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by

JOYFUL LEARNING

IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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PREFACE

All the praises to Allah SWT the most loving and merciful who always helps and guides me all the way. Through the blessing, even though there were difficulties. Finally, the writer can finish the book on time.

This book was written for EFL teachers and students as a reference especially in Indonesia. The contents of this book were taken from many varieties of relevant sources. This book contains the theory and practice of teaching language skills for EFL learners.

I would like to thank to my friends who had contributed in completing the book Elisa Nurul Laili, S.S, M.A., Maskhurin Fajarina, M. Pd., and Sayyid Ma'rifatulloh, Dip. ELT., M.Pd., who had helped me to write the book. And also thanks to Sri Widoyoningrum, S.T. M.Pd., who had helped me to make the cover.

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Jombang, 20 January 2019

The writer

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CHAPTER I
JOYFUL LEARNING

1. INTRODUCTION

Language has some skills, listening skill, speaking skill, reading skill, and writing skill. Those skills relate to one another. To enhance those skills works together is not easy thing, because people must master factors related to those skills. So, to master the language we have to understand or master the language skill, even some times each part of the skill is different.

For some people, English is not easy to learn. Moreover, in Indonesia, the students feel difficulty on learning English because English has four skills to learn, they are listening, reading, writing and speaking. In addition, there are some components that also have to be mastered, such as grammar, vocabulary, pronunciation, spelling, and so on. According to reality, some of students feel that English components is very difficult therefore it makes them lazy to learn English which has been part of their subject.

Teaching English in Indonesia is quite hard. Mostly students only use English at school. They do not study it further because they think that English is not important. Moreover, most people in Indonesia do not speak English in daily life because English only as a foreign language who do not usually used by the citizen of Indonesia. Therefore, English teacher should define how to teach this subject in interesting ways.

There is one of the method of language teaching called **Suggestopedia. Suggestopedia** is the teaching method where activities should be relaxed, calm and treat the student like a child so the class activities will be more interesting and fun such as by experimenting the presentation of vocabulary, readings, dialogues, role plays, drama and so on (Brown, 2007: 27). Relaxing atmosphere can help the students learn foreign language easily. The students think that learning a foreign language is hard to achieved and they assumed that they can never be successful, it can be helped by Suggestopedia (Brown, 2007:27). Joyful learning is

adapted and combined from Suggestopedia which can be used in the classroom or outside the class.

There are many techniques and media which can be used to make the teaching and learning process be more fun. Joyful learning is kind of learning which can make the students happy during the teaching and learning activity. It does not make students get bored and feeling nervous.

2. THE WAYS HOW TO CREATE JOY AND FUN IN THE CLASSROOM

Some of these techniques are adapted from Puri, A. (2014) which can be applied to build joyful teaching and learning activity in the classroom;

a. **Find the pleasure in learning**

Think what kind of techniques or methods to make student feeling enjoy in the classroom activity. The use of games can be appropriate to make them enthusiasm and interested to learn.

b. **Music and rhythm**

Song can make students happy. Songs and rhythm are easier to follow and remember. The students will not forget what have been learnt by using song. They will remember much longer.

c. **Give student choice**

Ask the student to choose what kind of topic they want to learn next week. If the students have a choice to decide the topic by themselves, they will be more interested to learn and come in class.

d. **Let students create things**

Ask the students to create something. Teacher can develop the teaching material to be project. It can be developing or creating newspaper or magazine, story, picture book, poster, brochure, power point presentation, plays and role plays, interview, painting, song, video, photograph and etc. The student will have a lot of experience by learning by doing.

e. **Show off student work**

The classroom should speak to people. Use the walls in the classroom to show off the students' project. They will be proud if someone see their work. It can also to develop their self-confidence. Appreciation is the high value to students' work.

f. **Towards holistic learning**

Today, everything brings technology in daily life. Information technology brings the holistic learning in real life situations. Millennial teacher should know how to use technology in the classroom and create material that is connected to their everyday lives.

g. **Get outside**

The teaching and learning process not only can do in the classroom. But we can learn everywhere and anywhere. We can ask the students to study outside the classroom. Learning activity such reading, writing and speaking can be done under the tree, sit on the grass or on the park and etc. it can make the students relax and enjoy the learning activities. Furthermore, the students' self-confident can emerge if they studying in the comfortable atmosphere.

h. **Read good books**

Everyone likes to read an interesting story. It does not matter they are young or old. A good story can give a good atmosphere and effect into their life. Therefore, teacher should try to give simple and attractive books. They will be eager to know and read the interesting books. The teacher should make the text simple and interesting material used in teaching.

3. **JOYFUL LEARNING**

Herwiana (2015:7-8) stated that joyful learning is an effective way to make the class lively because the activities are varied from group working, experiments and etc. There is two ways communication between the students and teacher. Bringing joyful and happiness in the class can make activities in the class effective because it gives valuable information processing and long-term memory storage (Singh, 2014:11-12). In addition, Kholil (2009)

said that when the students learn with happy atmosphere it can create emotional intelligence, feeling, cooperation and imagination.

In Indonesia the term *PAIKEM GEMBROT* (*Pembelajaran Aktif Inovatif Kreatif Efektif Menyenangkan Gembira dan Berbobot*) is well known. Every Indonesian teacher already knew about it but they rarely apply it in the class. *PAIKEM GEMBROT* is the teaching approach used by combining many kinds of techniques and media where the seat and class are well arranged so that the teaching-learning process will be active, innovative, creative, effective and fun, the learners will automatically interest and feel happy to learn the lesson. Instead of creating enjoyable atmosphere, the lesson will be understood easily by the learner and will improve the quality of teaching-learning process (Araben, 2015).
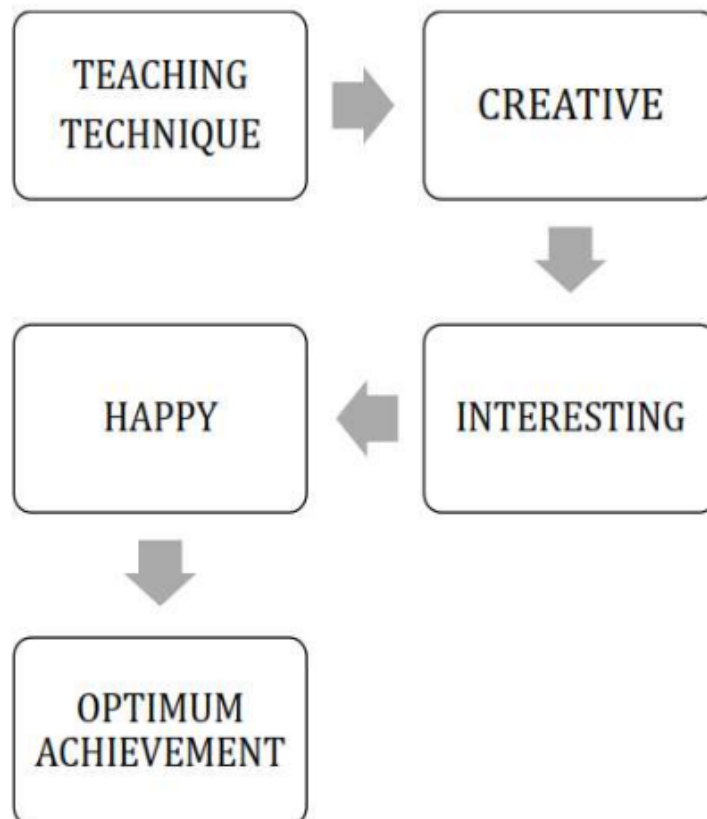
(The Flowchart of Joyful Learning)

Based on the diagram above it can be described that students' achievement can be maximized by creating some teaching techniques. The teaching techniques that are used in the classroom should be creative and innovative whether by using media or technology. Creative teaching-learning activities can make the students attract their attention so they will have high motivation to learn. This also brings good mood and change the environment in the classroom. The class will be more lively and interesting. The students feel more enjoyable, comfortable, less anxiety and happy. This condition can raise students' achievement. Therefore, the learning objective will succeed.

CHAPTER 2
TEACHING READING

This article explains some key points on learning English as Foreign Language that is this article is divided into some subchapters, they are: factors influencing EFL students to learn, students' motivation on learning EFL, the importance of learning reading for EFL, and alternatives method to be used in teaching reading. Those are explained in the following subchapters.

1. FACTORS AND MOTIVATION INFLUENCING EFL STUDENTS TO LEARN

Learning English for Indonesian learners are encouraged by some factors. Those affect the students on the success or failure to learn English so far. It can be explained below. Some of them are taken from Harmer (2010), and the rest are taken from reality on teaching University students.

a. Social

The first factor influencing students on learning EFL is social factor. Start from family, they have different social family back ground. Some students grow in rich family that can give what the children need. On the contrary some students live in poor family that cannot give what the children need. Furthermore, some students live in harmonious family, and some grow in broken family. Beside clothes, home, and food, children also need special affection that will support their next achievement on accomplishing their life goal.

Education becomes very important for all family who wants to improve their life goal for better future. So, all of family certainly asked their children to study. It makes students continue their study, to reach their dream. So, they surely obey what is provided by the school or University curriculum.

English become one subject which is placed as the main subject to learn in every department of University, just like Bahasa Indonesia and Civic Education. Therefore, they will learn it as an

obligation or a must to graduate. They will learn it though they do not like the subject or learn it by compulsion. Here, generally, the students can be divided into two: students who learn English that socially supported by their environment and students who learn English that socially are not supported by their environment.

b. Cultural

There are some students who culturally tend to think that learning English is not important. Their thought is based on the circle of their culture. Culture was born from habit. Their culture does not support the learning environment. For example, the students who come from Islamic boarding school (*Pesantren)* will have idea that cleverness or intellectuality was destined by God. So, human does not need to learn or study.

This thought will influence their small group. Some of the students, who come from *Pesantren,* had so many absences on one semester meeting. When the teacher asked them, they answer that their friends are lazy to learn English and some general knowledge because they think it will not improve their intellectuality. They can learn by themselves. In addition, they consider that cleverness is one of destiny from God.

c. Educational

Some students, who are educationally poor, also think that study is not important activity. They come from the circle that does not support education. Either from their family or from their adult environment. Based on some stories (either from students or from teachers), some students are not supported by their family to continue their study higher. They are asked to work or some activities which can earn money.

Here, there was born several kinds of students. The students that are study with fully supported in the field of education. The students that are study with half- supported in the field of education by their environment or family. The students that are not supported in the field of education by their environment or family. Their condition will have high influence on their study.

d. Religious

Some of the students, who live in *Pesantren* for long term, also have problems on their study. The problems involve their achievement or score, their attendance, and their participation in

class. In English class, so many *santri* (students at Islamic boarding school) lack on those three points. When the teacher asked them about the problem, they answer simply. English is not the subject which must be learned. According to them, English does not become the main subject that will be asked when they are died, or in the grave, or in the beyond world.

Their thought is based on their religious doctrine. We do not know whether the doctrine comes from their strong belief (fanatic) or from the wrong interpretation of *ayah*. Their seniors which are lazy or have weakness on those three problems will use religious doctrine to influence their friends. Their doctrine generally can be understood, "When you learn or do some activities which have similarities to a group of people, so you become a part of them." They think English is *haram* or forbidden. English is language which is used by colonialists which mostly are infidel or atheist. So, they afraid of learning English because they have anxiousness that they become part of them, or accused to be part of the colonialists.

Beside those factors, students can also influence by some motivation during their accomplishment of successful study. Motivation can be described as the desire to learn some subject. Taken from Harmer (2010), there are also some motivations which influence the students to learn. It can be divided into two; extrinsic and intrinsic motivations. The extrinsic motivation involves the attitude of society, family and peers to the subject (whether they support students' environment to study or not). Whereas the intrinsic motivation such as: the teacher's methods, the activities that students take part in, or their perception of their success or failure. Those motivations surely will influence their achievement.

2. THE IMPORTANCE OF LEARNING READING FOR EFL

There are some reasons why getting students to read English texts is an important part of the teacher's job during teaching in EFL classroom. In the first place, many students want to be able to read texts in English either for their future careers, for continuing study purposes or just reading for pleasure. Anything that we can do to make it easier for them to do these things must be a good idea (Harmer, 2010: 99).

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Furthermore, Harmer also stated that reading is useful for the acquisition of language. This activity makes the students more understand to what they read. It means, the more they have read, the better they will get at it. Reading also bring positive effect on student's vocabulary knowledge, on their spelling and on their writing.

After all, we have known that reading texts also provide good models for English writing because at different times the teacher can encourage students to focus on vocabulary, grammar or punctuation. Here, teachers can use reading material to demonstrate how they can construct sentences, paragraphs and whole texts exactly in English. By imitating the correct sentence, it is hoped that students would have good models for their own writing. Finally, good reading texts can introduce interesting topics, encourage discussion, stimulate creative responses and provide the enjoyable lessons.

Dakowska (2005:193) stated some communicative and cognitive processes in EFL reading comprehension. It can be drawn in the table below;

Communicative processes in reading comprehension, characteristic of native and non-native speakers	Cognitive processes in reading comprehension necessary in view of the language learner's knowledge and skill deficits
Defining the context (communicative situation)	Studying the text more than once, exact semantization (feedback from the teacher)
Recalling relevant information about it	Using external sources of information by the learner
Perceiving elements of the text in structural relations, main ideas, supporting ideas, literal vs. figurative meaning	Special (cultural and language) input for the task provided by the teacher
Building a mental model of the text, the use of imagery	Elaboration of concepts, domain terms and other lexical material,

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	elaboration or condensation of content
Relating and responding to the text from the point of view of the addressee, personalizing the content, its critical evaluation.	Analysis of discourse genre, especially its structure, summarizing, retelling, parallel writing, etc. to retain the information.

3. TEACHING READING FOR EFL STUDENTS

As the explanation above, EFL students are obligated to learn English, moreover, in the level of university student. The EFL teachers are asked to make some materials that is related to their department. For example, materials of Engineering will relate to engineering text. It is also conducted in other department such as Mathematics, Natural Sciences, Economics, Law, and so on. The teacher will make some reading materials that are taken from many sources that containing those departments to learn during one semester. The material for English here, then named English for Specific Purpose.

The demanded curriculum from University (to provide material based on each department) will make teachers also more being creative to prepare the materials. Then, if the teachers have provided the materials, they also have to prepare the method and technique to deliver it to the students. So, they need to be innovative on how to deliver those materials.

This subchapter will focus on how the teachers of EFL provide the techniques and strategies on teaching reading for EFL students. Firstly, we describe the kinds of reading activities for students, followed by the explanation of principles of reading. After that, the explanation is about some questions to make the better understanding to English text and continued to the activities that can be used for teaching reading.

Students can use reading activities that can be divided into two kinds, they are: extensive and intensive reading. Extensive reading is referring to the activity of reading which is often done by students (but not exclusively) outside the classroom. The students

could read novels, web pages, newspapers, magazines or any other reference materials. According to Harmer (2010:99), this activity improves a chance for students to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunity is given for them to share their reading experiences. Although not all students enjoy this kind of reading, it becomes a way which has most progress fastest on reading activity.

The second kind of reading activity is intensive reading. It refers to the detailed focus on the construction of reading texts which is usually done in classrooms. Teachers ask students to read some articles taken from magazines, poems, internet websites, novels, newspapers, plays and so on. Then, the teacher asks students to work with those kind of texts which they have been reading, looking for the details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities.

4. THE DIFFERENCES OF EXTENSIVE AND INTENSIVE READING FEATURES

The differences of extensive and intensive reading can be explained by the drawn table below (Dakowska, 2005:206).

Intensive Reading	Extensive Reading
Size of the material: shorter passage, often a segment of a larger whole, selected by the author of the program.	Size of the material: book, story, essay, novel, often self-selected by the student on the basis of interest and variety.
Pace of the task: rather slow with repetitions, intensive interaction between the teacher and the student, e.g. input for the task, feedback, comprehension checks, analysis, consulting external sources of information, etc.	Pace of the task: fairly fast pace of reading, typical of communicative fluency. Learner knowledge deficits are compensated by the sample context, and the task is mostly performed as an individual activity, a form of self-teaching.

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Function: serves as learning experience for the development of reading comprehension. Memory trace is a function of precision of processing.	Function: serves as communicative experience providing language input in the written form. Memory trace is the function of a more global (meaningful, complete) unit of the material.
Benefits: helps the learner to practice reading strategies, learn vocabulary and discourse types, deliberately commit information to memory.	Benefits: significant source of cultural and factual knowledge and incidental vocabulary acquisition, performs important motivational function, enhances communicative autonomy

5. THE PRINCIPLE OF TEACHING READING

As teacher, we are demanded to be creative on making better learning environment. Especially, for some students, who lacks of motivation to study English. Before explaining the method to use in teaching reading, we can adapt from Harmer's six principles of reading such follows (2010).

Principle 1: Motivate students to read as often and as much as possible.

Principle 2: Students need to be engaged with what they are reading.

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Principle 4: Prediction is a major factor in reading.

Principle 5: Match the task to the topic when using intensive reading texts.

Principle 6: Good teachers exploit reading texts to the full.

6. QUESTIONS TO CHECK STUDENTS' READING COMPREHENSION

After knowing those principles, the teacher can give some questions to understand the text when the students are in reading comprehension class. The questions can be formulated from Broughton, et.al. (2003:104)

a. Depth of Understanding

1. Of plain sense within the text
2. Grammatical relationships within the text
3. Lexical relationships within the text
4. Logical relationships within the text
5. Rhetorical relationships within the text
6. Relationships between the author and the text—attitude, purpose, etc.
7. Relationships between the reader and the text—reactions, prejudices, projections, etc.
8. Evaluation and acceptance

b. Structural Complexity

Type of question	*Type of minimal response*
(a) General	Yes/No
(b) Wh—?	One word/short phrase
(c) Alternative,or	One word/short phrase/clause/sentence
(d) Why?/What does...mean?/	Clause/sentence/paragraph
How does... work?	
(e) Declarative statement	True/False
(f) Multiple-choice questions	Non-linguistic (tick, cross, underlining, etc.)

7. ACTIVITIES TO ENLIVEN THE CLASS IN TEACHING READING

After getting some materials, teachers should also prepare the activities to do in EFL classroom. Teaching reading is identical with monotonous and boring. So, we must make some creative ideas to enliven and energize the students. Here are some suggested activities on reading classroom presented by Harmer (2010:107-109):

a. Jigsaw reading

Students read a short text which sets up a problem and then, in three groups, they read three different texts, all of which are about the same thing (different aspects of behavior such as anger, or different reports on a problem, or different parts of a story or strange event). When they have read their texts, they come together in groups where each student has read a different text, and they try to work out the whole story, or describe the whole situation. Jigsaw technique gives students a reason for reading - and then sharing what they have found out.

b. Reading puzzles

Apart from jigsaw reading, there are many other kinds of puzzle which involve students in motivating reading tasks. For example, we can give them texts which have been cut up so that each paragraph is on a different piece of paper. Students have to reconstruct the text. We can give students a series of emails between two people which are out of sequence. The students have to work out the order of the emails. We can mix up two stories and students have to compose them apart.

c. Using newspapers

There is almost no limit to the kinds of activity which can be done with newspapers (or their online equivalents). We can do all kinds of **matching exercises,** such as ones where students have to match articles with their headlines or with relevant pictures. We can use newspaper articles as a stimulus for speaking or writing. We can ask students to read small ads (advertisements) for holidays, partners, things for sale, etc, in order to make a choice about which holiday, person or thing they would choose. Later, they can use their choices to role-play descriptions, contact the service providers or say what happened when they made their choice. We can get students to read the letters page from a newspaper and try to imagine what the writers look like, and what kinds of lives they have. They can reply to the letters.

d. Following instructions

Students read instructions for a simple operation (using a public phone box, etc.) and have to put the instructions in the correct order. They might also match instructions about, for example, unpacking a printer or inserting a new ink cartridge with

the little pictures that normally accompany such instructions in manuals. We can also get students to read instructions in order to follow them.

e. Poetry

In groups, students are each given a line from a poem. They can't show the line to the other members of the group, though they can read it out loud. They have to reassemble the poem by putting the lines in order.

f. Play extracts

Students read an extract from a play or film and, after ensuring that they understand it and analyzing its construction, they have to work on acting it out. This means thinking about how lines are said, concentrating on stress, intonation, speed, etc. We can use many different text genres for this kind of activity since reading loud - a speaking skill - is only successful when students have really studied a text, worked out what it means, and thought about how to make sense of it when it is spoken.

g. Predicting from words and pictures

Students are given a number of words from a text. Working in groups, they have to predict what kind of a text they are going to read - or what story the text tells. They then read the text to see if their original predictions were correct. We do not have to give them individual words, of course. We can give them whole phrases and get them to try to make a story using them. We can also give students pictures to predict from, or slightly bigger fragments from the text.

h. Different responses

There are many things students can do with a reading text apart from answering comprehension questions with sentences, saying whether something is true or false or finding particular words in the text. For example, when a text is full of facts and figures, we can get students to put the information into graphs, tables or diagrams. We can also ask them to describe the people in the text (where no physical description is given). This will encourage them to visualize what they are reading. We can let students read stories, but leave off the ending for them to guess. Alternatively, they can read stories in stages, stopping every now and then to predict what will happen next.

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CHAPTER 3
TEACHING LISTENING

Listening is a kind of receptive skill. It is an ability to listen and understand the utterances of native speaker. English as a Foreign Language in Indonesia, it is difficult to find the native speaker environment. Real-life listening activities are often held by nonnative teacher which sometimes their spoken language, pronunciation and grammar are incorrect. The best way to teach listening in foreign language environment is using an authentic media.

Authentic media means the original material or media from the native speaker used in the classroom activities. There are some of authentic media which can be used in teaching listening such as song, video, radio and TV. By using that kind of media student can easily imitate the native speaker' pronunciation correctly.

1. **CHARACTERISTICS IN TEACHING LISTENING**

Additionally, the ways to teach listening is about the technique used in the learning activities. Teacher cannot use any traditional teaching technique. There are some points to consider for teaching listening because this skill is different with others. As Harmer (99-101:1998) stated that listening has special characteristics so teacher needs to ensure that students are well prepared and able to hear clearly. The concerns are as follows;

a. Tape recorder is just as important as the tape

Today, tape recorder does not use anymore. The listening media are taken from software, flash disk or multimedia. Teacher has to make sure that the sound can be heard clearly to entire classroom.

b. Preparation is vital

Students and teacher need to prepare everything before listening class begin.

c. Once will not be enough

It is not enough if the student only listens once. They will miss a lot of vocabulary or words. That is why the teacher should repeat it two or three times, so the students will cover the words that they missed.

d. Students should be encouraged to respond to the content of a listening, not just to the language.

The most listening part is to draw out the meaning, what is intended, what impression it makes on the students. Questions like "Do you agree?" are just as important as questions like "what language did she use to invite him?'.

e. Different listening stages demand different listening tasks

Teacher needs to set different task for different listening stages. It means, for the first listening, the task needs to be fairly straightforward and general. That way, the students' general understanding and response can be successful.

f. Good teachers exploit listening texts to the full

Teacher should use sequence in listening activity. The teacher can play various kinds of listening material before come to the subject matter, situation or script for a new activity.

2. SOME ASPECTS TO BE COVERED IN LISTENING ACTIVITIES

The aspects to be covered in listening activities are suggested by Fachrurrazy (2014:76) can be stated as follows;

1. Hearing the sounds
2. Understanding intonation and stress
3. Coping with redundancy and "noise"
4. Making prediction
5. Understanding colloquial vocabulary
6. Listening under the condition of fatigue
7. Understanding different accents
8. Using visual and aural environmental clues

3. SUGGESTIONS FOR LISTENING ACTIVITIES

EFL teacher can use and modify some techniques that can be applied in the classroom activities. There are many kinds of techniques in teaching listening which is suggested by Fachurrazy (2014:76);

a. Listening for Perception

The objective of this technique is to give the students practice in identifying different sounds, sound combinations, and intonations correctly.

At word level

- The teacher plays a tape recorder of native speaker's words then student is asked to repeat it. The words from tape recorder can be changed by teacher's words.
- Students define whether the words pronounced by the teacher have non-English sounds.
- Students define which category of sounds like /i:/ or /i/ in words such as ship or feel, is pronounced by the teacher.
- Student have to decide whether the words are the same or different example, feel- fill.
- Students complete the missing letters of the words read by the teacher or by speaker.
- Students write down the words dictated by the teacher.
- Students match the pictures with the words pronounced by teacher.

At sentence level

- Students repeat phrases or short sentences said by the teacher or speaker.
- Students identify the words from said by teacher.
- Students give stress by the syllables said by teacher.
- Students give intonation mark in the sentences said by teacher.
- Students write phrases or sentences dictated by teacher.
- Students translate phrases or sentences said by teacher.

b. Listening for comprehension

There are 4 stages in this listening part;

Listening and making no response

- Students follow (in the book) the story read by teacher.
- Students listen to a familiar text.
- Students listen to a text by looking at pictures or other visual aids.
- Students listen to a teacher-talk.

- Students listen to something entertaining (song, poem, story, etc.).

Listening and making short responses
- Students obey instructions or commands said by teacher. Three main kinds of response activity are suggested: physical movement, building models, and picture dictation.
- Students tick off certain word category from what they hear, e.g. identifying wood and metal in a description of classroom.
- Students determine true or false the statements said by teacher, example: elephants are green, the sun is shining.
- Students listen to a well-known story (e.g. legend of Malin Kundang) and detect any mistakes (which are intentionally inserted) they find.
- Students do aural cloze exercise, i.e. they fill in the blanks in a text, while teacher reads it.
- Students guess something (e.g. animals, foods, etc.) or someone based on the definition/ description made by teacher.
- Students listen to a passage and note down specific information (e.g. dates or places) from it.
- Students give marks or alter the picture based on what they hear.
- Students fill in the empty parts of a family tree.
- Students make graphs based other information listened.

Listening and making longer responses
- Students repeat utterances said by teacher.
- Students write down utterances dictated by teacher.
- Students paraphrase utterances said by teacher.
- Students translate utterances said by teacher.
- Students answer teacher's questions.
- Answer comprehension questions based on heard text.
- Listen to a part of a text and guess or predict its continuation.
- Fill in missing phrases/ sentences based on the hints they hear.
- Make a summary of the heard passage.

Listening as a basis for study and discussion

- Students (individually, in pairs, or in groups) solve a problem they have heard.
- Students exchange different information they heard to complete a passage (jigsaw listening).
- Students discuss or make interpretation of the information they heard.
- Students analyze, evaluate or appreciate the information or the style of the text they heard.

4. **TYPES OF CLASSROOM LISTENING PERFORMANCE**

There are many types of listening classroom. You can use some of these techniques below in listening class which is adapted from Brown (309-310:2007)

a. **Reactive**

At this type the listener is not finding the meaning but it is kind of an individual drills which can play in an interactive classroom by emphasizing in pronunciation.

b. **Intensive**

The objective of this technique is to focus on components such as phonemes, words, intonation, discourse markers and etc. there are the example of intensive listening performance:

- Students listen for cues in certain choral or individual drills.
- The teacher repeats a word or sentence several times to "imprint" it in the students' mind.
- The teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specified element, such as intonation, stress, a contraction, a grammatical structure, etc.

c. **Responsive**

The students have to process the teacher's talk immediately and to fashion an appropriate reply. Some examples are:

- Asking questions ("How are you today?' "what did you do last night?")
- Giving commands ("Take a sheet of paper and a pencil.")
- Seeking clarification ("What was that word you said?")
- Checking comprehension ("So, how many people were in the elevator when the power went out?").

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d. Selective

In selective listening performance the student have to scan the material selectively for certain information. The objective of this performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. The selective discourse is usually long lengths, such as:

- speeches
- media broadcasts
- stories and anecdote
- conversations in which learners are "eavesdroppers"

There are some techniques to promote selective listening skills. Teacher can ask students to listen for:

- people's name
- dates
- certain facts or events
- location, situation, context, etc.
- main ideas and/ or conclusion.

e. Extensive

The aim of extensive classroom performance is to develop a top-down, global understanding of spoken language. The performances vary from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. In this activity the students need to bring up other interactive skills such as note taking and discussion for full comprehension.

f. Interactive

Interactive listening performance include all of five of the above types mentioned before. In this activity the students are active in discussions, debates, conversations, role plays, and other pair and group work. The listening activity have to be integrated with the speaking (or other) skills to give and take of communicative transaction authentically.

5. PRINCIPLES FOR TEACHING LISTENING SKILLS

There are some principles for teaching listening which the teacher has to follow (Brown, 2007: 310):

a. Include a focus on listening in an integrated-skills course.

Even though the curriculum includes all the four skills, you have to emphasize that each of the skill has to focus and deserve an appropriate attention. Listening comprehension is one of the skill that should be learn more to aim an effective listening by using some techniques.

b. Use techniques that are intrinsically motivating.

Make the lesson interesting. Cultural background of the students can be facilitating and interfering in the process of listening. So, they can have high motivation to learn.

c. Utilize authentic language and contexts

Authentic language and real-world tasks enable students to see the relevance of classroom activity to their long-term communicative goals. Exploit real world context and authentic media can make the students more eagerly to learn and involve in the activity.

d. Carefully consider the form of listeners' responses.

It is necessary that teacher should create some techniques to check students' comprehension because teacher can only infer whether the student's comprehension has been correct or not. These are some ways to check the listeners' comprehension (Lund, 1990 cited in Brown, 2007:311):

- Doing - the listener responds physically to a command.
- Choosing – the listener selects from alternatives such as pictures, objects, and texts.
- Transferring – the listener draws a picture of what is heard.
- Answering – the listener answers questions about the message.
- Condensing – the listener outlines or takes notes on a lecture.
- Extending – the listener provides an ending to a story heard.
- Duplicating – the listener translates the message into the native language or repeats it verbatim.
- Modelling – the listener orders a meal, for example, after listening to a model order.
- Conversing – the listener engages in a conversation that indicates appropriate processing of information.

e. Encourage the development of listening strategies.

Foreign language students usually do not understand how to listen in English. Therefore, teacher has to exploit some strategies to draw the students' attention such as;

- Looking for key word
- Looking for nonverbal cues to meaning
- Predicting a speaker's aim by the context of the spoken discourse
- Associating information with one's existing cognitive structure (activating background information)
- Guessing at meanings
- Seeking clarification
- Listening for the general gist
- Various test-taking strategies for listening comprehension

  Using strategies for teaching listening can be effective for successful learning. The strategies can be the important part in listening activity to make students understand the foreign language.

- **Include both bottom-up and top-down listening techniques.**

  Bottom- up processing proceeds from sounds to words to grammatical relationships to lexical meanings, etc., to a final "message". **Top-down** processing is evoked from "a bank of prior knowledge and global expectations". (Morley, 1991a, p.87 cited in Brown, 312: 2007) and other background information (schemata) that the listener brings to the text. Bottom –up techniques focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Top-down techniques are concerned on the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text. Because it is important for learners to operate both as the keys to determining the meaning of spoken discourse.

CHAPTER 4
TEACHING SPEAKING

Generally, people know and admit that people have ability in language when they have ability to explore their idea using the language and when they can response other people speak the language. The example is English as a language, people assume that when they see people speak English they think that they master the English even they just have ability in speaking English, even the fact they do not have ability another English skill as like writing, reading, listening, they cannot write English sentences correctly, or they cannot read the English text, the cannot comprehend the English text. But when people who master in writing English but cannot speak English, no one will understand that the people can write English well. It happens in another example of English skill too.

Based on the example above, it proves us that speaking is an important thing to be mastered in communication generally. According to Andriani (2013:3), speaking is an effort to use language freely. Speaking is producing language orally included pronunciation of word, vocabularies, intonation, and fluency. Jeremy Harmer (2010:28) stated in his book Practice of Language Teaching, people construct words and phrases with individual sounds, use pitch change intonation, and stress to convey different meaning.

Pitch, people recognize another people from the pitch of the voice. The way of using pitch communicate meaning and emotion. The pitch may change immediately based on the emotion and the condition of our physically. In another hand, intonation can also influence our speaking, Joanne Kenworthy (cited in Harmer, 2010:28) shows how intonation is used to put words and information in the foreground. It is almost same as pitch, but intonation we use to show how certain about what we are saying and to indicate what response we expect.

Acquiring English from and for speaking can be learnt autodidact. Speaking is one of productive skills. However, there are some of language production processes which has to be flown through medium we are working in. There are some points relate in, structuring, discourse, rules, style and genre, interacting with an audience, dealing with difficulty.

In speaking, we need to structure our speaking spontaneously. It is more chaotic than in writing. It needs markers also in speaking to apply the language design. About rules, in productive skill must follow the rules. The rules are based on the culture, habit and of their life. In some cultures, levels shared the schemata. Sociocultural rules: it happens in the culture; it can change over time. The rule, rule people to speak between, man and woman, child and young, old teenagers, child, based on the profession, status in the society. Then, style and genre; people can operate within sociocultural rule because they know different style and can recognize the genre they use. Genre is type of communication, and in speaking need to practice in order to be in habit and easy to identify the genre. The next, interacting with the audience, people can communicate when the coupe of speaking can response well. They can response when they have same idea to couple or partners. The last is dealing with difficulty. Speaking is not only knowing some words or just remembering but speakers must face some difficulties in applying the English speaking.

1. RESOLVE THE DIFFICULTIES IN SPEAKING

Harmer (2010:249) stated related in resolving the difficulties in the speaking practice can be explained as follow:

a. Improving

Speakers sometimes do not know meaning word by word but understanding by context in a form of phrases and sentence. So, it is possible for the speaker use similar meaning word or modification of word, phrase, and sentences. The point is the speaker understand and the partners can catch the meaning and suitable discourse.

b. Discarding

When the speakers simply cannot find the suitable words, the speakers can discard it.

c. Foreignising

In applying the language, sometimes it needs foreignising the words. It means the speaker take the word from their first language then make it equivalent.

d. Paraphrasing

Speaker sometimes need to paraphrase some sentence to get or to make the collocation understandable.

2. ELEMENT OF SPEAKING

Ability to speak fluently, it is supposed to master not only knowledge of language features, but also ability to process information and language what it is used. There are some elements of speaking which is adapted by Harmer (2010:269):

a. Language features

- Connected speech

  It is needed in speaking English fluently. Speaking English fluently not only producing phonemes of words but how to speak effectively by connecting the words to another words close to. It sounds assimilation or modification, omitted or elision, and linked. So, English foreign language students have to involve directly and actively in practicing speaking English to improve their ability in connecting speech, then they can speak English fluently.

- Expressive device

  In practicing speaking needs expression to be effective communicators. As the previous explanation that the expressive device including pitch, stressing, to convey the meaning.

- Lexis and grammar

  Absolutely some speeches are marked by common lexical phrases and language usage to perform the language function. Even grammar is not too important part in speaking but it keeps influencing the time of speaking or when the activities happens.

- Negotiation language

  It is to show the effective speaking. Because sometimes, in speaking speakers need to clarify some information in what we are saying. Negotiation can be expressed in form of gestures related to the feling and understandable.

b. **Mental /social processing**

   Part of a speaker's productive ability involve the knowledge of language skills. So the success in speaking is also dependent to the rapid processing skills. They are;

- Language processing

  It is part of speaker's ability to process the language on the head and producing or delivering in some speeches. It is including assembling syntactically and the appropriate sequences that speakers use. Then it needs to practice many times to be a habit of fluent language processing.

- Interacting with other

  It is the ability of facing people in speaking interactively. Whether speaker talks to one person or more participants. Effective speaking is needed, so the speakers need to be good in listening and understanding other people.

- Information processing

  It is the speakers' ability in processing the information at the moment speaking. It influences the effective time in speaking also. Because the faster the information processing, the faster the response of the speaker.

3. **CLASSROOM SPEAKING ACTIVITIES**

   According to Harmer (2007 :271) there are some classroom activities related to speaking that the teacher should follow:

a. **Acting from a script**

   In this activities, students already have a script, it probably they get from thiercourse book or they make with their group or they make individually. Afterward, students practice it with their friends and act it in front of the class. By this activities they can involve in learning andil producing the language activity. The teacher guides the students to make and peforme it.

b. Communication games

Game is one of nice activities for the students and the teacher. But sometimes, teacher must prepare as well to get usefull and wonerful game based on the material. There are many games suitable in teaching speaking as like "Call My Buffi", "banana", "Fish Ball", questioning game, etc. In a speaking game, students can practice speaking happyly, they do not realize that they learn and practice English, but they get the result in practicing speaking English. The game can be practiced in a couple or group.

c. Discussion

Discussion is a suitable activities for the intermediate class, because they need to think deep and solve the problem. It is one of causes makes the discussion activities in a class often fail. The students often reluctant to share their opinion in front of the class. To avoid the problem, the teacher usually gives some reading and problem previously to help the students arrange the idea. In anothe hand, techer makes small group discussion in order the students do not fell shy to share their idea. In discussion also, teacher should give the students some discussion rules and expression that commonly can be used in discussion.

d. Prepared talks

Prepared talks is familiar used. Students prepare some text and materials to be presented infront of the class, then the audeiences listen, commen, and quote some questions relate to the presentation. It is possible the students make some improvisation, bcause they talk more than the script they have prepared. It become intersting presentation when the listeners and speakers linked bynice material.

e. Questionnaires

Questionaires help the students to make easier to talk because already designed. Qiestionaires can be applied in prepared talks, discussion and script.

f. Simulation and role-play

Simulation and role-play is suitable in ESP. The students can perform and practice speaking English in a specific condition and situation. Accordiing to Ken Jones in harmer 274 there are some characteristics for simulation:

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- Reality of function: the students must not think themselves but they become another people as real participant in the real situation
- A simulated invironent: the teacher tells about the real place, situation, and condition.
- Structure: students must understand the constructed activities. It needs necessary information to carry out the simulation effectively.

4. THEME AND LANGUAGE FUNCTION

Theme and Language function can be combined based on the student need and the level of the language. According to Fachrurrazy (2014:82) theme and language function suggested to follow the following sequences of topics are:

a. Theme
1. Student's self, e.g. talking about family, hobby, daily activities, etc.
2. Social activities, e.g. transactional and interpersonal speaking, asking for help, suggestion, making a phone call.
3. Culture, custome, or tradition
4. Nature, science, and technology, e.g. talking about computer.

b. Language functions
1. Personal function
2. Interpersonal function
3. Directive function
4. Referential function
5. Imaginative function

5. PRINCIPLES FOR TEACHING SPEAKING SKILLS

There are some principles to be underlined in teaching speaking which is adapted from Brown (2007: 331-332):

a. Focus on both fluency and accuracy, depending on your objective.

Interactive language teaching can be easily applied by ignoring on grammatical pointers or pronunciation tips. We need to mind

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what the students' need in language teaching, they are language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The main point is make the class life and interested use games and repetitious drilling.

b. Provide intrinsically motivating techniques.

Always try to get the students' attention in speaking class. Motivate them that they have to master English for their need in the future not only knowledge but also for status, achieving competence and autonomy and all that they can be.

c. Encourage the use of authentic language in meaningful contexts.

Speaking activity should be creative and interesting. The use of authentic material can bring authentic contexts and meaningful interaction.

d. Provide appropriate feedback and correction.

Almost all EFL students totally dependent on the teacher for useful linguistic feedback. But in ESL they find the feedback beyond the classroom. Find appropriate circumstances to inject some kinds of corrective feedback

e. Capitalize on the natural link between speaking and listening.

Many interactives techniques that involve speaking will also of course include listening. You have to differentiate speaking and listening skills. Focusing on speaking goals even though listening goals may naturally coincide, and both skills can reinforce each other.

f. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to "speak when spoken to". Part of oral communication competence is the ability to initiate conversations, to nominate topics, ask questions, control conversations and to change the subject.

g. Encourage the development of speaking strategies.

Teacher can use the strategies to make the students aware of, and have a chance to practice, such as:

- Asking for clarification (what?)
- Asking someone to repeat something (huh? Excuse me?)
- Using fillers (uh, I mean, well) in order to gain time to process.
- Using conversation maintenance cues (uh-uh, right, yeah, okay, hm).
- Getting someone's attention (hey, say, so).
- Using paraphrases for structures one can't produce.
- Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- Using formulaic expressions (at the survival stage) (how much does ___ cost? How do you get to the ___?)
- Using mine and nonverbal expressions to convey meaning.

CHAPTER 5
TEACHING WRITING

1. **TEACHING WRITING IN INDONESIAN EFL CONTEXT**

Teaching writing in English class is very essential. Eric Lenneberg in Brown (2007:334) stated that writing is a complex activity, it is not as simply as human beings universally learn to walk and to talk, but culturally specific, and learned behaviors. That is why writing skill is usually obtained when people are learning to write or become members of a literate society. Harmer (2001:258) states that students need more "thinking time" in writing rather than in conversation. This may benefit the students because they have more time in language processing that may result in deeper understanding and discover more meaning.

In spite of the fact that writing is very important for any language learners, teaching writing in class for some is always challenging. As writing needs high-level thinking skill, students may get difficulties in writing class. This may be caused of several factors, such as lack of vocabularies and ideas as well as their grammar mastery skill. Consequently, teachers have to deal with such problems to make writing class become more interesting for the students.

There is no *One Fits for All* in terms of teaching strategy in EFL classroom. However, it is essential for every teacher to be more creative and try to develop their teaching competence as well as teaching quality. This is possibly done by implementing new strategy in teaching to solve teaching-learning practical problems or improve the quality in teaching process, in which the purpose is to help students reach their best achievement.

In the context of English education in Indonesia, the improvement of English teaching practice is quite surprising. Most English teachers in Indonesia nowadays do not only teach but also conduct research such as classroom action and experimental research. Research products in education by Indonesian teachers

are published every year. Related to teaching practice in writing as well as other educational research in Indonesia, the research covers mostly on improvement of teaching strategies in forms of class action research. So that it is important for every teacher to be more open to any innovation and new ideas in educational practice that is hopefully will enhance the education quality.

2. THE SIGNIFICANCE OF INFORMATION TECHNOLOGY IN COLLABORATIVE WRITING

A myriad of teaching strategies have been developed in class by teachers, researchers, and practitioners encompassing any subjects from science to humanity areas. Due to the advancement of the internet technology, countless research now is spread through the internet, books, and other media where any people may access it easily. This phenomenon cannot be separated from the development of information technology, which is called industrial revolution in education, or in other word we are now in digital era where many aspects of our life are connected to digital device.

The advancement in technology, especially information technology, is something that cannot be avoided but to take the benefit. In terms of educational practice, teachers are demanded to utilize such technology in their classroom since the students now are familiar with technology. Before the third millennium, writing classroom activities may be conducted in traditional way. This can be seen by the importance of students direct presence and partipation in class. However, by the use of the internet, students may learn in more sophisticated way.

It is said that writing alone will never outweigh writing collaboratively. This may be true since every kinds of writing is likely to have a mistake due to the subjectivity of the writer, in which may be seen from others view. Individual writing products that does not involve any reviewers or editors tend to have more correction than those involving other reviewers or editors. By using writing process approach, it is supposed to improve any writing product quality. That is why, in terms of teaching practice of writing, students need to understand the writing process as well

as practice it collaboratively before they can be an independent writer.

Compared to traditional way, teaching writing that needs more time even in collaborative practice can be more easily practiced by utilizing information technology. Several online facilities teachers find it helpful in teaching collaborative writing is features from coggle and google, and this will be expounded in other chapter. By utilizing such online facilities, writing classoom is brought to be borderless and paperless. Students do not need to be always in class and have direct meeting and prepare paper to write, but they are able to do it anytime and anywhere. This is supposed to work well for adolescent students since they are more accustomed to use smartphones. Accordingly, this kind of teching model may suit best for at least in senior high school levels.

Writing products produced in group are likely to be better than written individually. as Johnson & Johnson (1994 in Ma'rifatulloh, Latief, & Basthomi, 2015) state that cooperative classrooms may outweigh conventional classrooms in several matters as follows:

Traditional groups	Cooperative group
• Teachers choose one leader	• Any students can be a leader, and they have the same responsibility in completing the task
• Group members are homogeneous	• Group members are as heterogeneous as possible
• Members prepare the material and create their own product, and rewarded based on individual accomplishment	• One group makes a product and/or shares materials, and/or rewarded as the group's success
• Demand to "cooperate" with less effort to teach social skills	• Defining and discussing social skills, then observed and processed
• Some interruptions by teachers to solve	• Group problem-solving is more encouraged

problems, warn students and remind them • The target is task completion	• The target is task completion, including every member's role and improving social skills

To sum up, collaborative learning is likely to outweigh competitive or individualistic learning in terms of: enhancing academic performance, completing tasks in persistence, more intrinsic motivation to learn, and strengthening social relationship. In addition, more positive attitudes, higher levels of self-esteem, and greater psychological health are supposed to obtain during collaborative learning.

On the other hand, conventional classrooms which are inclined to be teacher-centered, may create a competitive environment as students compete for the teacher's approval, while collaborative learning keeps a balance by encouraging more cooperation to achieve students' learning goals. As Kagan and Kagan (2009:1.18) notice, "We live in an interdependent world in which, somewhat paradoxically, the ability to compete depends on the ability to cooperate".

3. WRITING PROCESS APPROACH

With regards to teaching writing, it is important for students to implement the right method in learning to write. One sophisticated method in writing is by implementing writing process approach. By applying this approch, students are exposed to several steps in writing that may be helpful for them to write. According to Holst in Ma'rifatulloh et.al. (2015), process of writing includes 4 steps: prewriting, writing, revising, and proofreading. This is the basic model of writing students can apply. Other experts may elaborate the writing process in more activities by adding one last activity; publishing ("The 5-Step Writing Process: From Brainstorming to Publishing," 2018; Hyland, 2015; "What is the writing process?," 2018; "The Writing Process," 2018).

In terms of activities in writing classrom, Hyland (2015:11) expounds the writing process in 10 steps:

a. Selection of topic: it can be done by teacher and/or students. To motivate the students, the tpic may be chosen based on the sudents interest. However, to make it more challenging, an up to date topic may be preferable.

b. Prewriting: it encompasses brainstorming, data collection, note taking, outlining, etc. This can be done, for example, by making a table or listing ideas, making mind map and/or concept map. In terms of utilizing information technology, using mind map software is necessary. For online mind map, Coggle.com is one fscinating website providing mind map features that can be accessed by group of students.

c. Composing: students write their ideas on paper. In addition, students may also write online by using google docs feature provided in google drive.

d. Response to draft: teacher/peers give feedback to the writing ideas, organization, and style. This activity can also be done in online google docs.

e. Revising: reorganizing, style, adjusting to readers, refining ideas. After obtaining the feedback, students are told to do such activities to improve their writing product quality.

f. Response to revisions: teacher/peers respond to ideas, organization, and style.

g. Proofreading and editing: checking and correcting form, layout, evidence, etc.

h. Evaluation: all progress of the students writing are evaluated by the teacher.

i. Publishing: it can e done by presentation or class circulation, noticeboards, online activities, etc.

j. Follow-up tasks: to identify weakness

4. **PRINCIPLES FOR TEACHING WRITING SKILLS**
   Based on Brown (2007:403-412) some principles of teaching writing can be seen as follow:

a. **Incorporate practice of "good" writers.**
   Some techniques to be good writers can be seen as follow,
   - Focus on a goal or main idea in writing.
   - Perceptively gauge their audience.
   - Spend some time (but not too much) planning to write

- Easily let their first ideas flow onto the paper
- Follow a general organizational plan as they write
- Solicit and utilize feedback on their writing
- Not wedded to certain surface structures,
- Revise their work willingly and efficiently
- Patiently make as many revisions as needed.

b. **Balance process and product.**

Make sure that students are carefully led through appropriate stages in the process of composing. Give attention as a guide and responder. Do not involve too much let they finish their creation with the worth effort.

c. **Account for cultural/ literally backgrounds.**

If there are some contrast between students' native traditions and the topic that you will teach, help them understand and explain what it is.

d. **Connect reading and writing.**

By reading and studying some relevant texts the students can get many information and idea to write.

e. **Provide as much authentic writing as possible.**

The product of writing can be display at class. Sharing writing with their friends in the class is one way to add authenticity. Publishing a class newsletter, sending letters to other people, writing a script, writing a resume, writing advertisements- all these can be seen as authentic writing.

f. **Frame your techniques in terms of prewriting, drafting, and revising stages.**

The stages of prewriting to generate the ideas, can happen in many ways such as:

- Reading (extensively) a passage
- Skimming and or scanning a passage
- Conducting some outside research
- Brainstorming
- Listing (in writing- individually)
- Clustering (begin with a key word, then add other words, using free association)
- Discussing a topic or question
- Instruction- initiated questions and probes

- freewriting

The strategies and skills in drafting and revising process in writing can be explain:

- getting started (adapting the freewriting technique)
- "optimal" monitoring of one's writing (without premature editing and diverted attention to wording, grammar, etc.)
- Peer-reviewing for content (accepting/ using classmates' comments)
- Using the instructor 's feedback
- Editing for grammatical errors
- "read-aloud" technique (in small groups or pairs, students read their almost-final drafts to each other for a final check on errors, flow of ideas, etc.)
- Proofreading

g. **Strive to offer techniques that are as interactive as possible.**

Writing techniques that focus on purposes other than compositions (such as letters, forms, memos, directions, short reports0 are also subject to the principles of interactive classrooms. Group collaboration, brainstorming, and critiquing are as easily and successfully a part of many writing-focused techniques.

h. **Sensitively apply methods of responding to and correcting your students' writing.**

Here are some guidelines for responding to the first draft:

- Resist the temptation to treat minor (local) grammatical errors; major (global) errors within relevant paragraphs. It can be indicated directly (say, by underlining) or indirectly (check next to the line in which an error occurs).
- Generally, resist the temptation to rewrite a students' sentences.
- Comment holistically, in terms of the clarity of the overall thesis and the general structural organization.
- Comment on the introductory paragraph.
- Comment on features that appear to be irrelevant to the topic.
- Question clearly inadequate word choices and awkward expression within those paragraphs/ sentences that are relevant to the topic.

For the *subsequent drafts*, your responses can include all of the above except that Resist the temptation to treat minor (local) grammatical errors; major (global) errors within relevant paragraphs. Now may change its character slightly:

- Minor ("local") grammatical and mechanical (spelling, punctuation) errors should be indicated, but not corrected for the students.
- Comment on the specific clarity and strength of all main ideas, supporting ideas, and on argument and logic.
- Comment on any further word choices and expressions that may not be "awkward" but are not as clear or direct as they could be.
- Check cohesive devices within and across paragraphs.
- In academic papers, comment on documentation, citing sources, evidence, and other support.
- Comment on the adequacy and strength of the conclusion.

i. **Clearly instruct students on the rhetorical, formal conversations of writing.**

Some of the features of English rhetorical discourse in Academic writing that writers use to explain, propose solutions, debate and argue as follows;

- A clear statement of the thesis or topic or purpose.
- Use of main ideas to develop or clarify the thesis
- Use of supporting ideas
- Supporting by "telling": describing
- Supporting by "showing": giving evidence, facts, statistics, etc.
- Supporting by using comparison and/ or contrast.

CHAPTER 6
CREATIVE ACTIVITIES IN TEACHING LANGUAGE SKILLS

1. **COMBINING GOOGLE AND COGGLE TO IMPLEMENT COLLABORATIVE WRITING WITH MIND MAP**

➢ **Description:**
This activity is designed to improve students writing skill through appropriate strategy using *writing process* approach. The strategy focuses on the implementation of collaborative writing by using technology in every steps *writing process.*

➢ **Learning Outcomes:**
1. Students can create and organize an online class for collaborative writing.
2. Students can arrange ideas in a mind map as pre-writing activities.
3. Students can use online mind map to implement collaborative writing.
4. Students are accustomed to technology in learning process.
5. Students can improve their ideas from their mind map into good paragraphs.

➢ **Media**
The media used in this strategy is:
1. Gadget with internet access, such as cell phones, laptop or computer.

➢ **The steps in conducting the game:**
Pre-activities:
1. Students are explained general rules of mind map and how to use it.
2. Students are explained how to implement collaborative writing with technology (the internet)

3. Students are divided into four groups consisting of 4 students each
4. One student is chosen as the leader who invites other members to join online classroom
5. Every student has one task to find one idea (as first level topic in mind map) enhanced from the title and add more ideas (as second level topic).

Whilst-Activities:
1. Students practice how to register to coggle.com by using email address.
2. One student, as the leader, invites (through email) his or her members to join the online room for mind map
3. Other students who become the members open their email and access the link sent from coggle.com to join the room
4. Students (leader and members) work together with the mind map in coggle.com
5. After finishing the mind map, the leader invites the teacher to join the room.
6. After finishing the online mind map activities, students enhance their ideas into paragraphs by using online activities with google docs.
7. Every student gives comments or feedbacks each other in google docs
8. Students choose whether to apply or reject the comments from other students
9. Every group proofread their work and rewrite the best product of their writing

Post-activities:
1. Teacher choose several mind map from the groups
2. Students' mind map works are displayed to the class.
3. Students and teachers discuss and give some feedbacks of their work.

Material 1
Collaborative writing with online mind map
The detail steps of using coggle.com in collaborative writing are as follows:

1. Open www.coggle.com and register with email by choosing *sign up now*

2. There are 2 ways to register: by using google account or choose *create new account*
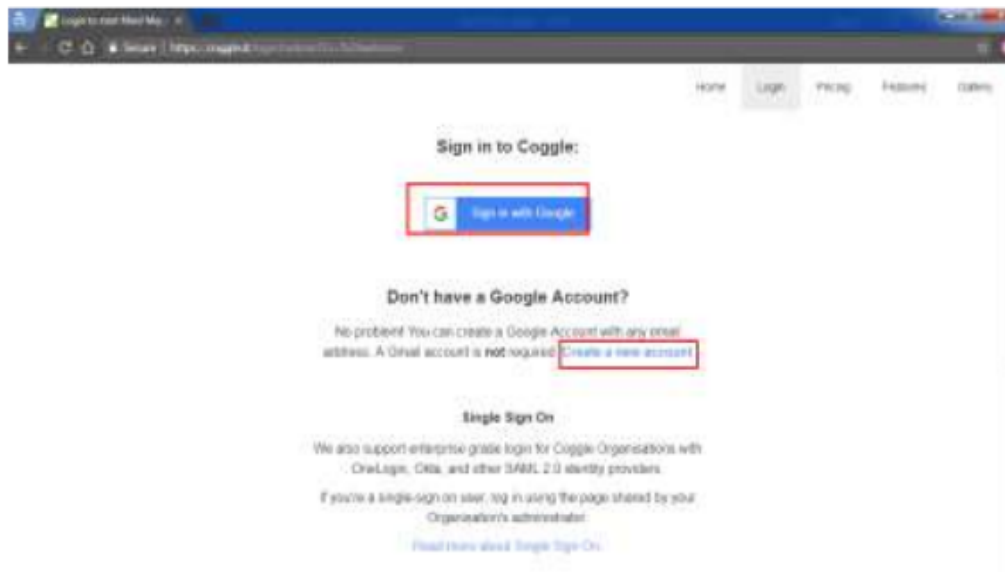
3. If you choose to create new account, then you will directly open this page and fill all the requirement. After finishing registration process, check your mailbox and open the link provided.

4. After creating an account, you are now able to create new online mind map and also share the mind map to everyone.

5. After starting creating the mind map, you can share by inviting new members through email address

6. The new members who are invited will get an email from coggle. To access the link, just click *view* button

7. Then coggle will ask to continue by clicking the button

8. Here, the new members can choose the email in order to access and register automatically

9. Now it is ready to collaborate. The collaborative participants can be seen on the up-right corner of the page.
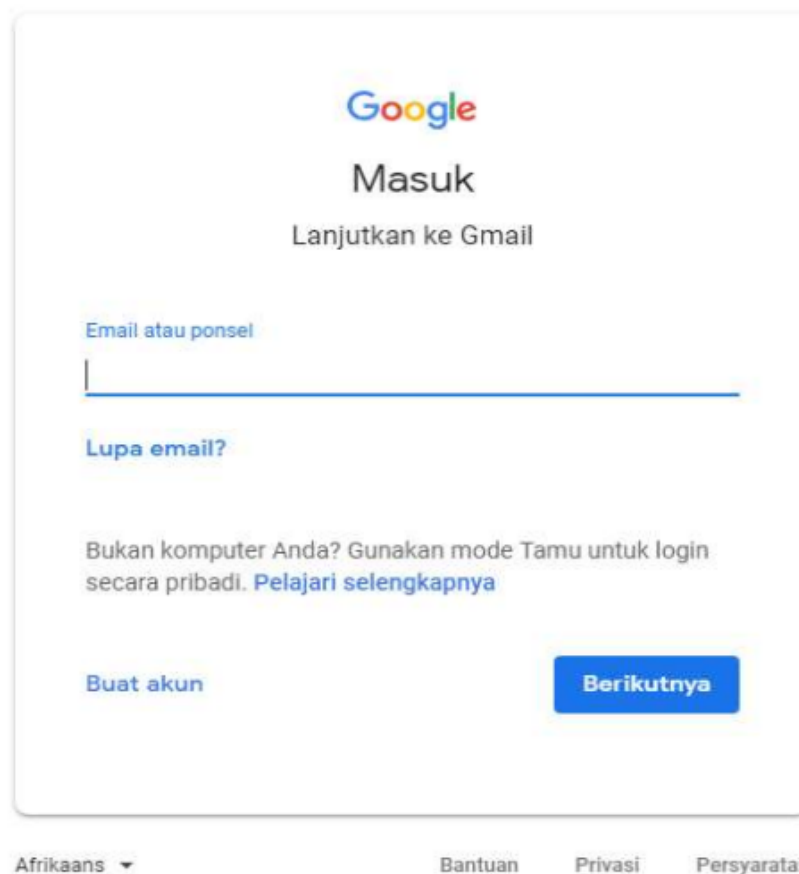
Material 2
Collaborative writing with Google docs

As the explanation in the previous chapter, to create a good writing product, it is important to implement right steps. To implement this step in collaborative learning, teacher can create an online room using facilities provided in google drive i.e. google docs. Google docs can be used to implement the 4 next steps of writing activities following the *writing process approach* (writing, editing, proofreading, and publishing). The detail steps are as follows:

1. Login to your gmail account.

2. After login, click the 9-dots symbol on the up-right corner and choose **drive.**
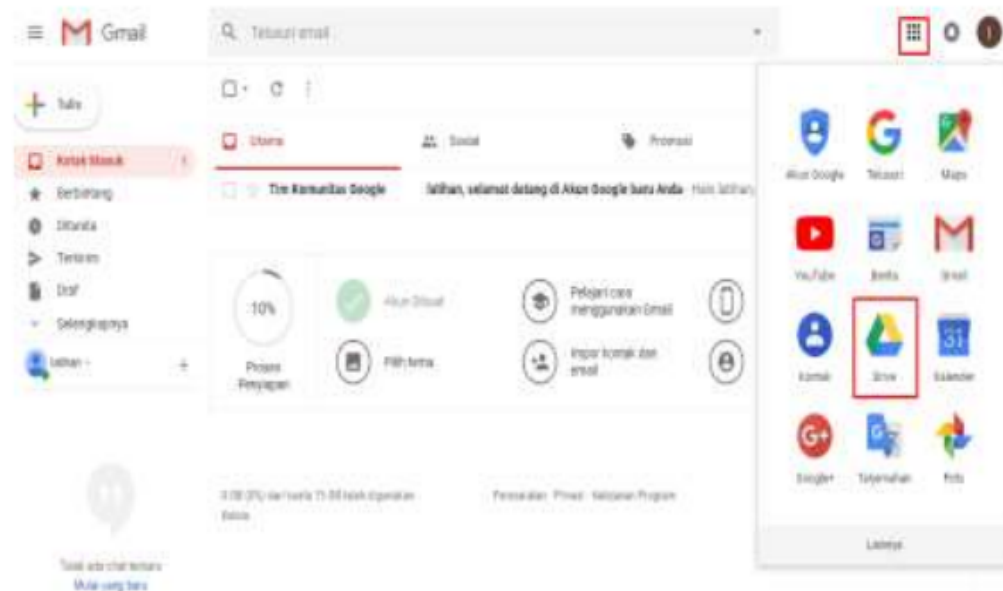
3. To create an online room for collaborative writing, right click and choose *new folder* or *folder baru*.
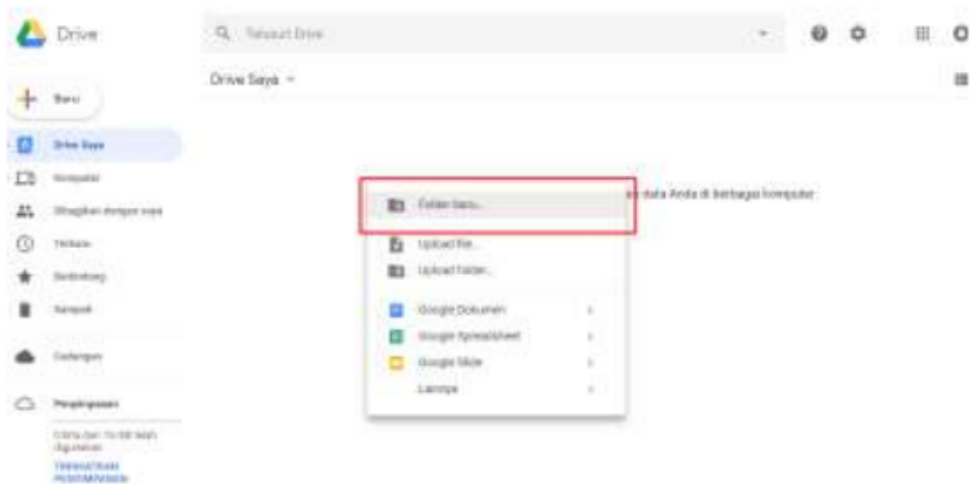
4. One folder can be used as a room for one class depending on the task. Name the folder with the subject (lesson) for example *Kelas Writing*. More folders can be created for more classes.


5. Open the folder and you are now ready to create personal sheet for your students. Move your cursor to empty areas, then right click and choose google docs (google dokumen)
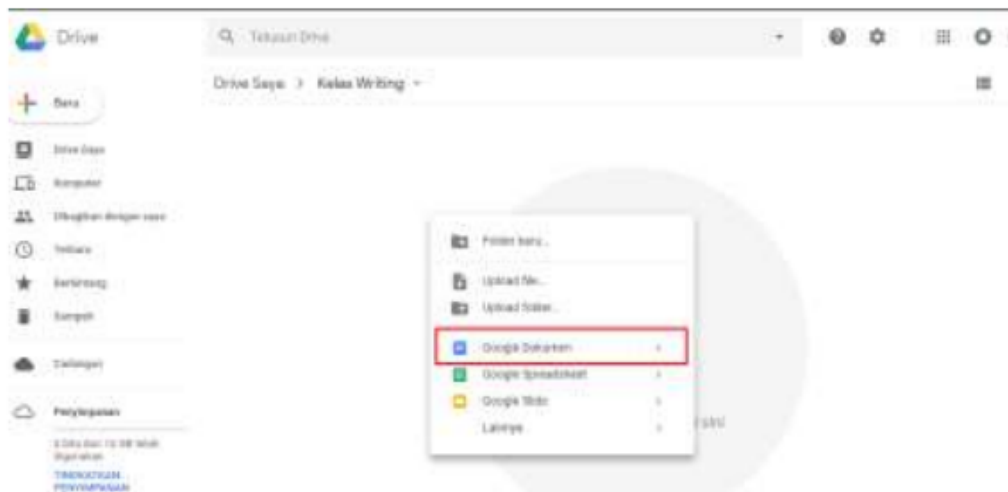
6. After clicking, it automatically opens a new tab or page consisting a sheet for writing. We can name the sheet by each name of the student or group in the up-left corner column.

7. After creating the personal writing room for each student, repeat the step 5 and 6 until all students have their online sheet.
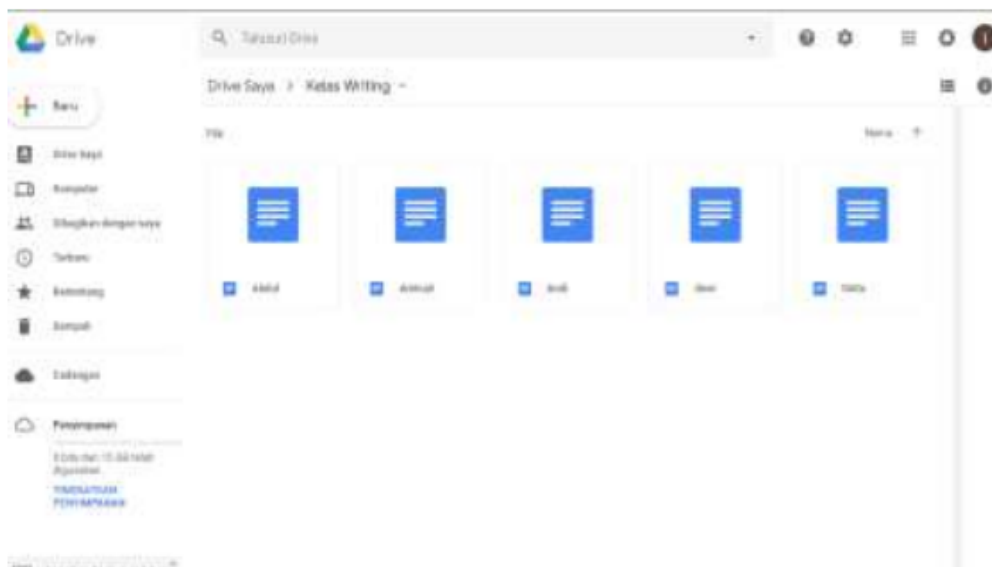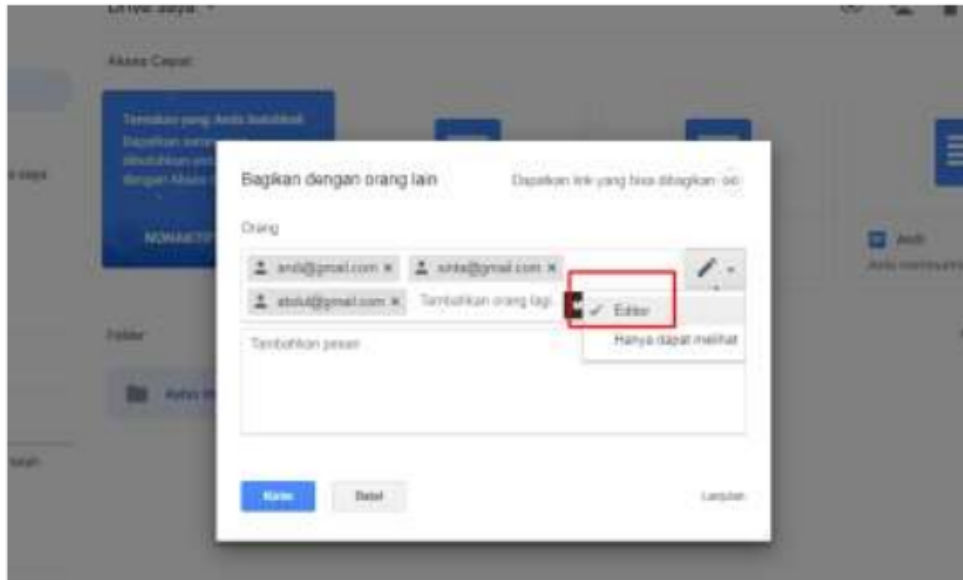
8. In this activity, all students are required to have a gmail account. Here the teacher will share the room (folder) to every student by right clicking on the folder and choose share (bagikan).
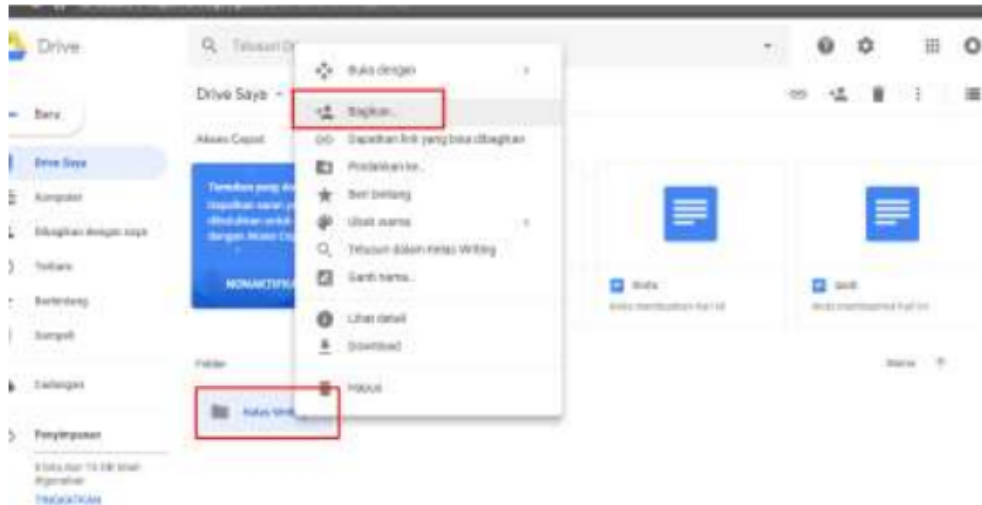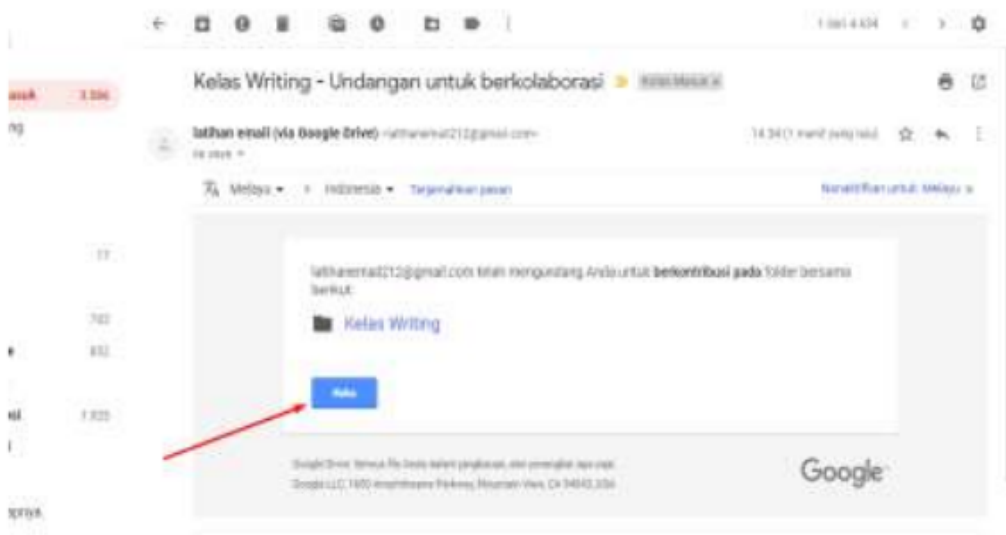

9. Then type the students gmail address to share. Type a comma (,) after typing one gmail address to invite more emails.

10. Click the sharing link option and tick the ***editor*** option

11. After being shared, every student has to check their mailbox and open the message from google consisting the link to access the online room and choose *buka* or *open*.

12. Opening or clicking the link, the page automatically opens the collaborative page that the teacher creates. Then each student chooses the file consisting their name and start writing.

13. Each student start writing by enhancing their ideas from mind map to some paragraphs. Here every student and teacher can read and give feedback as well. This step is the third activity following *writing process* approach that is *editing*. Here every student or group is matched and is to give feedback one another.
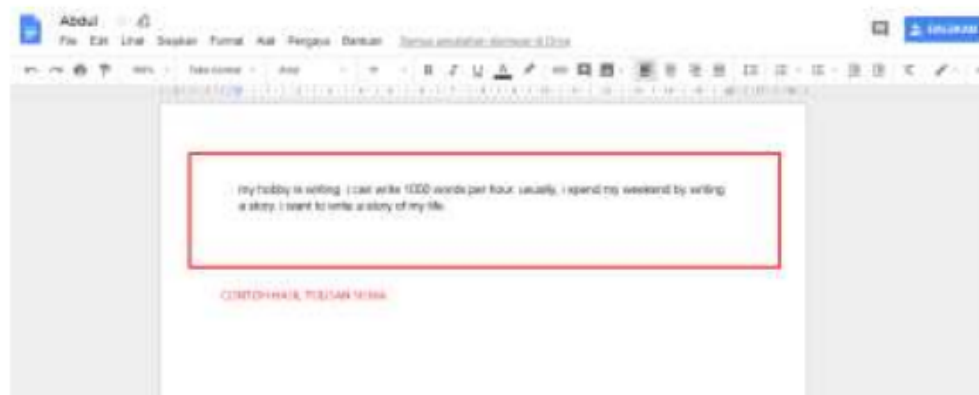
Material 3
Giving online feedback with Google docs

Here is the step to give comments or feedbacks from teacher to students or students to other students.

1. Everyone with the shared link can open, read and edit the work of the writing. Here the online participants can be seen from the name shown in the red block.

2. To add comments, choose the words or clause and block it, then right click and choose comment (komentar)
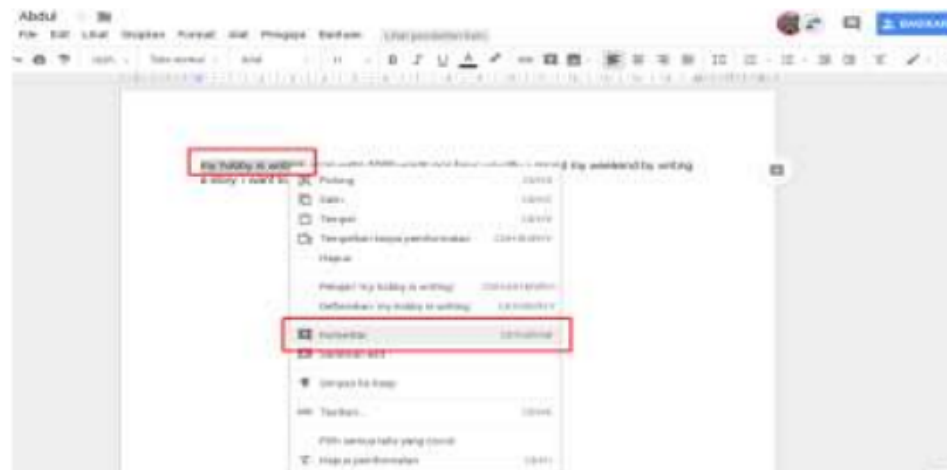
3. After the box comment is shown, the teacher or student can write their comments and click the button *comment* or *komentar* to post their comment.

4. Every visitor of the page can see the comment and also the one who comments. That is why it is important for the teacher to give clear instruction and limitation for the students' task in online classroom.
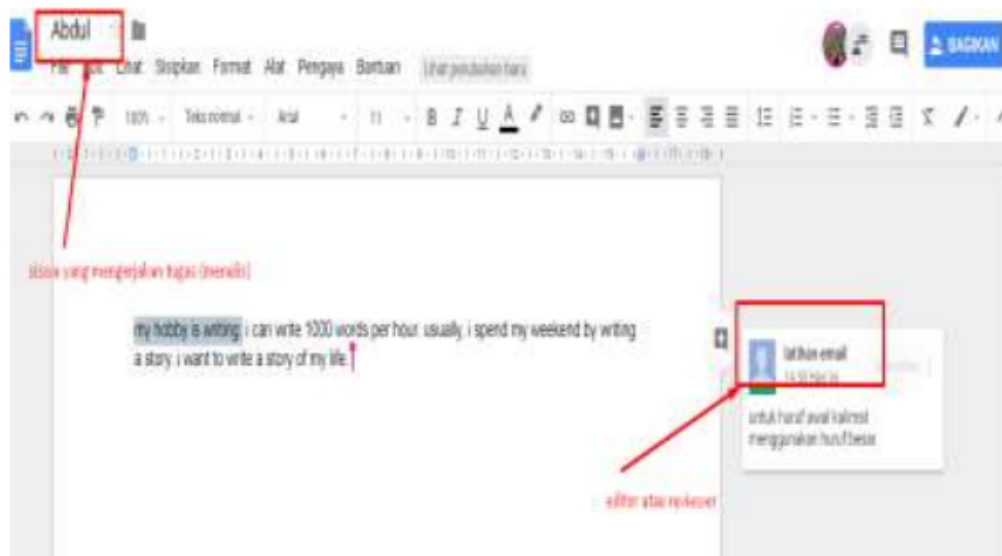
5. By implementing the collaborative process as explained above, students are expected to write well and share their knowledge by editing activities not only from the teacher but also with other students effectively.

6. The next step of *writing process* is proofreading. In this step, every student has to check their writing and decide whether or not to apply the comments from their friends.

7. For the final step (publishing), teacher can use various technique such as reading aloud in front of the class or publish the work online. This depends on the teacher's creativities.

2. ARRANGING THE PICTURE

➢ **Description:**

This game is designed to develop students' English skill at advanced level. This game is focus on the improvement of English writing skill. It emphasizes on grammar and vocabulary.

➢ **Learning Outcomes:**

1. Students can arrange the jumble pictures.
2. Students can create a story based on the jumbled pictures.
3. Students are able to write a story based on the pictures.
4. Students can apply good grammatical structures in writing.
5. Students have knowledge on vocabulary.

➢ **Materials**

Materials needed to conduct this game are:

1. Some pictures taken from the internet or other source.
2. Scissor
3. Glue
4. Papers
5. Envelope
6. Pen

➢ **The steps in conducting the game:**

Preparation:

1. Provide 3 or 5 pictures stories.
2. Cut the picture into pieces.
3. Put the pieces of a picture into an envelope. Make sure to put one picture series into one envelope.

Activities:

1. Divide the students into some groups. Each group consist of 3-5 students. If you split the students into 3 groups so you have to prepare 3 picture series.
2. Ask the students to make a circle in each group.
3. Give the cutting pictures that have been put into the envelope to each group. Give one envelope to each group.
4. Give the papers to the students.

5. Give explanation to the students of how to do the game.
6. Ask them to open the envelope and arrange the cutting pictures to create a story.
7. After they can create a story then glue the pictures into a paper in a good order.
8. After they finish arranging the pictures into a story, then ask them to write down a story beside the pictures.
9. The teacher has to check the arrangement of the pictures, and the writing task including grammar and coherence.
10. Then ask the students to read the story in front of the class.
11. The group who can do faster and have the highest score will be the winner.

Closing:
1. The teacher asks the students about their difficulties in conducting the game. If necessary teacher has to discuss it.
2. Teacher gives feedback.

Example:
Arrange the pictures to create a good story. Then write down the story on the side of the pictures! Use simple past tense.

Answer:

|	
	There was a man in the restaurant. Suddenly he broke his plate and felt from the chair. He felt headache and vomited many times after he ate the meal. Then someone called the ambulance. The ambulance came in the restaurant. The man was taken in the hospital quickly. After the ambulance came in the hospital. The man was brought to the ICU room. The nurse examined the patient and gave him treatment. Not for a long time the patient relieved and the doctor gave him prescription. The doctor concluded that he did not have any serious illness but the food. The man had eaten an expired food.

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1. Arrange these jumble pictures to create a fairy tale story and Use simple past tense!

2. Arrange these jumble pictures to create a story using Procedure text!

3. BOARD RACE
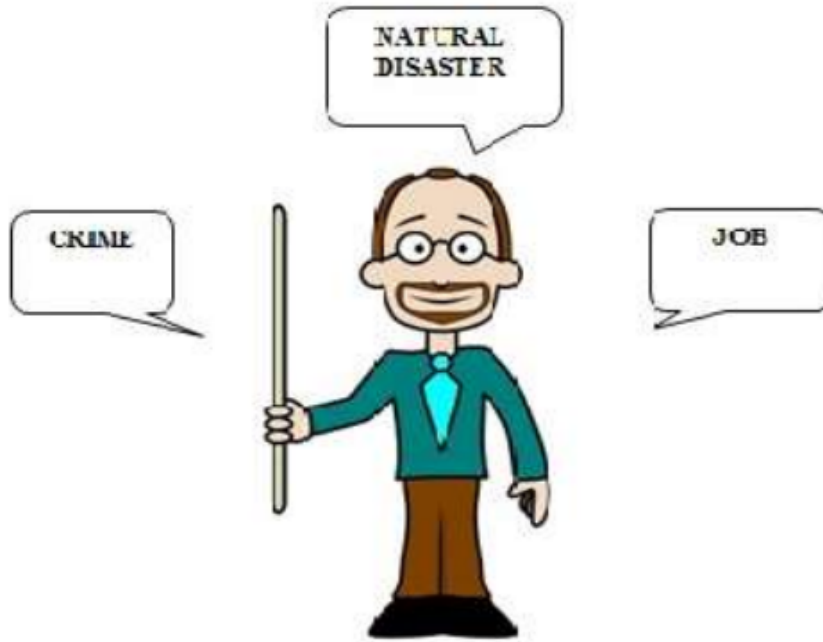
➢ **Description:**
This game is designed to develop students' English skill at advanced level. This game focuses on the improvement of English writing skill. It emphasizes on grammar and vocabulary.

➢ **Learning Outcomes:**
1. Students can look for vocabularies related to the topic provided.
2. Students can create and write sentences based on the provided topic vocabularies.
3. Students can apply good grammatical structures in writing.
4. Students have knowledge on vocabularies.

➢ **Materials**
Materials needed to conduct this game are:
1. Papers
2. Pen
3. Whiteboard
4. Board markers
5. Board Eraser

➢ **The steps in conducting the game:**
Preparation:
1. Provide 3 or 5 topics.
2. Write down the topics into whiteboard.

Activities:
1. Divide the students into two / three groups. One group consist of more than 4 students. The group can be divided depending on the number of students at the class.
2. Write down some topics in the board. One topic is for one group. Then ask the students to write the vocabulary related to the topic on the paper given by the teacher.
3. After they write the vocabularies then ask them to make sentences based on the vocabulary that have been written on the paper or board.
4. The winner is the quickest and the group who can write sentences as many as possible to write down on the board and there is no mistake on spelling or grammar.
5. Give the present for the winner.

Closing:
1. The teacher asks the students about their difficulties in conducting the game. If necessary teacher has to discuss it.
2. Teacher gives the feedback.

Example:
1. **Write the vocabularies related to CRIME as many as possible. Then write down the sentences based on vocabulary you write. Pay attention to the grammar you use, make sure it is in Present Tenses.**

2. Write the vocabularies related to NATURAL DISASTER as many as possible. Then write down the sentences based on vocabulary you write. Pay attention to the grammar you use, make sure it is in Past Tenses.

```
TSUNAMI          VOLCANO
                 ERUPTION

        NATURAL
        DISASTER

LANDSLIDE        FLOODS
```
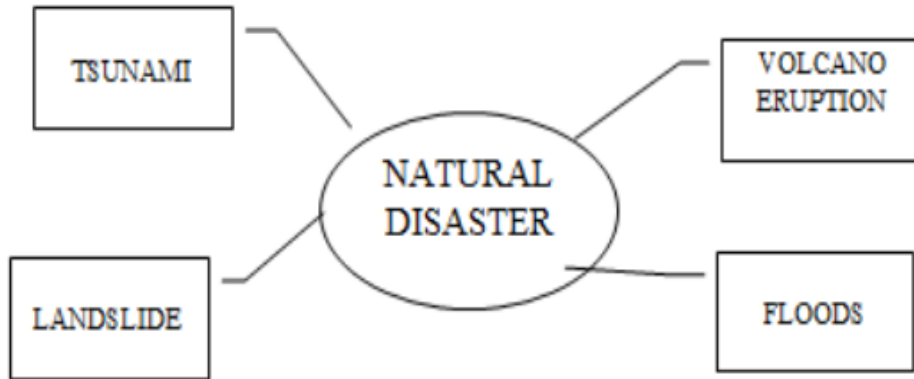
3. Write the vocabularies related to JOB as many as possible. Then write down the sentences based on vocabulary you write. Pay attention to the grammar you use, make sure it is in Future Tenses.

```
PILOT            ACCOUNTANT

        JOB

SINGER           TEACHER
```
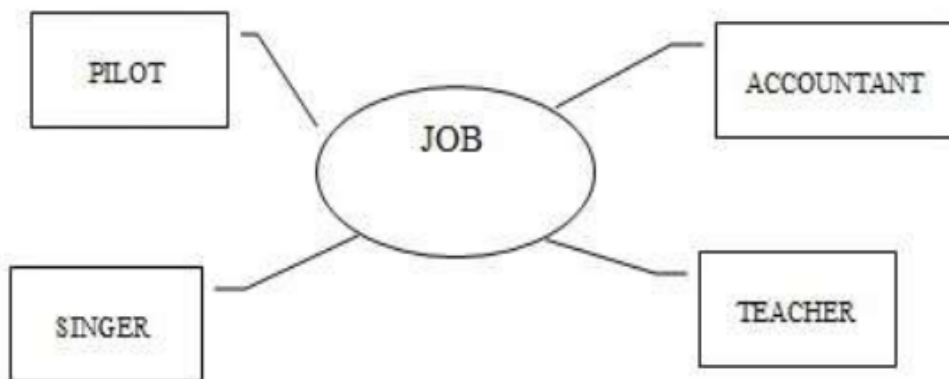
4. INTRODUCTION & SELF IDENTITY

➢ **Description:**

This game is designed to develop students' English skill at elementary level. This game is focus on the improvement of speaking skill. This topic is about telling personal identity and introduction. Students get to know each other by asking and answer in English with their new friends. This topic should be done at the first meeting in the class before the lesson is started.

➢ **Learning Objectives:**

1. Students can pronounce the words correctly.
2. Students can listen the English words.
3. Students can ask and answer in English.
4. Students get to know each other at the first meeting.
5. Students can remember their friend's name (identity).

➢ **Materials**

Materials needed to conduct this game are:

1. Paper
2. Pen

➢ **Language Form:**

What's your name?
What's your nick name?
How do you spell your name?
Where are you from?
Where do you live?
When is your birthday?
What is your hobby?
How many brother and sister do you have?

> ➢ **The steps in conducting the game:**

Preparation:

1. Explain to the students what to do by giving example and the language form they have to practise.
2. Ask the students to take a piece of paper and a pen.

Activities:

1. Ask them to ask their friends' personal identity around the class as much as possible in 10 minutes.
2. Then they have to write down their friends' personal identity in the piece of paper.
3. Let them walking around the class and make sure they have to speak in English.

Closing:

1. The teacher checks their data.
2. The students who get The less data then should get the punishment for example singing in front of the class.

5. PICTURE SERIES STORY

➢ **Description:**
This game is designed to develop students' English skill at advanced level. This game can be used to enhance of English writing and speaking skill. In writing skill, the students can learn grammar and vocabulary. While, in speaking they learn pronunciation, grammar, vocabulary.

➢ **Note**: to enhance speaking skill, the students do not have to write the story on the paper. Just ask the students to tell the story orally based on the picture.

➢ **Learning Outcomes:**
1. Students can create a story
2. Students can write/ speak sentences based on the provided picture.
3. Students can apply good grammatical structures in writing.
4. Students have knowledge on vocabularies.

➢ **Materials**
Materials needed to conduct this game are:
Papers and pen

➢ **The steps in conducting the game:**
Preparation:
1. Provide 3 or 5 pictures series.
Activities:
1. Split the students into 3 or 5 groups. One group consist of 3 students. Prepare the picture as many as the number of the group.
2. Ask the students to write the story based on the picture.
3. Teacher checks the students' composition and grammar. Make sure it is a good story with grammatically correct.
Closing:
1. The teacher asks the students about their difficulties in conducting the game. If necessary teacher has to discuss it.
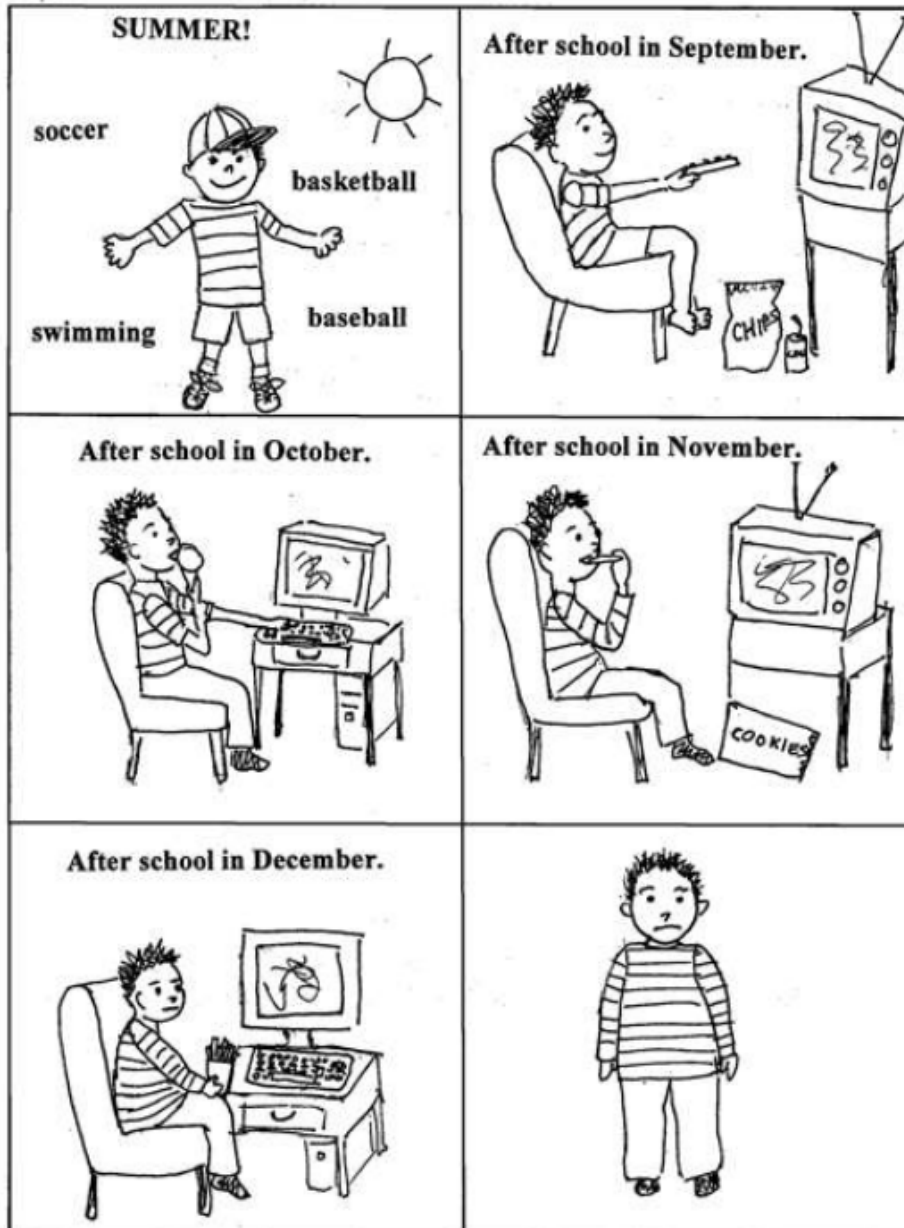2. Teacher gives the feedback.

EXAMPLE:

Create the story based on the picture and make sure you have to sequence the story to a good one. The example picture below is retrieved from (http://www.cal.org/caela/esl_resources/Health/healthindex.html#Body)

Please tell, what happened to the boy after five months?

Snack Attack

Copyright 2003 Kate Singleton

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6. PLAY THE SONG

➢ **Description:**

This game is designed to develop students' English skill at all level. This game is focus on the improvement of listening, writing and reading skill. It emphasizes on grammar, vocabulary and pronunciation.

➢ **Things to consider:**

1. If you use this game for elementary level, the song must be easy like children song. Whereas, if the game used for intermediate or advanced level the song must be appropriate with their level.

2. The song that used in the game must be authentic from native speaker.

3. It will take long time to do the game.

4. You can use cloze procedure (deleting some words) to give the clue to your students. By using Cloze procedure in the song lyric can make the students easier and quicker to fill the gap while they are listening to the music. The words that deleted in the lyric should be the words that students have already know (familiar words).

5. There are 3 kind of cloze procedure text. It can be seen in the examples

➤ **Learning Outcomes:**
1. Students can pronounce the words correctly.
2. Students can listen the English words from native speaker.
3. Students can fill the missing words.
4. Students can translate the meaning of the song.
5. Students have knowledge on vocabulary.
6. Students can apply good grammatical structures into sentences.

➤ **Materials**

Materials needed to conduct this game are:
1. Authentic songs taken from the internet or other source.
2. Active speakers
3. Laptop
4. Printed song lyrics
5. Pen

➤ **The steps in conducting the game:**

Preparation:
1. Remove some words from the lyrics and give the empty space.
2. Print the lyric of the song in a piece of paper.
3. Prepare the active speaker and laptop to play the song.

Activities:
1. Divide the students into groups.
2. Give the printed lyric to each group.
3. Give them explanation of how to do the game.
4. Play the songs one by one.
5. Ask them to fill the missing words while they are listening.
6. The songs can only repeat 3 times.
7. After they finish to complete the missing words, check their answer.
8. Ask them to translate the words and the meaning of the song.
9. Then ask the students to sing the song.
10. Ask the student to make or use the missing words into sentence.

11. The teacher Checks the sentence and correct their grammatical structure.
12. The winner is one who can make sentences correctly.

Closing:
1. Ask the students if there is any difficulty.
2. Give feedback

Example:
Listen the song and fill the missing words. After you complete to fill the words, you have to make the word into sentence!

A. **Song 1**

In the first song **"Number One For Me" --- Maher Zain** the lyric is deleted word by word. It is suitable for the advance level where they listen the word and fill it in the deleted space. It is quite difficult for those who cannot write the words correctly.

"Number One For Me" --- Maher Zain
I was a foolish little child
_____ things I used to do
And all the pain I put you through
Mama now I'm here for you
For all the times I made you _____
The days I told you ___
Now it's time for you to ____
For all the things you sacrificed
[CHORUS:]
Oh, if I could turn back time rewind
If I could make it _____
I swear that I would
I would make it up to you
Mum I'm all grown up now
It's a brand ___ day
I'd like to put a _____ on your face every day
Mum I'm all grown up now
And it's not too ____
I'd like to put a smile on your face every day
And now I finally understand

Your _____ line
About the day I'd face in time
'Cause now I've got a child of mine
And even though I was so ___
I've learned so much from you
Now I'm trying to do it too
_____ my kid the way you do
[CHORUS]
You know you are the number one for me [x3]
Oh, oh, number one for me
You know you are the number one for me [x3]
Oh, oh, number one for me

There's no one in this world that can ___ your place
Oh, I'm sorry for ever taking you for _____, ooh
I will use every ____ I get
To make you smile, whenever I'm around you
Now I will try to love you like you love me
Only God knows how much you mean to me
[CHORUS]
The number one for me [x3]
Oh, oh, number one for me

B. **Song 2**

The second song "**When You Believe" [From the Prince of Egypt] - Mariah Carey, Whitney Houston,** the lyric is deleted word by word. But, there is the hint in the blank space. If the deleted word consists of five letters so there are five dashes in an empty space. So the student can guess and write the correct vocabulary. It is suitable for the student at intermediate level.

"When You Believe" [From the Prince of Egypt] - Mariah Carey, Whitney Houston

Many nights we _ _ _ _
With no _ _ _ _ _ anyone could hear
And our hearts a hopeful _ _ _ _
We _ _ _ _ _ _ understood
Now we are not afraid
Although we know there's much to _ _ _ _
We were moving mountains long
Before we know we could
[CHORUS]
There can be miracles
When you believe
Though hope is frail
It's hard to _ _ _ _
Who knows what miracles
You can _ _ _ _ _ _ _
When you believe
Somehow you will
You will when you believe
In this time of _ _ _ _
When prayer so often proves in _ _ _ _
_ _ _ _ seems like the summer birds
Too swiftly flown _ _ _ _
And now I am standing _ _ _ _
My heart's so _ _ _ _ I can't explain
Seeking faith _ _ _ speaking words
I never thought I'd _ _ _
[CHORUS]
They don't always _ _ _ _ _ _ when you ask
And it's _ _ _ _ to give in to your fear
But when you're blinded by your _ _ _ _
Can't see your way safe through the _ _ _ _
Thought of a still resilient voice
Says _ _ _ _ is very near
[CHORUS]

C. Song 3

The third song **"Let it go- Frozen"**, it is suitable for the elementary level. The lyric is deleted some letters in one word. Furthermore, the deleted letters have dash which reflect the number of the missing letters. It will make the elementary student is easier to complete the words.

"Let it go- Frozen"

The snow glows white on the mou _ _ _ _ _ tonight
Not a foo _ _ _ _ _ _ to be seen
A kin _ _ _ _ of isolation
And it looks like I'm the que _ _
The wind is how _ _ _ _ like this swirling storm inside
Couldn't keep it in, hea _ _ _ knows I've tried
Don't let them in, don't let them see
Be the good girl you alw _ _ _ have to be
Con _ _ _ _ , don't feel, don't let them know
Well, now they know
[CHORUS]
Let it go, let it go
Can't hold it back any _ _ _ _
Let it go, let it go
Turn away and slam the door
I don't care what they're going to say
Let the storm rage on
The cold never bothered me any _ _ _
It's funny how some distance makes eve _ _ _ _ _ _ _ seem small
And the fears that once con _ _ _ _ _ _ _ me can't get to me at all
It's time to see what I can do
To test the limits and break through
No right, no wrong, no rules for me
I'm free
[CHORUS]
Let it go, let it go
I am one with the wind and sky
Let it go, let it go
You'll never see me cry
Here I stand and here I stay

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Let the storm rage on
My power flurries through the air into the gro _ _ _
My soul is spiraling in frozen fractals all aro _ _ _
And one thought crystallizes like an icy blast
I'm never goi _ _ back, the past is in the past
Let it go
The cold never bothered me anyway
Let it go, let it go
And I'll rise like the break of dawn
Let it go, let it go
That perfect girl is gone
Here I stand in the light of day
Let the storm rage on

7. SPEAK UP

➢ **Description:**
This game is designed to develop students' English skill at all level. This game is focus on the improvement of speaking skill. It emphasizes on vocabulary and pronunciation. The topic of this game is describing people.

➢ **Learning Outcomes:**
1. Students can pronounce the words correctly.
2. Students can listen the English words.
3. Students can ask and answer in English.

➢ **Materials**
Materials needed to conduct this game are:
1. White board
2. Board marker

➢ **Language Form:**
She/ he is wearing glasses
She/ he has white/ black/ brown complexion
She/ he has curly/ straight/ wavy hair
She/ he is tall/ short
She/ he is very clever
She /he is often sleepy in the class.

➤ **The steps in conducting the game:**

Preparation:

Teacher should explain about the language form that is used in this game.

Activities:

1. Ask a student to come forward and describe their friend, their weakness and strength. Then ask other students to guess who is he/she. Other students can ask some questions to get more information.
2. The student may draw their friend's physical appearance if others do not know what is the meaning.
3. The student can also use body language to explain the words.

Closing:

The teacher checks the spelling and pronunciation.

8. SENTENCES JUMBLE RACE

➢ **Description:**
This game is suitable for all levels. It is more suitable applied in a big class because it can help the teacher to manage the class and the students well. And this game can be used to assess vocabulary usage, speaking skill, listening skill. The rules of the game are based on the goal of the game.

➢ **Media:** in applying this game, the teacher just needs some papers to write or print the sentences.

➢ **Materials:**
Materials needed in this learning activities are:
1. A cup
2. Text / short story
3. Scissor

➢ **The objectives of the study are the students can:**
1. Enhance some vocabularies
2. Arrange the sentences become a good story
3. Answer some questions related to the story
4. Comprehend and understanding the text

➢ **The steps in conducting the game:**
  Opening:
  Introducing the topics today about reading text.
  Main activities:
1. Divide the students into some groups consist of more than three to five students.
2. Make a short story consist of 5 or 6 sentences or at least based on the students in every group.
3. Then write the sentence with different colour in each sentence.
4. Cut the sentences into a single sentence.
5. One group has one story.
6. Put the cutting sentences in the cup.

7. Ask the students to arrange the jumble sentences into a good story.
8. The group who can finish it correctly and faster, that becomes the winner
9. After finishing the game, ask the students to translate the story
10. Then teacher gives some questions related to the text implicitly or explicitly.
11. Students answer randomly and correctly, the student who can answer correctly gets a score each question.

Closing
1. Review some previous vocabularies
2. Review some pint of the day

Example:
Arrange these sentences into a good story!
A. **Story 1**

THE TRAVELERS AND THE PLANE TREE
1. Two men were walking along one summer day.
2. Soon it became too hot to go any further and, seeing a large plane tree nearby.
3. They threw themselves on the ground to rest in its shade.
4. Gazing up into the branches one man said to the other: "What a useless tree this is.
5. It does not have fruit or nuts that we can eat and we cannot even use its wood for anything."
6. "Don't be so ungrateful," rustled the tree in reply.
7. "I am being extremely useful to you at this very moment, shielding you from the hot sun and you call me a good-for-nothing!"

B. Story 2

DON'T CHANGE THE WORLD
1. Then one of his wise servants dared himself to tell the king, "Why do you have to spend that unnecessary amount of money? Why don't you just cut a little piece of leather to cover your feet?"
2. When he was back to his palace, he complained that his feet were very painful,
3. He then ordered his people to cover every road of the entire country with leather.
4. Definitely, this would need thousands of cows' skin, and would cost a huge amount of money.
5. Definitely, this would need thousands of cows' skin, and would cost a huge amount of money.
6. Once upon a time, there was a king who ruled a prosperous country.
7. *There is actually a valuable lesson of life in this story: to make this world a happy place to live, you better change yourself - your heart; and not the world.*
8. One day, he went for a trip to some distant areas of his country.
9. because it was the first time that he went for such a long trip, and the road that he went through was very rough and stony.
10. The king was surprised, but he later agreed to his suggestion, to make a "shoe" for himself.

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