonants that are transferred incorrectly by the respondents i number number and however the english consonant sounds that pose major difficulties for the respondents are only for the sound and the sound in the word final position is considered difficult since all of the respondents pronounce the sound incorrectly in addition unlike english which has the sound in word final position indonesian only has the sound in word initial and medial and never occurs in word final therefore they tend to produce for furthermore the nonexistence of the sound in indonesian sound system apparently influences the production of english sound as a result the respondents produce for subsequently the writers find the english vowels that pose great difficulties toward

the respondents are i number and all respondents produce a long tense vowel i short with the counterpart sound which is a short lax vowel number other tense english vowels such as number number and are also pronounced as lax however they are insignificantly substituted by all respondents the difficulty in pronouncing the tense vowels and substituting it with the lax vowels occur because there are no tense and lax vowels to differentiate the pronunciation of vowels in indonesian in fact the vowel length of i number and a in indonesian are different from the vowel length in english moreover the writers find that all of the respondents mispronounce the sound and they replace the sound with they may consider that is easier to pronounce than because the sound never exists in indonesian vowel system therefore almost all sounds that occur in word initial and word medial positions in the paragraph are pronounced with instead of by all respondents in addition to the sound i and all respondents also pose a great difficulty in producing the weak form number instead of pronouncing the words in the weak form sound number the respondents tend to pronounce the words with the strong form such as they produce number and instead of number in word final positions and produce number and instead of number in word medial positions it may happen because the respondents do not know exactly how to pronounce the words correctly in the connected speech

WEB VP OUTPUT FOR FILE: AC 16-3

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|---|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 260 | 341 | 1625 | 82.28% | Words in text (tokens): | 1975 |
| Function: ... | ... | ... | (853) | (43.19%) | Different words (types): | 511 |
| Content: ... | ... | ... | (772) | (39.09%) | Type-token ratio: | 0.26 |
| > Anglo- Sax | | | | | Tokens per type: | 3.86 |
| =Not ... | ... | ... | (319) | (16.15%) | Lex density (content words/total) | 0.57 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 42 | 48 | 95 | 4.81% | <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (27) | (1.37%) | Tokens: | 1865 |
| 1k+2k | ... | ... | (87.09%) | | Types: | 462 |
| | | | | | Families: | 360 |
| | | | | | Tokens per family: | 5.18 |
| | | | | | Types per family: | 1.28 |
| AWL Words (academic): | 58 | 73 | 145 | 7.34% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 64.77% |
| > Anglo- Sax: | ... | ... | (9) | (0.46%) | Greco-Lat/Fr- Cognate Index: | 35.23% |
| Off-List Words: | <u>?</u> | <u>49</u> | <u>110</u> | <u>5.57%</u> | (Inverse of above) | |
| | 360+? | 511 | 1975 | 100% | | |

abstract course book plays an important role in teaching for this reason in english language teaching there is a trend to use imported books instead of local books as the course books recently therefore this study is aimed to analyze the content of both course books whether they have met the ideal criteria or not in this study the writer makes use of two books one english imported book and one english local book and both of them are for grade seven junior high school the result of the analysis is that the imported book can meet more criteria than the local book still the imported book cannot meet all the criteria this infers that the teacher has to improve reading materials provided by the course book local or imported book to make the learning process meaningful introduction course book plays an important role in teaching according to cunningsworth the course book can take a role as an ideas bank a source of practical examples of ideas for teaching and inspiration stimulating teachers creative potential cunningsworth two thousand and eight for this reason in english language teaching there is a trend to use

imported books instead of local books as the course books recently this happens not only in international schools but also in national schools the preference of imported books can raise a question because imported books are more expensive than local books thus there must be a strong reason for that in this study the writer would like to analyze the components in local books and imported books focuses on reading skill on grade seven junior high school this study is conducted by comparing the reading passage and the related activities in a local publisher book and in an imported publisher book the role of course book in english language teaching the existence of course book in teaching is perceived as a must school elements teachers students and even parents demand for a course book this is because course book plays important roles in teaching and learning process cunningsworth in his book choosing your coursebook cunningsworth two thousand and eight mentions several multiple roles course books can serve as a resource for presentation material spoken and written as a resource of activities for learner practice and communicative interaction as a reference source for learners on grammar vocabulary pronunciation et cetera as a source of stimulation and ideas for classroom language activities as a syllabus as a resource for self directed learning or self access work and as a support for less experienced teachers who have yet to gain in confidence looking on its roles a course book is undeniable in teaching and learning process teaching reading skill the place of teaching reading in english language teaching class has at least two major functions to build understanding and to improve the understanding of the language structure teaching reading means reading and understanding ur two thousand reading also helps students to reflect on the structure and use of language at their own pace cunningsworth two thousand and eight furthermore cunningsworth mentions different purposes the reading texts can serve developing reading skills and strategies presenting grammar items extending vocabulary providing models for writing giving information or interest to students and stimulating oral work cunningsworth two thousand and eight because of its important roles the criteria that can meet the purposes should be the consideration in practice reading for indonesian english language teaching learners is done in the classroom this has disadvantage that the motivation is low nuttall two thousand and five however we can increase the motivation by making the reading activity interesting there are two things we should pay attention the reading passage and the activities which are done during and after the reading for the passage cunningsworth cunningsworth two thousand and eight mentions two points as the standard of real interest and as authentic as possible considering the level what cunningsworth mentions are the same with the criteria mentioned by nuttall what the students like and simulating real life purposes nuttall two thousand and five finding out what the students like can be through looking at the books they usually read or the current trend they enjoy while simulating real life purposes mean texts in the form of authentic texts authentic texts can be motivating because they are the proof that the language is used for real life purposes by real people the second thing to consider is the activities that accompany and follow the reading texts some books provide reading texts recorded and they ask students to listen as they read nuttall mentions that this practice has its advantages and disadvantages the advantages of using

accompanying reading with listening are first to help the slow learners to improve their reading speed and comprehension and second to enhance the enjoyment of literature for the second reason listening with the text is enjoyable especially in the form of narrative play or poem texts Nuttall two thousand and five the other advantage is to help students to get exposed with a proper pronunciation and intonation through listening the readers will pay attention to the words they read and know how certain words are pronounced later when the students have to read aloud even in different texts they have the knowledge of how to do it so that reading aloud does not mean read the text aloud only but read the text meaningfully listening the recording while reading also a good idea if the school does not have any native English teacher the students need more exposure to the native sounds and this practice is an easy and cheap way to meet the need however the disadvantage that attached is that this activity will block the ability of the rapid fluent silent readers as long as they are tied to the text presented orally reading activities that follow after the reading passage is another important thing to consider Langan in his book reading and study skills mentions several skills to meet through the activities Langan two thousand and two recognizing definition and examples most definitions are abstract and so they are usually followed by one or more examples to help clarifying the definition recognizing enumeration enumerations are lists of items that may actually be numbered in the text such as first of all also finally there are two et cetera recognizing headings and subheadings headings and subheadings are quick ideas to show the information in a chapter recognizing signaling words the signal words meant are the emphasized words that tell that a particular idea or detail is important for example most of all above all important to note remember that et cetera recognizing main ideas in paragraphs and short selections finding a main idea is the key to understand a paragraph or short selection once a reader can identify the main idea everything in the paragraph will click into place knowing how to outline outlining helps readers to improve the reading comprehension and ability to think clearly and logically the skill on outlining also helps learners in other skills to develop ideas for writing or speech for instance knowing how to summarize summarizing requires readers to thoroughly understand the material as well as build the comprehension power the seven skills above are then used as the criteria to analyze the course books in this study comparison of English imported book and English local book refer to the phenomenon of preferring imported books rather than local books the writer compares two books one English imported book and one English local book and they are for grade seven junior high school the comparison involves the reading passage and the activities based on the criteria mentioned above item imported book local book reading passage the theme is world of magic and the title of the reading passage is it is magic it describes about the types of magic a magician does each type is also supported by colorful picture for teenagers the topic about magic can be very interesting since the theme is about magic the new language terms are not that applicable for the real life but they are highlighted however the whole language is every day use words the passage consists of around two hundred words and of four paragraphs there is a recording provided to listen while reading the passage the theme of the chapter is a new school year but the title of

the reading passage is bill gates the students are very young and few of them know bill gates or microsoft office thus the passage is not interesting besides the picture is black and white the language used is beyond the language of teenagers like chairman software and prominent businessman the language is not authentic to the learners even though the reading passage only consists of seventy five words and of only one paragraph no accompanying activity activities there are three different kinds of activities related to the passage the first one is comprehension questions about factual information in the text for example what do magicians do but the language is different from the text thus students have to paraphrase the language to answer the question the second activity is about finding the main idea of each paragraph there are four tables provided with different color for four paragraphs the readers are asked to write the main idea in the table the second activity is about pointing the position of the main idea there are words start middle end at the bottom of the table and students are asked to circle one of the words to show the position of the main idea in the paragraph the third activity is finding the meaning of the highlighted words in the passage in the mini dictionary that is provided on the last four pages of the book there are eight comprehension questions to answer all of the questions are about factual information that are in the text for example when was bill gates born the information about reading passages and activities above can objectively determine whether they have met the criteria mentioned before or not criteria imported book local book reading passage interesting yes no authentic yes no other accompanied activity yes no activities after reading definition and examples yes in form of factual questions yes in forms of definition and examples enumerations yes yes heading and subheadings no no headings and subheadings in the passage no no headings and subheadings in the passage signal words no no main ideas yes there are two kinds of activity rewrite the main idea and circle the word that shows the position of the main idea in the paragraph no outline no no summary no no conclusion from the comparison above about meeting the ideal criteria it can be inferred that the imported book can meet more criteria than the local book however there are still several criteria that have not been touched by both books this can be tolerated because due the limited time not all criteria have to or can be fulfilled in one topic however it should be a consideration for local book users in this case teachers to improve the content as well as the activity relying on one course book is not a good idea one of the ways teacher can do to improve the material is through adapting several published materials cunningsworth gives the meaning of adapting leaving out some parts of the material adding material published or the teachers replacing material with something more suitable and changing the published material to make it more suitable cunningsworth two thousand and eight at last this study has no goal to prove that the imported books are better than the local books even though they can fulfill more criteria the important thing is that by knowing the criteria we can make the reading session meaningful

WEB VP OUTPUT FOR FILE: AC 16-4

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|---|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 226 | 313 | 1709 | 74.99% | Words in text (tokens): | 2279 |
| Function: ... | ... | ... | (965) | (42.34%) | Different words (types): | 531 |
| Content: ... | ... | ... | (744) | (32.65%) | Type-token ratio: | 0.23 |
| > Anglo- Sax | | | | | Tokens per type: | 4.29 |
| =Not ... | ... | ... | (235) | (10.31%) | Lex density (content words/total) | 0.58 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 30 | 39 | 65 | 2.85% | <hr/> <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (22) | (0.97%) | Tokens: | 2010 |
| 1k+2k | ... | ... | (77.84%) | | Types: | 456 |
| | | | | | Families: | 335 |
| | | | | | Tokens per family: | 6.00 |
| | | | | | Types per family: | 1.36 |
| AWL Words (academic): | 79 | 104 | 236 | 10.36% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 61.69% |
| > Anglo- Sax: | ... | ... | (18) | (0.79%) | Greco-Lat/Fr- Cognate Index: | 38.31% |
| Off-List Words: | <u>?</u> | <u>75</u> | <u>269</u> | <u>11.80%</u> | (Inverse of above) | |
| | 335+? | 531 | 2279 | 100% | | |

abstract presenting in english has been one of the prominent skills that english specific purpose students need to master they are required to be able to present in english based on their majors in their study and future career as well however there are some obstacles faced by english specific purpose students in both preparing and conducting their presentations many english specific purpose students still get difficulties to generate and to organize their ideas well based on the specific topics given to them thus this study explored the effects of graphic organizers on the process of planning and conducting presentations in english specific purpose class by conducting classroom observation and interview this study involved twenty three students who were majoring in accounting at business faculty of widya mandala catholic university the findings indicated that the effects of the graphic organizers used by the students were so significant that they were proven to be very effective to assist the students to generate and to organize their ideas better in both planning and conducting their presentations introduction increasing in numbers english specific purpose students are required to be able to

give presentations based on their majors they need to give presentations not only in their study but also in their future careers thus they are expected to give presentations in english as well as possible however based on my experience as an english specific purpose teacher i have found two common obstacles encountered by them either in preparing or conducting presentations the first challenge is generating ideas many english specific purpose students still get trouble in developing their ideas they do not know what to say or how to develop the topics given to them the second one is organizing their ideas for presentations there are still many english specific purpose students who are not able to organize their ideas coherently and efficiently even though they have brilliant ideas to present these difficulties are usually undergone by both who are good at speaking english and who are not really good at speaking english therefore some effective techniques are still needed to overcome these problems one of the most effective techniques to solve these problems is using creative and innovative graphic organizers graphic organizers have been believed to assist students in developing and presenting their ideas effectively a graphic organizer is a visual and graphic display that depicts the relationships between facts terms and or ideas within a learning task graphic organizers are also sometimes referred to as knowledge maps concept maps story maps cognitive organizers advance organizers or concept diagrams hall and strangman two thousand and two graphic organizers help students see how ideas are organized within a text or concept there are many types of graphic organizers that can be used for both planning and presenting preparation furthermore the students can use technology to create their own graphic organizers for better and effective presentations this study is aimed to explore the effectiveness of using creative and innovative graphic organizers in generating organizing and presenting ideas in english specific purpose class therefore this research was designed to answer the following research questions to what extent did the graphic organizers affect the process of planning the presentation in term of generating and organizing ideas what are the effects of using the graphic organizers on the process of conducting the presentation literature review graphic organizers graphic organizers have been believed as important tools for both teachers and students to enhance teaching and learning processes according to baxendell two thousand and three these tools have been successfully proven to be effective in all inclusive class a graphic organizer is a visual and graphic display that depicts the relationships between facts terms and or ideas within a learning task hall and strangman two thousand and two graphic organizers convey relationship and content structures in a pictorial fashion ritchie and gimenez nineteen ninety five hall and strangman two thousand and two also stated that graphic organizers can be referred to as knowledge maps concept maps story maps cognitive organizers advance organizers or concept diagrams cognitive theories related to graphic organizers schema theory based on schema theory memory is composed of many schemas schemata according to parrish two thousand and six schema theory suggests that prior knowledge shapes our expectation and understanding about what we hear the closer our schema to the content of what we hear and read the easier it will be for us to understand all the definitions of schema theory contain the following characteristics a schema is an

organized structure that exists in memory and combined with the other schemas contains the sum of individual knowledge schemas consist of nodes and links that describe relationship between node pairs schema is formed through generalities not specific information schemas are dynamic as new information is learned it is assimilated into existing schemas or causes the formation of new schemas schema provides contexts how new experiences are interpreted how information is interpreted is based on existing schemas win and snider nineteen ninety six in wills two thousand and five graphic organizer has its root in schema theory dye two thousand graphic organizers make it easier to link new information to existing knowledge and help students build the schema they need to understand new concepts guastello beasley sinatra two thousand in wills two thousand and five if prior knowledge is activated the schema will be able to provide a framework to which new information can be attached and learning and comprehension will be improved wills two thousand and five dual coding theory paivio nineteen eighty six published a dual coding that assumes that memory consists of two separate but interrelated systems for processing information one system is specialized in processing non verbal imagery and the other is specialized in dealing with language while each system can be activated independently there are connections between the systems that allow for the dual coding of information the visual system specializes in processing and storing images the processed and stored images are termed imagens paivio nineteen eighty six the use of graphic organizers also helps students generate linguistic representations as a visual tool graphic organizers help students process and remember content by facilitating the development of imagens while as a linguistic tool text based graphic organizers also facilitate the development of logogens thereby dual coding the information ellis two thousand and five methodology research design this study was utilizing qualitative research for conducting this research i formulated four steps in my research design planning both the research and the lesson acting the plan observing the plan reflecting the practice this study is aimed at exploring the effect of using graphic organizers in preparing and conducting presentations thus the research was designed to address the following research questions to what extent did the graphic organizers affect the process of planning the presentation in term of generating and organizing ideas what are the effects of using the graphic organizers on the process of conducting the presentation participants the participants were the students in a business english class who were majoring in accounting in business faculty of widya mandala catholic university they just graduated from senior high school and were in the first semester their english level of proficiency ranged from low to pre intermediate data collection and procedure the qualitative data was collected by conducting class observation and open ended unstructured interview both the observation and the interview were carried out simultaneously in the process of preparing presentation and conducting presentation the planning was carried out by reviewing the related literature about graphic organizers collecting various types of graphic organizers selecting some graphic organizes which are related to the lesson plan in english specific purpose class and preparing oral presentation rubric and tasks based on the syllabus in the first meeting of the presentation class i asked the students to introduce themselves

one by one in front of their classmates by giving a short presentation about themselves for about two or three minutes so that i would be able to notify their capacity in speaking as well as giving brief presentation based on the syllabus they were required to be able to present in english furthermore the topics of their presentations had to be aligned with the purpose of their study in the business faculty indeed they had to make preparation before giving presentations therefore the uses of various types of graphic organizers were introduced to them so that they could use them for different purposes then i assigned them to give and individual presentation to compare and to contrast two different objects or people for the following meeting to help them generate and organize their ideas well they were given this following graphic organizer in the following meeting the students started conducting their presentations individually they were not required to use power point however they were suggested to use other visual aids like pictures colorful papers and whiteboard the students were given another assignment in the next meeting they had to conduct business presentation in groups about a particular company for brainstorming they were asked to use this following graphic organizer the students were asked to make questions as many as possible by using the fishbone organizers about what they wanted to know about the company after brainstorming they were allowed to select some questions only that they felt certain to develop and to present then as home assignment they were asked to collect information based on their questions in the fishbone graphic organizer in the next meeting for presentation they already got the data for their report from various sources then they were given another graphic organizer to organize their ideas for their presentations they they had to present their ideas based on the data collected they used the following graphic organizer findings in the first meeting i interviewed them to know their background knowledge about presentation i discovered that most of them rarely gave presentation in english based on the interview and their brief personal presentations for introduction it could be noticed that those who were good and were not really good at speaking still got trouble to generate and to organize their ideas well and coherently however there were also several significant findings after they had used appropriate and creative graphic organizers to help them generate and organize their ideas well for their presentations one finding showed that the use of graphic organizers succeeded to help them trigger their schemata that enabled them to generate their ideas well the selected graphic organizers were quite unique and appropriate to help them generate and relate their ideas in pictorial fashions they used different graphic organizers based on the goals of their presentations therefore the various models of graphic organizers succeeded to help the students to generate and organize their ideas more effectively this compare contrast graphic organizer is one of the examples of graphic organizers used by the students to generate and to organize their ideas the other finding in this study indicated that the use of graphic organizers had enhanced the english vocabulary mastery as well as the knowledge of the students for example the fishbone graphic organizer assisted the students a lot to develop questions as many as possible to find out more about the particular companies for their presentations when they got the ideas they had to use dictionaries and to find sources to get information related to

their questions in the **graphic organizers** they were also allowed to **consult** the teachers for **confirmations** these are two examples of **fishbone graphic organizers** used by the students to develop their ideas **furthermore** using **creative graphic organizers** also increased the students **motivation** and interest in learning the language since they were introduced with various **models** of **graphic organizers** which were **unique** and met their needs it succeeded to **arouse** their **curiosity** and **motivation** to **enhance** their **proficiency** in planning and **conducting** presentation related to their **major** the next **significant** finding **revealed** that the use of **graphic organizers** in the **process** of **presentations** **enabled** the students to present their ideas **vividly** for they were also suggested to apply various **models** of **graphic organizers** many of them were using **thematic hierarchical** and **sequential graphic organizers** **especially** when they made use power points in group presentation lastly another discovery in this study showed that the use of **graphic organizers** in the **process** of planning and **conducting** both **individual** and group presentation had **enhanced** the students **creativity** to learn the language as well as to learn to **conduct presentations** effectively as a result they also succeeded to **enhance** their english **proficiency** the following picture is another example of **creative graphic organizers** made by a student for an **individual** presentation that was not using power point **conclusion** **graphic organizers** have been believed as important **tools** used by both teachers and students in teaching and learning **processes** for teaching english **specific** purpose students the english **specific** purpose teachers need to **select specific graphic organizers** which are **aligned** with their **goals** in their study based on this study there are several **benefits** of using **graphic organizers** in writing helping the students to **generate** ideas by **activating** their **schemata** **assisting** the students to organize as well as to present their ideas more systematically and **coherently** **enhancing** the students **vocabulary** and knowledge as well **arousing** the students **motivation** and interest in planning and presenting their ideas by using **graphic organizers** which meet their needs **improving** the students **creativity** in learning the language to **sharpen** their english **proficiency** thus this study showed that the **graphic organizers** used by the english **specific** purpose students in this **research** had **positive** effects on the **process** of planning and **conducting presentations** for **specific** purposes

WEB VP OUTPUT FOR FILE: AC 16-5

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|---|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 287 | 408 | 1734 | 77.76% | Words in text (tokens): | 2230 |
| Function: ... | ... | ... | (966) | (43.32%) | Different words (types): | 682 |
| Content: ... | ... | ... | (768) | (34.44%) | Type-token ratio: | 0.31 |
| > Anglo- Sax | | | | | Tokens per type: | 3.27 |
| =Not ... | ... | ... | (306) | (13.72%) | Lex density (content words/total) | 0.57 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 54 | 61 | 114 | 5.11% | <hr/> <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (18) | (0.81%) | Tokens: | 2062 |
| 1k+2k | ... | ... | ... | (82.87%) | Types: | 597 |
| | | | | | Families: | 437 |
| | | | | | Tokens per family: | 4.72 |
| | | | | | Types per family: | 1.37 |
| AWL Words (academic): | 96 | 128 | 214 | 9.60% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 63.05% |
| > Anglo- Sax: | ... | ... | (10) | (0.45%) | Greco-Lat/Fr- Cognate Index: (Inverse of above) | 36.95% |
| Off-List Words: | <u>?</u> | <u>85</u> | <u>168</u> | <u>7.53%</u> | | |
| | 437+? | 682 | 2230 | 100% | | |

introduction speaking plays a **sole role** since it is one of four **skills** that has to be mastered in english learning **environment** it cannot be **denied** that everybody should **improve** his speaking for **creating a comprehensive verbal communication** between each other according to **parrish** two thousand and four learners are **exposed** to english at a young age before **puberty** are more likely to **achieve** a native like **accent** in a second language **adult** learners are **capable of achieving comprehensible pronunciation** however **similar to ur** nineteen ninety one younger children learn languages better than older ones children learn better than **adults** hence foreign language learning in school should not be started at as early an age as possible in the past speaking was not **emphasized** more like **grammar** therefore in the speaking class the teacher was only **modelling** the students by **practicing dialogues drilling techniques** and **interviewing** through **information gaps** filling to **enhance** the young learner speaking **skills** there should be some **interactive** teaching **technique** activities one which is **emphasized** the most is a **role play technique** which is a way of bringing situations from real life into the class room **doff** nineteen eighty eight this **technique** is to **enable** the young learner to **practice** either their experiences or **schemata** through **thematic** plays where they have to act themselves out as somebody or thing that they have ever known before as **instrument aid video** also takes a **crucial role** in this **research** as **video parrish** two thousand and four which provides learners with **vivid** representations of language use in a variety of **context** such as in the **community** at home or at work can **modal** the students about what they are going to do in their own plays there are two main purposes for speaking **thornbury** two thousand and five which are a **transactional function** and **interpersonal function** **transactional function** is to **convey information** and **facilitate** the exchange of **goods** or services **meanwhile** an **interpersonal function** is to **establish** and **maintain** social relations for **instance** a typical **transactional** speech event might be **phoning** to book a table at a **restaurant** and another **typical interpersonal** speech event might be the **conversation** between friends that takes place at the **restaurant** therefore the **video** chosen of this study are **selected** in two distinguished types **video conveys transactional** speech **thematic video** such as at farms at **restaurant** at market and so on and **interpersonal** speech **narrative** or **imaginative video** such as **cinderella** snow white **barbie** and so on based on the **phenomenon** above the writer would like to **conduct** a **research** with the **aim** of finding out the effect of **role play techniques** to the students speaking mastery and in which situations and expressions the students use either **transactional function** and **interpersonal function** as two main purposes for speaking statement of the problems based on the background of study the writer **formulated** the problem of this study is there any **significant** difference between those who are taught using **role play with video modeling** and those who are taught using **role play with teacher conversation modeling** which kind of speech events are used the most and in which expression **refers** to either **transactional** or **interpersonal** **significance** of the study this **research** is

conducted with the expectation of giving contribution to teachers in varying the technique of teaching speaking used in school and find out whether students who are taught using role play video modeling got better scores than those taught using role play with teacher conversation modeling moreover it is conducted to reveal the facts about what kind of speaking purpose will be the most practiced by young learners in their speaking achievement definition of key terms to avoid misunderstanding the following key terms need explanation they are teaching about teaching h douglas brown nineteen eighty in his book principles of language learning and teaching says that it is showing or helping someone to learn how to do something providing the knowledge causing to know or understand speaking glenn fulcher two thousand and three explains that speaking is the verbal use of language to communicate with others role play it as said by adrian doff nineteen eighty eight is a way of bringing situations from real life into the classroom transactional speech transactional function is to convey information and facilitate the exchange of goods or services thornbury two thousand and five interpersonal speech an interpersonal function is to establish and maintain social relations thornbury two thousand and five video video is dynamic immediate and accessible and it may be used to present new language to revise or develop language for comprehension activities or as a stimulus for writing discussion or role play lonergan nineteen eighty four scope and limitation the scope of this study is limited to the following points the subjects of this study are the fourth grade students in elementary school in this study the writer will analyze the effect of transactional speech thematic video such as at farms at restaurant at market and so on and interpersonal speech narrative or imaginative video such as cinderella snow white barbie and so on in particular chosen themes mentioned activities to promote speaking in english language teaching especially in speaking class there are still various speaking activities which can be practiced to young learners as harmer harmer nineteen eighty four divides and mentions the speaking activities in brief as follow discussions after a content based lesson a discussion can be held for various reasons the students may aim to arrive at a conclusion share ideas about an event or find solutions in their discussion groups before the discussion it is essential that the purpose of the discussion activity is set by the teacher in this way the discussion points are relevant to this purpose so that students do not spend their time chatting with each other about irrelevant things for example students can become involved in agree or disagree discussions in this type of discussions the teacher can form groups of students preferably four or five in each group and provide controversial sentences like people learn best when they read versus people learn best when they travel then each group works on their topic for a given time period and presents their opinions to the class it is essential that the speaking should be equally divided among group members at the end the class decides on the winning group who defended the idea in the best way this activity fosters critical thinking and quick

decision making and students learn how to express and justify themselves in polite ways while disagreeing with the others for efficient group discussions it is always better not to form large groups because quiet students may avoid contributing in large groups the group members can be either assigned by the teacher or the students may determine it by themselves but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas lastly in class or group discussions whatever the aim is the students should always be encouraged to ask questions paraphrase ideas express support check for clarification and so on role play one other way of getting students to speak is role playing students pretend they are in various social contexts and have a variety of social roles in role play activities the teacher gives information to the learners such as who they are and what they think or feel thus the teacher can tell the student that you are david you go to the doctor and tell him what happened last night and harmer nineteen eighty four simulations simulations are very similar to role plays but what makes simulations different than role plays is that they are more elaborate in simulations students can bring items to the class to create a realistic environment for instance if a student is acting as a singer she brings a microphone to sing and so on role plays and simulations have many advantages first since they are entertaining they motivate the students second as harmer nineteen eighty four suggests they increase the self confidence of hesitant students because in role play and simulation activities they will have a different role and do not have to speak for themselves which means they do not have to take the same responsibility information gap in this activity students are supposed to be working in pairs one student will have the information that other partner does not have and the partners will share their information information gap activities serve many purposes such as solving a problem or collecting information also each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need these activities are effective because everybody has the opportunity to talk extensively in the target language criteria for selecting video arcario suggests that the following factors should be considered when choosing video materials appropriateness of content sound and picture quality extent of visual support and language density sound quality is particularly important as language learners will gain little from a video that they cannot hear another relevant consideration is the availability of related print materials which can be used to develop activities supporting and extending the language used in the video arcario when considering the visual support care should be taken to choose material where the soundtrack and pictures go together macwilliam macwilliam nineteen eighty six for example cites research showing that if there is a mismatch between the visual and aural messages then viewers especially children will disregard the linguistic content this can happen with sequences where there is a voice over and related pictures although the relationship may be apparent to a sophisticated

viewer a language learner or a child may only be able to process the visual information a further point to bear in mind when choosing materials for young learners is the need for an integrated curriculum whereas adult learners tend to learn English either in isolation or for a specific purpose for example needing to conduct business meetings or read text books in English children will almost certainly be learning English as part of a full curriculum of school subjects the young learner may be learning English as a foreign language alongside the other curriculum areas or her entire education may be presented through the medium of English and include the study of the language itself as Garvie Garvie nineteen ninety one argues English language tuition should therefore be seen in the context of the wider curriculum and materials used for teaching the language should be integrated with the topics of other subject areas grading scales according to Thornbury two thousand and five there are two basic types of grading they are analytic which is scoring by giving a separate score for different aspects of the task and holistic scoring which is a single score the basis of an overall impression for assessing speaking test the certificates in English language skills test of speaking Thornbury two thousand and five is a type of analytic test which suits the best as it discrete the aspects of assessment into four categories as follows grammar and vocabulary on this scales candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level the range and appropriate use of vocabulary are also assessed here discourse management on this scale examiners are looking for evidence of the candidate ability to express ideas and opinions in coherent connected speech the certificates in English language skills tasks require candidates to construct sentences and produce utterances extended as appropriate in order to convey information and to express or justify opinions the candidate ability to maintain a coherent flow of language with an appropriate range of linguistic resources over several utterances is assessed here pronunciation this refers to the candidate ability to produce comprehensible utterances to fulfill the task requirements in example it refers to the production of individual sounds the appropriate linking of words and the use of stress and intonation to convey the intended meaning first language accents are acceptable provided communication is not impeded interactive communication this refers to the candidate ability to interact with the interlocutors and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements it includes the ability to use functional language and strategies to maintain or repair interaction for example in conversational turn taking and a willingness to develop the conversation and move the task towards a conclusion candidates should be able to maintain the coherence of the discussion and may if necessary ask the interlocutor or the other candidate for clarification conclusions role play has greater improvements in speaking achievement especially for young learner as according to Harmer nineteen eighty four one other way of getting students to speak is role

playing here students are expected to be able to pretend their everyday activities and imaginative stories through role play the transactional speech and interpersonal speech are analyzed more in this area as video modelling is given first before the students have their role play transactional speech function is practiced more often as one of the characteristic of children is they are able to grasp new knowledge fastly through imitation and through everyday life activities

WEB VP OUTPUT FOR FILE: AC 16-6

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|--|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 206 | 267 | 1168 | 77.56% | Words in text (tokens): | 1506 |
| Function: ... | ... | ... | (668) | (44.36%) | Different words (types): | 416 |
| Content: ... | ... | ... | (500) | (33.20%) | Type-token ratio: | 0.28 |
| > Anglo- Sax | | | | | Tokens per type: | 3.62 |
| =Not ... | ... | ... | (257) | (17.07%) | Lex density (content words/total) | 0.56 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 32 | 37 | 74 | 4.91% | <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (10) | (0.66%) | Tokens: | 1421 |
| 1k+2k | ... | ... | ... | (82.47%) | Types: | 376 |
| | | | | | Families: | 292 |
| | | | | | Tokens per family: | 4.87 |
| | | | | | Types per family: | 1.29 |
| AWL Words (academic): | 54 | 72 | 179 | 11.89% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 66.08% |
| > Anglo- Sax: | ... | ... | (4) | (0.27%) | Greco-Lat/Fr- Cognate Index: | 33.92% |
| Off-List Words: | <u>?</u> | <u>40</u> | <u>85</u> | <u>5.64%</u> | (Inverse of above) | |
| | 292+? | 416 | 1506 | 100% | | |

introduction teaching english as foreign language to adults will be much different to teach english as foreign language to young learners levine through his journal techniques for teaching adults and structuring your classroom presentation nineteen ninety one depicted that adult learners tend to be more independent than young learners they can motivate themselves they have varied educational background they also more interested to the topic which is easy to be applied in their daily and those which is related to their occupation besides that adult learners are more interested in self learning and more challenged when teacher gives several kinds problem solving questions that they presently face on the other hand young learners are more dependent to teachers their education background are mostly the same and they are not very interested in problem solving questions because they still have limited life experience compared to adults in order to meet the needs of adult and young learners there are two types of education concepts used they are andragogy and pedagogy those concepts are invented to assist teachers to overcome their difficulties or obstacle in conducting english as foreign

language classes the pedagogy concept is appropriate to be used in teaching young learners from kindergarten ages up to senior high school ages the transmittal techniques which is used in pedagogy concept is suitable with young learner dependent personality daffron two thousand and three on the other hand in teaching adults the concept of andragogy is more appropriate to be applied as kapp justified that andragogy is a practical necessity of the education of adults reischmann two thousand and four andragogy is needed to be mastered by adult english as foreign language teachers because it facilitates teachers with method techniques and even tips about how to conduct class for adults therefore to manage adult english as foreign language class andragogy is suitable to be applied because it has been adjusted to the adult learner needs in managing adult english as foreign language class not only the understanding of andragogy needed the comprehension in designing curriculum syllabus lesson plan and finally the course book is also required accordingly this paper will be discuss about the concept of andragogy and how andragogy can affect the choice of curriculum syllabus lesson plan and course book for adult english as foreign language class later on the discussion also followed by the strategies in managing adult english as foreign language class andragogy andragogy is a set of needs that must be considered and also the methods and techniques that can be applied in the process of learning for adults andragogy is firstly introduced by alexander kapp a german grammar teacher in eighteen thirty three kapp justified andragogy as the practical necessity of the education of adults reischmann two thousand and four connie nineteen ninety seven established five issues about adult learners needs that should be considered in learning process first it is important to let the learners know what is the purpose of the learning second is showing the way to build connection between them and the information from the lesson third is relating the topic with the learners experience or their specific interest for instance relate the topic to their jobs fourth is motivating them and make sure they are ready to grasp the material and the last is helping them to overcome difficulties in learning through comprehending those five issues teachers are able to provide the appropriate and expected knowledge for adults they also will feel more comfortable to join the learning process because they believe the teacher understand their needs the idea of andragogy usually implemented as an ageless learner since it provides insight for teachers to deal with adult learners in managing class however there are four principles in andragogy depicted by adams two thousand and one the first principle is that teachers need to involve the adult learners in planning the instructions or planning the material they are going to discuss in class so when the implementation of activities in the classroom later adult learners can follow the lesson with an atmosphere that is more convenient because they get the material that has been agreed the second principle is that experience is the best teacher for adult learners they can easily correct themselves whenever they make mistakes as has been previously reviewed that adults are independent learners teachers do not have to tell them directly that they make mistakes because they can easily learn from their previously experience including mistakes and perform better thereafter after that the third principle of andragogy is that teachers should relate the learning subjects to matters that relating to the adult learners daily life or their

current job actually they do not really interested in something too theoretical they prefer the learning material which later on can be easily applied in their work it does not mean that they do not need theory at all but the portion of theory presentation should be reduced and the implementation or case study should be more emphasized it guides to the last principle of andragogy that adult learning is problem centered rather than content oriented adults are more interesting when they feel challenged they can be treated to a variety of case studies and the discussion of the solution the other learning techniques can be done by not making the teacher as an information center but by sitting down together and make the classmates as well as the material to learn by exchanging opinions curriculum for adult english as foreign language learners based on the considerations of adult characteristics in andragogy above teachers can determine and design the most suitable curriculum that they can use in english as foreign language class for adults there are several suggestions given by adams two thousand and one in curriculum design for adult learners firstly teachers should consider in adult interest in single concept which easy to be applied in their job and daily life they need the how to information not only presentation of theory they also eager to learn by self directed project and require one to one access to the expert the teacher or professor who facilitate the material besides that in curriculum design teachers may involve adult learners in choosing the learning project because they prefer self directed projects and they are able to integrate new ideas with what they are already know considering they have many experiences in their life as has been reviewed before the adult learners also take fewer risks in learning process they take errors personally and more likely it affect to their self esteem therefore in curriculum design teachers should consider whether the concept within the curriculum is appropriate or even causing conflict lastly adult learners recently interested in using media such as books television internet and other technology in learning process this provide them more information which can be instantly grabbed anytime and anywhere therefore it will be gratify for them to involve the use of those technology in curriculum to trigger their motivation in learning process the curriculum design that fits perfectly with the character of adult learners and syllabus and lesson plans that correspond to the needs of adult learners can create a conducive learning atmosphere as has been discussed previously the preparation of syllabus and lesson plans can be arranged by conducting a discussion with the learners course book for adult english as foreign language class course book has role in adult english as foreign language class it guides the learners and also teachers to fulfill the syllabus have been designed of course the choosing of the course book should be learner need based and appropriate to the syllabus as it has been discussed previously adults tend to be more enthusiastic in learning when it facilitated with media then the course book could be the media that can attract the learners the content of the course book should be adjusted to the learner ability in english and of course should be followed by the clear instructions and relevant example from each discussion strategies in managing adult english as foreign language class managing adult english as foreign language class requires appropriate strategies so later on the class being conducted can be success parrish two thousand and six elaborated

some strategies in managing adult class first teacher should give learners opportunity to ask freely second give the learners different tasks based on the learner ability using media such as pictures with no words and lastly use language experience approach conclusion andragogy is a set of needs that must be considered and also the methods and techniques that can be applied in the process of learning for adults in the practice of conducting an adult english as foreign language class the curriculum design that fits perfectly with the character of adult learners and syllabus and lesson plans that correspond to the needs of adult learners can create a conducive learning atmosphere therefore the idea of andragogy is the most appropriate to be applied in the adult english as foreign language class

WEB VP OUTPUT FOR FILE: AC 16-7

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|------------------------------|-----------------|--------------|---------------|----------------|--|--------|
| K1 Words (1-1000): | 201 | 264 | 1013 | 76.17% | Words in text (tokens): | 1330 |
| Function: ... | ... | ... | (498) | (37.44%) | Different words (types): | 426 |
| Content: ... | ... | ... | (515) | (38.72%) | Type-token ratio: | 0.32 |
| > Anglo-Sax | | | | | Tokens per type: | 3.12 |
| =Not ... | ... | ... | (238) | (17.89%) | Lex density (content words/total) | 0.63 |
| Greco-Lat/Fr Cog: | | | | | | |
| K2 Words (1001-2000): | 31 | 39 | 66 | 4.96% | <i>Pertaining to onlist only</i> | |
| > Anglo-Sax: | ... | ... | (6) | (0.45%) | Tokens: | 1227 |
| 1k+2k | | | | | Types: | 377 |
| | ... | ... | | (81.13%) | Families: | 290 |
| | | | | | Tokens per family: | 4.23 |
| | | | | | Types per family: | 1.30 |
| AWL Words (academic): | 58 | 74 | 148 | 11.13% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 61.45% |
| > Anglo-Sax: | ... | ... | (12) | (0.90%) | Greco-Lat/Fr-Cognate Index: (Inverse of above) | 38.55% |
| Off-List Words: | <u>?</u> | <u>49</u> | <u>103</u> | <u>7.74%</u> | | |
| | 290+? | 426 | 1330 | 100% | | |

abstract effective teaching preparation is important to help students understand lesson in easiest way possible when teachers work with proper preparation and effective classroom management it is possible to achieve the desired objectives and educational outcomes the purpose of this study is to investigate how well teacher preparation in english foreign language teaching at paron district ngawi regency east java province thirteen teachers at paron district are as the respondents data for this study came from these teachers responses to a questionnaire to elicit information about teacher preparation this research concluded that there is need for improvement for better teaching preparation key word learner teacher teacher preparation organizing classroom and managing the behavior of their students is a part of teachers ability which should be mastered they are important to achieving positive educational outcome therefore teachers should prepare themselves well effective teaching preparation is important to help students understand lesson in easiest way possible when teachers work with proper preparation and effective

classroom management it is possible to achieve the desired objectives and educational outcomes combination between mastering of pedagogy and identifying the characteristic of the learners will be good preparations the purpose of this study was to investigate how well teacher preparation in english foreign language teaching at paron district ngawi regency east java province this research study still limitations lack of comparing the same study was the first limitation another one was because of the limit of time some principles could not be interviewed however we were still interested to see if the teachers as our respondents had well preparation when they taught their students we begin with a brief literature review on learners and teachers then we presented the result of our study in which we interviewed the teachers and gave them questionnaire designed to gain information about their preparation learners learner populations differ according to various parameters the parameters can be ages motivation and students objectives in learning language and many more the differences of learners should be placed in different group wright nineteen eighty seven investigating students differences for teachers are important as teaching preparation harmer states that by recognizing students differences teachers can address students need such as limitation of english proficiency disabilities or diversity cultural background harmer two thousand and one every student also has different learning style which gives contribution to successful acquisition brown two thousand it means by mapping students learning styles will ease students to acquire and make optimally their performances so teachers can use students performance assessment better ur nineteen ninety one it also can help to implement different teaching method teacher teachers use many metaphors to describe what they do teachers are described as facilitators for their students harmer two thousand and one to facilitate students teachers must master some abilities firstly teachers should master pedagogical knowledge well pedagogue is defined as a schoolteacher it means that teacher is one who instructs in a pedantic or dogmatic manner meriam webster online dictionary two thousand and seven in the pedagogic model teachers assume responsibility for making decisions about what is learned and how and when something will be learned it is teacher directed or teacher centered teacher directed learning has its roots in calvinism and the belief that wisdom is evil and that adults should direct control and ultimately limit children learning to keep them innocent connor two thousand and seven secondly using technology and maintaining discipline also parts of teacher abilities should be mastered using technology such as video can be as motivation or cross cultural awareness ur nineteen ninety one by using video students can compare a look at situations far beyond their classroom for example how american speaks to waiters or typical of native body language it also can increase of interest when students see native modeling ur describes the disciplined classroom with different characteristics a disciplined classroom can activate students in the way teacher want easily it is also described as smooth co-operation between teachers and their students so they can reach the same objectives it has to be supported by good communication skill with parents and school itself finally it is crucial that teachers have abilities to apply the used curricula allan a glatthorn whitehead two thousand and six teachers have to understand and be able to develop the curricula to make

their own syllabus and plan the lesson objectives well profile of respondents of this mini research were thirteen teachers in ngawi regency taught at senior and junior high school levels all of the respondents were a four year undergraduate degree education and graduated from the same university material and procedure respondents were interviewed about their perception about teacher preparation then researcher gave questionnaire which consisted of ten specific areas about teacher preparation the areas are using technology in the class maintaining discipline and order in the classroom implementing new method of teaching implementing state curriculum using students performance assessment technique analyzing the students need understanding how students learn working with parents utilizing different pedagogical approaches working well with school they were expected to give statements such as well prepared moderately well prepared somewhat well prepared or not all well prepared the survey was conducted three days before respondents filled out the questionnaire they were first informed about the purpose of the study and all respondents return the questionnaire result and discussion when respondents were asked about their general preparation the interview showed that it meant that most of respondent said that they were very or moderately well prepared however the researcher got different picture when the respondent served questionnaires about their preparation in ten specific areas statement letter correspondents to list below use technology in the class maintain discipline and order in the classroom implement new method of teaching implement state curriculum use students performance assessment technique analyze the students need understand how students learn work with parents utilize different pedagogical approaches work well with school there were some areas where more respondents said they were somewhat or not all well prepared implement new method of teaching using student performance assessment technique analyzing the students need understanding how students learn however there were positive notes which described the respondents very or moderately well prepared using technology in the class maintaining discipline and order in the classroom implementing state curriculum working with parents utilizing different pedagogical approaches working well with school when respondents served other questionnaires about what their schools stressed from the chart above it can be seen that forty six percent schools just stressed on curriculum target but thirty one percent schools gave balanced attention to teacher preparation and curriculum target to provide additional insight there were some teachers comments about their preparation pedagogy was stressed but i did not know about my english foreign language teaching students discipline was a must to reach the objectives of learning parent were our partner i would need much time to map my students need and objectives of learning could not be reached we really need teacher training program conclusions according to these questionnaires it showed that teachers felt that they were not adequately well prepared in some area such as implement new method of teaching using student performance assessment technique analyzing the students need and understanding how students learn to be sure there were positive thing in which the some respondents felt that they had good preparation in six area such as using technology in the class maintaining discipline and order in the classroom implementing state curriculum

working with parents utilizing different pedagogical approaches working well with school another questionnaire showed that curriculum target was still become main priority however some schools gave the same attention to teacher preparation and curriculum target as recommendation the researcher suggests that there should be teacher education program include classroom management analyzing students characteristic and needs curriculum and utilizing pedagogical approaches working well with parents and school more intensive to record the developing of their students school should stress both teacher preparation and curriculum target

WEB VP OUTPUT FOR FILE: AC 16-8

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | |
|--|-----------------|--------------|---------------|----------------|--|
| K1 Words (1-1000): | 228 | 300 | 1244 | 73.57% | Words in text (tokens): 1691 |
| Function: ... | ... | ... | (573) | (33.89%) | Different words (types): 550 |
| Content: ... | ... | ... | (671) | (39.68%) | Type-token ratio: 0.33 |
| > Anglo- Sax | | | | | Tokens per type: 3.07 |
| =Not ... | ... | ... | (267) | (15.79%) | Lex density (content words/total) 0.66 |
| Greco- Lat/Fr Cog: | | | | | |
| K2 Words (1001- 2000): | 32 | 38 | 66 | 3.90% | <hr/> <i>Pertaining to onlist only</i> |
| > Anglo- Sax: | ... | ... | (13) | (0.77%) | Tokens: 1584 |
| 1k+2k | ... | ... | ... | (77.47%) | Types: 477 |
| | | | | | Families: 362 |
| | | | | | Tokens per family: 4.38 |
| | | | | | Types per family: 1.32 |
| AWL Words (academic): | 102 | 139 | 274 | 16.20% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) 54.48% |
| > Anglo- Sax: | ... | ... | (10) | (0.59%) | Greco-Lat/Fr- Cognate Index: 45.52% (Inverse of above) |
| Off-List Words: | <u>?</u> | <u>73</u> | <u>107</u> | <u>6.33%</u> | |
| | 362+? | 550 | 1691 | 100% | |

abstract this paper elaborates some considerations teacher might administer to select appropriate english for special purpose material from what is available literature review about english specific purpose characteristic provides teacher with broad notion about specification of english specific purpose teaching that differs it to other english teaching further review of needs analysis clarifies why teacher is demanded to apply it as basis to select material and the last literature review provokes teachers to recognize students varying style of learning as each student learn differently class observation to ascertain learner need background knowledge culture objective and learning diversity is what this paper advised english specific purpose to administer before making choices and decision which type course material is best to select key word english specific purpose need analysis learning style course material introduction teaching english for specific purpose conveys a complex problem for teacher in some condition english specific purpose teacher is not on the position of content provider since he has insufficient understanding of the subject content while in turns student knowledge

of subject content is enhanced as they are usually engage in their work in other case existing course material does not always facilitate teacher to accommodate student particular need which is heterogeneous from time to time john states english specific purpose teachers find themselves in a situation where they are expected to produce a course that exactly matches the need of a group of learner but are expect to do so with no or very limited preparation time johns dudley evans nineteen ninety one teacher as material provider sometimes has restricted time to write own material and preferred to select modify or adapt the available material from other sources which he believes important and necessary for student to learn however what teacher thinks important and necessary is not always similar to what student absolutely needs problem statement selecting course material involves making choices and decisions to construct good choice teacher requires good consideration on which the choice is based what considerations should teacher ascertain to select appropriate english specific purpose material literature review english specific purpose course is designed to accommodate specific needs of learners in particular discipline who learn english as medium to transfer knowledge in specific working situation or studies english for special purpose course is defined as learning english for adults in homogeneous classes by restricted time period to attain students objective robinson nineteen ninety one in brief she desires to emphasize the two primary purposes normally goal directed and need analysis to specify as closely as possible what exactly it is that students have to do through medium of english robinson nineteen ninety one page three in this case robinson definition of english specific purpose is more realistic than the previous writer strevens nineteen eighty eight page one to two who defines english specific purpose in four absolute characteristics as being related in content that is in its themes and topics to particular disciplines occupations and activities centered on language appropriate to those activities in syntax lexis discourse semantic et cetera and analysis of this discourse in contrast with general english the next english specific purpose writer indicates advance insight in defining the feature of english specific purpose through need analysis in which activities students need to accomplish rather than emphasizing in language oxford nineteen eighty nine page four to five dudley modifies the characteristic of english specific purpose as below english specific purpose may be related to or designed for specific discipline english specific purpose may use in specific teaching situation a different methodology from that of a general english english specific purpose is likely to be designed for adult learners either at a tertiary level institution or in a professional work situation it could however be for learners at secondary school level english specific purpose is generally designed for intermediate or advanced student dunley evan has modified streven characteristic of english specific purpose which denotes that english specific purpose course is in contrast with general english further dunley evan stipulates that english specific purpose applies a specific teaching situation accompanied with diverse methodology from that of general english even dunley evan states english specific purpose course is not always specifically designed for adult learners but it can also be implemented to any secondary level students in this matter dunley evan endeavors to integrate a particular english specific purpose content language and english language to attain

learner objective hutchinson illustrates english specific purpose as leaves and branches on a tree of language hutchinson and waters nineteen eighty seven a tree grows due to the existences of branches leaves roots and tree trunks similarly to that illustration content related to english specific purpose particular language cannot stand alone without the existence of general english syntax lexis and function chen two thousand and five general english is not an impediment to attain english specific purpose particular language in turns both interchange each other to convey meaning coherently there is no specification which part is general english and which is english specific purpose discipline language what the appropriate of english specific purpose approach of language teaching is to attain the student english achievement either for working or studying needs analysis needs analysis is assigned as a key stone to focus on english specific purpose course objective the awareness of students need is derived from the students cognitive and affective factor such as being confident in communicating the language whereas objective and perceive need are derived from the outside fact as objective to understand the instruction accurately dunley evan determines the concept of need analysis as below dudley evans and st john two thousand page one hundred twenty five professional information about the learners he emphasizes on learner english application in the working situation and learner significance of studying english personal information about the learners that accommodate pervious learning knowledge cultural background expectation and attitude toward english learner english language information such as skills and language used at present situation learner problem to reveal problem happened in english language information and english specific purpose specific language language learning information to improve learner lack in order to achieve learning objective professional communication information how language and skill are implemented in the learner working situation the learner expectation for joining the english course information about the course environment needs analysis feedback leads the way how to select to modify or to adapt workable course material and to develop future activities better students learning styles style is defined as term to describe general characteristics of intellectual functioning as well as personality type as individual to differentiate to others learning styles might be thought of as cognitive affective and physiological traits that are relatively stable indicators of how learners perceive interact with and respond to the learning environment keefe nineteen seventy nine page four learning style is a term to describe four aspects of person cognitive style in example preferred or habitual patterns of mental functioning pattern of attitudes and interests that affect what an individual will pay most attention to in a learning situation a tendency to seek situations compatible with one own learning patterns and tendency to use certain learning strategies and avoid others lawrence nineteen eight four there are several learning styles that relate to second language learning and important for teacher to be familiar with as clarified by brown below field independence and dependence field independence style enables to distinguish parts from a whole and concentrate on sources without contamination of environment noises brown two thousand page one hundred fifteen this characteristic of learner is independent competitive self confident in classroom learning this field independent learner

prefers analysis discussion exercise accomplishment and other focused activities in contrast field dependence style is dependent totally in any fields but the strength of this learner style is being perceived in viewing a problem or idea the learner characteristic is socialized no self identity more empathy to others in classroom learning this field dependent learner is good at communicative aspect reactivity and impulsivity reflective learner is a systematic thinker that considers painstakingly what he wants to do the characteristic style of reflective learner is slower in resolving problem because he requires time to deliberate before making solution in classroom instruction this kind of learner accomplishes task more accurately but demands teacher patience more dissimilarly impulsive learner is fond of gambling with some possibilities in resolving problems this style of learner is widespread as intuitive thinker the characteristic style is faster in doing tasks but the result performs more inaccurate answer in classroom learning this learner is commonly good as guesser visual and auditory another learning style which is prevalently noticed in classroom instruction is visual learning style this kind of learner gets benefit from reading studying chart drawing seeing other visual aids visual learner characteristic is good at translating what is seen into pictures and enable to judge relationship between object accurately jolles in contrast auditory learner gets benefit from listening lecture speech or oral discussion learner learns best through listening conclusion the result of students needs analysis assigns teacher with deep insight of what appropriate course material teacher have to select modify or adapt the type of materials that motivate and stimulate students knowledge topic of interest language skill and subject content that students need to improve during the learning instruction are significant to the success of student learning achievement as well as teacher instructional accomplishment another significant thing that underscores students success of learning is the recognizing of students varying style preferences to glimpse the best way students learn learning individually or in group discussion finding possible solution comprehending text material are patterns of students learning preferences that teachers enables to perceive after they administer class observations through learning styles observation feedback teachers are more effortless to indicate what types of course material that best fit to the students learning preferences as conclusion english specific purpose teachers are expected to administer class observation every time they manage a new class with different students to ascertain students needs and learning styles which function as ultimate consideration in selecting modifying or adapting course material to support motivate and challenge students learning achievement

WEB VP OUTPUT FOR FILE: AC 16-9

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|--|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 205 | 275 | 1149 | 73.84% | Words in text (tokens): | 1556 |
| Function: ... | ... | ... | (628) | (40.36%) | Different words (types): | 440 |
| Content: ... | ... | ... | (521) | (33.48%) | Type-token ratio: | 0.28 |
| > Anglo- Sax | | | | | Tokens per type: | 3.54 |
| =Not ... | ... | ... | (180) | (11.57%) | Lex density (content words/total) | 0.60 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 23 | 29 | 65 | 4.18% | <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (14) | (0.90%) | Tokens: | 1477 |
| 1k+2k | ... | ... | ... | (78.02%) | Types: | 391 |
| | | | | | Families: | 294 |
| | | | | | Tokens per family: | 5.02 |
| | | | | | Types per family: | 1.33 |
| AWL Words (academic): | 66 | 87 | 263 | 16.90% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 56.47% |
| > Anglo- Sax: | ... | ... | (12) | (0.77%) | Greco-Lat/Fr- Cognate Index: | 43.53% |
| Off-List Words: | <u>?</u> | <u>49</u> | <u>79</u> | <u>5.08%</u> | (Inverse of above) | |
| | 294+? | 440 | 1556 | 100% | | |

introduction until now there have been numerous **researches** about the influence of native language on the **process** of student second language learning the influence of native language on the learning and use of second language **conceived** in various ways as **contrastive analysis transfer cross linguistic** influence and many more some of the recent **research** articles still **referred** to the thought of **linguists** such as **lado** nineteen fifty seven on **contrastive analysis hypothesis** as one of **references** despite the **critics** received in its **validity** and limitations one of the examples are **research** articles written by **adnand** two thousand and nine that **discusses** the native language **interference** in second language **discourse** of **indonesian** writers writing english **journals** another example is the **journal** on **negative cultural transfer** between **chinese** and **american** **composed** by **wei** two thousand and nine also **referred** to **lado** theory on language **transfer** it can be assumed that despite the **criticism** and the sense of **obsolete** the **theory** of **contrastive analysis hypothesis** **contributes** to studies on foreign language learning

and teaching to some extent accordingly this paper will discuss about the concept of language transfer and contrastive analysis hypothesis next the paper will also discuss the judgment addressed to the concept to the extent it is being objected and accepted language transfer brown two thousand defined transfer as the delivery of prior knowledge or performance to the other learning in terms of language learning the transfer is from happens from the system of one language to another language being learned transfer itself can be divided into two the positive and negative transfer positive transfer occurs when the prior knowledge helps the learning task because it can easily be applied to learning subject for example the indonesian sentence pattern with arrangement of subject predicate object is the same with english sentence pattern because there is no difference between both languages it is assumed that the indonesian speaking learner learning english would not find any difficulties in producing sentences with such pattern on the contrary the negative transfer hinders the acquisition and performance of language learning negative transfer is divided into two the interference and overgeneralization interference is the differences of both languages that assumed to be the cause of errors overgeneralization considered as part of learning strategies where a learner retrieves the new system of target language and generalizes certain sets of rules in the performance brown formulates the division of language transfer in the diagram below two thousand page ninety six overgeneralization as well as interference are not always viewed negatively or bring back impacts although they are categorized as negative transfers overgeneralization shows that a learner is in the process of deriving the new system of the target language which is the important aspect of language learning gass and selinker two thousand and eight page ninety determined the term transfer differently as brown she emphasizes that the transfer focuses on the output as the result of the transfer which is the underlying process the transfer should not be seen as separate processes which are negative of positive transfers but on the learner success or failure doing the transfer seen on the result the performance of the transfer occurs at different levels including lexis grammar and discourse ellis nineteen ninety seven the notion of contrastive analysis hypothesis contrastive analysis hypothesis was coined in ninety fifties by linguists believed on behavioristic and structuralism the prominent claim of contrastive analysis hypothesis is that the first language influence could create the positive and negative transfer the positive transfer support second language learning while the negative transfer which understood as the interference is believed to be the source of errors lado nineteen fifty seven in his book linguistic across cultures coined the importance finding out the similarities and differences between two languages first language and second language though comparison which is the significance of contrastive analysis by conducting contrastive analysis between the systems of both languages the prediction of difficulties of the system in target language or second language could be anticipated brown two thousand page two hundred and eight his attempt to use contrastive analysis was to point out relevant material based on the distinction between the first language and second language he believed the result of the study he conducted could be used to root out the potential errors the second language learners potentially have and solve them

criticism against contrastive analysis hypothesis the doubt of the validity of contrastive analysis hypothesis began to emerge as more and more researches found out that not all errors predicted by contrastive analysis hypothesis were produced by their experimental subjects the most prominent one of the researches made regarding the contrastive analysis hypothesis was the one conducted by whitman and jackson in nineteen seventy two cited in brown two thousand on japanese learners of english the subjects were given a forty item test of considerably difficult items before the result being compared with the prediction the researchers had made the finding showed that the prediction did not match the test result and it tore down the theory and practice of the relevance on the native language influence with the target language learning another proof that contrastive analysis hypothesis could not be used as a predictive tool to predict students errors is the fact that not all errors produced by second language learners relate to their prior first language knowledge for example the production of simplified structure of sentences they are similar to the universal grammar of children first language lightbown and spada gave the example nineteen ninety nine page thirty six no understand or yesterday i meet my teacher another example is taken from gass and selinker two thousand and eight page ninety eight he comed yesterday the word comed was the attempt of the second language learner to put into practice of the regular and irregular verbs being learned although it can be perceived as negative transfer in terms of overgeneralization this kind of error happens to many second language learners from various first language background in another words this kind of error is doubted if it is because the influence of first language or it is kind of error of second language learners in general versions of contrastive analysis hypothesis in the journal article written by wardough in nineteen seventy cited in brown two thousand he coined the position of contrastive analysis hypothesis as strong version and weak version the strong version of contrastive analysis hypothesis is the claim that the contrastive analysis could serve as a diagnostic tool to find out the learning problem of second language learners caused by their first language influence this strong version which had been proven by researchers and linguist to be unrealistic and impracticable became the major objection of the language transfer approach further wardough explained the weak version of the contrastive analysis hypothesis lies on the basic notion it serves where the interference of native language on the target language does exist however the weak version does not imply to what extend the interference can be predicted or what is called a priori the posteriori or the after fact finding of the errors can be used by teachers to have deeper understanding to first language and second language language systems and share them to learners the understanding of first language and second language differences believed can help the learners enhance their language learning the weak version of contrastive analysis hypothesis is the one that is scientifically and logically accepted the cross linguistic influence nowadays the concept of the weak version of contrastive analysis hypothesis is known as cross linguistic influence cross linguistic influence proposes the acceptance of the significant role of one previous experiences including the influence of the knowledge native language as prior experience that one must not overlook brown two thousand page two hundred twelve the prominent premise

derived from the contrastive analysis hypothesis concept however lies on the influence of the native language to the target language instead of the prediction suggested by the strong version of contrastive analysis hypothesis according to brown the influencing linguistic category in cross linguistic influence includes phonology and pronunciation seen in learner performance nevertheless syntactic lexical and semantic interference has more variation than pronunciation interference cross linguistic influence also implies the influence of prior knowledge on language does not only happen from first language to second language the influence can also happen from second language to first language or even from other subsequent language learned conclusion it is clear that native language transfer is a factor that influences the learner performance in target language ellis nineteen ninety seven page fifty one the influence as suggested by behaviorist as negative and positive transfer that can support or hinder language learning contrastive analysis hypothesis tried to root out the negative transfer and point out the language elements differences between native language first language and target language second language as a mean to predict errors of second language learners however this prediction is proven invalid by following researchers despite the weakness and failure of the contrastive analysis hypothesis to predict errors caused by first language interference the emphasis of the native language influence as prior experience in language learning is acceptable to most of linguists this notion is known nowadays as cross linguistic influence which was generated from the weak version of contrastive analysis hypothesis

WEB VP OUTPUT FOR FILE: AC 16-10

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|------------------------------|-----------------|--------------|---------------|----------------|--|--------|
| K1 Words (1-1000): | 261 | 358 | 1572 | 80.49% | Words in text (tokens): | 1953 |
| Function: ... | ... | ... | (881) | (45.11%) | Different words (types): | 569 |
| Content: ... | ... | ... | (691) | (35.38%) | Type-token ratio: | 0.29 |
| > Anglo-Sax | | | | | Tokens per type: | 3.43 |
| =Not ... | ... | ... | (283) | (14.49%) | Lex density (content words/total) | 0.55 |
| Greco-Lat/Fr Cog: | | | | | | |
| K2 Words (1001-2000): | 43 | 54 | 97 | 4.97% | <i>Pertaining to onlist only</i> | |
| > Anglo-Sax: | ... | ... | (37) | (1.89%) | Tokens: | 1860 |
| 1k+2k | ... | ... | ... | (85.46%) | Types: | 498 |
| | | | | | Families: | 369 |
| | | | | | Tokens per family: | 5.04 |
| | | | | | Types per family: | 1.35 |
| AWL Words (academic): | 65 | 86 | 191 | 9.78% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 64.89% |
| > Anglo-Sax: | ... | ... | (6) | (0.31%) | Greco-Lat/Fr-Cognate Index: (Inverse of above) | 35.11% |
| Off-List Words: | <u>?</u> | <u>71</u> | <u>93</u> | <u>4.76%</u> | | |
| | 369+? | 569 | 1953 | 100% | | |

abstract the success of teaching speaking is influenced by the technique which is used by the teacher by using a good technique the teacher is able to attract the students more active in speaking the aim of this study is identifying the techniques used by the teacher in improving speaking skill and identifying the impact of that techniques on student in this study the writer used descriptive qualitative research and the subject of this study was english teachers who taught english at sman twenty surabaya to collect the data the writer does some observation and interview both the teachers and student the data achieved from information related to the teaching learning process on speaking after analyzing the data the writer discovers that the techniques used by the teachers in teaching speaking are role play and describing picture guessing game telling story and discussion introduction in this chapter the writer discusses background of the study problem statement the objective of the study and the significances of the study background the problem in teaching a foreign language or a second language is to prepare the students to

use the language indeed it is a demanding task for language teachers to provide goods techniques for students to be competent speakers of english to produce the students who have good ability especially speaking skill it is important as a communication tool and making relationship with others teaching speaking to student is important because they can acquire and they assess their progress in term of their accomplishments in spoken communication they communicate and interact each other using language in spoken and oral form in daily life the teacher is responsible for the students learning the learners are expected to make on appropriate response related to the interpersonal communication based on social rules for language use to use on appropriate expression related to the everyday life situation to converse smoothly by using conversation techniques and to converse smoothly there are many problems in teaching speaking they are from teacher and learners they must find out some techniques to teach english in order to make student is motivated it is related to the condition of the students who have limited vocabulary that will make them unable to say words during speaking class then most of students are not confident to use english in speaking class sometimes the students feel not confident to speak and the student often speak javanese and indonesian language in learning speaking skill the students often find some problems the problem frequently found is that their native language causes them difficult to use the foreign language other reason is because of motivation lack to practice the second language in daily conversation they are also too shy and afraid to take part in the conversation many factors can cause the problem of the students speaking skills namely the students interest the material and the media among others including the technique in teaching english many techniques can be applied in teaching english such as role play storytelling silent way dialog discussion et cetera from these kinds of techniques many research findings say that these techniques are effective to use in teaching speaking from the reason above the writer is interested in analyzing the techniques used by the teacher and how are the impact of the technique on student problem statement what are the techniques used by teacher in improving speaking skill how are the impact of the techniques on student the objectives of the study to identify the teacher technique in improving speaking skill to describe the impact of its technique on student the significances of the study giving contribution to english speaking teachers giving contribution for the further research review of related literature definition of speaking in oxford advanced dictionary the definition of speaking is to express or communicate opinions feelings ideas et cetera by or as talking and it involves the activities in the part of the speaker as psychological physiological and physical stages according to chaney speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts while another expert theodore huebner said speaking is a skill used by someone in daily life communication whether at school or outside the skill is acquired by much repetition it primarily a neuromuscular and not an intellectual process it consists of competence in sending and receiving messages from the above definition it can be inferred that speaking is expressing ideas opinions or feelings to others by using words or sounds of articulation in order to inform to persuade and to entertain that can be learnt by using some teaching learning methodologies

teaching speaking is a crucial part of second language learning and teaching despite its importance for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues however today world requires that the goal of teaching speaking should improve students communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance role play in Cambridge International Dictionary of English is defined as the person whom an actor represents in a film or play while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations it is used in training courses language learning and psychotherapy another definition is stated by Joanna Budden in British Council Teaching English British Broadcasting Corporation on her article with the title role play she said that role play is any speaking activity when you either put yourself into somebody else's shoes or when you stay in your own shoes but put yourself into an imaginary situation from those explanations above the writer views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while improvising dialogue and creating a real world in a scenario it aims at the students to encourage thinking and creativity lets students develop and practice new language and behavioral skills in a relatively non-threatening setting and can create the motivation and involvement necessary for learning to occur scripted role play this type involves interpreting either the textbook dialogue or reading text in the form of speech the main function of the text after all is to convey the meaning of language items in a memorable way unscripted role play in contrast to scripted role play the situations of unscripted role play do not depend on textbooks it is known as a free role play or improvisation the students themselves have to decide what language to use and how the conversation should develop in order to do this activity good preparation from teacher and students is really necessary describing pictures a picture description is an ideal way of practicing your English vocabulary in all sorts of fields and there is also a benefit for everyday life imagine you want to show pictures of your family or home to your foreign friends describing paintings or other art pictures for example caricatures is something for learners of English as we also have to talk about the artists' intention and the impression on the viewer guessing game the learning processes using guessing games give students a chance to use English orally it means that students can practice and develop their ability to speak English games provide fun and relax while remaining very much within the framework of language learning it is expected for shy or slow learners to be active participants to show their ability and find their confidence in communicating in the foreign language telling stories according to www.storyarts.org state that storytelling can encourage students to explore their unique expressiveness and can heighten a student's ability to communicate thoughts and feelings in an articulate lucid manner these benefits transcend the art experience to support daily life skills by using storytelling students can gain verbal skills developing imagination passing on wisdom discussion a discussion can be held for various reasons the students may aim to arrive at a conclusion share ideas about an event or find

solutions in their discussion groups before the discussion it is essential that the purpose of the discussion activity is set by the teacher in this way the discussion points are relevant to this purpose so that students do not spend their time chatting with each other about irrelevant things research methodology technique and data collections the data which is used in this research is from the teacher and students of sman twenty surabaya in order to collect the data the writer interviews the teacher and student procedures and data analysis to analyze the data the writer use procedure as follow what are the techniques used by the teacher and the impact of its technique on student storytelling analysis the technique used by the teacher is story telling the teacher gives the assignment to the student to look for an interesting story one weeks before student tell about the story in front of the class every student have to present the story one by one after one of the student present the story another student have to get the main point of the story the impact of its technique through story telling students can briefly summarize a tale or story they heard from somebody beforehand or they may create their own stories to tell their classmates story telling fosters creative thinking it also helps students express ideas in the format of beginning development and ending including the characters and setting a story role play role play technique is used by the teacher is scripted role play the teacher divides the class into three groups then the teacher tells them to read through the points and asks them to act as if they were in a party where they are meeting famous people in the party they have to introduce themselves to several people as this person they have to practice it when the role play has started the impact of this technique the use of this technique makes the class more active and alive students are willing to participate without any forces from the teacher the use of role play makes the students more motivated in learning and easier to grasp the lesson picture describing for this activity students form groups and each group is given a different picture students discuss the picture with their groups then a spokesperson for each group describes the picture to the whole class this activity fosters the creativity and imagination of the learners as well as their public speaking skills the impact of this technique through this technique added the student vocabulary even though this activity made to a group discussion not present one by one but student improve their vocabulary and also the students are able to simple present tense conclusion this study analyze the techniques used by the teacher after analyzing the data i find some the techniques used by the teacher and how are the impact of that technique the first technique used by teacher is role play and the impact of its technique is the student more active and alive the second is story telling and the impact of this technique is student are able to make their own story the third guessing game the impact of this technique is student are confident use their own language and speak by making their own gesture the forth is telling stories the impact are student are able to use past tense and able to practice and tell the chronology of something

WEB VP OUTPUT FOR FILE: AC 16-11

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|--|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 237 | 309 | 864 | 69.90% | Words in text (tokens): | 1236 |
| Function: ... | ... | ... | (424) | (34.30%) | Different words (types): | 525 |
| Content: ... | ... | ... | (440) | (35.60%) | Type-token ratio: | 0.42 |
| > Anglo- Sax | | | | | Tokens per type: | 2.35 |
| =Not ... | ... | ... | (190) | (15.37%) | Lex density (content words/total) | 0.66 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 39 | 47 | 74 | 5.99% | <hr/> <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (14) | (1.13%) | Tokens: | 1103 |
| 1k+2k | ... | ... | ... | (75.89%) | Types: | 446 |
| | | | | | Families: | 351 |
| | | | | | Tokens per family: | 3.14 |
| | | | | | Types per family: | 1.27 |
| AWL Words (academic): | 75 | 90 | 165 | 13.35% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 57.39% |
| > Anglo- Sax: | ... | ... | (5) | (0.40%) | Greco-Lat/Fr- Cognate Index: | 42.61% |
| Off-List Words: | <u>?</u> | <u>79</u> | <u>133</u> | <u>10.76%</u> | (Inverse of above) | |
| | 351+? | 525 | 1236 | 100% | | |

introduction children failures in learning progress might be caused of many factors one of the factors is the teacher teaching strategy is not addressed to children unique ways of thinking and learning style requirements the lack of understanding leads the teacher to label the children with learning disabled attention deficit disorder or simply underachievers according to doctor howard gardner the founder of multiple intelligences concept children learning styles reflected from their intelligences therefore teacher should be able to adapt teaching strategy to children learning styles which affected by their unique intelligences young learners are good subjects to start implementing multiple intelligence teaching based strategies because their unique and multiple intelligences can be recognized since their early childhood the earlier of this implementation will be better and help the children to find appropriate knowledge acquisitions the strategies to teach vocabularies to young learners by implementing multiple intelligence concepts are provided below and teacher can

adapt the way to deliver the materials according to this multiple intelligences charts as guideline of children multiple intelligences recognition basic principles of the theory of multiple intelligences the theory of multiple intelligences was first offered to the educational community by harvard psychologist howard gardner nineteen eighty three he proposed the notion that human beings have several type of intelligence gardner described seven different types of intelligence in his nineteen eighty three book in nineteen ninety nine he added an eighth intelligence in his book his theory has captured the attention of numerous researchers authors and educators gardner twenty eleven gardner envisions the ideal school of the future as having two basic principles at its core first is that people have unique and varied interests and abilities and should be allowed to explore them gardner nineteen ninety three secondly no one person can possible learn all there is to learn so people should be given informed choices as part of their educational experiences gardner nineteen ninety three gardner nineteen ninety three states an individual centered school would be rich in assessment of individual abilities and proclivities it would seek to match individuals not only to curricular areas but also particular ways of teaching those subjects and after the first few grades the school would seek to match individuals with the various kinds of life work options that are available in their culture mckee twenty eleven gardner eight multiple intelligences through an article titled how multiple intelligences can guide teacher practice written by edward garcia fierros villanova universities teacher can learn the characteristic of multiple intelligences they are linguistic intelligence allows individuals to communicate and make sense of the world through language those who have a keen sensitivity to language in its spoken and or written forms might demonstrate this strength as poets writers lawyers and public speakers linguistic intelligence is highly valued and rewarded in schools logical mathematical intelligence enables individuals to use appreciate and analyze abstract relationships in western culture this capacity is often harnessed in mathematical reasoning and scientific investigations mathematicians scientists and engineers deploy this intelligence at high levels like linguistic intelligence logical mathematical intelligence is emphasized in schools spatial intelligence enables people to perceive visual or spatial information to transform this information and to recreate visual images from memory blind people skillfully employ this intelligence using it to create mental maps of their environments it is commonly seen operating at high levels in architects artists surgeons and pilots musical intelligence allows people to create communicate and understand meanings made out of sound it is manifested to high degrees among composers musicians and acoustic engineers bodily kinesthetic intelligence entails using all or part of the body to solve problems or create products the intelligence seems to stand in stark contrast to the reasoning that is prized in traditional tests of intelligence advanced forms of problem solving and creativity through use of the body are evident in the activities of choreographers rock climbers and skilled artisans intrapersonal intelligence enables individuals to recognize and distinguish among their own feelings to build accurate mental models of themselves and to draw on these models to make decisions about their lives intrapersonal intelligence is sometimes seen in skillful autobiographies and more generally among those individuals who

make sound choices about their life and work **naturalist intelligence** allows people to **solve** problems by distinguishing among classifying and using **features** of the natural world this **intelligence** is commonly seen in people ability to **categorize** different kinds of plants and animals and has been **harnessed** to the **task** of distinguishing among human made objects it is **essential** to the work of **landscape architects hunters archeologists environmental scientists** and farmers teacher sensitivity is important in **accessing** learners kind of **intelligences** it is possible that a child has more than one **intelligences** and **combination** of **intelligences** may lead different way of teaching **vocabulary strategies** below is the **chart** of eight **multiple intelligences** that **guides** teacher to develop the **strategies** **verbal linguistic logical mathematical visual spatial bodily kinesthetic choral speaking storytelling retelling speaking reading aloud dramatizing nonfiction reading listening predicting playing logic games collecting data experimenting solving puzzles classifying using money photographing making visual metaphors mapping stories making three projects painting illustrating visualizing sketching patterning visual puzzles hands on experiments activities changing room arrangement creative movement going on field trips physical education activities crafts using co-operative groups dancing musical interpersonal intrapersonal naturalistic humming rapping playing background music playing instruments tapping out poetic rhythms rhyming singing classroom parties co-operative learning sharing social awareness discussing personal response individual projects personal choice in projects independent reading reading outside cloud watching identifying insects building habitats identifying plants dissecting going on a nature walk build a garden studying the stars bird watching collecting rocks making bird feeders going to the zoo teacher is flexible in applying the activities that suitable for children for example in teaching part of body **vocabularies** teacher may use **creative** movement to introduce head shoulders arm and leg by **tapping** the part in certain **rhythm** to **accommodate** children to develop **kinesthetic intelligence** in other way teacher can use a song or **nursery rhyme** to help the children to memorize the **vocabularies** through musical **intelligence stimulation** for **accomplishing verbal linguistic intelligence** teacher can introduce the part of body **vocabularies** by telling a story with **repetition** of those **vocabularies** showing the pictures when telling the story will be a **benefit** and good **combination** teaching way both for **visual learners** and **linguistic intelligence learners** a **series** of **puzzle** with the part of body pictures can be a **solution** that helps the **logical mathematical learners** children with **naturalist intelligence** will be interested to learn those **vocabularies** by joining a body **outline** drawing picture a child lays on a **huge manila** paper and the other children **co-operate** together to make his body **outline** teacher explains those **vocabularies** by coloring the picture part by part this activity will **stimulate naturalistic intra personal and interpersonal intelligence** in the same time **conclusion multiple intelligences implementation** in teaching **vocabularies** to young learners is a good **strategy** and **ideal** for student of **diverse** background with the **integration** of **multiple intelligences implementation** teacher will increase the effectiveness of teaching and learning progress and **achieving** good results the **benefit** for young learners is to **enable** them to express their existence and **individual uniqueness** in **developmental progress vocabularies** will**

be meaningful and **memorable** since they are taught by **impressing** learners **individuals** for teacher this **concept** will provide clear direction of teaching and **enrich** course content

APPENDIX

(3)

Second Project Papers Output of Web Vocabulary Profilers

WEB VP OUTPUT FOR FILE: 16-2

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|---------------------------------------|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 235 | 319 | 1263 | 74.56% | Words in text (tokens): | 1694 |
| Function: ... | ... | ... | (697) | (41.15%) | Different words (types): | 526 |
| Content: ... | ... | ... | (566) | (33.41%) | Type-token ratio: | 0.31 |
| > Anglo- Sax | | | | | Tokens per type: | 3.22 |
| =Not ... | ... | ... | (262) | (15.47%) | Lex density (content words/total) | 0.59 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 40 | 54 | 98 | 5.79% | <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (22) | (1.30%) | Tokens: | 1555 |
| 1k+2k | ... | ... | ... | (80.35%) | Types: | 467 |
| | | | | | Families: | 347 |
| | | | | | Tokens per family: | 4.48 |
| | | | | | Types per family: | 1.35 |
| AWL Words (academic): | 72 | 94 | 194 | 11.45% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 64.05% |
| > Anglo- Sax: | ... | ... | (15) | (0.89%) | Greco-Lat/Fr- Cognate Index: | 35.95% |
| Off-List Words: | <u>?</u> | <u>59</u> | <u>139</u> | <u>8.21%</u> | (Inverse of above) | |
| | 347+? | 526 | 1694 | 100% | | |

introduction one of the english skills taught to students is writing although it is a complicated skill writing is very important because writing activities can give students a chance to express their ideas help to consolidate learning in the other skill areas and lead to conscious development of the language mastery however writing is not only a matter of putting ideas in a written form but also organizing words and grammar structure and selecting the appropriate diction in order to

make the writing product more meaningful this idea of writing often causes problems for students because they have no strategy to get ideas and organize them into paragraphs in writing and this condition makes writing more difficult to learn so that most students are reluctant to learn writing based on the content standard two thousand and six the eleventh graders standard competence of writing is to express the meaning of short functional text and essay in form of narrative spoof and hortatory exposition in the daily living context every standard competence is developed in several basic competences one of the basic competences is that the student can write a meaningful hortatory text the writer chooses the scaffolding instruction technique in teaching hortatory exposition text because the concept of scaffolding instruction is actually a process in which students are given support until they can apply new skills and strategies independently one of the scaffolding instruction applications is guiding the students to write by giving examples to the students and giving verbal explanation so that the students will not worry to write the concept of scaffolding instruction offers a helpful guidance for students to compose a hortatory text by understanding the explanation and the examples given by teachers theoretical basis scaffolding instruction is the provision of sufficient support to promote learning when concepts and skills are being first introduced to students it is a teaching strategy originates from lev vygotsky sociocultural theory and his concept of the zone of proximal development zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance raymond two thousand vygotsky also defined scaffolding instruction as the role of teachers in supporting the learner development and providing support structures to get to that next stage or level in classroom practice a teacher can do various types of scaffolding this essay will only describe five types of scaffolding by roehler and cantlon nineteen seventy seven roehler and cantlon nineteen seventy seven define five types of scaffolding during the writing instruction they are offering explanation inviting students participation verifying and clarifying students understanding modeling of desired behavior and inviting students to contribute clues the first type of scaffolding is offering explanation it refers to explicit statements adjusted to fit the learners emerging understanding about what is being learned declarative or propositional knowledge why and when it is used conditional or situational knowledge and how it is used procedural then inviting student participation in this type of scaffolding learners are given opportunities to join in the process that is occurring after the teacher provides the illustrations of some of the thinking feelings or actions that are needed to complete the task the learner has the opportunities to fill in the pieces they knew and understood verifying and clarifying students understanding is the third type of scaffolding it deals with the teachers job to check the students emerging understandings if the emerging understandings are reasonable the teachers verify the students response if the emerging understanding are not reasonable the teacher offer clarification roehler and cantlon nineteen ninety seven page nineteen the fourth type of scaffolding is modeling which defines as a teaching behavior that shows how one should feel think or act within a given situation roehler and cantlon nineteen ninety seven here

are three types of modeling think aloud modeling talk aloud modeling and performance modeling think aloud modeling is the verbalization of the thought process used to solve the particular problem by contrast talk aloud modeling is a problem solving strategy that brought the modeler to her conclusion finally performance modeling is simply demonstration of the task to be completed lange two thousand and two the last type of scaffolding is inviting students to contribute to clues in this form of scaffolding learners is encouraged to offers clues how to complete the tasks together the teachers and students verbalized the process roehler and cantlon nineteen ninety seven teaching procedures pre writing offering explanation the teacher highlights the schematic structure of a hortatory text the teacher shows how the hortatory text is constructed to achieve its purpose the teacher reviews the schematic structure of the text the teacher explains the social function and purpose of the text modeling give a clear example of hortatory text here is a model of a hortatory text should not bring mobile phone to school recently most people own mobile phone why does mobile phone user increase dramatically in recent years first the feature and functions has increased mobile phone is not used just for calling but sending text taking pictures recording videos accessing internet playing games and much more second mobile phone has also become a lot cheaper now this communication device does not only fill the pocket of adult but also teenager and student even a lot phones are intentionally designed to teenage market however should they be allowed to bring them to school many schools do not allow students to bring cell phones to school it is very reasonable because bringing phone to school potentially disrupts the learning process most students use cell phones irresponsibly they use cell phones to talk to their friend during class time they also use the calculator and camera features in the class as well those potentially lead less concentration in the time of learning and teaching process students go to school to learn and behave fair way mobile phones provide a large temptation to cheat in tests they can communicate to anyone and almost anywhere in the world because of the small size of the cell phone students can send a text quietly and discreetly the text can go unnoticed anywhere to get help on answering tests homework and other class assignment learning in school is to behave fair not cheating therefore schools should ban students from bringing their cell phones however it should be done fairly in case of an emergency some student need a call for help providing easy access to phone is better the teacher explains the social function of the text the teacher demonstrates the language features of the text inviting student participation the teachers asks students to find agree or disagree in the text the teacher helps the students to construct a list of agree and disagree expression the teacher has the students discuss the language features of the text of the text verifying and clarifying students understanding the teacher asks the students the content of the text the teacher asks the generic structure of the text inviting students to contribute clues the teacher asks the students to give agree or disagree opinion about the text the teacher asks the student to show the thesis argument and recommendation in the text whilst writing the teacher asks the students to write a hortatory text with a certain theme the teacher helps the students to elaborate their thesis arguments and recommendation post writing the students submit their own

text to be assessed by the teacher the teacher checks the generic structure of students writing the lexicogrammatical features and the tenses they use and of course the content of their writing reflection applying scaffolding instruction in class leads students to show their significant progress especially in hortatory exposition writing in terms of social function schematic structure and language features in other words the provision of scaffolding instruction affects students hortatory exposition performance their knowledge of schematic structures from diagnostic test to final construction will be improved as student can separate thesis argument and recommendation correctly there will be no worries for students to write since the teachers give guidance and motivate the students to write scaffolding instruction enables students to apply the appropriate language features of hortatory exposition students writing can be considered as a good hortatory exposition text if it is relevant with the steps in constructing hortatory exposition text that the students write hortatory exposition in an appropriate schematic structure the activities in scaffolding instruction contribute to the improvement of students writing such as explanation re explanation highlighting toward the content of the lesson social function schematic structure and language features conclusion scaffolding instruction is an easy way to reach the goals of process of teaching and learning it makes possible for teachers to achieve the learning goals to facilitate the learning process to help students understand the material provided better and to enhance the students critical thinking scaffolding instruction makes students achieve the learning objectives it also makes students understand easily what a hortatory text is and how to compose it as a result it helps students to be successful in learning as an improvement it is also possible for teachers to master a certain media such as internet to find the materials which are interesting and easy to get and must be related to the hortatory exposition text it seems that teachers need to have awareness to provide scaffolding in each of learning process in line with the topic under discussion there are three possible recommendations for further research to enhance the richness of scaffolding instruction in english as a foreign language contexts the use of group in genre based teaching interaction among peers should be discovered in an attempt to find out another dimension in the use of scaffolding instruction provided by the teachers the teacher also should provide the students with enough model text and sufficient sources about the issues the material can be obtained from internet or newspaper the teacher should teach the students explicitly and guide them in details it is intended to provide vocabularies related to the topic and its correction engaging the students in terms of providing evident and examples in the text introduction one of the english skills taught to students is writing although it is a complicated skill writing is very important because writing activities can give students a chance to express their ideas help to consolidate learning in the other skill areas and lead to conscious development of the language mastery however writing is not only a matter of putting ideas in a written form but also organizing words and grammar structure and selecting the appropriate diction in order to make the writing product more meaningful this idea of writing often causes problems for students because they have no strategy to get ideas and organize them into paragraphs in writing and this condition makes writing more difficult to learn so that most students are reluctant

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theoretical basis scaffolding instruction is the provision of sufficient support to promote learning when concepts and skills are being first introduced to students it is a teaching strategy originates from lev vygotsky sociocultural theory and his concept of the zone of proximal development zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance raymond two thousand vygotsky also defined scaffolding instruction as the role of teachers in supporting the learner development and providing support structures to get to that next stage or level in classroom practice a teacher can do various types of scaffolding this essay will only describe five types of scaffolding by roehler and cantlon nineteen seventy seven roehler and cantlon nineteen seventy seven define five types of scaffolding during the writing instruction they are offering explanation inviting students participation verifying and clarifying students understanding modeling of desired behavior and inviting students to contribute clues the first type of scaffolding is offering explanation it refers to explicit statements adjusted to fit the learners emerging understanding about what is being learned declarative or propositional knowledge why and when it is used conditional or situational knowledge and how it is used procedural then inviting student participations in this type of scaffolding learners are given opportunities to join in the process that is occurring after the teacher provides the illustrations of some of the thinking feelings or actions that are needed to complete the task the learner has the opportunities to fill in the pieces they knew and understood verifying and clarifying students understanding is the third type of scaffolding it deals with the teachers job to check the students emerging understandings if the emerging understandings are reasonable the teachers verify the students response if the emerging understanding are not reasonable the teacher offer clarification roehler and cantlon nineteen ninety seven page nineteen the fourth type of scaffolding is modeling which defines as a teaching behavior that shows how one should feel think or act within a given situation roehler and cantlon nineteen ninety seven there are three types of modeling think aloud modeling talk aloud modeling and performance modeling think aloud modeling is the verbalization of the thought process used to solve the particular problem by contrast talk aloud modeling is a

problem solving strategy that brought the modeler to her conclusion finally performance modeling is simply demonstration of the task to be completed lange two thousand and two the last type of scaffolding is inviting students to contribute to clues in this form of scaffolding learners is encouraged to offers clues how to complete the tasks together the teachers and students verbalized the process roehler and cantlon nineteen ninety seven teaching procedures pre writing offering explanation the teacher highlights the schematic structure of a hortatory text the teacher shows how the hortatory text is constructed to achieve its purpose the teacher reviews the schematic structure of the text the teacher explains the social function and purpose of the text modeling give a clear example of hortatory text here is a model of a hortatory text should not bring mobile phone to school recently most people own mobile phone why does mobile phone user increase dramatically in recent years first the feature and functions has increased mobile phone is not used just for calling but sending text taking pictures recording videos accessing internet playing games and much more second mobile phone has also become a lot cheaper now this communication device does not only fill the pocket of adult but also teenager and student even a lot phones are intentionally designed to teenaged market however should they be allowed to bring them to school many schools do not allow students to bring cell phones to school it is very reasonable because bringing phone to school potentially disrupts the learning process most students use cell phones irresponsibly they use cell phones to talk to their friend during class time they also use the calculator and camera features in the class as well those potentially lead less concentration in the time of learning and teaching process students go to school to learn and behave fair way mobile phones provide a large temptation to cheat in tests they can communicate to anyone and almost anywhere in the world because of the small size of the cell phone students can send a text quietly and discreetly the text can go unnoticed anywhere to get help on answering tests homework and other class assignment learning in school is to behave fair not cheating therefore schools should ban students from bringing their cell phones however it should be done fairly in case of an emergency some student need a call for help providing easy access to phone is better the teacher re explains the social function of the text the teacher demonstrates the language features of the text inviting student participation the teachers asks students to find agree or disagree in the text the teacher helps the students to construct a list of agree and disagree expression the teacher has the students discuss the language features of the text verifying and clarifying students understanding the teacher asks the students the content of the text the teacher asks the generic structure of the text inviting students to contribute clues the teacher asks the students to give agree or disagree opinion about the text the teacher asks the student to show the thesis argument and recommendation in the text whilst writing the teacher asks the students to write a hortatory text with a certain theme the teacher helps the students to elaborate their thesis arguments and recommendation post writing the students submit their own text to be assessed by the teacher the teacher checks the generic structure of students writing the

lexicogrammatical features and the tenses they use and of course the content of their writing reflection applying scaffolding instruction in class leads students to show their significant progress especially in hortatory exposition writing in terms of social function schematic structure and language features in other words the provision of scaffolding instruction affects students hortatory exposition performance their knowledge of schematic structures from diagnostic test to final construction will be improved as student can separate thesis argument and recommendation correctly there will be no worries for students to write since the teachers give guidance and motivate the students to write scaffolding instruction enables students to apply the appropriate language features of hortatory exposition students writing can be considered as a good hortatory exposition text if it is relevant with the steps in constructing hortatory exposition text that the students write hortatory exposition in an appropriate schematic structure the activities in scaffolding instruction contribute to the improvement of students writing such as explanation re explanation highlighting toward the content of the lesson social function schematic structure and language features conclusion scaffolding instruction is an easy way to reach the goals of process of teaching and learning it makes possible for teachers to achieve the learning goals to facilitate the learning process to help students understand the material provided better and to enhance the students critical thinking scaffolding instruction makes students achieve the learning objectives it also makes students understand easily what a hortatory text is and how to compose it as a result it helps students to be successful in learning as an improvement it is also possible for teachers to master a certain media such as internet to find the materials which are interesting and easy to get and must be related to the hortatory exposition text it seems that teachers need to have awareness to provide scaffolding in each of learning process in line with the topic under discussion there are three possible recommendations for further research to enhance the richness of scaffolding instruction in english as a foreign language contexts the use of group in genre based teaching interaction among peers should be discovered in an attempt to find out another dimension in the use of scaffolding instruction provided by the teachers the teacher also should provide the students with enough model text and sufficient sources about the issues the material can be obtained from internet or newspaper the teacher should teach the students explicitly and guide them in details it is intended to provide vocabularies related to the topic and its correction engaging the students in terms of providing evident and examples in the text

WEB VP OUTPUT FOR FILE: 16-3

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|--|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 226 | 289 | 1134 | 82.17% | Words in text (tokens): | 1380 |
| Function: ... | ... | ... | (625) | (45.29%) | Different words (types): | 436 |
| Content: ... | ... | ... | (509) | (36.88%) | Type-token ratio: | 0.32 |
| > Anglo- Sax | | | | | Tokens per type: | 3.17 |
| =Not ... | ... | ... | (249) | (18.04%) | Lex density (content words/total) | 0.55 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 32 | 36 | 49 | 3.55% | <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (16) | (1.16%) | Tokens: | 1326 |
| 1k+2k | ... | ... | ... | (85.72%) | Types: | 403 |
| | | | | | Families: | 313 |
| | | | | | Tokens per family: | 4.24 |
| | | | | | Types per family: | 1.29 |
| AWL Words (academic): | 55 | 78 | 143 | 10.36% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 67.95% |
| > Anglo- Sax: | ... | ... | (11) | (0.80%) | Greco-Lat/Fr- Cognate Index: | 32.05% |
| Off-List Words: | <u>?</u> | <u>33</u> | <u>54</u> | <u>3.91%</u> | (Inverse of above) | |
| | 313+? | 436 | 1380 | 100% | | |

introduction narrative text is introduced firstly to the students of grade eight narrative text is interesting because the text does not only teach the language features and generic structures but also gives enjoyment students can learn while having pleasure with the story that is about the reading part the fun one but it comes to the writing part students tend to refuse it since the students are beginners they face many obstacles in writing the text some students have problems with ideas some have problems with grammar some with vocabularies et cetera or even the combination of problems moreover narrative text generic structures are more complicated than descriptive texts or procedural texts taught in the previous grade narrative text have its up and down movements which do not exist in descriptive or procedural texts thus the teacher need to know how to keep the students enthusiasm towards narrative text and ensure them that they also can make good narrative text this article discusses one particular idea to help teachers in teaching narrative texts the writer has conducted this technique and finds out that the result

is beyond the expectation thus this technique is a recommended one theoretical basis to minimize the obstacles mentioned in the introduction faced by the students the writer uses co-operative learning technique to teach narrative text the term co-operative learning refers to an instruction method in which students at various performance levels work together in small groups toward a common goal gokhale nineteen ninety five in this technique each member of the group has special capability so that they can support each other through co-operative learning students can improve both academic and social skills the academic skill is built through discussing between peers students are motivated to show their abilities to their friends many times in co-operative learning students have to argue their opinion which will enhance the critical thinking at the same time the social skill is developed through engaging in team to achieve the goal gerlach nineteen ninety four stated that learning is naturally social act in which the participants talk among themselves so it is through the talk that learning occurs junior high school students are teenagers who like to talk making them quiet and doing the task alone somehow is frustrating thus the idea to let them talk purposely is a good idea besides those two advantages above aula number mentions positive impact toward the classroom management the co-operative learning reduces the dominance of the teacher over the class teacher dominance is not good because the students tend to be passive in this technique the teacher role is shifted to be the facilitator or consultant students are given opportunities to work by their own and consult to the teacher in need on the other hand this situation will raise the participation of the students the students become active learners as well as active co learners for their peers the shifting role of teacher students will promote better achievement in learning since the teacher does not transfer the knowledge as usual instead since the students work together forming the text through series of steps they will grab the concept easily and keep it longer teaching procedures in co-operative learning the teacher has to do grouping on her own choice not letting the students to do grouping the teacher knows her students abilities well and she can put the students in group to support one another in the group the best way to group is grouping the weak students with the strong ones the number of the member should be no more than five to work effectively and the most important thing is to encourage students to work co-operatively or in other words to be active participants the activities described below are the developmental activities based on students course book english on sky number written by mukarto et alii published by erlangga all the activities are done in group pre requisite skills past tense and narrative text generic structure explained in the previous meetings pre activities the teacher asks the students to sit in the group set before the teacher asks the students to work in their group they have to look at the pictures in the book and match the pictures with the correct statement about the event in the pictures the teacher asks the groups in turn to answer the picture and the correct statement whilst activities after completing the task the teacher reviews the generic structures of narrative text and the language features past tense the teacher gives two short narrative texts to read in the group the teacher asks the students to name the parts of the text based on narrative text generic structures the teacher discusses the answer the teacher asks the students

look back on the pictures in the **pre** activities the students have to choose one picture story and **modify** the story they can **modify** the setting the characters and even the story but they have to keep the basic idea of the **original** story the teacher tells the purpose of **modifying** story it is to make the story more up to date to the modern life **style** the teacher moves around the class and be the **consultant** after the students finish the story the teacher asks the students to read the **modified** story one representative of the group read the story for the class the teacher gives **feedback** and **appreciation** to each story read post activities the teacher asks the students to make the story they **create** into a story book the story must be provided with pictures to make it more interesting group **project assignment** the teacher may also **inform** that the best story book will get a **reward** and all books will be **displayed** in the library the teacher ends the meeting **reflection** the idea to have **co-operative technique** is because the students **perceive** writing part as the most difficult one **especially** for those with the limited **competence** **assigning** students to work together will make them **immerse** to the **task** so no one is **passive** they can **contribute** the ideas to **enrich** the story when the whole group finishes the **task** each member knows that it is the group work everyone has his her **contribution** this will raise their **confidence** that they can write the language **errors** and **mistakes** in **grammar** or **vocabulary** must be **treated** before students make the book the teacher can also ask the students to **discuss** the **errors** and **mistakes** in their group this will make them learn more students work is also important to be followed up by further **task** the **text** should be **elaborated** to be something worth and book is the best **media** for it in making the book students also learn other **skills** they learn how to provide the **text** with **suitable** pictures how to make eye catching **design** and how to lay out the whole book **transferring** the **text** in papers into a story book will also make the students **appreciate** their own work many times students **undervalue** their work even though what they do is **awesome** it is the **job** of the teacher to make the students trust that their work is worthy **publishing** or **displaying** students work is one of the ideas to show the teacher **appreciation** towards students work and at same time to show the students **achievement** **enhancing** students **pride** will **encourage** them to do better not only in english but also in other subjects **conclusion** **co-operative** learning is an effective **technique** for students this technique **promotes** them to be active learners give them **motivation** to **achieve** **academic** success **creates** **beneficial** **social** **interaction** the students to write a **text** and build the students **self confidence** for the teacher this **technique** reduces the **dominance** of the teacher and **facilitates** the teacher to be the students **consultant** the teacher will experience that the students are not dependant learners anymore the writer applies the **technique** in teaching **narrative text** because it is **fun** and **challenging** sharing ideas to shape the story is also an interesting part for the learners they can be as **creative** as they can according to the writer experience the students are also happy and **satisfied** with the result which will **improve** students **confidence** to **perform** better in the future **tasks**

WEB VP OUTPUT FOR FILE: 16-4

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|------------------------------|-----------------|--------------|---------------|----------------|--|--------|
| K1 Words (1-1000): | 225 | 306 | 1457 | 78.63% | Words in text (tokens): | 1853 |
| Function: ... | ... | ... | (801) | (43.23%) | Different words (types): | 507 |
| Content: ... | ... | ... | (656) | (35.40%) | Type-token ratio: | 0.27 |
| > Anglo-Sax | | | | | Tokens per type: | 3.65 |
| =Not ... | ... | ... | (268) | (14.46%) | Lex density (content words/total) | 0.57 |
| Greco-Lat/Fr Cog: | | | | | | |
| K2 Words (1001-2000): | 29 | 31 | 47 | 2.54% | <i>Pertaining to onlist only</i> | |
| > Anglo-Sax: | ... | ... | (19) | (1.03%) | Tokens: | 1644 |
| 1k+2k | ... | ... | ... | (81.17%) | Types: | 431 |
| | | | | | Families: | 323 |
| | | | | | Tokens per family: | 5.09 |
| | | | | | Types per family: | 1.33 |
| AWL Words (academic): | 69 | 94 | 140 | 7.56% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 66.55% |
| > Anglo-Sax: | ... | ... | (6) | (0.32%) | Greco-Lat/Fr-Cognate Index: (Inverse of above) | 33.45% |
| Off-List Words: | <u>?</u> | <u>76</u> | <u>209</u> | <u>11.28%</u> | | |
| | 323+? | 507 | 1853 | 100% | | |

introduction writing is one of the most **essential skills** that english as a foreign language learners need to master in order to succeed both in their study and future **careers** however most of them think that writing is too difficult to learn based on my experience as an english as a foreign language teacher i have noticed that there are many **obstacles encountered** by english as a foreign language students in writing since writing is quite **complex** and **requires process** as well as deep understanding to learn there are two common difficulties **undergone** by english as a foreign language learners in writing the first problem faced by them is **generating** ideas many of them still get difficulty to **generate** ideas when they are given particular **topics** to develop they **assume** that they have no ideas to write even some of them try to **commit plagiarism** in doing their writing **assignments** the second common **obstacle encountered** by the students is organizing ideas organizing ideas **coherently** is very **challenging** for them having **brilliant** ideas to share in writing is not enough they also need to know and **practice** how to

organize their ideas well in writing thus it has triggered me as an English as a foreign language teacher who teaches writing to find appropriate strategies and methods to help my students overcome their problems in writing one of the most effective techniques that has been believed to help students who have cognitive problems in writing is using creative graphic organizers theoretical basis graphic organizers have been defined differently by several researchers Strangman Hall and Meyer two thousand and three defined graphic organizers as visual and graphic displays that depict the relationship between facts terms and ideas within a learning task they also concluded that graphic organizers are also referred to as knowledge maps concept maps story maps cognitive organizers advance organizers or concept diagrams Ellis and Howard two thousand and five described graphic organizers as visual devices that employ lines circles and boxes to form images which depict information in various ways they also stated that there are four common types of graphic organizers used to organize and depict information hierarchic cause effect compare contrast and cyclic or linear sequences according to Baxendell two thousand and three graphic organizers are effective tools that make abstract concepts and relationships clear Baxendell two thousand and three also noted that the four most common and effective graphic organizers for classroom instruction and practice are cause effect diagrams sequence charts main idea and detail charts and compare contrast diagrams there are two cognitive theories relating to the effectiveness of graphic organizers the first one is schema theory Yule two thousand and six defined a schema as a general term of a conventional knowledge structure that exists in memory we have many schemas schemata that are used in the interpretation of what we experience and what we hear or read about Yule two thousand and six graphic organizer has its root on David Ausubel advance organizer the organizer serves to provide additional scaffolding for the stable incorporation and retention of the more detailed and differentiated material Ausubel in Marzano Pickering and Pollock two thousand and one according to Novak in Oloyede twenty eleven an advance organizer is a kind of cognitive bridge which teachers use to help learners make a link between what they know and what is to be learnt thus graphic organizers may serve as cognitive tools to activate prior knowledge and to link the new information with the existing knowledge to retain new knowledge the second cognitive theory is dual coding theory dual coding theory was developed by Allan Paivio of the University of Western Ontario Paivio in Willis two thousand and five published dual coding theory that assumes that knowledge is stored in two forms a linguistic form and imagery form while each system can be activated independently there are connections between the two systems that allow for the dual coding of information Paivio in Willis two thousand and five Marzano Pickering and Pollock two thousand and one also noted that the more students use both forms the better they are to think about and recall information teaching procedure ignited by the theories relating to the effectiveness of graphic organizers and previous studies concerning the use of graphic organizers in the classrooms I have applied the use of several graphic organizers for a few meetings in my writing class especially for writing reports the students were the first semester students who were majoring in accounting in business faculty of Widya Mandala Catholic University they came

from many different provinces in indonesia and were not really good at writing based on the curriculum they had to be able to write reports in english in the first meeting of the writing class for pre teaching activity i had apperception by asking my students about their experiences and knowledge in writing most of them told me that writing was too difficult and confusing to learn even many of them still got difficulty to write a simple paragraph in english in the syllabus it was stated that they had to learn to write a simple paragraph in the first meeting of writing class before being able to write longer essays they needed to be able to write a simple paragraph well graphic organizers can be utilized for both generating and organizing ideas thus for whilst teaching activity i introduced them a hamburger graphic organizer that is described as follows

i used an analogy that was hamburger to arouse their interest and make them understand the parts in a paragraph easily marzeno pickering and pallock two thousand and one suggested that using analogies will help students see how seemingly dissimilar things are similar and increase their understanding of new information i also gave them some examples how to use this graphic organizer and develop the ideas then i assigned my students to use the hamburger template for brainstorming and develop their ideas for writing a paragraph for post teaching activity i gave them the feedback the results were not bad most of them were able to generate ideas and write a paragraph coherently within a reasonable time even though they still made a lot of mistakes in grammar and spellings in the following meeting for the writing class for pre teaching activity i tried to motivate the students by telling them that they had made progress for being able to write a simple paragraph coherently then i assigned them to make a written report about a particular company in groups based on the syllabus for whilst teaching activity i also warned them not to commit plagiarism to help them making their reports i introduced them two different graphic organizers the first graphic organizer was used for brainstorming while the second one was used for organizing ideas they were assigned to use the following graphic organizer for brainstorming they were required to make questions as many as possible by using the fishbone organizers about what they wanted to know about the company they were allowed to use dictionary and ask me questions concerning the brainstorming interestingly they also learnt a lot of new terms and vocabulary in the process of brainstorming due to the limited time i told them to show me their templates in the following meeting i also give them preview about their next material for post teaching activity in the next writing class for pre teaching activity i reviewed the previous material a little bit and asked the students to show me their graphic organizers they already brought their graphic organizers filled with their various questions as the results of brainstorming the following pictures are two examples of the graphic organizers made by my students surprisingly i found some of them had used their creativity to make the graphic organizers like using various color and drawing creatively even though i told them to draw and to write simply by using handwriting no matter what styles they chose they made these graphic organizers to help themselves to enhance their learning like using colorful lines and sentences to distinguish ideas the ideas were generated by themselves and for the sake of themselves for better learning thus the graphic organizers also enhanced their

creativity and interest in generating ideas for whilst teaching activity they were allowed to select some questions only that they felt certain to develop and write in groups then they were asked to discuss the answers and develop information based on their questions in the fishbone graphic organizer i also observed them in the classroom to make sure that everyone understood the instruction and work cooperatively in groups after that i gave them another graphic organizer to organize their ideas for their writing they used this following thematic graphic organizer to write their report they had to write the topic sub topics and the details in their templates based on the information they had collected and discussed for post teaching activity they were given a home assignment to make an essay report based on the thematic graphic organizers that they used in the following meeting they submitted their reports finally i checked their reports and the results showed significant progress they were able to develop their ideas based on their own drafts in the templates and organized their ideas well for their reports however they still had to improve their grammar and vocabulary mastery for better writing reflection the use of various creative graphic organizers has profoundly affected the process and the products of my students essays the students have been really assisted to generate and organize their ideas in their writing they also have learnt a lot of new vocabulary in the process of writing furthermore the use of various creative graphic organizers has improved their interest and creativity in writing however it takes process and intensive guidance to help the students use graphic organizers effectively it will not happen instantly in all writing classes for there are two important things that need to be considered when assigning the students to use graphic organizers first teachers need to be able to explain clearly and explicitly the different types and functions of graphic organizers second students really need intensive guidance until they know how to use graphic organizers independently for better results conclusion to sum up graphic organizers have been believed as effective cognitive tools used by both teachers and students in teaching and learning process based on my experience of using graphic organizers in my writing class i have noticed that there are several benefits of using graphic organizers helping students to generate ideas by activating their schemata assisting the students to organize their ideas systematically arousing the students motivation and interest in writing and enhancing the students vocabulary and knowledge as well there are still several different types of graphic organizers that i have not applied in teaching thus i am still utilizing the other types of graphic organizers for different genres of writing in my writing class and working on the research concerning the effectiveness of graphic organizers for teaching writing to english foreign language students

WEB VP OUTPUT FOR FILE: 16-5

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|--|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 261 | 375 | 1665 | 80.24% | Words in text (tokens): | 2075 |
| Function: ... | ... | ... | (841) | (40.53%) | Different words (types): | 612 |
| Content: ... | ... | ... | (824) | (39.71%) | Type-token ratio: | 0.29 |
| > Anglo- Sax | | | | | Tokens per type: | 3.39 |
| =Not ... | ... | ... | (349) | (16.82%) | Lex density (content words/total) | 0.59 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 56 | 69 | 104 | 5.01% | <hr/> <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (34) | (1.64%) | Tokens: | 1936 |
| 1k+2k | ... | ... | ... | (85.25%) | Types: | 533 |
| | | | | | Families: | 389 |
| | | | | | Tokens per family: | 4.98 |
| | | | | | Types per family: | 1.37 |
| AWL Words (academic): | 72 | 89 | 167 | 8.05% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 63.64% |
| > Anglo- Sax: | ... | ... | (8) | (0.39%) | Greco-Lat/Fr- Cognate Index: | 36.36% |
| Off-List Words: | <u>?</u> | <u>79</u> | <u>139</u> | <u>6.70%</u> | (Inverse of above) | |
| | 389+? | 612 | 2075 | 100% | | |

introduction in achieving english as our target language four language skills such as listening speaking reading and writing and two language components such as grammar and vocabulary are the core subjects to be mastered among them according to nunan nunan nineteen ninety nine writing is the most difficult thing to do in language learning as writing is in terms of producing a coherent fluent extended piece of writing hence writing in a second language is not an easy task it also plays an important role since it is often needed for formal and informal testing in the school byrne nineteen ninety one whereas writing is actually a process to pour the writers ideas based on their experiences their imaginations and their background knowledge got from what they read then writing can be such an interesting activity when the writers know what to write and how to write according to the latest indonesian education curriculum ktsp two thousand and seven there are a lot of kinds of genre in writing for senior high school students such as procedure recount narrative report analytical exposition hortatory

exposition spoof and descriptive one of them descriptive writing is one type of writing which is difficult since it demands students ability in finding vivid appropriate ideas and words to make the compositions alive goffman nineteen fifty six therefore to help senior high school students master writing skills towards descriptive writing the teachers should use various teaching approaches and techniques those techniques and approaches can help students learn english and motivate the students in writing accordance with the principles of the contextual teaching and learning and mind mapping techniques through the application of contextual teaching and learning which consists of modeling inquiry and learning community along with mind mapping the students can be active as those approach and technique help the students to develop their critical thinking which is do emphasized in the writing process this paper addresses the teaching of descriptive texts by using mind mapping techniques and employing contextual teaching and learning approach theoretical basis in this paper the writer will discuss more about descriptive writing teaching descriptive writing through contextual teaching and learning approach and mind mapping techniques according to leksono two thousand and nine a descriptive text is one of the types of texts which is fun to write it makes students writing more interesting to readers because the students use their words to help readers see or to visualize people places or things besides when an author writes a description of a person a place or an object it is usually pretty short often no more than five to eight sentences to write a descriptive text is a skill that needs extra attention this is because students need to be helped learn to describe things in details for example if they write about a flower they tend not to elaborate there is no effort to tell readers what kind of flower a sunflower an orchid or a rose is when it comes to talk about it they tend to use simple nouns of the colors whereas red can actually be blood red brick red maroon et cetera the various adjectives such as fantastic gorgeous marvelous are seldom used on the other hand descriptive writing requires students to be able to write about people places things moments and memories as detailed as possible to help readers to create a mental picture of what those being written are about this because writing a description is like taking a picture by using a camera or by using a handy camera it is as supported by dagger dagger nineteen seventy six page thirteen argues that description conveys the sensations emotions and impressions that affect a writer experiencing a person place object or idea it tells what the writer see hear smell or taste and it often includes the writers emotional reactions to the physical sensations of the experience when describing a subject one can use two kinds of details objective details and subjective details objective details are those that describe factual information about the subject based on the five senses sight touch taste smell and hearing there is no emotion or opinion in objective details in contrast subjective details are those that express the readers personal opinion on the subject the details do not have to be based on factual information sudarwati grace two thousand and five description of people is one various type of writing in order to write a descriptive essay the writers should comprehend its structure there are three parts that build a description essay seldess nineteen ninety six to two thousand and eight the introduction it must include general facts about a person being described and provide the details circumstances of the writers encounter the

main body consists of the description of your subject physical appearance and personally qualities as well as interests and other unique features each topic should be summarized in a separate paragraph the concluding phase is a paragraph in which the writers describe their personal standing in regards to a specific person the points that should be considered in structuring description essay are one should use present tense while describing people well known or often seen by the writer except if the writers talk about someone who has passed away or a person who the writers have known in the past they have to narrate in the past tense when describing a person physical appearance one needs to start with the general features and continue with more specific details such as nose hair color and eyes et cetera the description of someone personal qualities requires explanation based on certain examples taken from real life in order to provide a vivid picture to the readers in composing descriptive essay the writers may also illustrate someone character through the description of the way they speak their gestures and unique habits they might have seldess nineteen ninety six to two thousand and eight contextual teaching and learning is an approach to help teachers formulate teaching materials and put them into the students real world direktorat jenderal pendidikan dasar dan menengah two thousand and two using the contextual teaching and learning approach the teacher can apply certain principles such as modeling inquiry and learning community to apply the modeling principle the teacher can give the students an example of how to write a descriptive text by using mind mapping in other words he or she can show a good sample of descriptive texts this is relevant to the recommendation of the department of national education stating teachers can give a model to teach something or to learn something translated version direktorat jenderal pendidikan dasar dan menengah two thousand and two page sixteen to apply the inquiry principle the teacher can ask the students to make mind mapping like the example that he or she has the teacher should let them find other creative ways when using the mind mapping to write descriptive texts for example the students can group the characteristics of people which will be described such as people physical appearances and characteristics in order to apply the learning community principle students can be asked to write a descriptive text by peer tutoring they fill empty circles in a mind map based on the pictures then exchange their mind maps to other students and fill the incomplete parts of the other students mind maps after that they are supposed to take their work from their classmates and revise it in this way the peer tutoring can help them to complete their mind maps for the purpose of outlining the idea finally the students can give feedback to other students writing products in terms of aspects such as correct grammar organization and the word choices the other way of encouraging senior high school students to learn writing is mind mapping it has been used in learning visual thinking and problem solving by teachers students psychologists and people in general for century nast two thousand and six page sixteen proposes that mind mapping has many applications personal family and educational situations including planning a draft for writing note taking brainstorming summarizing and clarifying thoughts by presenting these connections in a ray liked form which is non linear mind mapping encourages a clustering approach to any given organizational writing a

mind map is simply a diagram used to represent words ideas tasks and other items linked to and arranged in a free fashion around a central key used or idea human nineteen ninety one page three mind mapping is a very useful in prewriting activities because it can help the writers to generate visualize structure and classify ideas it is an image centered diagram that represents connections between portions of information the elements are arranged according to the importance of the concepts and are organized into branches or areas the formulation of the structure of information may help recall the students existing memories based on the explanation above prewriting through mind mapping can provide students with a clear purpose for writing without which they tend to write aimlessly fail to schematize and as a consequence often miswrite the text mind mapping as their schemata reflect can increase the students comprehension by bringing up their background knowledge as well as helping them arrange the content of their writing teaching procedures pre activities modeling contextual teaching and learning approach introduce the topic describing people to the students through vocabulary activity see appendix one explain to them about the order of adjectives and give exercises to them order of adjective descriptive size age color origin and material show an example of a descriptive text describing your friend see appendix two ask the students to analyze the structure of descriptive which one is identification and which one is description and then analyze the example of the text which changed in the mind map whilst activities join construction of text pair group activity ask the students to draw mapping of their friends in their own classroom exchange their mapping to their classmates pair group to complete some empty circles in the mind maps and examine or correct their friend work ask the students to return the mind maps and pictures to their classmates and then ask them to complete or revise their mind maps independent construction of text individual activity ask the students to write a descriptive text based on their own mind maps post activities ask other student to give feedback in terms of content language and grammar to their classmates descriptive texts ask the students to make corrections to their descriptive texts based on the feedback given submit them to their teacher and their works will be reexamined by their teacher by using english as a second language composition profile assessment by checking their correctness of content organization vocabulary language use and mechanics reflection both of contextual teaching and learning approach and mind mapping technique are do efficient in teaching writing to senior high school students as mind mapping helps student in overcoming ideas blocking generating and organizing the ideas whereas contextual teaching and learning helps them in grasping the new material easily through modeling and getting feedback from their peer correction it is appropriate to teach writing in the classroom since it can make students active creative and co-operative in the teaching and learning process in the english classroom later they will be able to make a good descriptive text individually through both peer corrections and teacher feedback both of the approach and technique are done to make the students consider that writing is playful and enjoyable according to me the more visual pre writing techniques done the more interesting a class is and the better writing quality the students produced conclusion applying mind mapping within the contextual teaching and

learning approach can rise up the students interest and strengths of their writing both of them successfully help the students in terms of strengthening the students basic knowledge of what descriptive writing is and how to write it getting more of ideas and developing them creatively and arrange those ideas in an organized structure besides mind mappings also can enrich the students vocabulary from their critical thinking more mappings created are better for the students writing improvement for overcoming imaginative blocks in conclusion both of contextual teaching and learning and mind mappings work in generating developing and organizing the ideas especially to focus the students ideas to the content of writing

WEB VP OUTPUT FOR FILE: 16-6

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | |
|--|-----------------|--------------|---------------|----------------|--|
| K1 Words (1-1000): | 184 | 246 | 823 | 80.77% | Words in text (tokens): 1019 |
| Function: ... | ... | ... | (434) | (42.59%) | Different words (types): 353 |
| Content: ... | ... | ... | (389) | (38.17%) | Type-token ratio: 0.35 |
| > Anglo- Sax | | | | | Tokens per type: 2.89 |
| =Not ... | ... | ... | (183) | (17.96%) | Lex density (content words/total) 0.57 |
| Greco- Lat/Fr Cog: | | | | | |
| K2 Words (1001- 2000): | 31 | 40 | 46 | 4.51% | <hr/> <i>Pertaining to onlist only</i> |
| > Anglo- Sax: | ... | ... | (9) | (0.88%) | Tokens: 973 |
| 1k+2k | ... | ... | ... | (85.28%) | Types: 331 |
| | | | | | Families: 255 |
| | | | | | Tokens per family: 3.82 |
| | | | | | Types per family: 1.30 |
| AWL Words (academic): | 40 | 45 | 104 | 10.21% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) 64.85% |
| > Anglo- Sax: | ... | ... | (5) | (0.49%) | Greco-Lat/Fr- Cognate Index: 35.15% |
| Off-List Words: | <u>?</u> | <u>22</u> | <u>46</u> | <u>4.51%</u> | (Inverse of above) |
| | 255+? | 353 | 1019 | 100% | |

introduction writing is a process of thought poured into a series of words the process of writing requires critical thinking and mastery of grammar and therefore writing is categorized as a fairly complicated skill based on the complexity of writing activity as described above teachers as the educators are needed to master certain techniques in teaching writing skill to enable students in mastering writing skills recount text is a text that retells experience in sequence in recount text the writer may share his or her own experience or someone else the tense mostly used in recount text is past tense since it retells about the event has been happened thus writing a recount text requires mastering at least the past tenses and the mastery of the events that will be described this combination is not easy for english as a foreign language students specific techniques are needed for teachers to facilitate students to write a recount text this present essay will explore a technique in teaching recount text using series of still pictures theoretical basis still pictures are photographs that are showing places people event and things cahyono two thousand and nine still pictures are mostly appearing as the illustrations in the

course books and catalogues still pictures have many advantages in supporting writing skills it can be used to describe an abstract idea into a format that is much more obvious it also can be used in all level of abilities and all types of discipline still pictures usage in teaching writing recount text is by displaying multiple pictures from a sequence of events through still images teachers can encourage their students to produce more imaginative compositions Kellner nineteen eighty one these include examples of the use of pictures to give students the stimulation to begin expressing themselves with greater enthusiasm images can be more effectively used as media in teaching especially for visual learners for visual learners images could be easier for them to absorb the lessons and later facilitate the process of learning to write recount text teaching procedures in teaching it takes several steps that must be properly prepared so that lessons can be accepted by the students well too therefore it takes certain activity planning to teach at the pre activities whilst activities and last but not least post activities to focus more on writing and appropriate learning activities in teaching writing using the application of still pictures technique here are the activities that suitable for a class of thirty junior high school students who are studying the past tense and like physical activity or total physical response pre activities before starting the class the teacher prepares some pictures that tell the events in sequence four to five pictures teacher puts the pictures on the walls of the classroom and at the bottom of the seat students teacher prepares six pieces of paper to write a recount text later teacher sets up chairs in groups six groups each group consist of five persons whilst activities thirty students divided into six groups one group consisted of five students and seated to their groups teacher explained that in the classroom around the students there are some pictures to look for each group must find five images at their closest place and tell them that the pictures are in sequence teacher asks the students to find the pictures posted around them and gather them in groups students sort their pictures and discuss the images obtained teacher asks students to write a text about the pictures students work in groups to complete the text post activities students discuss the text they wrote each group read out their text teacher gives oral feedback for students in general and let them know that what they have written is categorized as recount text reflection recount text is identical with the use of past tense this type of text will be easier to be taught using still pictures that can help students imagine the events they are going to retell through writing the activities arranged above starts from grouping to encourage students to learn co-operatively after that students are asked to find the images around them that involve physical activity or so-called total physical response junior high school students are active and have a great curiosity when applies total physical response to students they can be more eager to learn this is best done in the beginning of learning hopefully in the next step of learning the students still feel the positive energy that emerges at the beginning the first activity after grouping is picture search students practice the total physical response while searching the pictures posted around them after they collect all of the pictures they normally begin to be curious about the relationship between the pictures therefore the teacher asked them to arrange the pictures they get after the images are composed they were asked to pour the events described in the pictures into a text without

telling them that they write is **recount text** after writing is completed they will be asked to read the content of their writing after the **entire** group finish reading their writings teachers provide **feedback** about their writings in general teacher says the good and bad points of their writing and explain the **exact** story described from the still pictures then at the end of class the teacher explains that they have written is a **recount text** and then explain what **recount text** is and its writing **mechanism** **unconsciously** the students have learned about **recount text** by **practicing** it the students will feel they can write a **recount text** in a very easy way without **confused** by the **concept** or **theory** of **recount text** first students later on will also **recall** the writing **process** with this **visual method** still pictures that is applied by the teacher **conclusion** a **lesson** can be easily understood if it **involves auditory visual** and **discussion** **silberman** nineteen ninety six through the activities using still pictures above the **auditory visual** and **discussion** have been **involved** therefore the **technique** is expected can **facilitate junior** high students in **comprehending writing recount text**

WEB VP OUTPUT FOR FILE: 16-7

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|--|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 192 | 236 | 759 | 74.19% | Words in text (tokens): | 1023 |
| Function: ... | ... | ... | (407) | (39.78%) | Different words (types): | 395 |
| Content: ... | ... | ... | (352) | (34.41%) | Type-token ratio: | 0.39 |
| > Anglo- Sax | | | | | Tokens per type: | 2.59 |
| =Not ... | ... | ... | (150) | (14.66%) | Lex density (content words/total) | 0.60 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 31 | 36 | 49 | 4.79% | <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (15) | (1.47%) | Tokens: | 931 |
| 1k+2k | | | | | Types: | 341 |
| | ... | ... | | (78.98%) | Families: | 272 |
| | | | | | Tokens per family: | 3.42 |
| | | | | | Types per family: | 1.25 |
| AWL Words (academic): | 49 | 69 | 123 | 12.02% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 62.30% |
| > Anglo- Sax: | ... | ... | (8) | (0.78%) | Greco-Lat/Fr- Cognate Index: | 37.70% |
| Off-List Words: | <u>?</u> | <u>54</u> | <u>92</u> | <u>8.99%</u> | (Inverse of above) | |
| | 272+? | 395 | 1023 | 100% | | |

english is taught and used as a foreign language in indonesia although english lesson has been taught for many years the outcome has not been satisfying this sense of failure involves all of skills areas especially in writing to improve the outcomes of education the ministry of national education has decided to bring a new curriculum in all subjects including english over the past few decades indonesia has changed its curriculum several times using different approaches in the beginning the government used the grammar translation method left by dutch then it was followed by audio lingual and communicative approach in two thousand and four the two thousand and four curriculum and its follow up the curriculum two thousand and six the ministry of national education has introduced new teaching approach that is genre based approach depdiknas two thousand and four the genre based approach was initially developed in australia and it has been noted that australia is the success place in applying genre based approach sutisnayanto twenty eleven this approach concerns for empowering

underprivileged learners and providing them with necessary resources for success it also has assumption that acquisition of the second language can be done simply by using subject content without the second language being focus of explicit instruction arnold two thousand and two in this writing the writer tries to discuss the current approach used in curriculum and how it is applied in the teaching english as a foreign language writing genre based approach a genre based approach is based on systemic functional theory of language developed by halliday halliday nineteen seventy three halliday identified that language as a means of functioning of society which has three types of functions such as ideational telling people fact or experience interpersonal maintaining personal relationship with people and textual expressing the connection and organization within a text in the current curriculum of indonesia the school based curriculum ktsp there are some stages in teaching english as a foreign language writing the first stage is building knowledge of the field this stage leads the learners to activate the background knowledge the second stage is modeling in this cycle learners are guided to acquire and understand the knowledge and become aware of the social function schematic structure and language features of a particular genre the third stage is joint construction of the text in this step students start to construct the text within group then the last stage is independent construction of the text where students are asked to apply the knowledge individually teaching procedures in this activity the writer will give an example about teaching procedural text for the first grade of junior high school students the purposes of procedure text are to tell how to make something and to tell how something is achieved through a sequence of steps sudibyo two thousand and seven there three generic structures of procedure text they are material goal and steps or methods pre activities building knowledge and modeling in this activity teacher establishes to recall students background knowledge and give first model divide students in to some group three or four students each group introduce the topic and give brainstorming explain about procedure text including its function generic structures and language feature give samples of possible action verbs and temporal conjunctions used give a procedure text as a model example the procedure of making meatballs ingredients one kilo of very fine minced meat preferably beef two eggs three hundreds grams of tapioca flour four to eight cloves of garlic one red onion one teaspoon of white pepper two teaspoons of salt steps first of all mix garlic red onion salt and white pepper in a mortar or mixer second step mix the spice mixture with the eggs the tapioca flour and the minced meat after that use your fingers add a cup of water and keep on working until the mixture feels soft and smooth then boil some water in a rather large pot at least about two liters next step start rolling the mixture into small meatballs finally lower the meatballs into the boiling water when they float up to the surface the meatballs are ready to note serve explain what activities will be done and those social functions about halloween whilst activities joint construction of the text in doing this activity teachers develop with the students metalanguage to describe the process familiarity and grammatical features of genre the teacher role is partner of discussion and remodeling the written procedural text by asking students to recall and discuss each step ask students to prepare the materials and tools to make

halloween mask ask students to start making a **halloween mask** in group make sure that all students do the activity so they get their own experience ask students to note what the material needed and the steps that they have done post activities independent **construction** of the **text** ask students to develop their own **procedure text** how to make a **halloween mask** after finishing the **text** prepare class **discussion** and ask the students to **compare** and **transfer** knowledge from one procedural text to another thus showing an **appreciation** of **generic conventions** of procedural text give **compliment** for the activities that they have done give **feedback** for the students **text** give home **assignment** to **construct** their own procedural texts in the end of the class **remind** the **communicative** characteristics of **procedure text** **reflection** using this **approach** the students will be able to **physically** **verbally** and **cognitively** experience the **genre** and the **procedural** written text is used as a **model text** which is **deconstructed** and jointly **constructed** by students with teacher **assistance** **conclusion** the **genre** approach **paired** with a **sequenced** and well **structured** teaching **methodology** within an **appropriate** **motivating theme** of activities can be an effective way to teach writing to students the **approach** also clearly **assists** students to organize their writing and understand the nature of the **text** within an activity based **context** with **texts** that can be **deconstructed** and **reconstructed** using **concrete** examples however the most important thing is teacher **feedback** by giving **appropriate** and **correct feedback** teacher will help students to **improve** their writing **skill**

WEB VP OUTPUT FOR FILE: 16-8

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|---------------------------------------|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 274 | 364 | 1457 | 75.30% | Words in text (tokens): | 1935 |
| Function: ... | ... | ... | (737) | (38.09%) | Different words (types): | 599 |
| Content: ... | ... | ... | (720) | (37.21%) | Type-token ratio: | 0.31 |
| > Anglo- Sax | | | | | Tokens per type: | 3.23 |
| =Not ... | ... | ... | (327) | (16.90%) | Lex density (content words/total) | 0.62 |
| Greco- Lat/Fr Cog: | | | | | | |
| K2 Words (1001- 2000): | 39 | 47 | 89 | 4.60% | <i>Pertaining to onlist only</i> | |
| > Anglo- Sax: | ... | ... | (21) | (1.09%) | Tokens: | 1735 |
| 1k+2k | ... | ... | ... | (79.90%) | Types: | 515 |
| | | | | | Families: | 397 |
| | | | | | Tokens per family: | 4.37 |
| | | | | | Types per family: | 1.30 |
| AWL Words (academic): | 84 | 104 | 189 | 9.77% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 63.29% |
| > Anglo- Sax: | ... | ... | (13) | (0.67%) | Greco-Lat/Fr- Cognate Index: | 36.71% |
| Off-List Words: | <u>?</u> | <u>84</u> | <u>200</u> | <u>10.34%</u> | (Inverse of above) | |
| | 397+? | 599 | 1935 | 100% | | |

introduction standard **competence** of high school english **curriculum** has pointed out that students of **grade** eleven are expected to **attain** writing **skills** to produce some short **functional** texts and **essays** in various **genres** as **hortatory** exposition its **instructional** basic **competence** notifies the students writing **skill** in expressing the meaning and **rhetorical** steps of written **essay** **accurately** and **fluently** regardless of the above **curriculum** **objective** many high school students are struggling with **expository** writing **tasks** **especially** in writing **hortatory** some reasons why **hortatory** writing **tasks** are difficult to **accomplish** are caused by students lack of idea regarding the **topic** being **discussed** and of strong **evidences** in developing **arguments** to **convince** students point of views besides those students **weaknesses** another problem lies on the teachers **incompetence** to **instruct** that kind of **genre** as examples are teachers **incompetence** concerning the characteristic of **hortatory** exposition and the teaching **techniques** and **procedures** of **instructing** **hortatory** to **challenge**

students to write independently to facilitate teachers in instructing hortatory writing this paper recommends a genre based approach as teaching technique to assist students to accomplish writing hortatory exposition theoretical basis the basic principal of genre based approach is that learning involves a social activities and the outcome of collaboration among teachers individual and groups of students the painter theory nineteen ninety six claimed that language was learnt through guidance and interaction in the social context in consequence of that current genre based teaching involves a variety of teaching method as described in the followings explicit teaching emphasizes how teachers are able to simplify the learning activities to direct students writing achievement systematic teaching focuses on both language and context need based teaching builds the instructional objective and content based on students needs supportive teaching scaffolds the learning activities to construct students creativities and independency empowering teaching challenges students with opportunities to write various types of valued texts critical teaching performs scaffold resources for students to understand and being able to write in valued discourses the last is consciousness rising where teachers develop varieties of text awareness in order to advice students on their writings hayland two thousand and four page ten to eleven administering the genre based teaching teachers have to implement four phases of pedagogy which is commonly mentioned as the followings build of knowledge of field modeling of text joint construction of text and independent construction of text the first phase building knowledge of field is designed for teachers to elicit students with sufficient information extensive reading grammatical features and vocabularies related to the topic being discussed in the second phase of modeling the text teachers focus on the particular genre in which students will analyze a model of a genre text type in order to be familiar with the purpose of the text generic structure language feature and mode after being familiar with those things students will build understanding about the characteristic of the genre text and they are expected to write that genre independently later the next phase joining construction of the text teachers and students collaborate to construct a text through small groups or as a whole class where teachers scaffold students with questions thinking aloud explanation whenever students need finally at the last phase independent construction of text students write own genre writing by selecting own topic developing the text and getting feedback from peers or teachers martin nineteen ninety two before instructing hortatory expository teachers should have understood the purpose of writing hortatory and it is characteristic the purpose of hortatory exposition is to convince the reader to agree with the writer viewpoints and to promote a specific course of action or thought to the readers therefore the writer should not select a topic which is either too broad or narrow to arise a strong argument supported by real evidences such statistic data facts or quotations from some experts to convince the readers of his viewpoints the ending of the hortatory exposition should be strong to summarize the writer viewpoints clearly and persuasively to call for action however to make it more effective the ending tone used should be pleasant reasonable and fairness rather than

sarcastic teaching procedures according to behaviorist people appreciate a response if there is a stimulus from outside showing pictures and asking questions related to the pictures can be effective stimulus to elicit students thought regarding the topic being discussed here this paper takes benefit of implementing pictures and questions pre writing step one clarify the purpose of writing hortatory expository and its characteristic step two required students to scan and skim the picture shown by the teacher carefully then predict the teacher questions as stated below do you have a hand phone what is your hand phone used for do you think hand phone is important for you why do you think so do you bring your hand phone right now why do you think you have to bring your hand phone at school step three ask students to make a group of three then distribute each student a paragraph to read and remind them to think about the main idea of that paragraph its detail and the purpose the language features and generic structure of that paragraph student a of group one recently most people own mobile phone why does mobile phone user increase dramatically in recent years first the feature and functions has increased mobile phone is not used just for calling but sending text taking pictures recording videos accessing internet playing games and much more second mobile phone has also become a lot cheaper now this communication device does not only fill the pocket of adult but also teenager and student even a lot phones are intentionally designed to teenaged market however should they be allowed to bring them to school student of group one many schools do not allow students to bring cell phones to school it is very reasonable because bringing phone to school potentially disrupts the learning process most students use cell phones irresponsibly they use cell phones to talk to their friend during class time they also use the calculator and camera features in the class as well those potentially lead less concentration in the time of learning and teaching process student of group one students go to school to learn and behave fair way mobile phones provide a large temptation to cheat in tests they can communicate to anyone and almost anywhere in the world because of the small size of the cell phone students can send a text quietly and discreetly the text can go unnoticed anywhere to get help on answering tests homework and other class assignment learning in school is to behave fair not cheating therefore schools should ban students from bringing their cell phones taken from hortatory text sample understanding types of text mh step four ask each student a and in one group to share information from the paragraph that he has read to other students who have different paragraphs step five ask each group to present their group ideas related to the purpose the generic structure and the language features then the teacher discuss the answers with the whole class together step six ask and discuss together an unanswered question what should be done as closing paragraph from those three paragraphs so that it leads the readers draw their own conclusion whilst writing teacher presents new topic discussion step eight ask students to look at the picture shown carefully then predict the teacher questions as stated below what are the girls doing why are the girls closing their mouths with hands what are you doing when you chat on the net what do you know about surfing in the internet what things do you

have to remember when you surf in internet step nine discuss the topic surfing in internet give questions and discuss some vocabulary related to the topic to the whole class surfing riding on waves or surfing the internet internet a multimedia system for finding information world wide web a worldwide computer network communicate to share information ideas or feelings with people email electronic mail sent over the internet website a place in the internet where information is found chat room area on the internet where people can meet cyberspace global network of computer step ten brain storming the topic surfing in internet together by using mind map technique draw and circle students ideas at the blackboard categorize the ideas which involve in the introduction the argument one and argument two from the pro point of view surfing in internet is saved and the contra points of view surfing in internet is dangerous step eleven separate students ideas which are pro and which are contra then divide the class into two big groups divide each group into small group of three for example pro group contains pg one pg two pc three and contra group contains cp one cp two and cp three pg one is student a cp one is student pg two is student cp two is student pg three is student h i cp three is student step eight ask small groups pg one et cetera and cp one et cetera to sit in own group then let them delegate each member of the group for example pg one student a to be responsible to think introduction paragraph student thinks about argument one student thinks argument two then all students from the same group and the same paragraph discuss their tasks together in a group for example pg one student a pc two student pg three student discuss the introduction together cp one student cp two student cp three student discuss the argument one together et cetera step nine ask the students to return to each home group for example students a who discussed the introduction with student and returns to pg one then together with student and share ideas they have already got then each student a combine the ideas to make essay outline and think the conclusion together post writing step ten ask each student to write the paragraph based on his part at home then discuss the result together with each group for example pg one et cetera before typing and submitting the essay reflection genre based teaching technique which is administered by using pictures and co-operative learning will motivate and challenge high school students to write hortatory more attractively from the writer points of view this strategy encourages all students to contribute ideas think about the topic and how their groups produce interesting essay about hortatory text successfully moreover co-operative learning has assisted students to learn more from peers so that they become more independent learners here teachers do not dominate the teaching and learning activities but take parts as facilitators whenever students need help conclusion to enhance students writing skills especially in hortatory expository teachers should be competence of the purpose and characteristic of this type of genre before instructing it to students teachers teaching technique on genre based approach which is combined by using pictures and co-operative learning technique will challenge students to contribute and participate more in the learning activities in pre writing whilst writing and post writing pictures or illustration elicit

students to image about the topic being discussed while analyzing text as model accelerates students understanding about the language features and generic language of the genre text teachers students collaboration in obtaining and categorizing ideas has empowered students to practice on their own whenever they accomplish individual writing task at last co-operative learning that motivates students to learn from peers has created interesting experiences where students could practice as independent learners

WEB VP OUTPUT FOR FILE: 16-9

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|------------------------------|-----------------|--------------|---------------|----------------|--|--------|
| K1 Words (1-1000): | 201 | 274 | 1060 | 78.34% | Words in text (tokens): | 1353 |
| Function: ... | ... | ... | (580) | (42.87%) | Different words (types): | 454 |
| Content: ... | ... | ... | (480) | (35.48%) | Type-token ratio: | 0.34 |
| > Anglo-Sax | | | | | Tokens per type: | 2.98 |
| =Not ... | ... | ... | (209) | (15.45%) | Lex density (content words/total) | 0.57 |
| Greco-Lat/Fr Cog: | | | | | | |
| K2 Words (1001-2000): | 36 | 46 | 70 | 5.17% | <hr/> <i>Pertaining to onlist only</i> | |
| > Anglo-Sax: | ... | ... | (14) | (1.03%) | Tokens: | 1280 |
| 1k+2k | | | | | Types: | 411 |
| | | | | (83.51%) | Families: | 309 |
| | | | | | Tokens per family: | 4.14 |
| | | | | | Types per family: | 1.33 |
| AWL Words (academic): | 72 | 91 | 150 | 11.09% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 63.36% |
| > Anglo-Sax: | ... | ... | (8) | (0.59%) | Greco-Lat/Fr-Cognate Index: (Inverse of above) | 36.64% |
| Off-List Words: | <u>?</u> | <u>43</u> | <u>73</u> | <u>5.40%</u> | | |
| | 309+? | 454 | 1353 | 100% | | |

introduction teaching adult learners is quite different with teaching children this is because adult have their own unique characteristics adult learners have a range of life experiences definite expectations about the learning process and can engage with abstract thought harmer two thousand therefore in writing class teachers are

required to have a suitable critical teaching method that can address students characteristics and challenges particularly in their writing process regardless the types of text students are required to make students face problems throughout their writing process students may confuse themselves in developing their ideas struggling with the generic structures or features and coping with language forms within the time limitation of the meeting sessions teachers are expected to help students to tackle their writing issues there are many techniques being used in the teaching of writing one of them is called interventional assistance by the writing teacher this technique is suitable for teaching adults for it requires cognitive awareness to make reasoning and evaluating the text intervening is applied with an expectation that students can recognize their errors during writing process and avoid them when they revise or compose another piece of writing theoretical basis intervening is useful for students for some reasons chandrasegaran two thousand and two stated that most students need assistance since the very beginning of the writing process which is in making decision about what they are about to write this decision making includes the purpose of the text the writer objective the reader purpose in reading the text and others another aim of intervening is to raise students awareness of the reader expectations here the teacher can put him herself as the possible readers for example as a consumer or a critic in reading short stories since writing a composition is a cyclical process of writing draft checking evaluating and re writing before finally become a final version intervening is also can be applied as feedback the evaluation can be done by the writers themselves the teacher or peer students during the re writing after getting feedback teacher intervenes once again by prompting questions about the lesson learnt since the very beginning of the writing process while students are writing teacher can mingle around the class to encourage students and check their work if they need any necessary advice how intervening take place is through assistance that enables students to improve their text in terms of language content and related features before the final draft is ready to be graded interventional assistance consist of giving instructions to direct students mental scribal and verbal activity stating knowledge to guide students to better decisions during writing and giving demonstration and examples to show how the instruction given by the teacher applied to students work however intervening does not mean the teachers spoon feeding the students by giving them correction on the errors they made teachers should adjust their interventional assistance with a consideration of students capability and accessible feedback for them parrish two thousand and six page one hundred fifty seven student text is assessed on how much it resembles the genre expected in the writing assignment therefore the teacher needs to prioritize the influencing aspects of particular text being taught initial response to writing normally focuses on the content of what has been written whether the ideas or events on the composition are significant and interesting organization of the composition or how the ideas are arranged is the next important one before the language forms including grammar vocabulary spelling and punctuation ur two thousand pageone hundred seventy in narrative writing for example it is more necessary to make students to pay more attention to improve the complication stage of their story before dealing with the tense choices in the context a story

with some **tense** remain can gain more **sympathetic response** if it has a well developed **complication** and **resolution** than a **boring** one with **flawless tense** **chandrasegaran** two thousand and two teaching **procedures** the following is the **instructional procedures** as the example of **intervening** that can be done by the teacher **pre writing** introduce to students about the knowledge of **genre conventions narrative** for example **text** purpose to **amuse** or **entertain** the readers through the story characteristic the story has a **climax generic structure orientation evaluation complication resolution reorientation** explain about their **target** reader for example how to **impress** the reader of the story on the main character what might be the reader expectation from reading the story **brainstorm** students related to the **cognitive skills** decision making about the story for example **selecting** details of setting events **creating** characters **plot climax et cetera** teach the language **skills** choice of language and **grammar** related to **narrative text** for example using past **tense** using action **verb chronologically arranged** whilst writing ask students to write two or three **paragraphs** of their story one of the stories from the students will be used as an **illustration** to explain and **correlate** the **previous** explanation in **pre writing section** applied in the **text** post **critical** questions to the class about the **illustration text** presented **focus** on one **aspect** of writing in a **session** whether to deal with the content organization or language content shall go first for it is the most important one for example **complication** is part of the story that can develop in one direction or another can you find it in the story can you feel **sympathy** for the main character through the writer character **delineation** will you as readers be **curious** and interested in reading the story further why why not tell students to **swap** their works and ask them to ask **similar** questions to **analyze** their friends story for example read the first three **paragraphs** of your friend story and find if it has a **complication** if you do not find the **complication** in the story **discuss** with the writer how the first part of the story can be re written so that it can **trigger** readers **curiosity** teach students to give **responds** and **instructive comments** after **identifying** their friends work post writing ask students to **review** the story **reviewed** by their **peers** and make a plan to continue it **homework** tell students to **reflect** the **pre writing** material learnt **previously** in **pre writing** activity **display** the **guidelines** to the students for example decide what do you want the readers to be **curious** about look at the detail you have written or planning to write does it give readers too much **information** does it make readers **curious** about what will happen next **mingle** around the **classroom** while students prepare their re writing activity **encourage** and **check** if they need detailed **assistance** tell students to continue the writing their second **draft** before being **evaluated** again in the next **session** continue the **cycles** of the **pre writing** whilst writing and the post writing activity covering other **generic structures** like writing the **climax resolution et cetera reflection peer correction** can be time saving and a useful **technique** for students to learn together about the **implementation** of the **theory** explained in **pre writing** however it might lead to some problems whether students feel **comfortable correcting** or being **corrected** by their **peers** or if they have the willingness to **positively** or **negatively** accept **criticism** from each other the answer to the problems depends greatly to the general **classroom climate** which teachers should realize another thing to consider is to plan the content of

the lesson based on students capability avoid being too ambitious to achieve a lot in a meeting session so that the lesson would not frustrate the students conclusion teaching writing can be delivered by various techniques one of them is through interventional assistance intervention happens during students writing process where teacher provides some help in the form of short discussion on content approach or language features after students write their first draft they will get feedback from their peers or the teacher reader before they are required to re write or continue their story and submit the final version interventional assistance is tailored to address students writing problems and need to be adjusted based on the characteristics of the class and students

WEB VP OUTPUT FOR FILE: 16-10

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | | |
|--|-----------------|--------------|---------------|----------------|---|--------|
| K1 Words (1-1000): | 237 | 321 | 1324 | 84.12% | Words in text (tokens): | 1574 |
| Function: ... | ... | ... | (722) | (45.87%) | Different words (types): | 451 |
| Content: ... | ... | ... | (602) | (38.25%) | Type-token ratio: | 0.29 |
| > Anglo-Sax | | | | | Tokens per type: | 3.49 |
| =Not ... | ... | ... | (294) | (18.68%) | Lex density (content words/total) | 0.54 |
| Greco-Lat/Fr Cog: | | | | | | |
| K2 Words (1001-2000): | 26 | 30 | 41 | 2.60% | <i>Pertaining to onlist only</i> | |
| > Anglo-Sax: | ... | ... | (11) | (0.70%) | Tokens: | 1468 |
| 1k+2k | ... | ... | ... | (86.72%) | Types: | 411 |
| | | | | | Families: | 309 |
| | | | | | Tokens per family: | 4.75 |
| | | | | | Types per family: | 1.33 |
| AWL Words (academic): | 46 | 60 | 103 | 6.54% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) | 70.50% |
| > Anglo-Sax: | ... | ... | (8) | (0.51%) | Greco-Lat/Fr- Cognate Index: | 29.50% |
| Off-List Words: | <u>?</u> | <u>40</u> | <u>106</u> | <u>6.73%</u> | (Inverse of above) | |
| | 309+? | 451 | 1574 | 100% | | |

introduction writing is one of the four skills which is taught in the school writing is considered to be the most difficult skill in teaching english because writing is regarded as the most difficult skills in learning language so teacher should be creative in teaching writing this paper discusses a technique in teaching narrative text by using mind mapping in teaching narrative text as a genre for teaching writing the students will be more interested and easy to study it because mind mapping is easy to apply some reasons why i choose the topic teaching narrative text using mind mapping are first mind mapping can enhance student memory and sharpen student focus on something because mind mapping can enhance our memory so it can be an appropriate way in teaching narrative texts mind mapping are also the most interesting one because it tells us about the story and experience that can make the students enjoy the class and express their feeling through story by teaching narrative text students are able to produce simple text easily second i want to try to solve the problem in teaching writing especially in teaching

secondary level third students have difficulty in writing **narrative text** so i would like to help them to write by giving a good **technique theoretical** basis one of **goal** english language teaching is to give students an effective writing ability learning to write is a **process** of discovering and organizing the ideas putting them on a paper and **reshaping** and **revising** them writing is the most difficult **lesson** in the school since the students have to produce the **text** by using english they have to write about what comes to their mind and state it on a paper by using the **correct procedure** **narration** is the most powerful ways of **communications** with others a good written story lets your readers **respond** to some event but they can almost feel it the action detailed and **dialogue** put the readers in the scene and make it happened for them moreover because **narration** often **engages** reader **emotion** so **powerfully** it can play large **role** in other type of writing **narrative texts** bruner nineteen eighty six in **asian** english as a foreign language **journal** press twenty ten stated that **narrative** is popular in everyday life since through **narrative** people **construct** social reality and make sense of their past experiences a good written story lets your reader **response** to some event in your life as if it were own they not only understand the event but they can almost feel it the action details and **dialogue** put the readers in these seem and make it happen for them moreover **anderson** nineteen seventy seven page eight states that **narrative** is a piece of **text** tells a story and in doing so **entertains** or **informs** the reader or listener from the **definition** above i can **conclude** that **narrative** story is a story tells us about something interesting that has purpose to **amuse** **entertain** or the readers you are using **narrative** when you tell a friend about something interesting that happen to you at work or at school when you tell someone a **joke** **generic structure** of **narrative texts** **anderson** nineteen ninety seven page eight states that the steps for **constructing** a **narrative** are **orientation** or **exposition** some **indication** is generally given of where the action is **located** and when it is taking place **complication** or rising action the **complication** is **pushed** along by a serious of events **during** which we usually expect some sort of **complication** or problem to arise it just would not be so interesting if something **unexpected** did not happen **sequence** of event **climax** this is where the **narrator** tells how the character **reacts** to the **complication** it includes their feeling and what they do the event can be told in **chronological** order **resolution** or falling action in this part the **implication** may be **resolved** for better or **worse** but it is **rarely** left completely **unresolved** how did it end **reorientation** it is an **optional** closure of event **mind mapping** there are many **techniques** can be used to teach writing there are also kinds of writing **text** not all **techniques** are **suitable** to teach one kind of **text** here will be **discussed** **mind mapping** as a **technique** in teaching **narrative text** **mind mapping** is usually used in teaching **argumentative** descriptive and **exposition** because **mind mapping** is used to **elaborate** and **generate** the ideas **tribble** nineteen ninety six in **cahyono** two thousand and none page sixty seven stated that the **visual** nature of **mind map** is that it is particularly useful in class or group work where a board or **flip chart** can be used as a way of building a **conceptual** view of a problem while **raimes** nineteen eighty three stated that **mind mapping** work well as the **visual designs** as they **enable** students to see the relationship between ideas and **encourage** them to classify certain ideas together as they write based on both statements above it can

be concluded that mind mapping is a way of showing ideas in the same way that they are represented in your brain it is also a way to build student opinion about something mind mapping is not only builds the ideas but it can also enhance student memory mind mapping is a good way in teaching narrative because it is interesting activity for student to digest their experience and make it to a narrative essay mind mapping is considered as a writing focus on content because it is used to stimulate ideas for an account of a personal experience to build a list of issues to identify relationship between them and to prioritizing what will be important to write teaching procedures pre writing if the students consists of around thirty the teacher divides the students into eight groups so each group consists of four students students are asked to write down some important event of their childhood and its chronology in a group students are talking about their childhood or some vivid experience while student are talking about their experience or something they had in the past then teacher writes down some questions on the whiteboard that each student should ask to their friends the example questions are what can you remember when you were years old where did the take place how did happen what did you taste see touch smell hear feel et cetera answer i never forget the day when i went i remember when where how what et cetera then teacher builds up a mind mapping on whiteboard and list some question on it the questions should be answered by student example of mind mapping based on harmer two thousand and four page one hundred whilst writing after all questions are answered by student then students are asked to make their own cluster diagram about their childhood memory after that teacher gives the list and procedure to write in writing processes the student should start write who is the participant where when how and what to get that is depends on the narrative writing process then teachers ask them to write a simple narrative text based on the information that the student get from mind mapping in writing processes student can create their own information to make the narrative to be more interesting post writing after the students finished writing the teacher asks each student to read their own writing to their friends in that group then each group should read one narrative text in front of the class after all the groups finish reading the teacher asks the student to revise their writing then ask the student to submit their paper reflection mind mapping is a good technique in teaching narrative text this is based on my experiences in teaching narrative using mind mapping once i thought that mind mapping is impossible in teaching narrative text because mind mapping is usually used in teaching argumentative and descriptive text mind mapping is an effective way in teaching narrative text because it can enhance student memory during the teaching of narrative writing the student seemed to enjoy and felt impress with this technique the condition or atmosphere of the class is active relaxed and stimulating because the students were motivated to recall their experience by put it on their own mind mapping mind mapping is a beneficial aid for me as an english teacher in teaching the students narrative texts because the students can elaborate and enhance their knowledge as well as recall their memories upon the topic they are going to write conclusion narrative is a story which tells about experience or something interesting happened in the past teaching writing narrative text is not an easy task teacher should use a good and challenge

materials and activities as teachers we should consider some of the ways to improve the student skill in writing and choose the appropriate teaching technique and material which is useful as well as attractive to motivate the students interest in writing mind mapping is a good and interesting activity in teaching writing narrative text by using mind mapping students are able to build their ideas to write an experience it also enhance student memory mind mapping is easy to apply and simple to train and enhance the student ability in writing effectively this technique is very attractive so they can encourage the students interest to be more creative in learning to write

WEB VP OUTPUT FOR FILE: 16-11

| | <u>Families</u> | <u>Types</u> | <u>Tokens</u> | <u>Percent</u> | |
|--|-----------------|--------------|---------------|----------------|--|
| K1 Words (1-1000): | 202 | 267 | 879 | 77.24% | Words in text (tokens): 1138 |
| Function: ... | ... | ... | (421) | (36.99%) | Different words (types): 430 |
| Content: ... | ... | ... | (458) | (40.25%) | Type-token ratio: 0.38 |
| > Anglo- Sax | | | | | Tokens per type: 2.65 |
| =Not ... | ... | ... | (169) | (14.85%) | Lex density (content words/total) 0.63 |
| Greco- Lat/Fr Cog: | | | | | |
| K2 Words (1001- 2000): | 24 | 31 | 44 | 3.87% | <hr/> <i>Pertaining to onlist only</i> |
| > Anglo- Sax: | ... | ... | (7) | (0.62%) | Tokens: 1054 |
| 1k+2k | ... | ... | ... | (81.11%) | Types: 378 |
| | | | | | Families: 292 |
| | | | | | Tokens per family: 3.61 |
| | | | | | Types per family: 1.29 |
| AWL Words (academic): | 66 | 80 | 131 | 11.51% | Anglo-Sax Index: (A-Sax tokens + functors / onlist tokens) 57.21% |
| > Anglo- Sax: | ... | ... | (6) | (0.53%) | Greco-Lat/Fr- Cognate Index: 42.79% |
| Off-List Words: | <u>?</u> | <u>52</u> | <u>84</u> | <u>7.38%</u> | (Inverse of above) |
| | 292+? | 430 | 1138 | 100% | |

introduction there are four language skills listening speaking reading and writing according to doctor ignatius harjanto a lecturer of academic writing course in widya mandala catholic university written language has characteristics that differ from spoken language written languages are complicated structured close to intervention and formal indonesian means score on test of written english three point forty three is below mean of three point seventy six average senior high school student has writing practice two to three times per year compare thirty six to seventy two times per year in thirteen other countries including five asian countries harjanto twenty eleven good writing takes effort to spend a great deal of time thinking planning rewriting and editing therefore teacher should mediate a bridge to support the students with an effective environment for learning in which they can find their own strengths and weaknesses as writers reid nineteen ninety three here teacher creativity to eliminate students perception of writing is difficult task is needed and transformed through variation of teaching techniques one of the

methods is teaching by using series of pictures pictures enabled students to provide visual input to generate writing ideas by viewing the students these physical inputs teacher guides the students to develop their imagination and lead them to write jigsaw technique helps the students to enrich their idea development in interactive ways yet support effective environment for learning theoretical basis narrative text narrative text is kind of rhetorical modes in essay writing the purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event in order to create a central theme or impression a writer uses insight creativity drama suspense humor or fantasy good narrative text involved the readers to the story and good arrangement of details will provide an easy to follow and paraphrase identifiable story line below are three basic conventions in narrative text abisra twenty eleven narratives are generally written in the first person which is using i however third person he she or it can also be used narratives rely on concrete sensory details to convey their point these details should create a unified forceful effect a dominant impression narratives as stories should include these story conventions a plot including setting and characters a climax and an ending jigsaw technique jigsaw reading is a technique that involves close attention of text exchange of information for example a needs information that has and vice versa thus jigsaw technique is a cooperative learning technique which consists of information gap principle in this technique students are provided into a non threatening learning situation which support good and effective environment for learning they learned through teaching each other by contributing to the discussion this activity creates true learning experience that strengthens the students to the concepts the activity requires several linked texts teacher can provides a separated texts dealing with linked situations or part of single text the main idea of jigsaw technique is that unless students have information from all the text but they cannot understand some key aspect of the situation or story or perform some key task nuttall two thousand five the procedure discussed at two paragraphs above can be applied in teaching writing teacher substitutes the text with pictures to provide the information needed to write the essay the discussions of pictures within some exchanged groups lead the students to the general idea of the story and students can develop their own idea to create a rich and meaningful essay rather than personal developed essay the variation of writing styles and different main idea will enrich the students to generate their writing skill teaching procedures jigsaw technique is popular with students and applicative for all levels simple pair work jigsaw can be applied in problem solving element teacher divides the students into three groups a and each group gets different linked pictures with one or two task relating to it and also one general task which only can be answered by complete combination of all pictures this will help the essay to keep in unity and coherence story below is the guideline procedures which introduced by lailawati cahyono two thousand and five related to jigsaw technique pre activities provide three in a series pictures divide the students into three groups provide each group with one picture regroup the students after they see and discuss the picture with the group members ask the students to count one up to three the students are grouped according to the same numbers ask the new group formations to tell each other

about the pictures that they have seen before whilst activities after **discussion** ask the students to write a simple **narrative text** based on the **information** that they get from the picture and the group members they can make some **improvisation** by adding their own **sentences** learning teaching materials below is an example of **rubrics** for **narrative** writing which useful for teacher **guideline** five zero one writing **prompts** two thousand and three below are the example of **narrative text** writing **rubric** to **guide** teacher in **assessing** the **essay** five zero one writing **prompts** two thousand and three **reflection jigsaw technique** is effective ways for teachers when dealing which large class and various **range** of **academic** background the students can support each others to **create** good **essay** pictures should be representatives **triggering** and also **available** in clear yet **appropriate** size the **topic** should be easily developed and not contains **contradictive** issues since the **input source** is **interpreted** through pictures teacher can **slightly** introduce about the **assessment rubric** before the students start to write the **narrative** in order to provide **guidelines** in writing **conclusion** this **technique** provides such a kind of **fulfillment** for students needs to see **applicative** side of writing **skill** and measure their own **capacity** this **co-operative** learning **blends** various **academic** background to **collaborate** together students will feel free to express their opinion and writing **confidently** without **judgmental** of their personal writing **skill jigsaw** reading **promote** students interest about their writing content and help them to **focus** in developing their parts **essay** writing will be easier since the students will write only several part and **generate** the ideas together within group **discussion** **involving** all group members pictures are useful as **triggers** to develop students **imagination** and provide **vivid sources** for writing **input** each student may have different **interpretation** of pictures they see the more various **interpretation** will lead to rich details and ideas development **finally jigsaw technique** is effective to apply in large class **consist** of various **academic** background students teacher **roles** as a **mediator** for **co-operative** learning pictures are the main **sources** to develop the writing ideas **furthermore** this **technique** will **assist** students to measure their **capacity** and **guiding** them to have better understanding about how to develop **narrative text**