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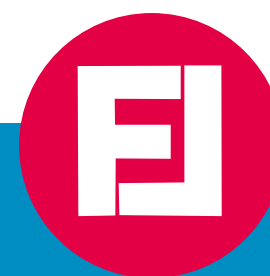
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FOREIGN LANGUAGE TEACHING & LEARNING

Volume 1, No. 2, July 2016



# JOURNAL OF FOREIGN LANGUAGE TEACHING & LEARNING

Classroom Activities in Content and  
Language Integrated Learning  
**Evi Puspitasari**

The Implementation of Role-Play-Based Activities:  
What EFL Students Learned  
**Arifah Mardiningrum**

"I couldn't play in it, but I loved it.": Teachers' Views  
on Participating in English Drama Performances  
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Paragraph Writing of Academic Texts in  
An EFL Context  
**Andi Wirantaka**

Cognitive and Metacognitive Reading Strategy Use  
and Reading Comprehension Performance  
of Indonesian EFL Pre-service Teachers  
**Mariska Intansari**

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# Editorial

Volume 1, No. 2, July 2016

Dear readers, I'm happy to announce that the latest issue of the Foreign Language Teaching & Learning Journal is available now. The current issue presents you with interesting findings of an array of topics, which will give you different insights on the issue around foreign language teaching and learning. As the previous issue, the current one still revolves around English as a Foreign Language with the foci ranging from the content and language integrated learning, role-play/drama in education, writing strategies, reading strategies, and teaching tenses strategies. In this issue, all studies reported were conducted in Indonesian context.

Evi Puspitasari starts this issue with her study in the implementation of Content and Language Integrated Learning (CLIL) in an English teacher training program. The study found that there were four types of strategies used by teachers in implementing the CLIL, namely quizzes, group discussions, presentations, and classroom teachings. Participants' perception is in general positive towards how each strategy was implemented in the classroom.

Looking into the implementation of role-plays in a teacher training program, Arifah Mardiningrum focused on what the students learned from each part of one set of role-play-based activities. The study investigated the students' perception on their experience in four activities named self-inventory, job-interview questions, presentations, and role-play performances. The findings showed that the activities

helped the participants learn about themselves, learn the knowledge of the subject becoming the topic of the role-play, and learn some interpersonal skills. Overall, the role-play performance was also said to support the learning process during the preparation of the play. The study concluded that a careful and detailed planning in the set of role-play-based activities is the key to foster this learning.

Interviewing three teachers involved in English drama performance, Puthut Ardianto investigated how these teachers perceived their experience. The study found that although initially felt self-doubt, the teachers found their experience in the drama performances to be joyful. In addition, they reported that the performances also support their language skills, such as the ones related to language functions, pronunciation, reading, communication, and vocabulary. The performances were also deemed to influence the way these teachers teach.

Andi Wirantaka focused on academic writing, and more specifically, students' paragraph writing strategies and challenges in his study. In the study, five students, who were in the process of writing their undergraduate thesis, were interviewed. The study found that the participants used four steps of developing their paragraph, namely brainstorming, drafting, revising, and editing. The study also found that the challenges that the students faced when

completing their paragraphs are among others the ones related to English words and word choice, grammar, development of main idea, coherence and cohesiveness, effective sentence, and citation.

Employing a quantitative method, Mariska Intan Sari studied the relationship between the cognitive and metacognitive reading strategies used by EFL pre-service teachers and their reading comprehension performance. For the cognitive reading strategy, the result showed that the Highly Successful Readers (HSR) employed memory sub-strategy more than Less Successful Readers (LSR) and Moderately Successful Readers (MSR), and used comprehension and retrieval sub-strategies less than MSR, but more than LSR. For the metacognitive reading strategies, HSR used monitoring and evaluating strategies less than MSR, but more than LSR, and used planning strategy less than both MSR and LSR. The statistical analysis showed that there is no statistically significant relationship between the cognitive and metacognitive reading strategies employed by EFL pre-service teachers and their reading comprehension performance.

Lastly, this issue will not be completed without the contribution from our reviewers. Therefore, I would like to send my gratitude to Ika Wahyuni Lestari, Indah Puspawati, Fitria Rahmawati, Sri Rejeki Murtiningsih, Arifah Mardiningrum, Evi Puspitasari, Puput Arfiandhani, Eko Purwanti, and Andi Wirantaka for their valuable reviews to help maintain the quality of this July 2016, volume 1, no 2 issue.

Associate Editor  
Arifah Mardiningrum

# Submission Guidelines

a. Articles should be original, has never been published elsewhere, and/or has been sent to other publications.

b. Full-length articles should be between 4,500 - 6,000 words including references.

c. Abstracts should not exceed 200 words. The abstract includes keywords.

d. Articles should be written in double-spaced with Times New Roman, 12 font size, and with one inch margins on all sides.

e. Please follow the headings and seriation below:

Level 1 : Centered, Boldface, Uppercase, and Lowercase Headings

Level 2 : Left-aligned, Boldface, Uppercase, and Lowercase Heading

Level 3 : Indented, boldface, lowercase heading with a period. Begin body text after the period.

Level 4 : Indented, boldface, italicized, lowercase heading with a period. Begin body text after the period.

f. Reference lists are written in alphabetical order and presented in accordance with APA referencing system 6th edition.

Darvis, M. H., & Karunathilake, I. (2005). The place of the oral examination in today's assessment systems. *Medical Teacher*, 27 (4), 294-297.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. Lantolf, J., & Thorne, S. L. (2007). *Sociocultural theory and second language learning*.

In B. van Patten, & J. Williams, *Theories in second language acquisition* (pp. 201-224). Mahwah, NJ: Lawrence Erlbaum.

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## **Evi Puspitasari**

received her master's degree in English Language Studies from Universitas Sanata Dharma (USD). Prior to starting her master, she had experiences of teaching English to students with different levels of education. Her research interests are Extensive Reading, Literature in Education and Teaching English as a Foreign Language. She is now teaching in English Language Education Department of Universitas Muhammadiyah Yogyakarta (UMY).

# **Classroom Activities in Content and Language Integrated Learning**

**1-13**

## **ABSTRACT**

Content and Language Integrated Learning (CLIL) is an approach used to teach subjects which focuses on learning a new language and content. In one English teacher training program in Indonesia, to achieve the goal of learning where the students master the target language and concepts of pedagogy, classroom activities to accommodate them in the dual-focused process are needed. This research scrutinized activities implemented in the program to achieve the learning goal and discussed the students' responses toward the activities. By interviewing four third semester students who enrolled in two content subjects in that semester, the data were gained. Four classroom activities used were revealed. Those were quiz, group presentation, group teaching and classroom discussion. In general, the students responded each activity positively. In addition, suggestions related to how the teachers brings some activities were addressed by the students.

*Keywords:* Content and Language Integrated Learning, CLIL, classroom activities, students' responses

## **INTRODUCTION**

Content and Language Integrated Learning (CLIL) is popular in a foreign language context in institutions where content subjects are taught in English. The aim of CLIL that should be achieved is not only enabling students to comprehend the subject areas but also facilitating their mastery on the target language. It is commonly used in areas where the students have not mas-

tered the target language yet but they are required to achieve the aim of learning the content of a subject. That is supported by Eurydice Network (2006) which pointed out that in CLIL, non-language subjects are not taught in a foreign language but with and through the language. With and through here are used instead of in to highlight that in CLIL, students are still in

the process of learning both the content and the language.

The description above reflects the condition in an English teacher training program in Indonesia where English is learned as a foreign language. In that program, based on the curriculum currently applied, the prominent objective is assisting students to be a professional English teacher. To attain the objective, student-teachers who join the program are facilitated and encouraged to improve their pedagogical skill such as the way they teach English to their future students and English language knowledge as a lesson that they teach to their future students. In the process, students are exposed with English sources and use the language in classroom discussion. Consequently, they endeavor to understand the materials and elevate their mastery of English.

To help the students do the double-focused jobs, i.e., mastering content and the target language, and to assist them to reach the objective of teaching, teachers design several classroom activities. Activities significantly affect students' achievement and motivation in learning. It is in parallel with Kuyper, van der Werf, and Lubbers (2000) who stipulated that learning activities are a strong indicator of a student's success. In effect, the teachers should choose or design activities for their instruction, including in CLIL contexts.

The explanation above becomes a strong reason to conduct a study that focuses on CLIL classrooms in an EFL context. This research put specific attention to activities implemented in the classrooms in CLIL. Students' responses toward those activities would also be scrutinized in this research.

## **CONTENT AND LANGUAGE INTEGRATED LEARNING**

The instruction of Content and Language Integrated Learning (CLIL) is to reach the objective of understanding content and language. Brown and Bradford (2017) argued that portions for language and content are equal in that classroom. Students have to strive to understand the content and at the same time they are required to improve their second language. To reach the aim, the target language used is about 50% of the teaching (Eurydice Network, 2006).

To help students achieve the duality of learning goals in CLIL, teachers need some strategies. In line with that, Coyle, Hood and Marsh (2010) stipulated that teaching strategies can determine a successful CLIL practice. Several experts suggest strategies for teaching CLIL. Dalton-Puffer, Huttner, Jexenflicker, Schindelegger and Smit (2008) said that using humor in teaching CLIL is a thoughtful initiative. A high tension and devastation aroused from students' double focuses on the language and content can be minimized by the teacher through jokes and humor.

Besides using humor, interactive and collaborative activities where students can use the language to communicate with others interactively are also suggested in CLIL. Coyle, Hood and Marsh (2010) said that the manifestation of interactive teaching strategies is through a pair work, group work and project work. When students do something together either in pairs or in groups, they interact with their teammates and exchange ideas to work on a project. Through their interaction, they share what they learn from the books, which is surely in the target language for CLIL classrooms. Automatically, they use lexis and expres -



sion from the book in communication. It can build up their cognitive development and language skills. It is why interaction and working together with other students are recommended for CLIL.

Another way to conduct CLIL successfully is by implementing students-centered learning. Student-centered learning means that students play a significant role in learning. Their role is not only as an active doer of the tasks given but also as consideration for the teachers to decide activities done, materials chosen, and learning speed (Collins & O'Brien, 2003). When teachers make a decision related to the instruction, they have to pay much attention to the students' level, need and interest. Playing active roles in the classroom provides the students with the chance to use the language in discussions, sharing sessions, and practicing concepts they learn. It is supported by Dalton-Puffer (2011) who pointed out that student-centered learning is worth implementing in CLIL contexts because the approach gives students more rooms to comprehend the content and practice the target language.

### **LEARNING ACTIVITIES FOR CLIL**

Learning activities are often used in language teaching and learning articles in different terms. With the same concept as things done in the classroom to achieve teaching goals, Richards and Rodger (2014) put activities under method applied and presents them as the implementation of the method. It means that activities are considered as a set of plans in teaching. Nunan (2004) defined activities as a part of task conducted sequentially in which the teacher and students have their own role to achieve a learning goal. In conclusion, learning activities are procedures used to decide learners' involvement in the activi-

ties to reach the teaching and learning objective.

In CLIL, learning activities are done to enhance students' linguistic and non-linguistic competence. To facilitate improvement on students' linguistic competence, the activities should encourage the students to use the language. In relation to this, Martinez (2011) considered that a classroom is a learning society where the students can learn from people around them. While they are finishing a certain project or task with their friends, they learn both the target language and the content from their friends. That is why cooperative activities are more suggested in learning rather than individual activities.

Cooperative learning addressed by Martinez (2011) can be manifested through group discussions. Linh (2016) carried out a study about the implementation of group discussion in CLIL classroom in Vietnam. In that study, the students discuss in a group to answer questions that might be presented in different types of questions such as multiple-choice, matching, or ordering in order to either check students' comprehension on the content or assess students' language knowledge, such as syntax or lexis.

The other form of cooperative activity in CLIL discussed comes from Aguilar and Munoz (2014) by proposing a series that were successfully proven increasing students' listening and grammar ability. The sequence was commenced by the teacher explaining the materials using power point slides while the students were listening and taking notes. Then, the students would have several recommended readings. After reading, they discussed the topic in groups using the second language. After discussion, a case about

the topic of their assigned readings was given by the teacher and they came back again to the group to find solution to the case. This problem-solving activity is also recommended in CLIL because based on the framework of CLIL activities by Barbero (2012), it belongs to high order thinking skill activities which can train students to think critically. At the last session, the teacher asked the students to make a poster about their reading with the group and present it in front of their classmates.

Besides improving students' listening skill and grammar ability, the activities addressed by Munoz (2014) were also able to facilitate students' comprehension on the content knowledge. In the activities, after reading the assigned materials, the students had a group discussion in different forms such as problem solving and answering conceptual questions from the teacher. In those activities, they talk about the same topic. By talking about the same topic on repeat, the retention of students' understanding on it will be developed (Elizabeth & Rao, 2007), which is good for their cognitive development.

In doing classroom activities, students need assistance. The assistance and companion can be gained from the teacher and the students. It is since, based on Martinez (2011), CLIL classroom is a medium where students can learn new knowledge from the society - people in the classroom. Through cooperativeness and sometimes competition with other students, skills and knowledge are trained. Meanwhile, in their process of learning, they need guidance which is provided by the teacher. They need a party as a guide to tell them what to do and how to do. In this position, the teacher played a role that Brown (2001) said as a facilitator where he manages and provides activities for the students to achieve

the goal.

Besides facilitating the learning process with activities, in learning, students need a teacher to give them feedback. Feedback is strongly needed to let the students know their areas to improve. Schuitmaker-King (2013) highlighted the importance of corrective feedback in CLIL setting by saying that feedback from the teacher is fruitfully helpful for the students' language and cognitive development. It is in parallel with Biber, Nekrasova and Horn (2011), who stated that a teacher will never miss giving students feedback on their writing work if they understand how contributive it is for students' improvement. They also added that the feedback in CLIL should cover linguistic and non-linguistic aspects to improve students' knowledge on content and skills on the language learned.

To sum up, interaction in CLIL learning is significant. Through interaction, students are able to absorb new linguistic and non-linguistic knowledge from their friends. In addition, they are also able to practice the language for real communication and exchange their understanding about content knowledge with either their classmates. That is the reason why teachers are encouraged to design and prepare engaging activities that involve students' interaction; for instance, group discussion and group presentation. In what form the group discussion is implemented depends on the teachers' creativity as long as the lesson is able to hold students' attention (Berton, 2008). Besides designing tasks and preparing activities, the teacher is also encouraged to give feedback on students' work to facilitate their language and content learning process.

## **RESEARCH TYPE**

This study belongs to qualitative research. Creswell (2012) stated that qualitative research focuses on exploring a phenomenon and investigating people's mind, feeling, and opinions about the issue. Meanwhile, this research put the center on types of activities used by teachers in CLIL classrooms and scrutinizing students' reactions and responses toward those activities. Classroom activities in a CLIL context is the phenomenon and how the students respond the activities implemented equals with the opinion toward the issue that Creswell addressed.

## **RESEARCH CONTEXT**

This qualitative research was carried out at an English teacher training program in one of universities in Indonesia. In this program, students are prepared to be an English teacher. In this institution, the teaching and learning process applies CLIL. It is because to reach the goal, the students have to enroll courses which are about 70% delivered in English which belongs to the number of English usage in CLIL (Eurydice Network, 2006). The rest of that number is general compulsory subjects based on national curriculum of higher education in Indonesia and internal curriculum implemented as a specific characteristic of the university.

Besides the frequency of the target language used in the instruction which indicates that the classroom is CLIL not CBI, another proof is in the areas the teaching training program focuses on. In this program, the goal is focusing on both pedagogical and English language theories. It means that the students learn the theories of pedagogy as the content subjects with English as a target language that clearly

indicates CLIL implementation rather than CBI (Eurydice Network, 2006).

In this institution, English subject courses that the students have to enroll are divided into four based on students' level. In the first year, students learn foundation of English skills through skill-based subjects to improve their ability in the target language. After finishing their first year, students obtain theory-based subjects to learn concepts and principles of teaching and learning a foreign language. Then, going to the next level, in the third year, students are exposed with research-based subjects to prepare their undergraduate thesis. Last, in the fourth year, they work on their undergraduate thesis and take the last course about academic presentation which equips them with skills and knowledge for their thesis defense.

In each batch, the class is commonly classified into four groups (group A, B, C, and D). It also happens to theory courses. Every theoretical subject was handled by a pair of teachers. Group A and B were taught by teacher 1 while Group C and D were taught by teacher 2. So, there were four different teachers teaching two content subjects. Those teachers have different strategies in teaching content which means they may also implement different activities in their instruction.

## **RESEARCH PARTICIPANTS**

This research involved second year students in the program, specifically in the third semester. The fundamental reason for choosing students in that semester is that they had their first experience receiving theory-based subjects in the form of CLIL instruction. Four students were selected as participants based on the recommendation received from teachers of theory-based

subjects in that semester. Based on the teachers' opinion, the students appointed were articulated, that help the researcher get rich data. The most of all, all participants were participative in doing classroom activities. The teachers also said, since they were active and participative, they were assumed to follow complete steps passed through in the activities. Hence, the students were able to give information about the activities in details and elaborative responses based on what they experienced. They consisted of one male student and three female students. They were presented using pseudonyms (Ana, Bimo, Cindy and Dina) to give them confidentiality.

### **DATA COLLECTION TECHNIQUE**

After getting information from the teachers, the researcher contacted the participants to make an appointment for an interview. The interview for four students was conducted separately using Indonesian language which were the first language of both sides - the researcher and students. Then, the interview was transcribed and validated through member checking. Based on that process, there were no changes on the data collected.

### **FINDINGS AND DISCUSSION**

#### **Quiz**

The data showed that quiz is one of the activities in the program. It was done by the students individually. Four participants also revealed that the quiz was conducted by different teachers in different ways. Some teachers used weekly essay and another one used multiple-choice questions. Weekly essay was done in every meeting while the multiple-choice test was conducted after four topics discussed. For the essay, the students were given two or

three questions based on the assigned chapter and they had to answer them on paper in thirty minutes. Dina said that sometimes, it was done after a group discussion, but some other time, it was implemented in the last thirty minutes of the meeting. It was supported by Ana who said that the students submitted the work after answering all questions and they would get it back next meeting with written feedback toward their content and structure from the teachers. For the multiple-choice test, Bimo said that it took place once in four meetings and there would be one meeting allocated for this quiz only. In this quiz, the students were given twenty multiple choice questions related to four chapters discussed. Ana stated that the students usually finished it in twenty or twenty-five minutes.

The use of weekly essay and multiple-choice test as an option for CLIL classrooms has also been discussed in multiple studies. Regarding the use of multiple choice questions, Linh (2016) stated that that type of exercise is one of common activities besides matching, ordering, mistake finding and group discussion that was designed by Vietnamese teachers in their CLIL classrooms in which some of them focused on the language and some others focused on the content. Based on CLIL conceptual framework and activities classification designed by Barbero (2012), multiple choice question is considered as a lower order thinking skill activity while essay writing belongs to higher order thinking skill activities.

For what the students say about quizzes - both weekly essay and multiple-choice test - students responded that weekly essay provided more benefits than multiple-choice test. Students felt easier to prepare one chapter rather than four



chapters for the test. In addition, Ana stated that she and her friends felt it was worth it for reading one chapter for essay rather than studying four chapters only for twenty questions of multiple choice test. She added that in the multiple-choice quiz, the questions were not discussed after all so that she did not know the right answer. She argued that the teacher had better discuss the questions and the right answer further so that she and other students could understand the mistakes in the quiz and points to improve in the topics discussed.

The data also showed that the students liked doing weekly essay since that activity encouraged them to read. Ana admitted, "I like this quiz. Because of the quiz, I read. Somebody should force us to read." The statement that showed the quiz was able to boost students' willingness to read is also in line with Dina's and Cindy's. They agreed that they could not answer the questions in weekly essay without reading. However, that is contrasted by statement given by Bimo. He said that he rarely read the book. He just listened to his friends who presented the topic attentively. He may be a person who learn from audio instead of reading texts and prefer listening to reading to get information about the topic.

Besides giving space to receive and produce the language and providing them with teachers' feedback, the data also presented some other reasons why some participants responded weekly essay positively as an activity in CLIL by comparing it to the multiple-choice quiz. They preferred to read one chapter and to do the assessment in an essay form instead of reading four chapters answering twenty questions of a multiple-choice quiz. They thought that twenty points would not be able to accommodate content in four chapters. Last but not the least, the students pointed that

weekly essay trained them to use their high order of thinking. Cindy explained that they were demanded to explain in detail and gave real cases taken from daily life and experience as an instance, which means the students had to connect the concept to real life situation.

From the data presented above, it can be concluded that participants supported quiz as an activity that gave them sufficient space to practice the language. However, compared to multiple-choice questions, they were more into weekly essays. Even though there was one student stating that he was reluctant to read and he practiced the language by listening to his friends' presentation, the rest of the participants revealed that the weekly essay was able to increase their enthusiasm to read. Their voices are in line with Dalton-Puffer's (2011) statement that in CLIL classroom, students are empowered to practice new knowledge and skills. By practicing, they will internalize the language and content knowledge accurately and able to produce things from what they have learned. In weekly essays in the context of this study, students got some input of the language and content by reading. Then, in the classroom, they produced the language and put points that they comprehended through writing.

They also revealed that besides improving their language and content knowledge, weekly essay is also beneficial to sharpen their critical thinking skill since they have to relate the concept to their real life. For the language skill and content knowledge improvement, they agreed that the feedback from the teachers played a crucial role. Schuitemaker-King (2013) stipulated that corrective feedback from the teachers in CLIL can promote and scaffold students in learning the dichotomy of language

and content. Being in the same side, Biber, Nekrasova and Horn (2011) stated that from the feedback, which is suggested to focus on both content and forms, students are able to recognize their mistakes and points to improve. Some questions in weekly essays asked them to find a real example for concepts or promote solution to a problem which can be categorized into high order thinking skill (Barbero, 2012). That is in line with Thomas (2011), who highlighted that ideal classroom activities for higher education students is one that trains their critical thinking.

### **Group Presentation**

The next activity mentioned by the participants is group presentation. Working in a group of three or four, the students presented the topic assigned to them. The distribution of the topic and group had been decided by the teacher in the first meeting when the syllabus was given to the students. In one class, this activity was done after group discussion, but in the other, it was implemented in the first turn of the teaching sequence.

Having done this activity, the group typically received feedback from the teachers. The feedback focused on the students' body language, language used and slides in their presentation. Based on the participants' statement, one teacher usually helped the presenters answer questions from the audiences when it was needed and completed information which the presenters might miss to share. Meanwhile, the other teacher only provided short conclusion without giving further explanation on the topic.

From the data, it is known that the students' response toward the activity is positive. Bimo admitted that the presenta-

tion helped him gain good comprehension. He rarely read the book since he found a significant number of unfamiliar vocabulary in the book that hindered his willingness to read. Alternatively, Bimo chose to listen to the presentation rather than reading the handout for weekly quiz.

Even though getting a good response, some participants noted points to consider about this activity. The participants said that presenters' lack of preparation and English ability triggered students not to pay much attention to the presenters. Ana pointed that if the presenters were well-prepared, the presentation would be easy to follow and understandable. Yet, if they lacked preparation, the presentation would be boring because they just read the words on the slides which they just copied and pasted from the book. It made the presentation not communicative. Bimo admitted, "I rely on the presentation to understand the material because they [the presenters] had simplified the language when sharing, but if they just read from the book when presenting, that does not help me."

The students preferred this activity because they considered that commonly, the language used by the presenters was not as complicated as the one used in the book. In result, they perceived it an alternative to understand the topic without reading. However, when the presenters did not do preparation such as paraphrasing the line on the book for their slides and using simple sentences when delivering the presentation, it made the presentation not communicative. In consequence, the students would not absorb information



maximally from the presentation. That is why Dalton-Puffer (2011) said that because of the tension in CLIL where the students learn the language and the content at the same time, CLIL students need activities with communicative and understandable input. In relation to the findings, if the presentation was not communicative, it hindered the students from understanding the content.

From the data presented above, it was revealed that Bimo and other participants felt helped with the presentation. That is also in line with Martinez (2011), who emphasized that CLIL classroom is a learning society where the students learn from people around them, including their classmates and their teachers. They can learn the language itself and the content area learned. In that classroom, Bimo preferred listening to the presentation to reading the book. He and others also stated that the language used by the presenters was simpler than the one used in the book. Therefore, Bimo here, learned the content from his friends and took benefits of CLIL classroom as his learning society.

The last issue that appeared from the students' response toward group presentation was the teacher role. Ana and Bimo mentioned that teacher was the factor to make the presentation effective. When the presenters were confused in answering their friends' questions, the teacher took the place and helped them. Sometimes the teacher also clarified or added some cases or points delivered by the presenters. In this case, the teacher played a role as a facilitator. She let the students practiced and presented the materials and she was ready to give help when the students got stuck in finding a solution. It can decrease students' dependency in learning and practice student-centered learning, which is strong-

ly suggested in CLIL practice (Marsh, Maltjer & Hartiala, 2001; Dalton-Puffer, 2011). In giving that help, the teacher used bilingual (mixed Indonesian and English) and some jokes, which created stress-free ambience in the classroom. Jokes and humor are constituent in applying CLIL because it can reduce students' tension and stress for having dual goals to achieve (Dalton-Puffer, Huttner, Jexenflicker, Schindelegger & Smit, 2008). For being bilingual in class, the teacher might want all students with different proficiency level of English to understand the point. In this case, she understood that it was not easy to learn a new language, which means she tried to put herself in students' position as a language learner. It was a good strategy to make the students not intimidated by the teacher in the classroom (Nikula, 2010). For not feeling unintimidated, they will feel free to ask questions and discuss the content knowledge with the teacher.

### **Group Teaching**

Besides group presentation, in running the classroom, group teaching was also applied to learn both language and content. In this activity, the students were put in a group of three or four to teach other students. This activity was different from group presentation because the students did not only stand in front and present the assigned chapter. They were required to act as a teacher in about ninety minutes. They had to manage the class and teach other students. Dina said that the topic to teach had been distributed by the teacher based on the book used in the first meeting. She added that they could consult to the teacher before the day her group would present to ensure whether their understanding on the book was correct.

Dina added that mostly, the students consulted points to share to others rather than the teaching techniques used.

Dina also informed that in the middle of the activity, the teacher usually raised some issues related to the topic and asked some questions to all students in the class, including the group who taught others. Then, the teacher asked them to discuss the issue with their friends and share their thought to the class.

The evidence showed interesting students' responses about group teaching. Mostly, students were excited with the activity. That was something new for them. Cindy and Dina thought that it assisted them to comprehend the material well. Dina admitted that when she played a role as a teacher, she was demanded to master the materials. To accomplish that task, they needed to read several times and then shared. It made her understand the material maximally. Additionally, before performing, they were allowed to meet the teacher to consult the material. Cindy said that before the meeting, she was confused about what to teach. Then, she initiated to meet up with the teacher for consultation and she felt enlightened afterwards. She said, "I must do that (consultation). I was afraid, if we did not consult the materials to the teachers, our understanding was not in line with what the book said." Dina agreed with that by stating, "By meeting up with the teacher, I could have holistic understanding, so I knew what I had to teach to my friends.

Students' responses toward this activity are also obtained from their suggestion to this activity. It is true that they like doing this activity. Moreover, the teacher assisted them well. However, they perceived that this activity would be more effective if the

teacher raised the issues about the topic later after the presenters finished their teaching. Dina said that the teacher's interruption distracted their focus to their friends' teaching. Cindy added that she felt distracted in teaching their friends when the teacher cut a teaching process she did. When the teacher finished discussing the issues, she forgot in which point she had to continue the teaching.

Regardless suggestion given by the students about the activity, the data showed that this activity is able to engage the students' attention. The students had great motivation in doing this task. They read and pretended to be a teacher for the classmates. Through this activity, the students who acted to be a teacher for the class can practice using the language, which means that the activity provided opportunity for students to practice what they learn. It is in parallel with Dalton-Puffer (2011) who stated that students in CLIL classrooms need activities which give them opportunity to practice the target language because practicing is an effective way to elevate their mastery on the language. This activity also provided repetition that is needed by students in learning. First, they read the material on the assigned chapter. After reading, they met up with the teacher to confirm and make sure what they understand from the chapter is correct. Then, they presented the material to others. Hence, they met the topic on repeat. Based on Elizabeth and Rao (2007), by talking about a certain topic repeatedly, students' retention toward the concept is developed.

Students in the class who listen to friends explaining the materials can learn the content from them. Besides from the students, a party from whom they learn is a teacher. They learn from teacher through

consultation conducted before teaching and from the feedback. This condition is the manifestation of the learning society that Martinez (2011) addressed, where students can experience the process of learning from people there, both from the teacher and their classmates.

### **Group Discussion**

Group discussion was one of the activities implemented in the program. The data showed that the content of the discussion was various. Ana and Bimo pointed, sometimes the teachers gave a real case of how the problems related to the concept learned were applied in their life and asked the students to find a solution. However, some other teachers brought the discussion to review questions in the weekly quiz. They asked the students to share their answers to their group after the weekly essay. Then the teachers guided them into classroom discussion by asking one representative of the group to share the result to the class orally. The last topic to discuss in this activity was prominent points in chapters of the book they read. Cindy and Dina stated that one of the content teachers asked them to make a diagram to summarize the chapter. In doing that, they needed to discuss with teammates to decide what points to be put in the diagram. Dina added that sometimes, they were also required to recall previous lessons to complete the mind map.

Students' responses toward this activity is positive. After reading the book that they considered the language was too heavy, they needed to check and complete information from friends. Bimo said that group discussion helped him since he hardly ever read the book. He got information discussed every meeting from this activity. He added that group discussion created

casual atmosphere so that he never felt shy or reluctant to ask his teammates to explain if he had questions. Cindy had the same opinion. She said, "I read at home but I need to check whether what I understand is the same as what my friends understand". Dina agreed with those participants. She stated, "For those who have not got the points, this activity helps them a lot. They can ask their friends."

This activity is such a medium where the students exchange their understanding after reading the book. They share their knowledge, ask some questions, and solve problems related to the content learned. It means that this activity provides opportunity for the students to interact with each other. That is in line with what Maillat (2010) suggested that a CLIL classroom needs to be set to gain students' interaction and communication. In group discussions, they did so. In addition, group discussion is also a student-centered learning activity because the students actively solve the problems in learning by themselves without depending much on the teachers (Collins & O'Brien, 2003; Dalton-Puffer, 2011; Marsh, Maltjer, & Hartiala, 2001).

The students also issued some suggestions toward the implementation of this activity. Dina addressed that she sometimes felt bored of joining group discussions because meeting by meeting, they did the same thing. They discussed and reported. She hoped that the teacher could create a different scheme for this activity, such as doing the discussion outside the class. She also stated, "I got dizzy in understanding the chapters. The vocabulary is difficult and the content is hard to understand." The statement reflects what they want in learning CLIL. They seem to need more interesting activity that can

reduce their stress because of the complicated language and difficult content. They were striving to understand the language and attempting to absorb that the chapters in the book told them about. In result, refreshing and entertaining activities are needed to lessen the pressure and tension in CLIL which is suggested by Dalton-Puffer, Huttner, Jexenflicker, Schindelegger and Smit (2008).

## CONCLUSION

This study reveals classroom activities that facilitate the students in improving their new language and comprehension on content subjects. Not only types of activity implemented, this research also scrutinizes students' responses toward each of them. The evidence illustrates that quiz, group presentation, group teaching and group discussion are activities applied in dual-focused instruction of the English teacher training program, the place where this research was conducted. Students perceived that those activities are able to help them achieve the learning goal that is acquiring the language and theoretical subjects.

From the findings and discussion, it can also be concluded that the key factor determining the success of an activity is the teacher. Quiz will be a good activity to assist students in learning theories and a target language as far as the teachers choose the right type of quiz. The students show a positive response to the quiz that provides them sufficient opportunity to use the language, such as an essay instead of multiple-choice quiz. Similar to quiz, group presentation, group teaching, group discussion become a facilitative tool to gain the English skills and content if the teachers help the students without making them dependent on the teacher' assistance.

Teachers can also change classroom ambience in CLIL, which is usually demanding because of double focused goals to be more interesting and stress free by doing a fun thing such as making jokes while teaching.

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# The Implementation of Role-Play-Based Activities: What EFL Students Learned

## ABSTRACT

Role-play has been utilized in higher education in various fields with varied procedures. Its ability to foster language learning and certain soft-skills has been investigated in myriad of studies. The current study investigated five EFL students' views of their learning in role-play-based activities. The study took place in an English language department in a private university in Yogyakarta, Indonesia. The data for this qualitative research were taken by in-depth interviews through online video calls. The finding revolves around the four role-play-based activities, namely self-inventory, job-interview questions, presentations, and role-play performances. In the self-inventory activities, participants mostly learned about themselves, where they made a reflection of what can describe who they are. The job-interview questions activity supported participants' learning the knowledge of the role-play topic. In the presentations, most participants learned interpersonal skills. Lastly, the role-play performances fostered the different aspects learned in the prior activities, namely how to present their strengths and weakness in the self-inventory, the questions which might be asked and answered by interviewers and interviewee, and the dos and don'ts of a job interview. The conclusion which can be drawn from the findings is that a careful and well-planned structure of applying role-plays in higher education setting is one of the keys that seems to support students' learning.

*Keywords:* role-play, learning through role-plays, role-play implementation in higher education

## INTRODUCTION

Role-play has been used in the field of English as a Foreign Language (EFL) teaching and learning enormously. It is used in different manners in different context,

depending on various factors such as the age of the learners, the goal of the learning, and the skills to be improved. It can be in the form of a performance of a



short dialogue, planned or impromptu, or a longer performance with lengthy preparation.

The reason why role-play is used often in the field of EFL might be due to the benefits that it has. Role-plays have been found to improve students' oral communication or speaking skills in English (Aliakbari & Jamalvandi, 2010; Rahimy & Safarpour, 2012; Shen & Suwanthep, 2011), encourage students to speak (Kumaran, 2010), reduce the anxiety to speak in English (Sağlamel & Kayaoğlu, 2013), and improve writing skill (Erdogan, 2013), to name a few. In addition, some studies on the use of role-plays in TESOL in higher education reveal that role-plays might, among others, facilitate the development of students' cognitive skills (Shapiro & Leopold, 2012), self-discovery (Crutchfield, 2015), and emotional aptitude (DiNapoli, 2009). With these findings, it is plausible to consider the use of role-plays in the process of teaching and learning; and therefore, it is important to keep evaluating its implementation to understand how it supports teaching and learning. The current study is one of the efforts to understand one implementation of role-play from the students' view, who would eventually be the one benefitting from its implication.

In higher education scheme, role-plays have been used in different forms and are usually a part of a set of related activities. The role-play performances are usually the product of these sets of activities. Among the many sets of activities, few instances are called critical drama (Shapiro & Leopold, 2012), creative drama (Erdogan, 2013), public reading (Crutchfield, 2015), process drama (Donnery, 2014), and applied drama (Sharp, 2014). All of them incorporate rigorous preparation and various activities before the actual role-play performance.

However, there have been lack of studies exploring role-play as a part of a set of activities. Most studies mentioned above and in the previous paragraph only looked at a particular aspect as the end result of the activities in relation to what skills the role-play helped develop. This is the gap in which the current study tried to fill. With this study, I aimed at investigating the implementation of role-play-based activities by looking at each part of the overall activities from the students' view. More specifically, I looked into what the students learned from their involvement in each of them and/or how the activities help them learn

### **THE IMPLEMENTATION OF ROLE-PLAY-BASED ACTIVITIES IN EFL**

In the context of higher education, role-plays might be scarcely seriously regarded. This may be due to the idea that role-play is viewed merely as fun activity, which focuses on 'play' that might be seen as not suitable and too superficial for students in higher education (Sharp, 2014). Therefore, the application of role-plays in this level of education should be approached in a different way from when it is applied for younger learners, and not treated as merely a fun activity. Some of the examples of how it is applied in higher education context are discussed in the following review.

In an English for Academic Purpose (EAP) subject, Saphiro and Leopold (2012) used role-play with the approach of critical drama pedagogy, which is the concept of using drama for classroom, where the role-plays should be "cognitively challenging" and "linguistically relevant" (Saphiro & Leopold, 2012, p.123). The critical drama was done in two classes

focusing on oral and written communication accordingly. The topics of the role-plays were 'legal trials' and 'scholarly dialogues'. For eight weeks, students had to be involved in the activities specifically prepared to meet the standard of the ten questions mentioned above. The activities included several research activities, analyses, and discussions as the preparation. In the 'legal trials', students in the beginning of the course were only given cases, and in the end, their role-play was all based on the preparation that they did based on the given case. Meanwhile, the scholarly dialogue was a role-play done before the research to prepare students' ideas of writing their paper. Related to 'legal trials', the students in this study suggested that the activities have reached the cognitive and linguistic goals (argumentative and English skills), but one of the topics was rather remote from their preference, so they enjoyed the activities less. In addition, one of the students' suggestions was referring to the need of more balanced preparation between the research and the role-play performance. Meanwhile, concerning the role-play in 'scholarly dialogue', students felt that it helped them structure their research paper.

Another set of activities using role-plays is called creative drama (Erdogan, 2013). These activities were conducted in three steps as proposed by Adiguzel (as cited in Erdogan, 2013). The first step is the preparation-warming up activity, which is aimed to activate the senses and build the group dynamics. The second step is called animation, which focuses on the development of a topic. And the last step is the evaluation-discussion step, where the outcomes of the activities are evaluated. This program was applied for seven weeks, where participants were to write six different genres of narrative. Each section followed Adiguzel's

three steps. The preparation steps included activities aimed at preparing the students mentally and physically for the upcoming task. The animation step involved some drama techniques such as improvisation and role-plays. The last step, the evaluation step, was conducted in different ways depending on what extent measured in each section. The students stated that these activities were enjoyable and made writing easier for them, and thus, made them like writing more. The creative drama also helped students' interpersonal skill since they had to work with the other students, although the big number of students involved in one class seemed to be a drawback that the students felt.

The next application of role-play was conducted by Crutchfield (2015) in a class to investigate the experience of students in a theatrical performance. The role-play performance here is in the form of public reading. To gain the students' insight on their experience, the students were asked to write course journals, "where they wrote responses to in-class creative writing prompts, reflections on their personal experiences with these prompts, and more free-form expressions of thoughts and feelings, particularly in relation to their experience of the Public Reading" (Crutchfield, 2015, p.4). In the end of the program, students performed a public reading, where they read the scripts they produced during the program in front of audience, which comprised of their peers, faculty members, and the public. Therefore, this performance is slightly different from the more common form of dramatic performance which involves movements and props. The students were given two prompts which asked about their feeling prior to and after the performance. The first prompt about their feeling before the

performance resulted in emotions such as nervousness, excitement, fear, concerns about audience and their upcoming performance. The second prompt concerning students' feeling after the performance resulted in themes such as pride, pleasure, self-knowledge, ensemble feeling (the feeling of comfort as a part of a group), relief, nervousness, knowledge of performance, and courage. Gaining from the data, Crutchfield (2015) concluded that the students' performance experience became a place for a "deep emotional investment" (p.27) and the performance became the place for their "self-discovery and validation" (p.28).

Of all three examples of how role-play is applied in the classroom in higher education context, each was conducted in a different and specific procedure based on the need and the goal of the class discussed. The students' gain and experience were also varied. This means that there is not one exact way of applying a role-play based activity for teaching and learning because each way will result in very specific and different experience, which at some points, supports some type of learning.

## **METHODOLOGY**

Since this qualitative study was conducted to a very specific and particular setting, a case study design was implemented (Cohen, Manion, & Morrison, 2011). Cohen et al. added that this means that it was conducted by gathering in-depth data, but the result has limited generalizability.

The study was conducted in an English Language Education Department of a university in Yogyakarta, Indonesia. The subject where the role-play-based activities were applied was one of the subjects

offered in the first year, where subjects are mainly focused on building students' language skills (listening, speaking, reading, writing). Since the department is aimed at producing graduates who are not only ready to be English teachers – as its name suggests – but also ready to be entrepreneurs, some subjects are made related to career and business. The subject that became the context is one of those subjects. In this subject, the topic is focused on English listening and speaking skills that are commonly needed in job-interviews and business presentations.

There were four students taking part in this study as participants voluntarily. There were one male student and three female students. It was a coincidence that all of them received a high grade for their role-play performance from the teacher. This might influence the way they viewed the implementation of the role-play and how it helped their learning process. The participants are presented in pseudonyms, namely Anin, Zaki, Mariana, and Elia.

The data were collected through interviews. At the time of data collection, I did not have the access to meet each participant in person. Therefore, all interviews were conducted through online video call while being recorded with the participants' consent. The collected data were coded using what Saldaña (2016) called as "values coding", which is used to code "data that reflect a participant's values, attitudes, and beliefs, representing his or her perspectives or worldview" (Saldaña, 2015, p.131). This suits the aim of this study, which looked into the participants' views of what they have learned through the role-play based activities.

Concerning my positionality, as one of the teachers working with the students in the setting of this study, and as a person having a particular interest and experience in dramatic plays, I might hold certain bias and subjectivity in analyzing the participants' perceptions. My teacher-student relationship with the participants might also have influence on the answers they gave to the questions I posed in the interview. Therefore, the readers of this paper should take that into account to take the findings cautiously.

### **THE IMPLEMENTATION OF ROLE-PLAY-BASED ACTIVITIES IN THE STUDY CONTEXT**

Before I present the findings of the study, first it is imperative that I give a detailed description of the activities conducted in the context of the study. The role-play-based activities implemented in the current study context is a part of a subject entitled English for Career Development and focused on listening and speaking skills (ECDLS). This subject has its pair, which was called English for Career Development and focused on reading and writing skills (ECDRW). The first half of the semester (eight weeks), the subjects focused on teaching students about job-interviews. While in ECDRW students learned to prepare documents for a job-interviews, such as application letter, curriculum vitae, and resumé, in ECDLS, students learned how to perform or face the job-interview. This is where the role-play-based activities were implemented.

The activities consisted of four parts. The first two parts functioned as the preparatory activities before the actual performances. The first part is called 'self-inventory', where students should learn about themselves regarding their strengths and

weaknesses, and what they wanted for their career. This activity was aimed at preparing students to choose how they would present themselves in a job interview.

The second part was understanding questions that might appear in a job-interview and how to answer them well and follow-up questions that a job applicant might ask in a job-interview. In this second part, students learned and discussed the questions from the material brought by the teacher. This activity also involved a small role-play where half of the students played a role as a company owner and half of them played a role as job seekers. These activities were aimed at giving students insight about the dialogue that might take place in a job interview between an interviewer and interviewee.

The third part was students' group presentation, where students were required to do research about the dos and don'ts of a job-interview and shared what they found in front of their peers. The materials for the presentation were totally from students' research. Teacher's role in this activity was to give feedbacks and shared her experience as a job-seeker and an interviewer in the past. The activity aimed at understanding knowledge around job interviews which exceeds language skills, such as rules of grooming, body language, and ethical conducts.

The last part is the main part, which is the role-play of two job-interviews. This is where the students participated in the role-plays in pairs, in which they played the role as an interviewer and interviewee. Previously, each student was required to find a job-vacancy of their choice from any sources (internet, newspaper, magazine, flyers, etc.), and their role-plays would be



the simulated interviews for this vacancy. The students created their own script and planned their play based on the knowledge they gained during the preparatory activities. The students performed the role-plays with the teacher as the sole audience. This activity was aimed to give the space for the students to apply the knowledge they gained from the previous activities.

## **FINDINGS**

Interviewing the participants, I focused on understanding how each part of the role-play-based activities helped them learn and what they learned from it. The findings are presented into four parts, namely, self-inventory, job-interview questions, presentation, and role-play. The part naming is based on the label I use to name each activity. As explained previously, the first three parts are the preparatory activities that would eventually become the base to hold the role-play performance in the form of job-interview simulations.

### **Self-Inventory**

This first preparatory activity was set to prepare the character or the role that the students would play in their role-play performance. Since job-interview was a topic that the students might face in real life outside the classroom, the role as the interviewee, or job seeker, should reflect the students' characters in reality. All four participants stated that the activities in self-inventory helped them learn more about themselves, and help them decide how their character should be presented in the role-play performance.

Anin stated that she learned something new about her weaknesses from her group mate in the small group discussion as a part

of the activities in self-inventory. She mentioned her being talkative as her weakness. She mentioned that what she felt as a normal behavior was apparently an annoyance to her classmates. She stated that she was defensive at first, but then learned to accept what her friends said about her and tried to control herself.

Meanwhile, Zaki, Mariana, and Elia declared that in terms of their strengths and weaknesses, they in fact, had known them before the self-inventory activities. Mariana said that the self-inventory activities helped her to be more honest about her weaknesses. In line with this, Elia elaborated further that addressing her strengths and weaknesses with her friends and reflecting them for preparing her character for the role-play made her start to think of making self-improvement. She mentioned that she started to think of how to work on her weaknesses and put into practice in her daily life. This thought of starting self-improvement was also shared by Zaki and Mariana.

Other than helping the participants learn about themselves, the self-inventory also helped them make the considerations on how to present the character that they played as the interviewee. From these activities, all participants stated that they started to build the character of the interviewee that they would play. They started to think about one part of the scenario, which was, the selling part, in which they should talk about their strengths and weaknesses in a way that could convince an interviewer.

### **Job-Interview Questions**

After self-inventory, students learned few questions that often appear in a job-interview. This part consisted of listening to

lectures, watching videos containing the material, and discussions of the possibly best ways of answering those questions, and a short role-play. All participants stated that these activities helped them compose their dialogue in the role-plays. What they learned was rather straightforward. This means that they learned what they were supposed to learn, namely the questions and answers in a job-interview. Most of them took for granted what the teacher brought to class because they had no experience in a real job-interview before taking the subject and thus, they immediately took the knowledge shared by the teacher. However, all participants mentioned that they eventually also looked for other resources, namely the internet and their more experienced peers to give them options in composing the dialogue in the role-play and to crosscheck whether a real job-interview had the same questions as the ones learned in class.

### **Presentation**

The presentation that students should give was about the dos and don'ts of a job interview. This activity was independently done by the students in small groups. This means that the teacher did not provide any material prior to the activity. Students researched for their materials from any sources available to them. All participants stated that what they found and learned while preparing their materials for the presentation became the consideration in preparing their role-play scenario and dialogues; what to include and what to avoid.

Since the activity was conducted in groups, what participants learned were mostly related to their interaction with other group members. Mariana, for instance, shared that she experienced a

struggle because she was in between two strong-headed group mates, who had contrasting ideas. She said that she learned to stay calm and control herself because she had to be the peace maker and the one finding the middle ground. Similarly, Elia said that she learned to communicate with different types of people, and how to solve problem with that communication, or to make a decision when a group member is someone that she had problems to cope with.

Concerning working with others, Zaki shared that he learned to take responsibility. He shared that one of his group mates did not participate fully in preparing for the presentation. He said that because in the end, the teacher would also look at how the group performed as a team, he felt that he needed to take action to save the group's face in case his irresponsible mate did not show up in the presentation. Therefore, he decided that everyone in the group should understand the whole presentation material and not just their individual part to ensure a good presentation.

While the other participants learned how to communicate and work with other students when there were difficult peers in the group, Anin, on the other hand, chose to work alone for the material preparation and did not want to bother compromising with her group members. She stated that her group mates only counted on her and did not want to contribute enough for the group. What she learned from this activity is related to what makes a student take a task seriously, viz. grades. She said that when it was time to present in front of the class, her group mates became very responsible and tried their best to perform. She concluded that this was because of the teacher's policy to grade the student as a



group and individually. She learned that grades were powerful enough to make students do a task seriously.

### **Role-Plays**

Performing the role-plays by preparing the dialogue and scenario based on what they learned previously, four participants shared different views of what they learned. Anin and Mariana mentioned nervousness in the job-interview role-plays. They shared that they felt nervous in the performance. While Anin learned that a job-interview is a nerve-wrecking situation, Mariana focused more on learning about herself. She found out that she was a nervous person because of the tension that she felt.

In addition to what she learned about job-interview tension, Anin also learned about herself after feedbacks from her partner. She stated that she likes improvising in her role-plays, which makes her incompletely committed to the prepared dialogue. This resulted in her partner's struggle. She stated that later, her partner confronted her because of what happened. From then on, she received more feedbacks from other classmates that she needed to focus on the plan. She learned that she had a focus issue, and learned that something, which she thought as harmless, such as improvising, could cost other people. It is clear that Anin's perception of herself is influenced by what her peers said.

The role-plays in the context of the study are aimed to give the students a space to practice or implement what they have learned theoretically. This aim seemed to correlate to what Mariana, Elia, and Zaki shared with me. Mariana believed that after she had learned the theory, she needed to put it into practice. She said that role-play

made her become experienced in a job-interview, even though it was not a real job-interview. For Elia, the role-plays helped her recall everything she learned previously, namely the knowledge about job-interview. She stated that the knowledge was stuck with her. She could not forget the things that she learned and what happened in the role-play. In line with this, Zaki mentioned that what he learned from the role-play performance is about how many details that he had to pay attention to when facing a job-interview. There were various aspects that he and his partner considered when creating the dialogue and other aspects of the role-play, such as his outfit and his body language. These aspects were the knowledge that they learned during the preparatory activities. Thus, it can be summed up that there was a reciprocal benefit, namely, the preparatory activities help Zaki performed his role-play, and the role-play help him implement what he learned in the preparatory activities.

Finally, Elia learned that role-plays made everyone actively participate. She argued that in other activities, usually, only certain students stood out. However, role-plays gave the chance to everybody to be actively involved because if he/she is not, it would show clearly in their performance. She stated that many of her friends felt the joy of being recognized by the teacher because of succeeding in their performance.

### **DISCUSSIONS**

From what I found in this study, I can draw some important points about the role-play-based activities. First and for most, a thorough and extensive preparation for a role-play performance seems to

be the key to what the participants learned and how the role-play-based activities helped them learn. All participants related the quality of their performance to their preparation. Erdogan (2013) emphasized that the preparation before the role-play is one of the parts effective in improving the skill aimed to improve. In the current study, each preparatory activity supported the role-play performance and conversely, the role-play performance supports the learning of the knowledge gained in the preparatory activities. This reciprocal benefit can also be found in Saphiro and Leopold's (2012) study, where role-play helped students compose their writing, and research conducted prior to role-play supports the role-play performance. In Saphiro and Leopold's (2012) study, higher order of thinking, such as analyzing and evaluating cases became one of the aspects paid attention to. This skill also seemed to be fostered in the current study because students were given significant independence to decide and to make their own judgment in preparing and performing their role-plays.

Another point to take from the finding is that putting the students in a position where they have to work with others can foster learning about themselves and others. All participants shared their issues in working with their peers in one or two of the activities. Each of them shared different ways of solving the issues with their peers. They learned to communicate, compromise, and avoid conflicts, such as what Mariana did by being the peace-maker between her conflicting group mates. This corroborates to Erdogan's (2013) finding that role-plays help students learn interpersonal skill since they have to work in groups. In addition, having issues with other group members also helps the participants learn about themselves. Mercer (2011) argued that external factors such as

the experiences of learners with others and the feedback from others might sometimes influence the way the learners view themselves. Mercer added that how the influence works also depends on the relationship between the learners and the feedback giver. The way the learner perceives the feedback giver will decide whether the feedback is taken or not. If the learner thinks positively of the feedback giver, he/she possibly considers the feedback. In the case of Anin, for example, she might have a positive relationship and positive thought of her peers since she seems to listen to their feedback about her and really thought of how her action affected her peers.

Another point that I draw from the finding is what the participants learned about teacher's influence on the students' performance. Anin mentioned the teacher's grade and Elia mentioned the teacher's recognition as two of the factors that encouraged students to perform well. Both participants learned this from their observation on their friends' attitude. They learned that teachers also play a significant part to influence some students' willingness to perform well. The conclusion that Anin and Elia made that the teacher's grade and teacher's recognition influence the students' performance might be a useful reference as a student-teacher. This is in line with Sharp's (2014) argument that drama in EFL teacher education has dual functions; it provides students with the opportunity to practice and improve their language skills, while at the same time learn some practical relevance to their future career as a teacher.

Last but not the least, the important aspect to pay attention to is the theme or topic of the role-play and its relevance to

students' real life. DiNapoli (2009) implied that role-plays often lack affective aspects because of lacking dramatic aspects; and therefore, provide less meaningful experience for the students. I would argue, however, that role-plays can still be meaningful for students when the topic played is related closely to their real life. From the beginning of the preparatory activities to the actual performance of the role-play, the center of attention is the students themselves. The character they played was basically themselves in a new identity - a job seeker. The dialogue was also based on how they wanted to approach a role-play based on their own imagination if they were in a real job-interview. All participants stated that at some points, they learned about themselves and the improvement they needed to do apart from what they expected to achieve in the classroom. Take for example, how Mariana learned to be more honest about herself, or Anin's realization of how her peers viewed her. Both seemed to take a meaningful mark in their learning that they saw themselves slightly differently than they used to.

## CONCLUSION AND IMPLICATION

All in all, it can be summarized that the role-play-based activities in the current study became a place where students learned some aspects. In the self-inventory activity, the participants learned about themselves (self-reflection). In the job-interview activity, the participants learned about the possible questions in a job-interview. Meanwhile, in the presentation, the participants learned about interpersonal communication and what could make a student take a task seriously. Lastly, in the role-plays, participants learned about themselves concerning their interaction with other students. The conclusion which can be drawn from the findings is that a

careful and well-planned structure of applying role-plays in higher education setting is one of the keys that seems to support students' learning. What the students in the current study learned was all fostered through carefully prepared activities, which connect to each other and the ones holding the theme related closely to students' real life.

As concluded previously, a careful and well-planned structure of applying role-plays in higher education setting is one of the keys that seems to shape students' perception on their learning. Students in this level of education is within the time frame that urges them to have independence, confidence, and higher order thinking, which can be promoted through the application of role-play. Thus, this should be the consideration when an educator or an institution plans to use this approach in teaching and learning.

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# **“I couldn't play in it, but I loved it.”: Teachers' Views on Participating in English Drama Performances**

**25-33**

## **ABSTRACT**

This study is an attempt to explore the teachers' views on their participation in the English Drama Performance (EDP). Employing a qualitative approach, this study was conducted by selecting three English teachers from three different types of education, who have been taking part in the EDP for a minimum of two performances. Data were collected through a one-on-one interview with three participants. The finding revealed that the teachers, at first were doubtful in participating in the EDP; however, after many rehearsals, they found enjoyment. In addition to their feelings, the teachers expressed their likes and dislikes in participating in the EDP. They also mentioned about the effect of their participation in the EDP towards their English skills. The study found that by participating in the EDP, the teachers could express several English language functions, enhance their pronunciation skill, practice communication skill, ease reading, and improve vocabulary. In addition to the effect on their English skills, their participation in the EDP contributes to the way they teach English to their students.

*Keywords:* drama in education, English drama performance, teachers' view

## **INTRODUCTION**

Learning English has always been identical with the duty of students in the context of teaching and learning in Indonesian schools. Students have become the objects for teachers to maintain their career in teaching without considering whether or not they enjoy the teachers' teaching style or are happy with the teachers' English

skills. In addition, students are the ones who are always asked to improve their English skills while actually English teachers also need to advance their skills. In this case, developing the standard of teaching and learning can be through improving the quality of teachers (Raihani & Sumintono, 2010).



Ironically, English teachers in Indonesia have recently been burdened with more administrative work on top of their hectic teaching schedules. With this, it can be difficult for English teachers to have time to improve their own English proficiency skills because of their own work obligations. In fact, in the 2013 Curriculum document, English teachers are obliged to prepare syllabi, lesson plans, semester programs, annual programs, daily assessments of both soft skills and hard skills, design test items and their analysis. This phenomenon has forced English teachers to stay longer at school. According to an informal interview conducted by the researcher with some English teachers in Yogyakarta, they admitted that they had to do extra work to fulfill the need of teaching in the new curriculum.

On the other hand, there are several English teachers who are still willing to improve their English skills by participating in some professional development forums regardless of their heavy work schedule. In one of the English teachers organizations, one program that has been done to help develop teachers' competence is the production and performance of English Drama. This English Drama Performance (EDP) was initially played by all English teachers who belong to that particular organization. These English teachers were taken from all five districts in the Yogyakarta Province and the performance has always been done in English, in a playback styled performance. The stories in these dramas have always reflected Indonesian folktale stories.

In participating in the English Drama Performance, not all teachers were willing to get involved. Most of them said that they were not confident and could not act in the drama performance. It is in line with

Dodson (2000), who argued that, "teachers who were not trained to teach communicatively may shy away from drama" (p. 133). Moreover, they had to sacrifice their time to do the script reading, rehearsal, and recording before the performance. In addition, previous studies about English drama have always focused on researching students', pre-service teachers' perspectives or the benefits of drama for students. Ozdemir & Cakmak (2008) conducted a research on the effect of drama education on prospective teachers' creativity. Another study was done by Lee (2007), who selected secondary school students as his respondents to reveal their perception of learning English through drama. However, few studies have discussed from the teachers' point of view. That is why this research is conducted to explore the teachers' views in participating in English drama performances in terms of their feelings and the effects of their participation toward their English skill improvement.

## **LITERATURE REVIEW**

In this research, the focus is on the teachers' participation in EDP and it is based on the theory of Teachers Professional Development

### **Teachers Professional Development**

From the background of this research, it was mentioned that there are some teachers who are enthusiastic in joining professional development organizations in addition to their tight teaching schedules at school. Why does this matter? Did the teachers not already learn English in college? These two questions may irritate some teachers, however some admitted that they had already taken part in professional development activities such as



joining seminars, conferences, and workshops. However, there are times when professional development does not always happen in a formal way, sometimes occurring in situations like discussions with other teachers from different schools, doing a research, and independent reading (Mizell, 2010). In addition, Kennedy (1999) mentioned that teachers joining the professional development have been accustomed to have many tasks in one go and they could find balance among those many challenges.

Teachers need to do professional development since it can benefit them “by learning in the setting where they can apply what they learn” (Mizell, 2010, p. 8). However, many experts have mentioned many kinds of professional development activities such as Sher and O’Reilly (2009) as cited in Kennedy (2016) compared “programs that focused on subject matter with those that focused on pedagogy” (p. 946). While Blank and de las Alas (2009) in Kennedy (2016) found more effective programs like in follow-up steps in teachers’ schools, active learning methods, collective participation, and substantive attention to how students learn specific content. The program mentioned earlier can later be related to what the teachers in this research participated such as in the English Drama Performance. Teachers who became the cast in this performance did activities which were not a part of their daily responsibility. They spare their time to develop their skills related to role-play. Therefore, this activity can be considered as a part of their professional development.

### **Drama In Education**

A number of studies have shown the benefits of drama in education, especially in English classes. Thomson and Evan (as

cited in Yin, 2015), argued that drama is a great medium to enhance language skills, initiating social interaction, and group participation. While Balais (2002) stated that drama is a process of learning, which involves thinking and feeling. In addition, Baldwin and Fleming (2003) said that drama activities can create genuine contexts for language and reasons to communicate. Sam (1990) concluded that drama “helps to extend, retain and reinforce vocabulary and sentence structure through role-play and communicative games” (p. 86). From those studies that have been conducted previously, it was clear that drama provides many benefits for the players in terms of developing their communicative language skills, providing a space to learn English through its context, and interacting with colleagues.

### **METHODOLOGY**

This study is a follow up study from a recent study conducted at one of the English Education Departments in Yogyakarta where the researcher was part of the authors. Although the drama performance was conducted annually, teachers’ participation and interest have been constantly shown in this program. Three English teachers were involved in this study and all their names are in pseudonyms. The first one was Mrs. Sinta, a Junior High School English teacher, who has taken part twice in the EDP. The second participant was Mrs. Delima, a Vocational High School English teacher, who has participated three times in the EDP, and the last one was Mrs. Putri, a Senior High School English teacher, who has played a role three times in the EDP. The data obtained was mainly based on a one-on-one interview using Indonesian language to ease the participants to express their views.

Each interview session lasted for twenty five to thirty minutes. The interviews were also recorded and transcribed.

In addition, to help supplement the data, an observation during the rehearsal times' interaction with the participants was also taken into consideration. The rehearsal was done more than ten times for each of the performances. In every rehearsal, the researcher was there to act as the director of the performance. Thus, he knew each of the roles in the EDP well.

### **THE ENGLISH DRAMA PERFORMANCE**

The English Drama Performance was firstly performed in 2012. Since then, it had performed every year at the national or international conference under the supervision of the teachers' organization. In each of the productions, Indonesian folktales were brought up as the theme of the performance. The procedure in implementing the EDP was started by writing the script, doing the casting, reading the script, recording, rehearsing, and performing.

### **FINDINGS AND DISCUSSION**

This study aims to reveal the teachers' feelings about their participation in EDP and discovering how their participation affects their English skills based on their view point. The detailed explanation on the findings is presented below.

#### **Teachers' Feeling About Their Participation In EDP**

This section discusses the general feelings experienced by the teachers during their participation in the EDP. In addition, it explores their likes and dislikes towards their participation in the EDP. All of the findings were written based on the result of

the interview with three participants.

The result of the interview and observation during the interaction with the participants in the EDP revealed that teachers' feelings about their participation in the EDP were various. At first, teachers were in doubt since they did not have any background in drama. They also felt worried and they thought they could not do it. "When I first played in it, I was not sure about what I was doing since I did not really understand, I didn't feel I could do it", Mrs. Putri explained. A similar thought was also shared by Mrs. Sinta. She felt that when doing the script reading, she was also surprised as well as frightened. "In the script reading session, which happened to be the first meeting of the rehearsal, to me it was surprising and frightening." It turned out, it was her first time playing the role and when she received the script, she had no idea how to act it out or sing it.

However, after all the rehearsals were completed, a contrasting feeling was admitted by Mrs. Putri. There was one situation where she felt she was eager to perform. "When I wear the costume, I feel energized", Mrs. Putri said. Moreover, the teachers' feelings were getting more excited after receiving all the applauses from the audience. This feeling was expressed by all participants. "I am not going to say anything but that I was contented. I guess, that word has represented all my feelings in this EDP participation", Mrs. Shinta uttered. Last but not least, Mrs. Putri and Mr. Delima portrayed their participation in the EDP as a travelling experience. "Indeed, I experienced a beautiful life journey since my first participation in 2012", Mrs. Putri said. While Mrs. Delima

mentioned, "What I feel about my participation in this EDP was like a soul recreation".

This finding is in line with Lee's (2007) statement about degree of comforting in participating the EDP. According to what he found, "more students seemed to feel uncomfortable at the beginning, but they got used to performing after a few times" (p. 37). This is what the teachers actually experienced. When they admitted that they could not act in the play, it was just a matter of time. It was obvious that all of them at first possessed uncomfortable feeling, yet, when they had done practices, they were in tune with their roles and finally they could enjoy it.

*What teachers like about their participation in EDP.* From the interview transcription, it was shown that the teachers found their participation in the EDP as gaining new experiences since it was completely different from their daily routines, which is teaching. It was said by Mrs. Putri, "What I like from this is because I gain new experiences which I don't get it as a teacher." While the other teacher stated that she liked the way she had to create chemistry with the other role. "When we talk about acting, I enjoy my part when I have to get to know other people to build chemistry so that there is a connection among us", Mrs. Shinta uttered. In the same vein, Mrs. Delima supported her statement by saying that she loved the togetherness in participating in the EDP.

This finding supports Sandi's (2017) recent research, who mentioned that participation in English drama could build togetherness. In addition, she also revealed in her research that participating in the EDP means gaining new experiences. It was also shown during the interaction with

the participants that they were enthusiastic in attending the rehearsals. Even though one of the participants' house was located far from the city and it took nearly one hour to get to the rehearsal's venue, every time she arrived, she looked excited meeting the other members of the cast. Another research conducted by Lee (2007) also revealed that the different setting in the drama has created a relaxing environment. This can be described from a teacher's daily routines at school. They are planning, teaching, and evaluating. In addition, all of these activities demand the teachers to be the so-called director in the classroom. However, when they participated in the EDP, they rehearsed, danced, and performed on a stage, which give them a real different setting.

*What teachers dislike about their participation in EDP.* Not only did teachers enjoy the participation in the EDP, they also experienced negative feelings especially about the other members being undisciplined. This was strongly mentioned by all of the participants that they did not like it when the other actors or actresses did not turn up in the rehearsal. "I am sorry to say that I don't feel comfortable if the others are not disciplined", said Mrs. Shinta. In line with her, Mrs. Delima also stated that, "when they actually had confirmed to attend the rehearsal, but it turned out they cancelled last minute, it really bothered me". Meanwhile, Mrs. Putri expressed her dislike by stating that, "it indeed needs a sacrifice especially in time management".

Discipline problem was also revealed by Lee (2007) in his research, however, the problem was not related to time management, but it was on the students being undisciplined during the preparation time.

These students were playing and relying their work on the capable students. In the EDP, there were actors and actresses who became the main ones, while the others were supporting ones. Sometimes, the supporting actors or actresses relied themselves on the main ones. They were not really serious in playing the roles since they would not become the focus of the performance.

### **Teachers' Views About The Effect Of Their Participation In EDP Towards English Skills**

In participating the EDP, the English teachers have admitted that it has affected their English skills. From the interview, it was shown that their participation has helped them practice several language functions, enhance their pronunciation skills, practice communication skills, ease reading, improve their vocabulary, and convey meaning through songs.

*Participating in the EDP helped me express several language functions.* Language functions in speaking are important to learn because in speaking, people use the language functions to communicate, such as in the context of agreeing and disagreeing, expressing sympathy, and expressing likes and dislikes to name a few. Not only for students, teachers also need to master the language functions in order to be able to transfer them to their students. From the interview analysis, it revealed that the teachers' participation in EDP helped them express the language functions. It was mentioned by Mrs. Putri, "this time is about speaking from the heart, I try to express what the script is, so that the language functions work." She added, "The same words but different expression, for example, the phrase 'I told you'. Does it attempt to show anger or advice?" When the speaker emphasized the stress on the word 'told',

supported by his mad facial expression, it shows that he is angry. On the other hand, when it used the falling intonation, it can mean an advice.

This finding also supported Mahoney (1997), who claimed that drama performance provides participants an adequate space for self-actualization. Maslow (1943) mentioned that self-actualization "refers to the person's desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially" (p. 382). In the EDP, the teachers can express their potential that they are hesitant to actualize it in the classroom. One example is when teachers teach the language functions for disagreement. In the EDP, the teachers can act while saying the disagreement freely. This is also in line with Mahoney (1997), who argued that fluency of expression in drama creates opportunities for conversational use of language, which promotes fluency of expression. For instance, while teachers are practicing a play, they are encouraged to repeat words, phrases and sentences several times. By so doing, they become fluent in using such expressions. This was also shown in the process of the recording. Each of the cast did many repetitions on certain phrases or expressions to create a good audio.

*Participating in the EDP helped me enhance pronunciation skill.* In the EDP, pronunciation has become one of the most crucial aspects in determining the success of the performance. Through one of the processes in the drama production, called recording, the skill of pronunciation was really proven. Therefore, the three participants admitted that their participation in the EDP has improved their pronunciation skill. "During the recording, I am questioning myself, 'Did I pronounce it correct



ly?', 'How is the stress in this word?', and even though the Javanese accent appeared, at least other people understood", said Mrs. Putri. In addition, Mrs. Shinta stated that in the recording, there was a consideration on where to give the stress on certain words; therefore, it was not just about pronouncing the words, but also about making the words meaningful. In the same vein, Mrs. Delima uttered, "I think intonation is necessary, in this EDP, I got to apply it naturally since it supports how we use the language".

In the EDP, the participants agreed that they are encouraged to pronounce the English words correctly since it was recorded and was going to be played in public. This is in line with what Chukueggu (2012) proposed about the benefits of drama using a term "authentic language use: through the use of drama, students engage in authentic language use. It becomes a means of practicing real-life language in the classroom. Drama puts a language into context and gives the students experience in real life situations" (p. 3). In short, the teachers who act in the EDP are practicing to use the English language in a real context such as the implementation of pronouncing the English words using the correct intonation and stress.

*Participating in the EDP helped me practice communication skills.* When taking part in the English Drama Performance, it seemed that teachers sharpened their communication skills. Not only the content in communication, but teachers also practice how to communicate with other casts as well as the audience. Mrs. Putri strongly emphasized that, "to me, communication is more than only applying to the language, how I communicate the language to the interlocutor and audience is important to make them understand."

This finding supports Lee (2007), who stated that participating in an English drama facilitates communication and collaboration skills development. This finding is also in line with the claim of Kempe and Holroyd (2003) about drama as an effective method to assist participants to become practical communicator. It was true that when performing on the stage, actors and actresses are not just acting, yet it is more like conveying message. To do so, it requires an effective communication skill.

Participating in the EDP helped me ease reading. From the interview, it was shown that when the teacher participated in English Drama Performance, their English skill, especially reading skill is maintained. "Frankly speaking, I am 100% convinced that after participating in the EDP, reading English stories, poems, and song lyrics seemed easier", Mrs. Putri uttered.

This finding was in line with the statement of Dodson (2000), who argued that by getting participants to read the script, it means studying the literature as well as reading it out loud. Baldwin and Fleming (as cited in Lee, 2007) believed that through text engagement, participants in EDP can enrich the critical awareness of the literacy concept.

Participating in the EDP helped me improve my vocabulary. Taking part in the English Drama Performance means dealing with the script reading. In the script of the EDP, there were several songs that were translated from Indonesian to English. From the interview result, the teachers confirmed that through their participation in the EDP, they could



improve their vocabulary. It is said by Mrs. Shinta, "To me, my participation in this EDP contributes to the improvement of my vocabulary, especially the idea of having song lyrics translated from Indonesian to English and it doesn't change the meaning. From that, I understand the message." However, when the teacher was asked to give examples of what vocabulary she gained, she failed to mention it, yet, she confirmed that she could understand the message of the story from the translated lyrics.

This finding then leads to a conclusion that message in a story can be conveyed if they are put in a context. This supports Lee's (2007) statement, "When a teacher brings in a particular scenario, certain words and expressions take on a new meaning in context" (p. 14). In addition, taking part in the EDP has forced the teachers to listen to the recording as well as reading the script over and over again. This results to the memorization of utterances in the script, especially those which were put in songs.

## **CONCLUSION**

Regarding the teachers' views of their participation in the EDP, it was revealed that overall, teachers felt positive about it. Things that they liked most when joining the EDP was the togetherness and the new experiences they gained. However, on top of what they liked in the EDP, there was one situation that made the teachers uncomfortable, namely, the undisciplined members. Most of the teachers felt bothered with some of the actors and actresses who did not come on the rehearsal or were late to arrive at the rehearsal venue.

Meanwhile, the effect of the teachers' participation on the EDP towards their

English skills were various. They admitted that it helped them express language functions, enhance their pronunciation skill, practice their communication skills, ease reading, and improve their vocabulary. The teachers generally found their participation in the EDP was beneficial, especially to help them provide the space to practice their English skills.

## **IMPLICATION**

The positive feelings and the advantages gained by the teachers towards their participation in the EDP can be an example of best practices for other teachers to do the same thing. The teachers participating in the EDP can also use their lived-experience to improvise the way they teach English in a real context. In addition, they can better explain to the students about narrative texts since the teachers were involved in the play. Regarding the teaching materials, the teachers can adopt and adapt the scenario to teach English through role-playing.

## **RESEARCHER'S PERSONAL REFLECTION**

In this research, I am as the researcher is also an instrument since I wrote the scenario of the EDP, I directed the play, and I acted as one of the actors in the play. Therefore, I myself did experience like what the other teachers have mentioned on the findings. One example regarding the effect of participating the EDP toward my vocabulary improvement was when I wrote one scenario, and I did not use the correct diction in the scenario, the language advisor corrected it and it stays in my memory forever. Such vocabulary were 'who on earth are you?', and 'long live the king and family'. At first I did not understand the English version until the language advisor

mcorrected my scenario. Another part was in the pronunciation astery. I admitted I had to look up a dictionary before the recording process. I had to make sure the words were correctly pronounced, for example the difference between 'prince' and 'princess'.

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# **Paragraph Writing of Academic Texts in an EFL Context**

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## **ABSTRACT**

This study aims to figure out EFL students' experiences in developing paragraphs and difficulties in writing paragraphs of academic texts. This current study was qualitative research which employed interviews as the data collection method. The participants of the study were five students who were writing their research report as a requirement for their undergraduate degree. The study was conducted in one of private universities in Yogyakarta, Indonesia. The findings of the study showed that in developing paragraphs, the students did brainstorming, drafting, revising, and editing. Moreover, related to the problems in writing paragraph, the students faced difficulties in English words and word choice, grammar, development of main idea, coherence and cohesiveness, effective sentence, and citation.

*Keywords:* paragraph development, paragraph writing, academic text

## **INTRODUCTION**

Academic writing is a kind of writing important in academic field. Academic writing is a type of writing that is specifically used for academic purposes (Yakhontova, 2003). Paper, journal article, thesis, and dissertation are examples of academic writings. They are developed in specific standards and refer to certain formats of writing. Academic writings are useful for academic fulfillment, academic development, and self-actualization in academic

area (Rao, 2007). More specifically, academic writing is important to understand students' disciplines, support the students' learning and establish the students' career.

In the process of academic writing, there are some requirements that students should fulfil. In academic writing, the students refer to theories and use logical thinking as requirements to come up with theoretical truth (Yakhontova, 2003). The

theories provide the basis of what is believed to be the truth from the previous studies. It is then proven by providing facts from the data gathered and relating them with theories. Paragraphs are useful to deliver theories and findings to be discussed to achieve scientific truth.

A good paragraph is essential in academic writing. A good paragraph is critical as it helps the readers to understand the content of the writing. Coherent paragraph results in sufficient development of main idea reflected by appropriate supporting sentences, which will help readers find the main idea and supporting details of the paragraph. Moreover, cohesion among paragraphs is also essential to build a bind among paragraphs. It shows the readers the unity of the paragraph.

Knowledge of developing a paragraph is very important for students especially in academic writing. They need to make sure that the language used in developing the paragraph is correct, formal, systematic, and suitable with academic nature. Moreover, sentences should be arranged in such a way so that it results in good comprehension to the readers. Academic features such as citation and writing format are also important to be taken into consideration by the students to meet the academic requirements.

Although a paragraph only consists of one main idea, the development of a paragraph is sometimes difficult to achieve. Writers should consider some aspects of a paragraph to build them into a good paragraph. Vocabulary, grammar, sentence structure, cohesion, and coherence are among the aspects requiring attention in paragraph writing. The words used in paragraph should be correct and suitable to represent the idea. In addition, the para-

graph should fulfill language rules in term of grammar. Moreover, authors have to make sure that each sentence is correctly constructed. The last, each sentence in a paragraph should be interconnected to other sentences and each paragraph should also connect to other paragraphs.

In writing an academic text, EFL students should put more efforts than L1 students. In writing a paragraph, EFL students potentially face more challenges than first language (L1) learners (Hussen, 2015). Both of them may share similar difficulties related to the writing format and mechanic. However, students of English as foreign language face more difficulties in composing academic text than L1 students (Yakhontova, 2003). EFL students are likely to have more difficulties in terms of vocabulary, grammar, and sentence structure.

The objective of this study is to investigate how students develop paragraphs and identify problems in writing paragraphs of academic texts. In EFL contexts, academic writing requires the students to use a foreign language, proper academic format and standard, and other paragraph writing requirements. Those requirements make EFL students have more challenges in academic writing than L1 students, and they potentially make academic writing more difficult to accomplish.

## **LITERATURE REVIEW**

### **Writing**

There are some factors which influence successful writing. Kellogg (2001) argued that successful writing depends on the ability of the writer to retrieve and apply relevant procedures, schemas, facts and episodes through working memory. Writing requires the writers to follow certain

rules and procedures to meet the standard of good writing composition. In addition, writing also requires them to consider how the ideas are elaborated and connected one another.

In an EFL context, writing benefits students in some ways. Rao (2007) mentioned the importance of writing in EFL context as it motivates students to organize ideas, analyze, criticize and develop the ability to summarize. In addition, it strengthens students' ability in reflecting, thinking, and learning the language. Writing specifically helps the students produce the language by developing and connecting the ideas in writing product. They may analyze, criticize and summarize the topic or theme being discussed. Since writing is a productive skill, it makes students to be creative and critical in composing the language.

### **Academic Writing**

Academic writing simply means writing for academic purposes. Academic writing, more specifically undergraduate thesis, is a writing work done by the students in their study accomplishment process. In Indonesia, it is the requirement for the undergraduate degree. The students usually get the preparation class for academic writing. It will help them learn about academic writing and how to make it.

Writing an academic text is not a simple matter, especially for L2 students. Many L2 students find it hard to write their academic writing into a proper form (Hussen, 2015). Hussen stated that more problems occur because of their lack of familiarity with the conventions and expectations of academic writing in English medium universities. Moreover, Al-Khasawneh (2010) stated that courses where students

learn academic writing do not successfully prepare students to write academic writing.

### **Paragraph Development**

It is essential for students to understand a paragraph before they actually write it. Oshima and Hogue (2006) stated that paragraph is basic unit of organization in writing group-related sentences which consists of two kinds of sentences: a topic sentence and supportive statements. The number of the supporting sentences of a paragraph is not fixed but they should be sufficient to develop main idea clearly. Owl (2009) clarified a paragraph as a group of closely-related sentences which deal with and develop one idea.

Paragraph has been written to help the readers obtain the piece of information of the writing. Paragraph helps the readers comprehend the information within the main idea and relate it to the other paragraphs. Mayers (2006) stated that there are three important parts of a paragraph. The first part is introduction. It contains a topic sentence which outlines the main idea of a paragraph to which the rest of the paragraph should be focused. A topic sentence usually occurs in the beginning of the paragraph but it sometimes occurs in other positions such as in the middle or at the end of the paragraph. The second part is the body. It contains supporting sentences which develop the main idea by giving examples, details, and explanations. The third part is conclusion. It occurs at the end of the paragraph. It emphasizes the point of the paragraph to be emphasized by the readers. It usually has the sense of finality.



There are elements of a paragraph that determine the quality of the paragraph. Paragraph should have three main elements to be achieved i.e. unity, coherence and adequate development (Nunan in Khairy, 2013). The first is unity. It is about oneness of the idea. To have a unity, a paragraph should be developed by only one main idea. The main idea is then developed by sufficient supporting details from at least two or more sentences. A main idea is used to control unity of the paragraph by its topic sentence. In addition, supporting details are used to develop the topic sentence by giving more explanation to it. They have to be sufficient enough to develop the topic sentence in order to give the readers good comprehension of the paragraph.

The second element is coherence. It is the connection among sentences within the paragraph. Coherence can be achieved by having transitional words and phrases, pronoun reference, repeated key terms and parallelism. Boardman and Frydenberg (2002) stated that there are many ways to make paragraph coherence. One of the ways is to use linking words. Coordinating conjunctions, subordinating conjunctions, prepositions, and transitions are common types of linking words. They are useful to link sentences to one another.

Adequate development is the last element of a paragraph to be achieved. A paragraph should be fully developed and it doesn't leave any significant questions to the readers. An author can ensure the adequate development of the paragraph by providing right level of supporting details, choosing right kind of evidence, and having the right pattern of development.

Writing a paragraph is the beginning of the writing process which has some proce-

dures to follow. There are some procedures of paragraph writing proposed by Hussen (2015) i.e. brainstorming, planning, drafting, revising, and editing.

**Brainstorming.** Brainstorming is the initial step of paragraph writing. It is idea-collecting technique which functions as the organizer of thinking and idea collector. It is included as pre-writing activity. Oshima and Hogue (2006) suggested that the more time writers spend on pre-writing activity, the more successful their writings will be. Brainstorming can be in the form of list, free writing and mind mapping (Zemach & Rumisek, 2005). Brainstorming enables writers to gather any possible ideas for the paragraph which are then sorted and organized.

**Planning.** Planning as the second step is done after the writer finishes brainstorming. Planning is when the writers outline their ideas and bring them into note form. Planning is the procedure after brainstorming is done to select relevant ideas to be developed into paragraph (Zemach & Rumisek, 2005). Planning is useful to organize and classify the ideas gathered in brainstorming. Planning helps the writers to establish paragraph unity that will give the readers introductory idea about the main topic of the paragraph (Cumming, 2006). It is useful to put the ideas into right order and build the connection between the ideas.

**Drafting.** Drafting is the third step in writing a paragraph. Drafting is the process of writing when the writers write down their ideas on paper focusing on the content, and not mechanism (Hussen, 2015). When writing the first draft, students should discover further ideas to be added to the paragraph (Cumming,

2006). It is very hard to have good paragraph in the first writing. There is always draft developed as the first writing. Drafting is the initial product of paragraph in which writers can put or add more ideas or even omit some irrelevant ideas. The emphasis of the drafting process is the content so that students do not need to revise the paragraph related to vocabulary and grammar used.

**Revising.** The fourth step of paragraph writing is revising. Cumming (2006) pointed out that revising is considered as the heart of writing process, the means by which idea emerge and evolve and meanings are clarified. Revising means students examine whether ideas are well built and arranged. In this step, students take a closer look on how the sequences of ideas are presented. They should activate their logic to determine how the paragraph is developed.

**Editing.** The step when students check and correct the paragraph as the final version is called editing. It can be viewed as the process of correcting the sentence structure, word choice, spelling, punctuation, grammar, capitalization in a piece of writing (Hussen,2015). It is the step in which students pay attention to details of the paragraph. The development of ideas is not the concern in this step. It is done after revising process.

Since academic writing requires systematic development of the arrangements, steps to develop the writing should be carefully done by the author. Having different procedures may result in inconsistency and redundancy.

### **Paragraph Writing Problems**

Academic writing in EFL context is still

challenging for many students. The issue is that it requires students to refer to academic writing system and use second language (L2). Hailemariam's study (2011) found that L2 writers have several problems in writing such as vocabulary selections, punctuation error, generating idea, organizing problems, spelling errors and appropriate grammar usage.

In writing an academic text, EFL students potentially face some problems. Related to the influencing factor of academic writing problems, Hailemariam (2011) stated that the possible causes of students' problems in EFL paragraph writing are inadequate exposure of target language, lack of practice, problem in writing apprehension, lack of appropriate feedback, lack of vocabulary, and carelessness.

Another study by Abdulkareem (2013) toward Arab students in Universiti Teknologi Malaysia found that the difficulties in developing paragraph include vocabulary, spelling, structure of sentences, and idea development. Vocabulary is the most problems faced by the students in developing paragraph followed by spelling, structure of sentences, and idea development.

The last study by Thananart (2000) examined errors in comparison and contrast paragraphs written by EFL university students at Chulalongkorn University. The study found that problems in writing paragraph included grammatical structure, transition signals, verb forms, word choice, and spelling.

### **METHODOLOGY**

This study is descriptive qualitative research which specifically examined the

scope of paragraph development of academic writing. It covered how students develop paragraphs and identified problems occurred in the process of paragraph writing. The participants of the study were five students of English Education Department in a private university in Yogyakarta, Indonesia. The participants were writing their undergraduate thesis as a requirement for their undergraduate degree. It is in the form of a research-based report. The study used interview as data collection method. Five participants were chosen as research participants, and it was sufficient for researcher to do interviews when additional interviews or participants did not result in identification of new concepts or data were saturated (Creswell, 2012).

## **FINDINGS AND DISCUSSION**

Based on the data taken from the interview to students, there are some findings related to how the students develop paragraphs. The findings showed that they did brainstorming, drafting, revising, and editing in the process of writing paragraphs.

### **Brainstorming**

As the first step in paragraph development procedure, brainstorming is essential to collect the ideas. There was only one student did brainstorming. The purpose was to gather idea as much as possible. However, the other students begin the paragraph development by composing main idea and it is followed by supporting sentences.

“I usually write what I think to be relevant for my paragraph. Sometimes it works to develop the idea. It can be anything. It is just like random thought” (P1.1).

Brainstorming is essential as it allows writers to have numerous ideas for the

paragraph. Hussen (2015) stated that if writers do not do the brainstorming, the ideas in the paragraph are not rich and sometimes insufficient.

### **Drafting**

The third step is drafting. The main focus of the drafting is the content of the paragraph. All five students did drafting in their paragraph development. They wrote the paragraph based on the main idea by giving supporting sentences. They directly did this by writing on the computer.

“My first draft is written in my computer. For me it is easier than to do this on a piece of paper” (P1.2).

“What I always do is I write the main idea and supporting sentences on the computer. It is easier for me to do it directly from the computer” (P2.1).

“I usually make my first draft in the computer. I just write whatever I want to write” (P3.1).

Drafting is initial writing product written by students as their first writing. The study found that it became the first procedure of paragraph writing.

### **Revising**

Revising is the fourth step after drafting is done. The emphasis of the revising is about the content of the paragraph. In this phase, the findings found that two students did this procedure. They did revising by checking whether the writing is well written in terms of idea development and giving correction to the idea

development.

“Soon after I finished the draft, I reread the sentences to make sure that the paragraph makes sense” (P1.3).

“Sometimes what I write is not good. There is usually confusion about the idea development. That is why I often make revision to the idea development” (P2.2).

The finding showed that two students revised their writing in terms of idea development. One student did revising because of his intention to have a good paragraph. He wanted to have a good paragraph; therefore, he reread what he had written. Another student did revising because of her awareness that her writing ability was not good. Hence, she frequently did revision to her writing.

### **Editing**

The next step is editing. It is the phase where the students edited their sentence structure, word choice, spelling, punctuation, grammar, and capitalization. All five students did this in their paragraph development. They did it by themselves, by looking up in the dictionary, asking friends, or hiring a proofreader to help them in editing. The study also found that it was the main concern of their paragraph development.

“Editing is very important. I usually check the grammar by myself. Sometimes, I also ask my friend to check the sentence structure. It is always useful to have second person to read the paragraph” (P1.4).

“I am a reckless person. Actually, I know the correct form but I always write something wrong in my paragraph. It can be about grammar, punctuation and spelling. Sometimes I ask my friends to revise them

or I use grammar checker in the computer” (P2.2).

“I am a very bad writer. I do not have a good ability in writing. I need someone to edit my paragraph. I always make grammatical mistakes” (P3.2).

“Honestly I am not good at writing. But I know that grammar is important. I check my writing if it has grammatical mistakes. Even though I already checked the grammar, my supervisor still finds many grammatical mistakes in my writing” (P4.2).

“Well, my concern is on the grammar. I work a lot on the grammar. I always check my grammar” (P5.2).

Editing is among the last steps in writing a paragraph. The interview uncovered information that editing was the most frequently used procedure that the writers chose. Moreover, it was found that students felt inferior about their ability to do editing by the fact that only few of them did self-correction. Even though few students did self-correction, it failed as there were still many grammatical mistakes in their writing after they did editing. Beside self-correction, other students used other sources, such as grammar checker, friends, and proofreader that helped them in editing the paragraphs.

To sum up, the findings showed that in developing paragraphs the students did brainstorming, drafting, revising, and editing. Related to brainstorming as one of pre-activities in writing done by students, Oshima and Hogue (2006) suggested that the more time writers spend on pre-writing activity, the more successful their writings will be. It implies that brainstorming helps the students make good paragraphs and be successful in writing. Plan

ning is essential in the writing process as it helps the writers to establish paragraph unity that will give the readers introductory idea about the main topic of the paragraph (Cumming, 2006). As the findings found that the students did not do any planning, their writings will potentially lack paragraph unity. Drafting is the process of paragraph writing when the writers write down their ideas on paper focusing on the content, and not mechanism (Hussen, 2015). All students did drafting in their paragraph writing process. Cumming (2006) suggested that students should add further ideas while making draft. Moreover, Cumming also pointed out that revising, as the next step, is considered the heart of writing process, the means by which ideas emerge and evolve, and meanings are clarified. Two students did revising in writing paragraphs. Revising is very important, especially to improve the idea development in paragraph writing. Mustaque (2014) stated that it is often found that students may have good knowledge about vocabulary and grammatical aspects (e.g. using the right tenses, collocation, and prepositions) but face problems in writing coherently and re-structuring ideas after evaluating them. The last finding was that the students did editing in developing the paragraph. The purpose of editing process is to check whether the paragraphs already contain good grammar, sentence structure, etc.

The next findings are related to the problems experienced by the students in writing the paragraph. From the data taken from the interview, the researcher found that there were some problems occurred.

### **English Words And Word Choice**

Students were unable to express some ideas because they did not know the equiv-

alent words in English. Moreover, they were difficult to find appropriate words to express their idea. They stated that it was because of limited vocabulary.

“It is always hard for me to express my idea in English. I need to always look up a dictionary to find correct words” (P1.5).

“My supervisor often gives me feedback about correct word choice in my writing” (P2.3).

“It is easier to write in Bahasa Indonesia than English. In writing a paragraph I have difficulties to express ideas in English” (P5.3).

The finding is in line with other studies (Afrin, 2016; Haider, 2012; Rabab’ah, 2003) which found that the students are unable to express the ideas appropriately in their writings due to their limited vocabulary. They cannot find appropriate and necessary vocabulary to express the ideas. Fareed, Ashraf, and Bilal (2016) also stated that sufficient vocabulary is essential and enable learners to produce language, particularly in writing. In EFL context, vocabulary is essential, especially in academic writing as the students need to express their ideas not in their native language.

### **Grammar**

Specifically, the problems related to grammar were about sentence structure (syntax), tenses, morphology, and punctuation. Four students mentioned problems of incorrect grammar, poor sentence structure, and also a lot of punctuation mistakes. They occurred because of poor grammar knowledge. Most of them stated that they did not have good grammar knowledge.



“Grammar is so complicated. I make a lot of mistakes” (P3.3).

“From the feedback that I get I know that I have problem with tense and punctuation” (P4.3).

“Beside vocabulary, grammar is my other weakness. No wonder if I still have problems related to grammar” (P1.6).

“My supervisor said that I must improve my grammar knowledge as there are many grammatical mistakes in my undergraduate thesis during the supervision” (P5.4).

Grammar still becomes one of the main problems in academic writing (Connell, 2000; Thananart, 2000). Ideas will not be effectively conveyed through writing if it contains a lot of grammatical mistakes. The finding is in line with the study by Fareed, Ashraf, and Bilal(2016) which found that grammar is one of the main problems in writing. They suggested that the writers should equip themselves good grammar knowledge to write academic texts.

### **Development Of The Main Idea**

It was very often for the students that they were stuck in writing if they had no idea on how to develop the paragraph. Three students uncovered that they found it difficult to develop the main idea. The cause was they did not read much. In addition, they said that they were not creative enough to develop the idea.

“The hardest part in writing a paragraph was to start writing. I started writing my first paragraph after I thought for a long time” (P2.6).

“Writing needs creativity and critical think-

ing which I am not really good at” (P4.5).

“I made many pauses in writing the paragraph. I was stuck on the development of the idea” (P3.4).

Fareed, Ashraf, and Bilal (2016) suggested that brainstorming and planning help writers to develop and manage the ideas for the paragraph. In pre-writing, brainstorming is beneficial to stimulate writers to list any ideas in their mind. Planning, then, is used by the writers to select and manage the ideas to be developed into a paragraph.

### **Coherence And Cohesiveness**

Students knew that coherence and cohesiveness were important in a paragraph. However, three students stated that coherence and cohesiveness were still difficult to achieve. It was probably because they did not do brainstorming and planning. They directly did drafting. It made them difficult to control the supporting sentences and they focused only in supporting the main ideas. Moreover, it also made the connection among paragraphs insufficient.

“To make a good paragraph is not easy. My supervisor suggested me to check whether each sentence is correlated and each paragraph has correlation. That is my weakness” (P2.5).

“It is relatively new for me that I need to make paragraph cohesive and coherent beside the grammar” (P3.5).

“It is somehow hard for me to make good sentences which contribute to the main idea” (P5.7).

Pineteh's (2013) study also found that coherence and cohesion are problems in academic writing. Too often for the writers to have more than one main idea in a paragraph or the paragraph is not sufficiently developed through its supporting details. Coherence is important to bind the main idea to its supporting details (Ahmed, 2010). Fareed, Ashraf, and Bilal (2016) suggested that writers can improve the coherence and cohesiveness through planning and systematic paragraph. Moreover, the writers should make use cohesive devices to connect the paragraphs. Furthermore, Bakalis (2003) suggested that writers should consider the connection among paragraph in a text to get the paragraph cohesion.

### **Ineffective Sentence**

Two students stated a problem about ineffective sentence. Ineffective sentence made one paragraph have more than one main idea. Moreover, it also made the students write too many irrelevant sentences in a paragraph. It was because they directly wrote what they were thinking while writing the sentences. They did not plan and have systematic steps or outline of the sentences within a paragraph.

"As I directly wrote my paragraph in my laptop, too often I forget to ensure that the sentences I wrote were effective" (P1.7)

"I wrote too many things. Some of them were useless because they were not relevant" (P5.6).

Ineffective sentences result in redundancy. Boardman and Frydenberg (2002) suggested that the sentences should be effective to achieve coherence. The sentences should not be too many but should be sufficient to support the main idea.

### **Citation**

As it was an academic writing, citation was one of features in the paragraph writing. Two students found it difficult to do proper citation from the theories. It was because they did not really know about how to do the right citation. Furthermore, they did not know well about the current academic writing format i.e. American Psychology Association (APA) format.

"APA is the format of my undergraduate thesis. It is another thing that we should learn and I am not good at it" (P.4.4).

"I thought I only need to write my undergraduate thesis like another paper. In fact I should consider the format, i.e. APA, and it is difficult" (P5.5).

Al-Khasawneh (2010) suggested that students can learn how to make academic writing through courses which equip them with the ability to do proper writing and also citation. It can be done by joining pre-requisite class such as educational research which prepare them to conduct research and make academic writing.

Based on the findings, the problems faced by students in writing paragraphs are related to words, word choice, grammar, development of main idea, coherence, cohesiveness, effective sentence, and citation. The problems of word and word choice, grammar, and the development of main idea are similar to Hailemariam's study (2011) as it found that some of L2 writers' problems in writing were vocabulary selections, generating idea, and appro

priate grammar usage. It is also in line with other studies (Abdulkareem, 2013; Ahmed, 2010) which found that vocabulary and idea development are problems in academic writing. The other problems were problems related to coherence, cohesiveness, and effective sentence. Boardman and Frydenberg (2002) stated that coherence and cohesiveness are useful to bind the supporting sentences to explain the main ideas as well as to connect one paragraph to other paragraphs. One of the ways to achieve them is by using effective sentences containing conjunctions, cohesive devices and transitional markers. The last problem was related to citation. Citation is very important in academic writing as it supports findings or statements with theories. When the students faced problem related to citation, it was caused by lack of knowledge to make a good citation.

## CONCLUSION

The current research is limited to identify how the students develop paragraphs and what difficulties experienced by the students in writing paragraph of academic text. The findings showed that in developing paragraphs, the students did brainstorming, drafting, revising, and editing. Among all four steps done by the students in developing paragraph, drafting and editing were the most frequent steps done by the students as all of them directly wrote the paragraph and edited the content of the paragraph whereas two of them included brainstorming and revising. Dealing with the problems in paragraph writing, the students faced difficulties in English words and word choice, grammar, development of main idea, coherence and cohesiveness, effective sentence, and citation.

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# **Cognitive and Metacognitive Reading Strategy Use and Reading Comprehension Performance of Indonesian EFL Pre-service Teachers**

## **ABSTRACT**

The study aims at identifying the nature of cognitive and metacognitive reading strategies employed by Indonesian EFL pre-service teachers. It also aims at finding out the relationship between the reading strategies used and pre-service teachers' reading comprehension performance. The study employs a quantitative research method using reading test and cognitive and metacognitive reading strategy questionnaire. The results showed that for cognitive reading strategies, Highly Successful Readers (HSR) reported using memory sub-strategy more than Less Successful Readers (LSR) and Moderately Successful Readers (MSR), and using comprehension and retrieval sub-strategies less than MSR, but more than LSR. For the metacognitive reading strategies, HSR reported using monitoring and evaluating strategies less than MSR, but more than LSR, and using planning strategy less than both MSR and LSR. The statistical analysis resulted that there is no statistically significant relationship between the cognitive reading strategies employed by Indonesian EFL pre-service teachers and their reading comprehension performance ( $r$  values  $<$   $r$ -table;  $0.049 < 0.181$ ). There is also no significant relationship between the metacognitive reading strategies employed by Indonesian EFL pre-service teachers and their reading comprehension performance ( $r$  values  $<$   $r$ -table;  $0.127 < 0.181$ ). Thus, H1 is rejected, meaning that there is no statistically significant correlation between the use of cognitive and metacognitive reading strategies and the pre-service teacher reading comprehension performance. As for the implications, it is suggested that the teacher provides more exposures and practices to apply reading strategies that help the students to comprehend English texts.

*Keywords:* cognitive strategies, metacognitive strategies, reading comprehension performance

## **INTRODUCTION**

Learning strategies employed by language learners are currently often researched for their contribution in the

second language acquisition. There was a shift in the research and theory of second language teaching from focusing on the



teaching methods to focusing on the learning strategies employed by learners (Purpura, 1997). This trend shows the importance of knowing the characteristics of learners in acquiring the second language for the success of the second language acquisition. Knowing the strategies employed by more successful and less successful learners can be the basis of a lesson or syllabus planning. One of the learning strategies often researched is reading strategy learners used in order to comprehend a text.

Reading comprehension is very important in all areas of academic learning including in acquiring a language. Students need to read books, articles, and other materials in order to master any subject areas that they learn, and they need to have a good reading comprehension to do so whether it is on their first or their second language. If students cannot comprehend their reading materials well, they will not be able to achieve a high academic achievement (Iwai, 2009). Therefore, it is very important for the students to master reading comprehension.

However, EFL students often face some challenges in comprehending texts in English. This is because, in reading, students are not only required to understand the direct meaning of the text but also to understand the implied ideas of the text (Al-Alwan, 2012). They might not be able to comprehend the text because of their lack of vocabulary knowledge and sentence structure, and also their failure to relate the text with its context. One of the ways to help students comprehend texts in English is by employing various strategies in reading.

Cognitive and metacognitive strategies have been indicated to contribute to help-

ing students face their challenges in comprehending a text. There were several studies conducted on the topic of cognitive and metacognitive reading strategies and the students' reading comprehension performance. Some of these studies examined the relationship between cognitive and metacognitive strategy use and reading comprehension employing multiple correlation analysis (e.g., Naeni & Rezaei, 2015; Phakitti, 2003; Purpura, 1997, 1998). These studies have shown that the use of cognitive and metacognitive strategies has a positive relationship to the students' reading comprehension performance. Furthermore, some other studies examined the contribution of the reading strategies on the students' reading comprehension performance (e.g., Al-Alwan, 2012; Kummin & Rahman, 2010; Yakupoglu, 2012).

However, only a few studies have been conducted within the Indonesian context in this area of study. One of the examples was a study conducted by Vianty (2007) which investigated reading strategies employed by Indonesian learners of English when reading Indonesian and English texts, but the research only focused on metacognitive reading strategies. Furthermore, the studies were mostly conducted with English as a Foreign Language (EFL) learners as the participants. Only a few studies have been conducted with pre-service teachers as the participants. Pre-service teachers are students of teacher training and education program, and they are prepared to be teachers upon finishing their study. This research was conducted within the Indonesian context with pre-service teachers as the participants. It is expected to provide insights for the teaching of reading strategies for pre-service teachers, especially in Indonesian context.

Based on the background and expectation, this research aims to identify the nature of cognitive and metacognitive reading strategies employed by Indonesian EFL pre-service teachers. It also aims to find out the relationship between the pre-service teachers use of cognitive and metacognitive reading strategies and their reading comprehension performance, analyzing whether the differences in the use of these reading strategies relate to their performances in a reading comprehension test. The research will be beneficial for the enhancement of the teaching and learning process for reading courses in an EFL classroom setting especially in an Indonesian context. Here are the research questions:

1. What is the nature of cognitive and metacognitive strategies employed by Indonesian EFL pre-service teachers and their reading comprehension performance?
2. How is the relationship between cognitive and metacognitive strategy use and the Indonesian EFL pre-service teachers' reading comprehension performance?

## LITERATURE REVIEW

When reading English texts, there are some factors that may affect learners' understanding of the texts; among others are learners' target language proficiency and vocabulary, learners' knowledge of the content, and learners' use of reading strategies (Zare-ee, 2007). He added that reading strategy is one of the important factors in comprehending a text, and readers change the reading strategies they use depending on the texts they read. He defined reading strategies as specific actions that learners do in order to comprehend the texts. These strategies include cognitive and metacognitive strategies.

Cognitive strategies are direct language learning strategies which can help students

process meaning in the target language consciously (Kasimi, 2012). These strategies include comprehension, memory, and retrieval strategies (Phakiti, 2003). This is in line with O'Malley and Chamot (in Zarra-Nezhad, Shooshtari, & Vahdat, 2015) who stated that cognitive strategies are related to students' act of comprehending texts by making prediction, translating, summarizing, and guessing meaning from context, and also students' act of relating their reading to their background knowledge.

Meanwhile, metacognitive strategies are the strategies that students use to monitor their use of cognitive strategies (Zarra-Nezhad, Shooshtari, & Vahdat, 2015). This is in line with Zhang and Seepho (2013) who stated that metacognitive reading strategies are the strategies that are employed by the readers in order to improve their awareness and control over the reading comprehension and to evaluate it. They include planning, monitoring, and evaluating strategies (Phakiti, 2003). He further explained that these strategies are usually used when readers face with difficulties because they need to assess the situation and to monitor their comprehension to make their reading effective even though it might make their reading process slower.

Reading strategies have been found to be closely related to reading comprehension performance as stated by Naeni and Rezaei (2015). Based on some studies conducted in the field of reading, it has been found that there is a statistically significant difference on the use of cognitive and metacognitive reading strategies between students with high reading comprehension performance and those with low reading comprehension performance (Naeni and Rezaei, 2015; Zarra-Nezhad, Shooshtari, & Vahdat, 2015; Phakiti, 2003).

These studies suggested that students with high reading comprehension performance are mostly aware of their use of cognitive and metacognitive reading strategies, and can apply these strategies appropriately when comprehending English texts. On the other hand, students with low reading comprehension performance might not be aware on their use of cognitive and metacognitive reading strategies and could not apply them appropriately (Naeni and Rezaei, 2015).

One of the studies conducted in this area was a study conducted by Phakiti (2003) which examined the nature of cognitive and metacognitive reading strategies employed by Thai EFL learners in an EFL reading comprehension test. It also studied the relationship between the strategies used and the reading comprehension performances of the learners and found out how the highly successful, moderately successful, and unsuccessful learners differ in the use of cognitive and metacognitive reading strategies. The results of the research showed that the use of cognitive and metacognitive strategies had a positive relationship on the learners' performance in a reading comprehension test. It also showed that highly successful learners significantly use higher metacognitive strategies than the moderately successful ones and that the moderately successful ones have higher metacognitive strategies used than the unsuccessful ones.

Similarly, Naeni and Rezaei (2015) also conducted the research on the relationship between cognitive and metacognitive reading strategy use and reading comprehension, but in a different context. They did the research on the Iranian learners of English, examining the structural pattern of Iranian learners' use of learning strategies when taking a reading comprehension test and

the relationships between the learners' reading comprehension performance and the cognitive and metacognitive learning strategies that they employed. The research also revealed a strong relationship between the learners' reading proficiency scores and the strategies that they used when taking the comprehension test. Also, it showed a significant difference on the scores of the questionnaire between the more successful readers and the less successful ones showing that the more successful readers used more strategies compared to the less successful ones and that the more successful readers used more metacognitive strategies than the less successful ones.

Although many studies covered both cognitive and metacognitive reading strategies, there are some studies which only focus on metacognitive reading strategies (Iway, 2016; Zhang and Seepho, 2013). Iway (2016) compared the use of metacognitive reading strategies of the pre-service teachers at the initial, middle, and final stage of their education program. The results show that there is no significant difference between the scores of Metacognitive Awareness Reading Strategy Inventory (MARSI) at different stages of the program. In contrast, Zhang and Seepho (2013) found that there was statistically significant correlation between the use of metacognitive reading strategies and the Chinese EFL reading performance.

This study, then, focuses on finding out the nature of both cognitive and metacognitive reading strategies employed by Indonesian EFL pre-service teachers. These reading strategies cover comprehension, memory, and retrieval strategies under cognitive strategies, and planning, monitoring, and evaluating strategies under metacognitive strategies. It also aims at finding out the relationship between the

strategies used and the pre-service teachers reading comprehension performance. The proposed hypothesis is:

H1: There is a statistically significant relationship between cognitive and metacognitive reading strategies use and the reading comprehension performance of Indonesian EFL pre-service teachers.

## **METHOD**

The research employed a quantitative research approach with correlational research design. The overall population chosen to become the research participants consists of 150 students. However, there were only 132 students showed up during the data collection sessions. Then, the total participants for the analysis were 118 since there were 14 participants who did not fill out the questionnaires completely, so the data were excluded from the analysis. These Indonesian EFL pre-service teachers are 18-20 years old students who were studying at a private university in Yogyakarta, Indonesia. They were, then, on their second year of their bachelor's degree program when the study was conducted. They have taken Basic Reading and Writing course and Academic Reading and Writing course in their first year, so they should have been familiar with reading strategies since they have learned these strategies in both courses. The participants were then categorized into three categories based on their reading test performance. Those who scored 0 to 12 were categorized into less successful readers (LSR), and there were 11 participants were in this category. Meanwhile, participants who scored 13 to 25 were categorized into the moderately successful readers (MSR), and there were 103 participants were in this category. Finally, there were 4 participants who scored 26 to 38, and they were categorized

as the highly successful readers (HSR).

The research was conducted by administering a reading comprehension test and a questionnaire on cognitive and metacognitive reading strategies to the participants. The reading comprehension test was adopted from a preparation module of a standardized test published by ETS (2009). This test consisted of three reading passages and thirty-eight questions. Meanwhile, the cognitive and metacognitive questionnaire was modified from the questionnaire developed by Phakiti (2003, 2006) which was quite similar to Purpura's (1997). The questionnaire consisted of thirty items in the form of Likert scale; thirteen items were for cognitive strategies, and seventeen items were for metacognitive strategies.

There were some steps the researcher did to ensure the validity and reliability of the research instruments. For the reading comprehension test, the researcher did not do any measurement to ensure the validity and reliability of the test since the test was taken from a standardized test, and it was assumed that the test was already measured for the validity and reliability, and it has been considered valid and reliable. Meanwhile, for the cognitive and metacognitive strategy questionnaire, used in this study, the researcher did a piloting before the questionnaire was distributed to the participants to ensure the validity and reliability of the questionnaire. A validity test was used to check whether the questionnaire really measures what it is supposed to measure. There were two steps of validity test used in this research (Cohen, Manion, & Morrison, 2011). The first step was the face validity step, and in ensuring this validity, the researcher chose three students who were not one of the participants of this research to read the questionnaire to make sure that the participants

would not have any difficulty in understanding the items in the questionnaires when filling them out. The next step in the validity test was items analysis. A reliability test was used to test the level of internal consistency of each item in the cognitive and metacognitive questionnaire for the pilot study, analyzing whether the items measure the same underlying construct for the sample participants. In order to measure that, the correlation coefficient (r value) was compared to the r-table for 118 participants. The items would be regarded valid if the r coefficient is higher than the r-table, which is 0.181.

Here are the results of validity and reliability tests. For the validity test, the face validity and items analysis tests showed good results. All three students stated that they did not have any difficulty in understanding the thirty items in the questionnaire. Meanwhile, for the item analysis, all the thirty items in the questionnaire have correlation coefficients higher than the r-table, 0.181, which means that

the items were valid. Meanwhile, the reliability test for the questionnaire yielded a good result with the Cronbach Alpha of .727 for cognitive strategies and .860 for metacognitive strategies. It means that there is an internal consistency of each item in the cognitive and metacognitive questionnaire, and that the items in the questionnaire measure the same underlying construct for the participants since the Cronbach Alphas for both strategies are in the range between -1.0 to +1.0. Also, the reliability indexes are quite high for they are close to +1.0. Therefore, the questionnaire is reliable to measure the cognitive and metacognitive reading strategies used by the pre-service teachers in this study. Table 1 below shows the taxonomy of the cognitive and metacognitive strategies and their reliability indexes.

Processing	Sub-categories	Items	Reliability
1. Cognitive Strategies	Comprehension	2, 3, 6, 7, 14	.727
	Memory	1, 5, 8, 22	
2. Metacognitive strategies	Retrieval	4, 9, 26, 29	.860
	Planning	10, 11, 19, 20, 23, 27	
	Monitoring	12, 16, 17, 21, 24, 25	
	Evaluating	13, 15, 18, 28, 30	



It can also be seen from the table that on the questionnaire, cognitive strategies include comprehension (5 statements), memory (4 statements), and retrieval (4 statements); whereas metacognitive strategies include planning (6 statements), monitoring (6 statements), and evaluating (5 statements).

The data were collected during the class time with the permission from the lecturer and also the students. At first, the researcher explained the research, the data collection procedure, the reading comprehension test, and the questionnaire to the participants. Afterward, the participants were requested to fill out the consent form, that is, the agreement to participate in the research to ensure that the participants understand the research and its risks. Then, with the researcher's presence in the classroom to answer students' questions if they have any, the participants did the reading test for sixty minutes followed by filling out the questionnaire for fifteen to twenty minutes afterward.

The data obtained were, then, analyzed statistically using descriptive statistics, and Pearson product moment correlation (multiple correlation) in order to answer the two questions. The descriptive statistics on the results of the questionnaire were obtained in order to reveal the distribution of the strategies employed by more-successful and less-successful readers, comparing the strategies employed by more successful readers to the strategies employed by less successful readers. This is done to answer the first question of the research. Then, the Pearson product moment correlation was calculated in order to answer the second research question, that is, to find out whether the cognitive and metacognitive strategies that are employed by the pre-service teachers relate to their reading com-

prehension.

## **RESULT**

The results of the research are divided into two sections. The first section shows the results of the descriptive statistics to find out the nature of the cognitive and metacognitive strategies employed by Indonesian EFL pre-service teachers and their reading comprehension performance. The next section shows the correlation between the cognitive and metacognitive strategy use and the reading comprehension of these pre-service teachers, examining whether or not these variables relate to each other.

### **The Nature of Cognitive and Metacognitive Strategies Employed by Indonesian EFL Pre-service Teachers and Their Reading Comprehension Performance.**

In presenting the data, the researcher presented the data from the reading test first since they were used to categorize the participants into three categories namely less successful readers (LSR), moderately successful readers (MSR), and highly successful readers (HSR), and the results of the questionnaire were arranged based on these categories. The results of the reading test were as follows. Out of 118 participants, the data were classified into three categories based on the reading comprehension score, namely less successful readers (LSR), moderately successful readers (MSR), and highly successful readers (HSR). Those who scored zero to twelve were categorized as the less successful readers (LSR); those who scored thirteen to twenty-five were categorized as moderately successful readers (MSR); and those who scored twenty-six to thirty-eight were categorized as the highly successful readers

(HSR). Thus, 11 participants were categorized as LSR; 103 participants were categorized as MSR; and 4 participants were categorized as HSR. The demography is illustrated in the following table.

Categories	LSR	MSR	HSR
Score Range	0-12	13-25	26-38
Number of participants	11	103	4

Further, Table 3 below shows the mean scores of each category. For the reading test, the mean score for LSR was 10.36, for MSR was 17.71, and for HSR was 27. The mean scores for the cognitive and metacognitive strategies were also presented. It can be seen that the mean scores for cognitive strategies were almost similar across the groups, but the lowest one was LSR and the highest one was HSR. It shows that HSR reported using the cognitive strategies more than MSR, who reported using the cognitive strategy more than LSR even

though the difference was not really significant. However, the results for metacognitive strategies were slightly different, in that MSR reported that they used metacognitive strategies more than HSR, who reported using the strategies more than LSR. Another thing that can be seen from the table is that the mean scores for metacognitive strategies were always higher than the mean scores for cognitive strategies for all the groups, meaning that all groups reported using metacognitive strategies more than cognitive strategies.

Categories	The mean score of Reading test	The mean score of Cognitive Strategy	The mean score Metacognitive Strategy
LSR	10.36	42.36	56.36
MSR	17.71	42.92	59.50
HSR	27	44.25	57.75
Total Participants	17.34	42.91	59.14

More detail mean scores comparison across the groups and strategies is presented in table 4. For cognitive reading strategies, it can be seen that HSR reported using memory strategy more than LSR and MSR. Meanwhile, for the comprehension and retrieval strategies, HSR reported using

them less than MSR, but more than LSR. For the metacognitive reading strategies, HSR reported using monitoring and evaluating strategies less than MSR, but more than LSR; and HSR reported using planning category less than both MSR and LSR.

Strategies	LSR	MSR	HSR
Total Cognitive	42.36	42.92	44.25
Comprehension	16.18	16.94	16.75
Memory	12.64	11.62	13.50
Retrieval	13.54	14.35	14.00
Total Metacognitive	56.36	59.49	57.75
Planning	19.64	20.70	19.50
Monitoring	20.00	20.70	20.25
Evaluating	16.72	18.07	18.00

More detail mean scores comparison across the groups and strategies is presented in table 4. For cognitive reading strategies, it can be seen that HSR reported using memory strategy more than LSR and MSR. Meanwhile, for the comprehension and retrieval strategies, HSR reported using

them less than MSR, but more than LSR. For the metacognitive reading strategies, HSR reported using monitoring and evaluating strategies less than MSR, but more than LSR; and HSR reported using planning category less than both MSR and LSR.

		Reading Score	Cognitive Strategies	Metacognitive Strategies
N		118	118	118
Normal Parameters <sup>a</sup>	Mean	17.339	42.915	59.144
	Std. Deviation	4.0090	5.0342	8.4462
Most Extreme Differences	Absolute	.075	.059	.060
	Positive	.075	.059	.060
	Negative	-.064	-.044	-.056
Kolmogorov-Smirnov Z		.820	.638	.656
Asymp. Sig. (2-tailed)		.513	.810	.782
a. Test distribution is Normal.				

The table shows that the significant value for the reading score was 0.513; the significant value for the cognitive reading strategies was 0.810; and the significant value for the metacognitive reading strategies was 0.782. These significant values were more than 0.05, which means that the

data were at the normal distribution, and they can be measured for the correlation test. The data were then tested using Pearson Product Moment Correlation Test. The result of the test is shown in Table 6 below.

Table 6				
<i>The Result of Pearson Product Moment Correlation Test</i>				
		total cognitive	total metacognitive	Reading Score
Cognitive Strategies	Pearson Correlation	1	.721**	.049
	Sig. (2-tailed)		.000	.599
	N	118	118	118
Metacognitive Strategies	Pearson Correlation	.721**	1	.127
	Sig. (2-tailed)	.000		.171
	N	118	118	118
Reading Score	Pearson Correlation	.049	.127	1
	Sig. (2-tailed)	.599	.171	
	N	118	118	118
**. Correlation is significant at the 0.01 level (2-tailed).				



The table shows the results of significance values and the Pearson Correlation Index of cognitive reading strategies and reading score, and metacognitive reading strategies and reading score. The  $r$  values and the Sig. (2-tailed) values are used to analyze the data. For the  $r$  values, if the observed  $r$  values are higher than the  $r$ -table,  $H_1$  is accepted (observed  $r$  values  $>$   $r$ -table). While for the Sig. (2-tailed), if the Sig. values are lower than 0.05,  $H_1$  is accepted ( $P$ -value  $>$  0.05). The results are significant if the two of the requirements are obtained.

The first result shows that the Sig. (2-Tailed) value between cognitive reading strategy and reading comprehension performance was 0.599. The score is higher than 0.05 ( $0.599 > 0.05$ ). It can also be seen from the Pearson Correlation index ( $r$  value) at (d.f. = 118) which was 0.049. Here the  $r$  value is lower than the  $r$ -table ( $0.049 < 0.181$ ). The result shows that there was no statistically significant correlation between cognitive reading strategy and reading comprehension performance. For the correlation between metacognitive reading strategy and the reading comprehension performance, Sig. (2-Tailed) value was 0.171. It is higher than 0.05 ( $0.171 > 0.05$ ). In addition, the  $r$  value at (d.f. = 118) was 0.127. The  $r$  value is lower than the  $r$ -table ( $0.127 < 0.181$ ). This indicates that there is also no statistically significant correlation between the use of metacognitive reading strategy and reading comprehension performance. Thus, the result of the correlation test showed that alternative hypothesis ( $H_1$ ) is rejected for there is no statistically significant relationship between the use of cognitive and metacognitive reading strategies and the pre-service teachers' reading comprehension performance. It implies that the use of cognitive and metacognitive reading strategies

does not relate to the pre-service teachers' reading comprehension performance.

## DISCUSSION

This research focuses on the use of cognitive and metacognitive reading strategies and their relationship with the reading comprehension performance of pre-service teachers because the results of previous studies (Naeni & Rezaei, 2015; Phakiti, 2003; Zarra-Nezhad, A., Shooshtari, Z. G., & Vahdat, S., 2015; Purpura, 1998) mostly showed that there is a correlation between the reading strategies and the reading comprehension performance of the users. These previous studies also showed that highly successful readers reported using more cognitive and metacognitive reading strategies compared to moderately successful readers. Similarly, moderately successful readers reported using more cognitive and metacognitive reading strategies than less successful readers.

It can be seen from the result of the descriptive statistics of this research in general that HSR reported using cognitive reading strategies the most. This confirms the results of the previous research ((Naeni & Rezaei, 2015; Phakiti, 2003; Purpura, 1998). Meanwhile, for the metacognitive strategies, MSR reported using the strategies the most. The results are not in line with the previous studies (Naeni & Rezaei, 2015; Phakiti, 2003; Purpura, 1998), in that HSR reported using both the cognitive and metacognitive reading strategies the most, followed by MSR in the middle, and LSR as the ones who reported using both strategies the less.

Moreover, the mean scores comparison across the groups and the sub-strategies of this study do not confirm with the results of previous research either. It can be seen

from the result of the descriptive statistics that the mean scores of MSR were higher than HSR for comprehension and retrieval strategies (cognitive), and also for planning, monitoring, and evaluating strategies (metacognitive). For one sub-strategy, LSR had higher scores than MSR, that is, on the memory strategy. This is in contrast to the results of the previous research mentioned earlier in that highly successful learners had higher mean scores on both cognitive and metacognitive strategies compared to moderately successful learners, who had higher mean scores on both cognitive and metacognitive strategies than less successful learners, and the highly successful ones had particularly higher scores on metacognitive strategy use.

One possible explanation to these results is that LSR, and MSR probably over-reported their reading strategy use because they wanted to show that they understood about reading strategies, and that they already applied them while doing the reading test even though in fact they did not use the strategies or they use them but not very often. On the other hand, HSR might under-report their strategy use. They may have better understanding on reading strategies and also better awareness of the reading strategies they use, so they were more careful in filling out the questionnaire making sure that they reported their reading strategy use correctly. Another possible explanation is that the pre-service teachers probably know and aware of the strategies for they have learnt them in the class, but they could not apply the correct strategies when they did the reading.

As for the relationship between the cognitive and metacognitive strategies used and the reading comprehension performance, the results showed that there was no statistically significant correlation

between the cognitive reading strategies employed by the pre-service teachers and their reading comprehension performance with the significant value of 0.599. There was also no statistically significant correlation between the metacognitive reading strategies and the reading performance with the significant value of 0.171. There was a correlation between the strategy use and the reading performance, but the correlation was only very small, that is 0.049 for cognitive strategies to reading performance and 0.127 for metacognitive strategies to reading performance, so that they were not significant. In general, these results are not in line with the results of previous studies which found that there is a relationship between cognitive and metacognitive reading strategies and the learners' reading achievement (Naeni & Rezaei, 2015; Zarra-Nezhad, A., Shooshtari, Z. G., & Vahdat, S., 2015; Kummin & Rahman, 2010).

The results of this study do not confirm the results of previous studies. It might be because there are other factors influencing the reading comprehension performance of the pre-service teachers. These other factors which might take part in influencing the results can be the students' language ability and the difficulty level of the test. This is in line with Phakiti (2003), who stated that,

The fact that the relationship of cognitive and metacognitive strategies to the reading performance was weak ... might be because there were factors other than these strategies – such as language ability, test method effects and error of measurement – that could be used to explain the test score (p.40).

Thus, the results of the cognitive and metacognitive reading strategies questionnaire and the reading test can be used by the lecturer to reflect on their teaching. The lecturer can provide more practices for the students, so that they can apply the reading strategies that they have learnt in the class to comprehend texts in English. That way, it is expected that the pre-service students' reading comprehension performance could also be improved.

## **CONCLUSION AND RECOMMENDATION**

The current study seeks to reveal the cognitive and metacognitive reading strategies employed by the Indonesian EFL pre-service teachers. It showed whether highly, moderately, and less successful Indonesian EFL pre-service teachers differ in terms of reading strategies they employed in comprehending English texts. It also found out the relationship between the strategies and the reading comprehension performance of these pre-service teachers, analyzing whether the differences in the use of these reading strategies relate to their performances in a reading comprehension test. The results of the study showed that there was no significant relationship between the cognitive and metacognitive reading strategies employed by Indonesian EFL pre-service teacher and their performance in a reading comprehension test. The results also showed that there was no significant difference in the use of cognitive and metacognitive reading strategies between highly successful, moderately successful, and less successful readers. The results were different from the results of the previous studies which showed that there was a significant relation between the use of cognitive and metacognitive reading strategies and the reading performance, as well as there was a difference in the use of

these strategies.

Since the study showed that there was no significant relationship between cognitive and metacognitive reading strategies and the pre-service teachers' reading comprehension performance; whereas some previous studies found otherwise, several implications regarding the implementation of cognitive and metacognitive reading strategies in language learning can be drawn. First, the teacher is encouraged to provide more time to teach the students how to apply cognitive and metacognitive reading strategies to improve the students' reading comprehension performance. Second, the teacher should provide more practices and tasks on applying both cognitive and metacognitive reading strategies for the students because they may know and understand the strategies, but they may not know how to apply them correctly when they are comprehending English texts resulting on the moderately or less successful reading comprehension performance. By practicing a lot, the students are expected to be able to internalize the strategies, and apply them appropriately while reading English texts.

It is also suggested for future researchers to design their own reading test based on the students' ability and the materials that they have received in the class, so that the students will be readier to do the test, and the results will be better, and might provide better insight for the use of reading strategies both cognitive and metacognitive strategies. Also, the researcher might need to reconsider the time allocation to do the test, so the students have the right amount of time to finish all the test items. Finally, it will be better if a follow up interview can be conducted since it can provide data that could not be obtained from the questionnaire.

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