STUDENTS' OPINION ON THE USE OF PORTFOLIO IN ACADEMIC READING AND WRITING CLASS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT, ISLAMIC UNIVERSITY OF INDONESIA

A Thesis

Presented to Department of English Language Education as Partial Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

By:

Mila Minhatul Maula

13322026

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES

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STUDENTS' OPINION ON THE USE OF PORTFOLIO IN ACADEMIC

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EDUCATION DEPARTMENT, ISLAMIC UNIVERSITY OF INDONESIA

By: Mila Minhatul Maula

13322026

Approved on 16th October 2017

By:

Supervisor

Intan Pradita,S.S.,M.Hum

RATIFICATION SHEET

STUDENTS' OPINION ON THE USE OF PORTFOLIO IN ACADEMIC READING AND WRITING CLASS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT, ISLAMIC UNIVERSITY OF INDONESIA

By:

MILA MINHATUL MAULA

13322026

Defended before the Board of Examiners on 16th October 2017

and Declared Acceptable

Board Examiners

Chairperson : Intan Pradita, S.S., M.Hum.

First Examiner : Rizki Farani, S.Pd., M.Pd.

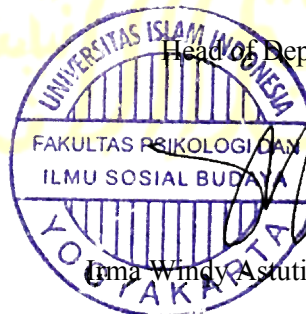Second Examiner : Astri Hapsari, S.S., M.TESOL

Yogyakarta, 16th October 2017

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,

Irma Windy Astuti, S.S., M.Hum.

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 5th October 2017

The Writer,

Mila Minhatul Maula

13322026

MOTTO

- If you think you can, YES YOU CAN -

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. The dean of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia Dr. rer. nat. Arief Fahmie, S.Psi.,M.A., Psikolog

2. The head of English Language Education Department Irma Windy Astuti,S.S., M.Hum

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Mila Minhatul Maula
13322026

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STUDENTS' OPINION ON THE USE OF PORTFOLIO IN ACADEMIC READING AND WRITING CLASS AT ENGLISH LANGUAGE EDUCATION DEPARTMENT, ISLAMIC UNIVERSITY OF INDONESIA

Mila Minhatul Maula

13322026

ABSTRACT

Writing proficiency is challenging to learn and challenging to teach, the lecturer should use an appropriate method in their teaching and learning process that can help them in conducting the writing activities. In this era, portfolio was introduced in educational life including in the colleges as a way to conduct teaching and learning process. It has become an alternative to assess the students because it can integrate instruction and evaluation. The purpose of this study was to explore students' opinion on the use and the assessment criteria of portfolio Indonesian higher education context. This study is qualitative in type of case study research in which data were gathered from interview, observation, and document analysis. The study was conducted in Academic reading and Writing class at PBI UII with 34 students involved. This study exposed that portfolio is a purposeful collection of students' work. The use of portfolio provided advantages and challenges for the students. In the implementation, the lecturer used group and personal portfolio. Furthermore, the assessment criteria used in the classroom was in a form of rubric.

Keywords: *the use of portfolio, academic writing, assessment criteria*

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A. Background of Study

Writing is productive skills because the focus is on producing information (Linse, 2005). This means that when students are writing, they are trying to produce information through language. In addition, the term of writing also comes from another expert, which is writing is a partial representation of Units of language expression (Lado, 1964). The students can express everything they need to express by using language sentences.

Varied skills are necessary for good academic writing which can be grouped into five general components or main areas (Heaton, 1975). 1) Language use: the ability to write correct and appropriate sentences. 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language, for example punctuation, and spelling. 3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information. 4) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively. 5) Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. On the other hand, effective writing requires a sound understanding of the mechanics of writing which include parts of

speech, the rules of grammar and punctuation (Olshtain, 1991). Additionally, effective writing requires a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures (Hedge, 1988).

Based on the facts above means that writing proficiency is not easy and not simple. Writing could be a challenging proficiency to be learnt or taught due to the fact that it is not a simple cognitive activity, rather it is believed to be a complex mental production which requires careful thought, discipline and concentration (Grami, 2010). Writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors (Jordan, 1997). The previous statement implies that writing is not a simple process and instant activity. it is need structured process.

Since writing proficiency is challenging to learn and challenging to teach, the lecturer and students should use an appropriate method in their teaching and learning process. A method that can help them in conducting the writing activities. In this era, portfolio was introduced in educational life including in the colleges as a way to conduct teaching and learning process. It has become an alternative to assess the students because it can integrate instruction and evaluation. It is increasingly cited as a viable alternative to standardized testing (Wolf, 1989).

Portfolio is a purposeful collection of student work that tells the story of a student's efforts, progress, or achievement. It must include student participation in the selection of portfolio content, criteria for selection, criteria for judging merit, and evidence of student self-reflection (Arter, 1989). The major impact of portfolio is the development of self-assessment ability in the students. Therefore, the goal of portfolio is to cultivate student self-assessment and development abilities, and not limited to student evaluation only (Kuo, 2004, Popham, 2002, cited in Chang, 2008). It can be claimed that the purpose of the portfolio is to enable the students to demonstrate to perform their learning progress. It means that the portfolio process allocates time for the lecturer to focus on the students' development. The main value of portfolio is that, in building the students, they will be active participants in the learning process and its assessment.

Portfolio must be systematic, organized evidence which is used by the teacher and student to measure growth of knowledge, skills, and attitudes (Varvus, 1990). A portfolio is not a collection of students' work carelessly over time. Thus, in developing the portfolio it is important to decide its' purpose, evidence consisting of portfolio, and its' assessment criteria (Barton and Collins, 1997). The following features should be considered for developing rubrics as assessment criteria of portfolio: degree of achievement of a learning goal, degree to which a student shows personal characteristics, the degree of collaboration with others, and capability to utilize resources (Ou, 2004). These are the features which prove the validity and reliability of portfolio used in academic reading and writing class.

Another researcher also add that the students are free to select from their works the pieces they want to include in their portfolios. This shows that portfolios may be used as a holistic process for evaluating course work and for promoting learner autonomy (Richards and Willy, 2002). This statement implies that the students involve in selecting works based on their interests.

However, although the use of portfolio has some possibilities in education, including in academic reading and writing class, the use of portfolio also has challenges. Scoring a portfolio may be seen as less reliable or fair than multiple choices test score (Cicmanec and Viecknicki, 1994). This is the challenge for the teacher to set specific, clear, and measurable criteria for each item of assessment criteria used in portfolio. If the purpose and assessment criteria of portfolio are not clear, the portfolio will be students' works that could not reflect the students' growth and achievements accurately. Therefore, the assessment criteria and the purpose of portfolio should be explained clearly.

Based on the observation in academic reading and writing class at English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia (PBI UII), the researcher found that portfolio is applied. In academic reading and writing class, the lecturer expects it could be an alternative way to develop students' abilities and help the lecturer to assess the students' writing abilities. However, the lecturer could not apply portfolio carelessly as mentioned above. The portfolio should be based on the students' characteristics and interests. The students also have to know the portfolio assessment criteria which are set by the lecturer. Therefore, this study aims at to identify the types of portfolio used in academic reading and writing class and

students' opinion on portfolio assessment criteria in academic reading and writing (ARW) class at PBI UII. There may be a lot of research on academic writing, but the specifics of students' opinion on the use of portfolio have not been many, especially at PBI UII. In fact, this is important because with the openness from the students' opinion on the process of teaching-learning, it will make the teaching-learning process to be better.

B. Identification of The Problem

In the beginning of academic reading and writing class, the students will be first challenged to face the learning assessment method. The lecturer should implement an appropriate learning assessment technique in the classroom. In this study, the lecturer used portfolio as learning assessment method in conducting ARW class. The use of the portfolio assessment method in academic writing is one of the alternative way to promote understanding of learning process. Several studies are in support experiential and portfolio assessment method of evaluation. For example, (Gronlund and Waugh, 2009) support this assessment method on the grounds that: it allows students an opportunity to be involved in their own learning; it promotes students' critical thinking skills, reflection, and self-evaluation; it promotes positive learning outcome by focusing on students' best work, and it promotes mutually beneficial teacher-student collaboration.

Both reliability and validity are necessary and must be established in portfolio-based assessment classroom (Lyons and Condon, 2000). Validity is concerned with the extent to which an instrument measures what it is supposed to measure. On the other hand, reliability refers to the consistency of measurement across students or across the body of work of a single student.

Both validity and reliability in portfolio-based assessment lecturer at academic reading and writing class at PBI UII were established through several activities and assessment criteria on portfolio itself. There were several activities which contain standard measurement to measure the students' ability in writing through portfolio. Beside the activities must base on the validity and reliability, it also based on students' interest and students' characteristics. Students' motivation also determines the successful of learning process. Student motivation naturally has to do with students' desire to participate in the learning process. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

Based on the observation in ARW class, the researcher found the problem related to the students' opinion about portfolio in the beginning of the lesson: such as some students have low background of information about portfolio, while some students perceived that portfolio will give some challenges for them in finishing their project. Furthermore, the students also have miss understanding on the assessment criteria in the beginning of the lesson. Their first understanding on assessment criteria of portfolio used in ARW class is learning contract which contains the percentages of their attendance, their mid and final exam, and their participation during ARW class. Thus, the students of ARW class did not have clear understanding on how portfolio is and the assessment criteria of portfolio used in ARW.

C. Limitation of The Problem

This study focused on the students' opinion on the use and assessment criteria of portfolio used in academic reading and writing class. The data taken for this study is from academic reading and writing class at PBI UII.

D. Formulation of The Problem

Based on the background of study, identification and limitation of the problem, the problem of this research can be formulated as follows:

1. How are the types of porfolio used in academic reading and writing class at PBI UII?

2. How is the students' opinion on portfolio assessment criteria in academic reading and writing class at PBI UII?

E. Objectives of The Study

The purposes of this study are:

1. To describe the types of porfolio used in academic reading and writing class at PBI UII.

2. To explore the students' opinion on portfolio assessment criteria in academic reading and writing class at PBI UII.

F. Significance of The Study

The results of this study are to give contribution to English teachers and English lecturers, learners of English Language Education, PBI UII and other researchers.

1. For English Teachers and English Lecturers

This study is intended to be useful for English teachers in Junior and Senior High School, and also for English lecturers, especially English lecturers at PBI UII. The type of portfolio and students' opinion on portfolio assessment criteria in academic reading and writing and they may try to apply the portfolio itself in their class to help them to assess their students' writing ability.

2. For Learners of English Language Education

This study is intended to inspire learners of English Education Department to develop further research on the use of portfolio in academic reading and writing class to assess students' writing ability. On the other hand, if the learners of English Education Department become English teachers or lecturers in their future, they can use portfolio for academic writing in their class.

3. English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia (PBI UII)

The researcher expects this study can be useful for PBI UII as an advice to develop portfolio in other departments of The Faculty of Psychology and Socio-Cultural Sciences.

4. For Other Researchers

The researcher expects this study can inspire the other researchers to contribute in conducting research on using portfolio in academic reading and writing class to assess students' performances.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review, related studies, and theoretical framework about students' opinion on the use of portfolio in academic reading and writing class.

A. Literature Review

The literature review describes some theories related to definition of portfolio, types of portfolio, definition of academic writing, types of academic writing, and teaching procedures of academic writing.

1. Portfolio

a. Definition and Scope of Portfolio

There are some reviews on the definition of portfolio. It is divided into two kinds, the first is defining portfolio based on the use and the second is defining portfolio based on certain theoretical basis. On the point of defining portfolio based on the use, Portfolio is one of the alternative methods in education used in the assessment of the students' individual or group performance. The need of using portfolio is highlighted by many researches (Birgin, 2003; De Fina, 1992; Gussie, 1998; Micklo, 1997; Mumme, 1991; Norman, 1998;). According to them, portfolio is information in form of students' works which provides more reliable and dynamic data about students for teachers, for parents and also for student himself. This statement implied that portfolio gives getting clear information about students and fulfilling their weaknesses and helps teachers planning teaching progress. Also,

using portfolio provides the development of students' abilities and performances for their parents.

Portfolio is used in the assessment of student's performance at the present time, it is used as a method by architects, painters, photographers and artists in showing their works (Birgin and Baki, 2007). This means that portfolio has been used for different purposes in different field of studies. Thus, the definition of portfolio may change according to users' purpose and way of usage.

While the definition of portfolio based on certain theoretical basis are defined by some researchers. The first, Portfolio is a purposeful collection of students' works that exhibit to the students, their efforts or achievements in one or more areas (Arter and Spandel, 1991). Another definition which is in line with the previous definition also come from other researchers (Paulson and Mayer, 1991) who define that portfolio is a purposeful collection of student's work that exhibits the student's efforts, progress and achievement in one or more areas. Both of the statements imply that students' abilities can be seen from their portfolio as collection of their tasks, the portfolio shows the students performances toward their development on learning process.

The definition of portfolio also come from a researcher who stresses the learning process (Grace, 1992), defines as portfolio is a record of the child's process of learning, what the child has learned and how she or he has gone about learning; how she or he thinks, questions, analyzes, synthesizes, produces, creates, and how she or he interacts -intellectually, emotionally and socially- with others. In addition, portfolio is a container of collected evidence with a purpose. In this term, evidence

is the documentations that can be used one person or group of persons to infer another person's knowledge, skill, and disposition (Collins, 1992). Therefore, based on the definition from Grace and Collins, portfolio can be called as the documentation of all activities of students and showing their performances during the learning process, such as how the materials of learning affect the students' abilities. The results of students' abilities can be seen and measured by using portfolio itself.

Besides that, other two researchers who stress the learning process and learning product, define that portfolio is a combination of learning process and learning product. It is the process of evaluation, selection, and rationalization, together with the product of those processes (Winsor and Ellefson, 1995). Portfolio is a cumulative and continuing collection of entries that are selected and commented on by the student and the teacher to assess the student's progress in the development of a competency (Simon and Giroux, 2000). According to both of definitions above, portfolio means a collection of students' works that shows how the students' do their tasks and its results. After knowing both of the learning process and its results, it also can be used to assess the students, and as a reflection to evaluate the learning activities and materials. The teacher and the students should choose the suitable activities and materials based on the evaluation and needs. Thus, portfolio should be on going so that it shows the students' efforts, progress, and achievement over a period of time.

On the other hand, a researcher who emphasizes the characteristic of portfolios, stated that portfolio is systematic, purposeful, and meaningful collections of students' works (De Fina, 1992). Portfolio must be systematic,

organized evidence which is used by the teacher and student to measure growth of knowledge, skills, and attitudes (Varvus, 1990). This is in line with the previous definition that portfolio should be organized. Then, there is a statement which says:

> "A portfolio is not a collection of students' work haphazardly over time. Thus, in developing the portfolio it is important to decide its' purpose, evidence consisting of portfolio, and its' assessment criteria" (Barton and Collins, 1997: 78).

When the definitions stated above, about portfolio is not the collections or cumulative of students' works to be filled carelessly. It is important that the teachers should set and manage the portfolio carefully. It should be purposeful, systematic, and take a period of time. Portfolio also should contain of certain evaluation criteria. Therefore, the following features should be considered for developing rubrics as assessment criteria of portfolio, they are: degree of achievement of a learning goal, degree to which a student shows personal characteristics, the degree of collaboration with others, and capability to utilize resources (Ou, 2004).

As a conclusion, the writer trace to the review about portfolio from Barton and Collins (1997). Some studies define portfolio as something that should be used by certain classroom activities, such as in architects, painters, photographers, artists, and also it is adopted to the pedagogical terms. There are also some studies who claim that portfolio is kind of collection, record, and kind of container which contain the students' works and also to trace the students' effort, their progress, and their achievement during the whole learning process. However, those are not enough to define portfolio itself because there is one sharp statement from Barton and Collins (1997) who say that portfolio will not be portfolio if it is just a collection of students' works that is collected without any aids or in other words it is simply a

collection that is conducted in a mess up way. Portfolio itself is say to be a portfolio if it is a bundle of students' works during the learning process to check their progress, but the teacher must have some aids, such as the purpose, the evidence, and also clear assessment criteria.

b. Types of Portfolio

Since portfolio has been used for different purposes in different field of studies, the types of portfolios are varied based on its purpose and collected items in it. Hence, many researchers define different kinds of portfolio.

Portfolio is divided into five types (Haladyn, 1997), they are ideal, showcase, documentation, evaluation, and class portfolio. The first is ideal portfolio. It contains all of students' works, and it is not given to students a grade. Thus, it is important for students to assess their own portfolio. The second is showcase portfolio. It is included only of the students' best works. It is important for the students to select their own works and to reflect theirs works. Both of ideal and showcase types of portfolio are not suitable to be assessed and graded. The third is documentation portfolio. It involves a collection of work over time, presenting progress and improvement, reflecting students' learning of identified outcomes. This type of portfolio contains quality and quantity data. The fourth is evaluation portfolio. It includes a standardized collection of students' work and could be determined by the teacher or, in some cases, by the students. This portfolio is suitable for grading students. The last is class portfolio. It contains student's grade, teacher's view and knowledge about students in the classroom. This portfolio can be defined as a classroom portfolio.

Different with Haladyn, portfolio is divided into three types (Slater, 1996), they are showcase, open-format and checklist portfolio. First, a showcase portfolio is a limited portfolio where a student is only allowed to present a few pieces of evidence to demonstrate mastery of learning objectives. Second, in an open-format portfolio, students are allowed to submit anything they wish to be considered as evidence for mastery of a given list of learning objectives. The third, a checklist portfolio is collected of a prearranged number of items. Often, a course syllabus will have a prearranged number of projects for students to complete.

The third description about types of portfolio also come from another researcher who divided portfolio into nine types. These types of portfolio can be used separately or in combination. The nine types of portfolio are as follows (Melograno, 2000: 9-116):

(1) **Personal portfolio**: This type of portfolio could contain pictures, awards, videos, or other collectables. The personal portfolio serves as evidence for self-reflection or evaluation and sharing together.

(2) **Working portfolio**: This type of portfolio is systematic and ongoing collection of students' works. The term of collection refers to daily, weekly, monthly, or unit work products forms.

(3) **Record-keeping portfolio**: This type of portfolio is usually kept by teachers. It contains necessary assessment samples and records that may be required, for example: written exams and proficiency tests. Record-keeping portfolio could also include observational information, (such as anecdotal notes, frequency index scales, narrative descriptors, and behavior checklists) and progress reports that supplement traditional report cards.

(4) **Group portfolio**: In this type of portfolio, each member of a cooperative learning group contributes individual items along with group items to demonstrate the effectiveness of the whole group, for example: samples, pictures, and community project.

(5) **Thematic portfolio**: This type of portfolio would relate to a unit of study with a particular focus, normally lasting from 2 to 6 weeks.

(6) **Integrated portfolio**: In this type of portfolio, selected items either optional or based on requirement, could be drawn from several or all

subjects. This portfolio is suitable to be prepared in math and science courses. This portfolio is to show the whole students' works from all disciplines and show connections between or among subjects.

(7) **Showcase portfolio**: This is a kind of portfolio that only the student's best works are included. A limited number of items are selected to exhibit students' progress over time and to serve a particular purpose. At the beginning of the 1990 years in Vermont and Kentucky, this type of portfolio was implemented for mathematics and writing in grades 4 and 8. In both states, portfolios are supposed to contain five to seven examples of the students' best work during the school year and graded are supposed to reflect optimum performance. Also, this kind of portfolio proposed to use in the new primary curriculum which was put into practice in 2004-2005 school years by Ministry of National Education in Turkey.

(8) **Electronic portfolio**: Technological developments have made electronic portfolio. Since current technology permits for the capture and storage of information in the form of text, sound, video, and graphics, students can save their own writing samples, solutions to mathematics problems, samples of art work, science projects and multimedia presentations in one coherent document (Lankes, 1995). This means that the technological advances help the learning process be easier and simple. In this case, the electronic portfolio offers many benefits such as to collect and manage the information electronically according to traditional portfolio. In recent years, many institutional educations used electronic portfolio because of the educational opportunities supported with the technological development (Baki and Birgin, 2007).

(9) **Multiyear portfolio**: This type of portfolio would be stored at the school. This portfolio can be used to control students' progress periodically during primary and secondary school even in university education.

All in all, it is clear that some researchers have their own description about the types of portfolio and each of them are different in terms of its purposes and contents. Thus, teachers should select the appropriate ones and should apply them, or they can use portfolio in their class separately or in combination.

c. **Principles of Using Portfolio**

There are some principles to make portfolio as a part of learning process (Asturias, 1994: 698-701), these principles are:

(1) The portfolio should be consulted to teachers, students, parents and school administrations in deciding which items would be placed in it.

(2) The portfolio should be created with clear purpose for using portfolio itself. Students should clearly understand what purpose of and for whom a portfolio is consisted.

(3) The portfolio should reflect the actual day-to-day learning activities of students. The items in portfolio also should vary and be multi-dimensional.

(4) The portfolio should be ongoing so that it can show students' efforts, development, and achievements over a period of time.

(5) The Items in portfolio should be collected as a systematic process, purposeful, and meaningful.

(6) The portfolio should give opportunities for students in selecting pieces they consider most reprehensive of themselves as learners to be placed into their portfolios, and to establish criteria for their selections.

(7) The portfolio should be viewed as a part of learning process rather than merely as recordkeeping tools, as a way to enhance students' learning.

(8) The teacher should share the assessment criteria to the students that will be used to assess the work in the portfolio as well as in which the result is to be used.

(9) Teacher should give feedback to students about the results of students' portfolios. The students will evaluate themselves from the feedback given by the teacher.

The principles which have been explained above imply that the teacher should not make portfolio carelessly and these principles should be considered in conducting learning process by using portfolio-based. The types, purpose, the systematic process and the assessment criteria should be provided on the portfolio. In addition, the teacher should give feedback to the students on the students' works and the feedback are provided as the tool for the students to understand their strengths and weaknesses.

d. Assessment Criteria of Portfolio

Since the types of portfolio are different, the aims are also different. If the purpose of portfolio is to develop the students' learning and to diagnose their learning needs, then the works in the portfolio usually are determined by teachers (Birkin and Baki, 2007). It means that the teachers should set the works in the portfolio for students and then the students are given feedback for their works by

teachers and peers. These kinds of feedbacks are used to improve the students'
learning. If the purpose of the portfolio is to assess the student progress, and to
provide evidence for grades, then the portfolio should contain some standard works
for everyone and the works in the portfolio are selected by students. They are
assessed by teacher in terms of the criteria determined before (Birgin and Baki,
2007). It means that the teacher should design the assessment criteria to assess
students' performances and to show their learning process growth.

In one hand, an assessment criterion gives opportunity for the students to
recognize, and select work that is considered high quality. It also allows and
encourages discussions among teachers, students, and other concerning the
outcomes and quality of outcomes (Birgin and Baki, 2007). It means that the
assessment criteria of portfolio are important and need to be explained. Assessment
criteria which have been used to determine the quality of the student's performance
should be clear and easy to understand. This is quite important in terms of students
to evaluate their own works and to be able to fulfill their weaknesses. They also add
that rubrics could be used in order to determine quality of the evidence in portfolio
and to make a reliable and valid assessment (Birgin and Baki, 2007). This statement
imply that rubrics could be used as a way to assess or to measure students'
performances. The rubrics should be contained of assessment criteria.

On the other hand, there is a researcher who state about variety of different
approaches to grade portfolio. One of them says that there are three basic
approaches to grade portfolio (Kuhs, 1994). The first is to assess each piece of work
in the portfolio and average those grades to determine the portfolio grade. The
second is to use an analytic scheme where separate grades are given for different

performances. For example, a teacher might review the portfolio and given one grade each for the problem-solving ability to communicate students' ideas in language class, to carry out procedures accurately, to demonstrate insight and understanding of ideas, and to apply students' critical thinking in problem solving situations. Unlike in the first approach, this approach is based on reviewing several pieces of work in the portfolio. The third approach is to score students' works, when a single score is determined focusing on several dimensions of performances, is termed the focused-holistic approach. This approach allows the teachers to give a single grade for all pieces contained in the portfolio such as performance attributes as the student's ability to interpret the problem and information, select and use appropriate solutions strategies, and evaluate the answer to the given problem situation. The three approaches to grade portfolio which have been explained are almost the same but different.

Both of the statements from the researchers imply that the assessment criteria of portfolio should be made, it could be in the form of rubrics which contains several points of assessment criteria in accordance to the purpose and the needs of portfolio.

2. Academic Writing
a. Definition and Scope of Academic Writing

The reviews on the definition of academic writing come from some researchers. One of them says that academic writing is a mental and cognitive activity, since it is a product of the mind. The image of an individual working alone in a quiet environment has furthered the view of writing as a mental and cognitive

activity (Burke, 2010). It means that when the writers conducting an academic writing, it involves the cognitive and mind activity.

Other researchers say that academic writing is the type of writing used in college and high school classes. Academic writing is different from creative writing, which is the type of writing students do when they write stories. It is also different from personal writing, which is the type of writing students do when they write letters or e-mails to their friends and family. In doing creative writing and personal writing the students may use slang, abbreviations, and incomplete sentences. However, in doing academic writing, the students should not use slang or contractions. The students should also take care to write complete sentences and to organize them in a certain way (Oshima and Hogue, 1997). The previous statement implies that creative and personal writing are the types of informal writing, while academic writing is the type of formal writing.

In addition, there is a review which explains about the differences between informal writing and academic writing (Bowker, 2007). He states that to make an informal writing does not need to follow the structure, for instance, the activity of writing an email to a friend or reflect on what happened during the day in the personal diary. In these types of interpersonal settings, the purpose of writing could be to communicate the events that have happened in life to someone. In contrast with informal writing, academic writing does the things that personal writing does not. Firstly, kind of writing structure is required in academic writing, such as a beginning, providing information, and ending the writing. Other aspects of writing also should be considered, such as the grammar accuracy, punctuation, spelling, and many others.

Based on the three reviews above, the writer conclude that academic writing is one of the writing types which is formal and involves the presence of mental and cognitive activity. It required writing accuracy such as structure, grammar, and others.

b. Types of Academic Writing

In academic Writing class, students have to complete a variety of academic writing task during their studies. These academic writing tasks could be done either under exam pressure or as coursework. Thus, there are 6 types of academic writing (Bailey, 2011), and these types are: 1) Notes, it is a written record of the main points of a text or lecture, for a student's personal use. 2) Report, it is a written record of the main points of a text or lecture, for a student's personal use. 3) Project, it is a general term for any academic essay, report, presentation or article. 4) Essay, it is the most common type of written work, with the title given by the teacher, normally 1000–5000 words. 5) Dissertation/ Thesis, it is the longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student. 6) Paper, it is a piece of research, either individual or group work, with the topic chosen by the student(s). The teacher should introduce these types of academic writing to the students in the class.

3. The Principles of Teaching Academic Writing

Teacher should consider some principles while planning a learning process of academic writing. These principles should be adapted based on the learning situation. There are some reviews on the principles of teaching academic writing which in line each other. One of the reviews says that the principles of teaching

academic writing are divided into four (Nunan, 2003). The principles are: 1) *Understand students' reasons for writing*. The greatest displeasure with academic writing teaching comes when the teacher's goals do not match the students' interests. It is important to understand students' interests and to carry goals to students in ways that make sense to them. 2) *Provide opportunities for students to write*. Writing skills almost always develop by doing practice. The teacher should evaluate the lesson plan before conducting the activities, the teacher should provide students activities of practicing writing. When practice writing activities are integrated regularly into syllabus, students will become more comfortable with the act of writing. Practice writing should provide students with different types of writing as well. 3) *Make feedback helpful and meaningful*. The teacher should be able to provide feedback for the students. Students need feedback on their writing, yet the feedback does not always give desired effect for the students. The teacher should make sure that the students understand the vocabularies or symbols used when giving feedback. Thus, the clear feedback will help the teacher in creating helpful and meaningful feedback for the students. 4) *Give clarification to the students on how their writings will be evaluated*. The teacher should develop a statement to the students about what is valued in their writing. The teacher should share some criteria to be evaluated, for example: the important of creativity or originality of ideas, the important of particular written format, the important of grammatical accuracy, and the important of accuracy in spelling and punctuation. Sharing the criteria of the value to be evaluated will help the students to be aware of their writing activities based on the criteria.

4. The Procedures of Teaching Academic Writing

There are some reviews about the procedures of teaching academic writing to develop the process of learning. The first review says that academic writing is divided into four parts. In Parts 1 and 2 the focus is on key writing skills, while Parts 3 and 4 offer revision and reference. Parts 2 and 3 are organized alphabetically for easy access (Bailey, 2006). Part 1 is *the writing process*. It guides the students from the opening stage of understanding the essay title, through note making and paraphrasing, to the organization of the essay and finally proof-reading. Part 2 is *the elements of writing*. It deals with the skills that are needed for most types of tasks, such as making comparisons, giving examples and describing graphs. Part 3 is *the accuracy in writing*. It gives corrective practice in those areas that students often find confusing, such as using articles, passives or prepositions. Part 4 is *the writing models*. It offers examples of the types of writing that students usually need, including letters and survey reports as well as essays. There is also a writing tests section for checking progress of the students.

The second review on the procedures of teaching academic writing comes from a researcher who says that there are five stages in teaching academic writing to the students (Savage and Mayer, 2005). In the first stage, the teacher should guide the students to think about the topic for academic writing. In the second stage, the students are introduced to a specific rhetorical mode. The teacher leads the students to brainstorm students' ideas and vocabularies that they will use to write, and the students learn about rhetorical organization features, read and analyze an academic writing text. Finally, the students produce an outline based on the specific type of academic writing instructed by the teacher. In the third stage, the teacher guides the

students to develop the ideas from their outline and produce a first draft. The teacher also introduces to specific level-appropriate language points that will help students form and structure their writing. In the fourth stage, the teacher guides the students to edit their writing and produce the final draft. This part focuses on the students' grammar trouble. The teacher can give the students an exercise to help them to improve their grammar skills. In the fifth stage, the teacher provides a writing test for the students to measure their abilities.

The third review states that there are three steps in teaching academic writing (Whitaker, 2009). The first step is *planning*. In this step, the teacher should explain the materials related to the academic writing. The teacher also provides activities for the students to brainstorm their ideas, select the topic and make a writing outline. The second step is *running*. The teacher provides activities for the students to make their outlines into drafts. The third step is *revising*. The teacher gives feedback for the students on their works and the students should revise their works based on the evaluation from teacher.

The fourth review describes that there are five steps of teaching academic writing (Nunan, 2003). The first step is *Brainstorming*. This step can be done individually, in pairs or groups of students in the class. In a brainstorming session, the teacher gives the instruction to the students to make a list all their ideas related to a topic, either in writing or aloud, quickly and without much planning. The students can select those they are most interested in or feel they can write most proficiently about from the lists of brainstormed ideas or topics. The second step is *Word mapping*, and it is a more visual form of brainstorming. In this step, the teacher guides the students to make word maps, and the students begin with an idea

at the top or center of a blank piece of paper. The teacher should let the students think of related ideas or words and draw relationships with a series of boxes, circles, and arrows. The third step is *Quick writing*. It is where the teacher guides the students to begin with a topic, and write quickly about it. The teacher can provide a limit time for the students, usually 10 to 15 minutes, and give instruction to them not to erase or cross out text, to keep writing without stopping, and to just let the ideas and words come out without worry for spelling, grammar, or punctuation. These activities help the students to identify key ideas or interesting thoughts by underlining the ideas. These ideas are then used in the first draft of their essays. The fourth step is *Writing: drafting, feedback, and revising*. After students have developed and advanced their topics and ideas, it is time for them to write their first draft. The teacher should provide time for students to make the first draft, and students should be reminded that at this point, they need to emphasis on the development of ideas and the organization of those ideas more than the development of perfect grammar, punctuation, or spelling. After completing the draft, the teacher can give comments on the students' works, the comments are more on the ideas and organization than on the grammar and spelling. At this point, the teacher can also apply peer feedback. Students exchange papers and provide each other with comments on the paper's contents. the students begin the process of revising their papers after receiving feedback. The last step is *Proofreading and editing*. Before the final draft is turned in for evaluation, students have to read for their mistakes in spelling, grammar, punctuation, and so forth. In this session, the students can help each other to proofread and edit, and the teacher should guide this activity.

As a conclusion, the researcher traces to use Nunan (2003) theory on the procedure of teaching academic writing. Since this study aims at to identify the use of portfolio-based assessment in academic writing, the stages based on Nunan (2003) have the requirements of assessment stage in conducting academic writing. The assessment is on the stages of feedback, proofreading, and editing. On feedback session, the teacher not only gives the correction and suggestions on the students works, however, the teacher also assess the students' works. Moreover, the teacher also can assess the students on the stages of proofreading and editing, the teacher can assess on how the students capture their mistakes and then edit their works correctly.

B. Review on Relevant Studies

Some researchers have been conducted some studies about the use of portfolio in academic writing. The first is a research by Romova and Andrew (2011) which the title is "*Teaching and Assessing Academic Writing via The Portfolio: Benefits for Learners of English as An Additional Language*". This study aimed to examine the use of portfolio as pedagogical tools for developing academic writing. In specific, it considers the value of multi-drafting, where learners reflect on the learning of a text type as well as focusing on micro and macro aspects. This study presents the type of portfolio which is used in teaching and assessing academic writing. Using a multi-drafting portfolio in teaching academic writing involves not only formative feedback from peers, but also teacher input during the monitoring stage of a writing lesson, the workshopping of group and individual work or as a result of formal marking of a draft. The learning process procedures was also explained in this study. In addition, how the students perceive the whole portfolio-

based activities was also discussed in this study. What emerges most of all is the helpfulness of teacher feedback. The students stated that multi-drafting portfolio-based could help them to improve their abilities on academic writing, such as improving their vocabularies, developing their skills about sentence structure, and improving their abilities to distinguish the sentences. Although most students' opinion relates to effect on form, the most interesting effect of teacher feedback is its potential to give motivation the students to enjoy the practice and learning process of academic writing.

The second, a study by Nezakatgoo (2011) entitled "*The Effect of Portfolio Assessment on Writing of EFL (English as A Foreign Language) Students*". The main focus of this study is to determine the effect of portfolio on final examination scores of EFL students' academic writing skill. This study presents the form of portfolio which is used in the classroom. The design of this study is Quasi-experimental, internal-treats to validity were controlled by using pretesting in order to have strong Quasi-experimental, a post-test is also applied in this study. 40 university students who enrolled in composition course were selected and divided randomly into two experimental to determine the effect of portfolio-based learning process. The result of this study emphasized the fact that portfolio-based activities, as a teaching and assessment tools, could give the students a sense of greater control over their writing outcomes, and give the contribution to increase their final scores. In addition, the students see that portfolio-based activities also provide the opportunity for the students to learn how the students see themselves as writers.

The third, a study by Ozer and Tanriseven (2016) "*The Effect of Portfolio-based Writing Assessment on The Development of Writing Skills of EFL Students*",

this study aimed to evaluate the effectiveness of portfolio-based writing assessment in EFL (English as a Foreign Language) students writing skills and writing self-efficacy. This study presents the procedures in conducting portfolio-based writing in academic writing Class, the form of portfolio is explained in this study. The result of this study shows that portfolio-based writing helps the students' writing abilities improve. Students show and understand their development across five drafts and evaluate their learning reflectively. Another than that, the perspectives of the students on the effectiveness of portfolio-based writing in developing their abilities were investigated. The students are also satisfied the attitude of the teacher who pointed out their errors during the learning process. The teacher's feedback helps them to find their mistakes.

These three researches mentioned earlier are chosen as relevant studies to this research due to the facts that these researches mainly focus on the use of portfolio in academic writing class, including presents the types of portfolio and the students' opinion on the use of portfolio. In comparison to these three previous researches, this research mainly focuses on the types of portfolio and the students' opinion on the use of portfolio in academic reading and writing class in the context of private college, at English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia.

C. Conceptual Framework

In general, this study contains the types of portfolio that are used in academic reading and writing class as the main topic. Meanwhile, the opinion of students in this study is to investigate whether the types of portfolio that are used in

academic reading and writing class success or not from the opinion of students. The types of portfolio are the main unit of analysis in this study. The use of portfolio in academic reading and writing class at English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia is chosen as the issue of this study.

Portfolio has been used in the learning process in some classrooms. However, since portfolio has been used in different field of studies, they may have some points that are different based on the purpose of portfolio itself and the way of usage. When there is a case which is, portfolio used in the same field of study, but the method and the types may be different.

In this case, the study aims to describe the types of portfolio that are used in academic reading and writing class at English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and how do the students perceive the whole activities of the learning process by using portfolio-based activities.

D. Analytical Construct

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                    ┌─────────────────────────┐
                    │        Portfolio        │
                    │ (Borton and Collins, 1997) │
                    └────────────┬────────────┘
              ┌──────────────────┴──────────────────┐
  ┌───────────────────────┐        ┌──────────────────────────────┐
  │   Types of Portfolio  │        │ Assessment Criteria of Portfolio │
  │   (Melograno, 2000)   │        │ (Birgin and Baki, 2007; Kuhs,   │
  │                       │        │            1994))               │
  └───────────┬───────────┘        └───────────────┬──────────────┘
              │  ┌─────────────────────┐            │  ┌──────────────────┐
              ├──│  Personal Portfolio │            ├──│      Rubric       │
              │  └─────────────────────┘            │  └──────────────────┘
              │  ┌─────────────────────┐            │  ┌──────────────────┐
              ├──│  Working Portfolio  │            └──│ Analytical Scheme │
              │  └─────────────────────┘               └──────────────────┘
              │  ┌─────────────────────┐
              ├──│    Record-keeping   │
              │  │      Portfolio      │
              │  └─────────────────────┘
              │  ┌─────────────────────┐
              ├──│   Group Portfolio   │
              │  └─────────────────────┘
              │  ┌─────────────────────┐
              ├──│  Thematic Portfolio │
              │  └─────────────────────┘
              │  ┌─────────────────────┐
              ├──│ Integrated Portfolio│
              │  └─────────────────────┘
              │  ┌─────────────────────┐
              ├──│  Showcase Portfolio │
              │  └─────────────────────┘
              │  ┌─────────────────────┐
              ├──│ Electronic Portfolio│
              │  └─────────────────────┘
              │  ┌─────────────────────┐
              └──│  Multiyear Portfolio│
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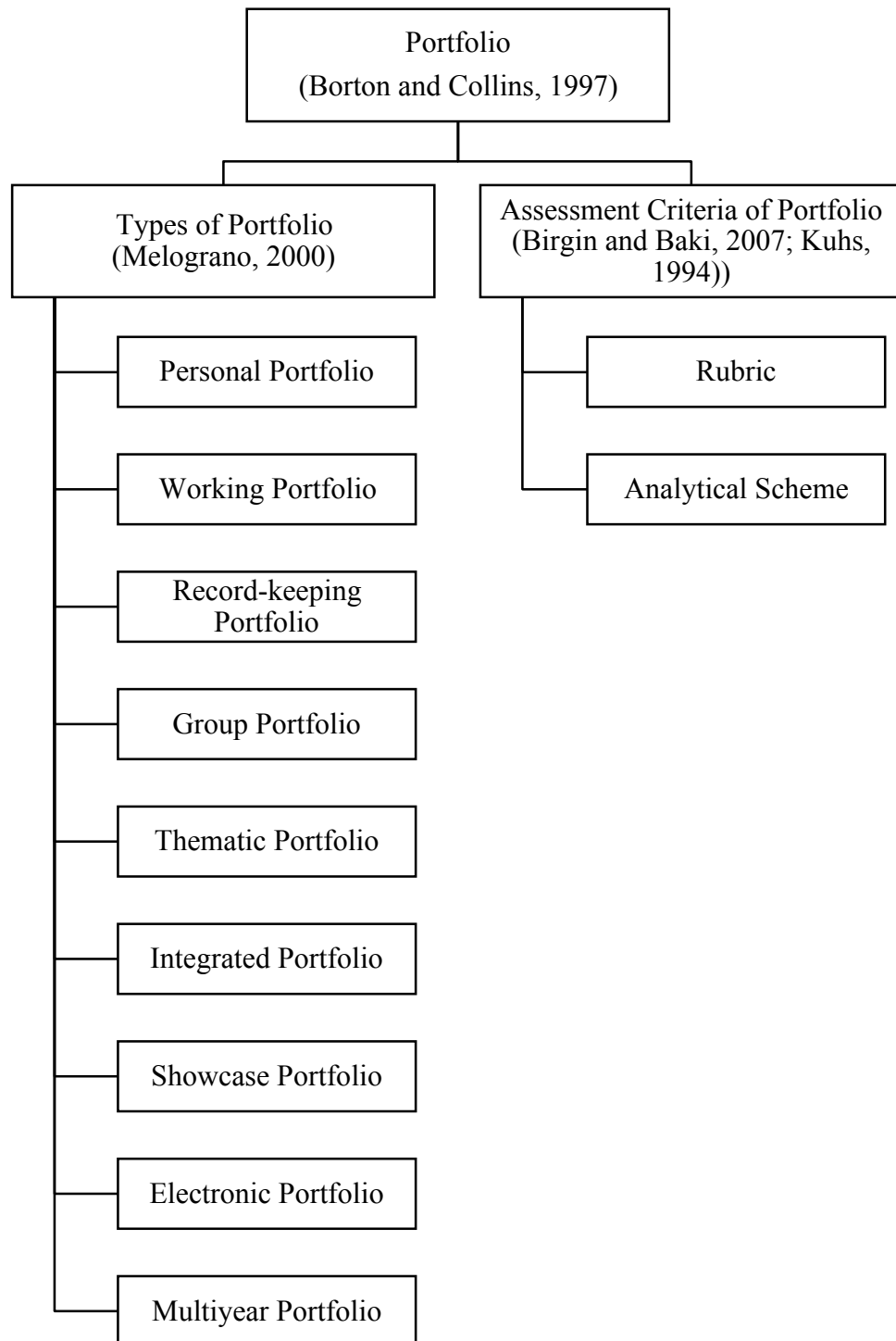
Figure 2.1 Analytical Construct of The Study

CHAPTER III

RESEARCH METHOD

This chapter elaborates the methods that the researcher uses to conduct the study. It presents research design, data preparation, data collecting techniques, data analysis, and trustworthiness of the research.

A. Research Design

The research design of this study is qualitative. Qualitative research is a collection analysis and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest (Creswell, 2014). This statement implies that qualitative research involves the simultaneous collection of a wealth of narrative and visual data. Furthermore, qualitative research is a located activity that locates the observer in the world. It contains of a set of interpretive, material practices that make the world visible. They turn the world into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings, and memos to the self. The researcher of qualitative research study things in their natural settings, trying to understand and interpret phenomena in terms of the meanings people bring to them.

The types of the qualitative research in this study is case study. A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (Ary et al., 2010). It means that the focus of this type of qualitative research is on analyzing an individual, group, organization, or program. Thus, in this study, the focus is on analyzing a program

which is academic reading and writing class at PBI UII. Students' opinion on the use of portfolio in academic reading and writing class is the main unit of analysis in this study. Academic reading and writing class at PBI UII is the chosen single case in this study.

B. Data Preparation

There are several points in data preparation that researcher need to do in this study. These points are research setting and participants of research, types of data, sources of data, and informed consent.

1. Setting and Participants of Research

This research was conducted in academic reading and writing class B at PBI UII. In a semester, this class consists of 28 meetings, it was conducted twice a week with Ms. I. The researcher chose academic reading and writing class by considering that this class covers the requirement of this study which is the use of portfolio in conducting the academic writing process.

There were 34 students taking academic reading and writing class B (9 male students and 25 female students) who are in their fourth semester. Purposive sampling technique was used in this study to select the participants. There were 5 participants in this study, 2 participants of the high-achiever students, 1 student of middle -achiever and 2 participants of the low-achiever students. This study focused on analyzing the portfolio-based activities.

2. Types of Data

Data is empirical evidence collected by researcher to answer research questions. The researcher used qualitative research in this study. The data presented in this study is analysis in the form of narrative data, it does not present numerical or statistical data. The qualitative data in this study was gained from the Interview, observation, and documentation.

3. Sources of Data

The data or the case study evidence in this study was gained from the interview, observation, and documentation. The researcher selected some participants in this study with the expectation to get rich data on the students' opinion and the use of portfolio in academic reading and writing class. The researcher observed the academic reading and writing class B, especially the participants. The participants were also being interviewed by the researcher with some questions of the study. In addition, the documentation of the portfolio results was also used as one of the data source.

4. Informed Consent

One of the ethical issues in the form of informed consent needs to be done by the researcher after determining setting of the study, participants of the study, types of data, and data source of the study. Asking permission with the institution is not necessary to be done since the researcher is one of the students at PBI UII. Asking permission to the lecturer of academic reading and writing class B needs to be done by the researcher with a formal consent letter.

Furthermore, consent issues need to be done by the researcher to the participants of this study. The researcher needs to inform the participants that the researcher is conducting a study, or in another term, the researcher gives an introduction to the participants about the study. After giving the introduction to the participants, the researcher asked the ability of the participants to involve in this study.

C. Data Collecting Techniques

The data of this study were obtained from interview, observation and documentation. In-depth interview was conducted by the researcher in this study. Other data collecting techniques which conducted by the researcher were doing observation and analyzing documents.

1. Interview

Interview involves some forms of direct contact between the people in the sample group and the interviewer (the researcher or someone trained by the researcher), who presents the questions to each person in the sample group and records their responses (Ary et al., 2010). It means that in this data collecting technique, there will be a direct contact and conversation between interviewer and interviewee, the interviewer provides some questions and the interviewee give response toward the questions. The response from the interviewee will be information to be used in analysis data. There are several challenges in qualitative interviewing, these challenges related to unexpected participant behaviors and students' ability to create good instructions, phrase and negotiate questions, deal with sensitive issues, and do transcriptions (Roulston et al., 2003). Based on the

statement, the researcher should have an ability to handle responses given by the interviewee.

There are some types of interview to be considered in conducting the interview (Creswell, 2007): **First is unstructured interview**. The unstructured interview is little more than a casual conversation that allows qualitative researcher to inquire into something that has presented itself as an opportunity to learn about something at research setting. Unstructured interview can be said as informal interview which used in a study and the goal is not to get answers to predetermined questions but rather to find out where the participants are coming from and what they have experienced. **Second is semi-structured interview**. Semi-structured interview combines predetermined set of open questions with the opportunity for the interviewer to explore specific points. **Third is Focus group interview**. Focus group interview is conducting interview in which a group of people or students are asked by the interviewer. In addition, Creswell said that the researcher also can use other types of interview, such as e-mail interview, face to face interview, online focus group interview, and telephone interview.

In this study, the researcher used semi-structured interview which the questions of the interview were set by the researcher, and the researcher has opportunity to explore about specific points. in selecting the participants of interview, the researcher uses purposeful sampling technique with the type of maximum variation sampling. Maximum variation sampling is a purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait which may cause different achievement (Creswell, 2005). Thus, in this study, the researcher selected the participants based on their

achievement. Student of high achiever, middle-achiever, and low-achiever were involved as the participants of interview in this study. Furthermore, based on Bloom's taxonomy, academic reading is an activity which requires a high cognitive domain because in ARW class, the students were identifying, applying, analyzing, and in the end of the lesson they also creating a project in form of mini-paper (Bloom et al, 1956). Thus, participants selection based on their achievements is proposed to be a consideration.

In this study, the interview involved 5 participants (2 participants of the high-achiever students, 2 participants of the middle-achiever students and 1 participants of the low-achiever student) of academic reading and writing class. The researcher selects the participants to collect the data about their opinion on the use of portfolio, the types of portfolio and the assessment criteria of portfolio in academic reading and writing class.

Table 3.1 Question of Interview

Subject	Construct	Conceptual	Component	Interview Question
Portfolio	Barton and Collins (1997)	Barton and Collins (1997) argue that portfolio is not a collection of students' work haphazardly over time. Thus, in developing the portfolio it is important to decide its' purpose, evidence consisting of portfolio, and its' assessment criteria.	1. Portfolio is not a collection of students' work haphazardly over time 2. In developing the portfolio it is important to decide its' purpose, evidence consisting of portfolio, and its' assessment criteria	1. When in the class of academic reading and writing, are you asked to work on a portfolio? what is the example? 2. Based on your experience in ARW class, how do you know about portfolio? 3. Based on your experience, how do you understand the purpose of portfolio work?
Types of Portfolio	Melograno (2000)	Melograno explains that there are nine types of portfolio: Personal portfolio, working portfolio, record-keeping portfolio, group portfolio, thematic portfolio, integrated portfolio, showcase portfolio, electronic portfolio and multiyear portfolio.	1. Personal portfolio 2. Working portfolio 3. Record-keeping portfolio 4. Group portfolio 5. Thematic portfolio 6. Integrated portfolio 7. Showcase portfolio 8. Electronic portfolio 9. Multiyear portfolio	4. How was the portfolio applied in the academic reading and writing class?

Assessment criteria of portfolio	Birgin and Baki (2007)	If the purpose of the portfolio is to assess the student progress, and to provide evidence for grades, then the portfolio should contain some standard works for everyone and the works in the portfolio are selected by students. They are assessed by teacher in terms of the criteria determined before. They also add that rubrics could be used in order to determine quality of the evidence in portfolio and to make a reliable and valid assessment.	1. Portfolio should contain some standard works for everyone and the works in the portfolio are selected by students. 2. They are assessed by teacher in terms of the criteria determined before.	5. Based on your experience, what and how is the portfolio assessment criteria given by lecturers used in the academic reading and writing class? (rubric or analytical scheme)
	Kuhs (1994)	Kuhs (1994) who argues that there are three basic approaches to grade portfolio. The first is to assess each piece of work in the portfolio and average those grades to determine the portfolio grade. The second is to use an analytic scheme where separate grades are given for different performances. For example, a teacher might review the portfolio and given one grade each for the problem-solving ability to communicate students' ideas in language class, to carry out procedures accurately, to demonstrate insight and understanding of ideas, and to apply students' critical thinking in problem solving situations. Unlike in the first approach, this approach is based on reviewing several pieces of work in the portfolio. The third approach is to score students' works, when a single score is determined focusing on several dimensions of performances, is termed the focused-holistic approach. This approach allows the teachers to give a single grade for all pieces contained in the portfolio such as performance attributes as the student's ability to interpret the problem and information, select and use appropriate solutions strategies, and evaluate the answer to the given problem situation.		

2. Observation

Observation is one of the data collecting techniques used by the researcher to gain the data in this study. Several challenges in doing observation are remembering to take filed notes, determining the best timing for moving from nonparticipant to a participant, keeping from being overwhelmed at the site with information, and learning how to distribute the observations from thebroad picture to a narrower one in time (Creswell, 2007). It means that the researcher should be able to gain the information needed in this study and the researcher also should be able to funnel the board information into a simple one. In keeping the information during the observation, the researcher can take field notes. Field notes permit the researcher to gain the data because it helps to record the situations and condition during the observation (Hatch, 2002). It means that field notes can be a tool to help the researcher to keep the information of the observation which related to the study.

In this study, the researcher joined academic reading and writing class to conduct the observation. In doing the observation, the researcher made a field notes to be used in analyzing the data. In conducting the observation, the researcherused the construct from Baron and Collins (1997) which is about Portfolio, Melgrano (2000) which is about types of portfolio, Birgin and Baki (2007) and Kuhs (1994) which is about assessment criteria of portfolio.

3. Document Analysis

In this study, the researcher used document analysis as one of the data collecting techniques. Document is important because it is a form of evidence of the information in this study. Qualitative researcher examines various types of

documents in the form of records, artifacts, journal maps, archival documents, videotapes, and audiotapes (Mills, 2007). Thus, documents refer to materials of data to be analyzed. The documents used in this study were the documents related to academic reading and writing class, such as the result of students' portfolio, records of students' feedback and the document of assessment criteria of portfolio. The researcher also involves classroom activities report to support the data. The researcher collected these documents to gain supporting data in this study.

D. Data Analysis

Data analysis in qualitative research consists of preparing and organizing the data (text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion (Creswell, 2007). This statement implies that there are several stages in data analysis, these stages are collecting or organizing the data, reducing the data, drawing data conclusion, and displaying the data. Furthermore, activities in qualitative data analysis is done interactively and continuously until complete, so the data is saturated. These activities are data reduction, data display, and conclusion drawing or verification (Miles and Huberman, 1984).

1. Data Reduction

The data obtained in the case study is quite huge, therefore, it should be noted carefully and detailly. As has been pointed out, the longer the researcher in the field, the amount of data will be more complex and complicated. Therefore, data analysis needs to be done through data reduction. Reducing data means

summarizing, selecting the essentials information, and focusing on the things that matter. Thus, the reduced data will give a clearer information, and make it easier for the researcher to collect next data. Data reduction can be assisted with electronic equipment such as computers, by providing codes on certain aspects.

To reduce the data in this study, the researcher focused on research questions, which are about the students' opinion on the use portfolio, types of portfolio, and the assessment criteria used in academic reading and writing class at PBI UII.

2. **Data Display**

After reducing the data, the next step is to display the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, and flowchart. Looking at the data display helps us to understand what is happening and to do something further analysis or caution on that understanding. Miles and Huberman suggested to display the data by using narrative text, graphic, matrix, network, and chart.

In this study, the data were displayed in the form of table, notes, and narrative text.

3. **Conclusion Drawing**

The third step in qualitative data analysis is the conclusion and verification. The preliminary conclusion is temporary, it will change if there is no strong evidence to support the next stage of data collection. However, if the conclusion raised in the initial stages are supported by valid and consistent evidences when the researcher returns to the field to collect data, the conclusion presented is a credible

conclusion. In this study, the researcher concluded the research based on the findings and discussion of the study.

E. Trustworthiness of Data

All research is concerned with producing valid and reliable knowledge in an ethical manner. In qualitative research, credibility is the degree to which qualitative data accurately gauge what we are trying to measure (Bogdan and Biklen, 1998). It means that the quality of qualitative research is proven by the credibility of the research. To examine the credibility of this study, the researcher used triangulation technique. Triangulation is qualitative cross-validation. It assesses the sufficiency of the data collection procedures (Wiersma, 1986). Triangulation in examining the credibility of study is interpreted as checking data from various sources in various ways and various times. In this study, the researcher used interview, observation, and documentation as triangulation technique in examining the validity of this study.

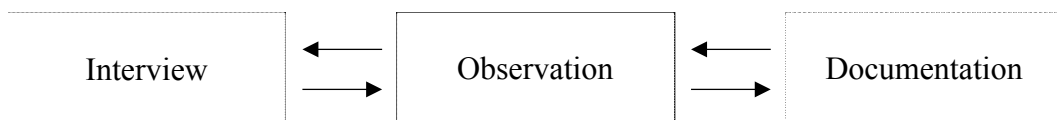| Interview | | Observation | | Documentation |

Figure 3.1 Triangulation Technique of The Study

Furthermore, to reach the accuracy of the findings in this study, the researcher traces to consider credibility, confirmability, dependability and transferability as the criteria to check the data (Lincoln and Guba, 1985).

1. Credibility

The researcher gained the credibility of data by using triangulation process. the triangulation process was applied to achieve the accuracy of this study because the information was collected through some sources of data. In this study, the researcher uses the triangulation, which are interview, documentation, and observation. Participants' interview as the primary sources, observational field notes and document review as second sources. The types of the data are interview transcript, observational field notes, portfolio of students review, and classroom activities report review. Moreover, the researcher checks various literatures and some sources to provide the theories that related to the topic of study to establish the instrument of this study. The instruments are constructed according to Barton and Collins (1997) to check the students' opinion on the use of portfolio and its purposes, Melograno's (2000) review to analyze the types of portfolio used in the class, and theory of Birgin and Baki (2007) to analyze the assessment criteria of portfolio used in the class.

2. Conformability

To reach the conformability, all the data are provided in this study and the researcher asks the thesis supervisor to give opinion, comment and suggestion related to the data in this study. the instruments were reviewed by the lecturers of English language education department UII. The first reviewer has a capacity on teaching methodologies and the second reviewer has capacity on academic writing. The thesis supervisor as an expert also reviewed the result of this study.

3. Dependability

This study was conducted by the researcher systematically from the beginning until the end of this study. In addition, to make sure that the data are in line with the research question, the researcher ensured that the process of data collection and data analysis are matching with the research question and the result of data collection. The researcher also consulted the data findings of triangulation with the thesis supervisor as an expert.

4. Transferability

The researcher provides rich description and systematic report to find the result of the research. The way of the researcher involves some participants and selects them by using purposive sampling based on participants' ability was elaborated clearly. Furthermore, this study was analyzed and described about the students' opinion on the use of portfolio in academic reading and writing class at PBI UII. The finding of the research can be used for readers or lecturers to implement portfolio in writing class.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents all the findings of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

A. Findings

In this part, the data findings are presented from 3 different types of data collection sources. They were categorized into certain themes and the coded to support finding and discussion of this study.

1. Interview

In this case study, the interview was a semi-structured in-depth interview with open-ended questions, this is in line with Cresswell (2007). The interview involved 5 students as the participants (2 male and 3 female) from the total of 34 students (9 male students and 25 female students) of ARW class B. Each participant was interviewed in different times. The 5 participants were chosen using purposive sampling technique, 2 participants were high-achiever, 2 participants were middle-achiever, and 1 participant was a low-achiever. This purposive sampling technique was done to collect rich data on students' point of view and description about the use of portfolio in academic reading and writing class. Thus, the categorization of high, middle, and low achiever was not intended to compare among them. The interview results are summarized in the table below.

Table 4.1 The Result of Interview

No.	Theme	Finding
1.	Students' opinion on the use of portfolio	A collection of students' works during ARW class. The students' understanding and ability were measured by using portfolio (I/1/SOUP/2-3, I/2/SOUP/2-3, I/3/SOUP/2-3, I/4/SOUP/2-3, I/5/SOUP/2-3)
2.	Types of portfolio	1. Group portfolio
		2. Personal portfolio
3.	Students' opinion on assessment criteria of portfolio	The rubric contains standardization of portfolio assessment.

In the interview section, the researcher has explored participants' opinion on the use of portfolio in academic reading and writing class. In general, the interview results of the participants indicated that the types of portfolio used in academic reading and writing class was personal and group portfolio. The students made portfolio on their projects in a group, each member of a cooperative learning group contributes individual items along with group items in doing the project. In the end of the lesson, the students submit the portfolio individually. The students discuss the material related to their papers, however, they work on their papers by themselves. The form of portfolio used in academic reading and writing class was the process and its collection of work over time, presenting progress and improvement, reflecting students' learning of identified outcomes. As long as work on the portfolio, the participants were realized about the purpose of portfolio. From the participants' perspective, it was indicated that portfolio used to measure the

students' understanding in doing their project in academic reading and writing class. In addition, an opportunity to develop and measure students' ability and practiced students' critical thinking were also provided in portfolio-based learning process.

Table 4.2 Excerpt of Interview Transcript

Transcription 1

Participant : Student A

Time : 10.00 – 11.00 WIB

Date : August 03, 2017

Place : Student area of PBI UII

I: Interviewer**, P:** Participant

Subject	Line	Transcription
I		When in the class of academic reading and writing, are you asked to work on a portfolio? what is the example?
P	1	Yes, in the ARW class we were asked to work on the portfolio. This is my work as an example of portfolio in ARW (in the form of hard file and soft file). We were asked to make introduction, claims, theories, literature review, and the last tuh data collection.
I		Based on your experience in ARW class, how do you know about portfolio?
P	2	According to me, portfolio is the task given by the lecturer to the students, but not directly all parts of the task, it is gradually. Then, the students should submit the task to the lecturer and it will be assessed.
I		Based on your experience, how do you understand the purpose of portfolio work?
P	3	To me, first, the purpose of portfolio is to measure the capacity or ability of students during in the ARW class. Second, if we look ahead, portfolio can be our experience to write thesis. In addition, the portfolio also helps students to train our critical thinking, can give the comment on the theories.

I		How was the portfolio applied in the academic reading and writing class?
P	4	The way portfolio applied in ARW class tuh, first, lecturer explains the material to the students, for example in this meeting the lecturer fives the material, and then in the next meeting the lecturer explains a little bit about previous material and the students do the task related to the material given by the lecturer. After doing the task, then the lecturer gives feedback to the students. Feedback is given individually and in a group. The lecturer gives the feedback after the students doing the task, for example: the students were asked to make introduction, and after finishing the introduction the lecturer gives the feedback to the students. So, during in the ARW class, after finishing the introduction, the students will get feedback, after finishing the literature review, the students will get feedback, and after finishing the data collection, the students will get feedback. Nah, in doing the paper with portfolio-based tuh the lecturer divided us into groups, but in the final examination we should submit the paper individually.
I		Based on your experience, what and how is the portfolio assessment criteria given by lecturers used in the academic reading and writing class? (rubric or analytical scheme)
P	5	As I know, the form of assessment criteria used in ARW class sih is rubric. The content of rubric is like if we want to get A nih, nah we must include the complete theories, and claims in our paper, it is like categorization. In my opinion, the rubric is effective for students, because it motivates the students. For example: wah, I have to get A nih, it means I have to search many theories from many resources, and so forth. I think the assessment criteria in the portfolio is important, because it becomes a source of lecturers on students' works and it is as students' standardization in doing the task.

The assessment criteria in the form of rubric was also provided in applying portfolio-based learning process. The rubric contains standardization of portfolio assessment. The participants realized that assessment criteria are important to

support portfolio, because it helps the students to measure and assess their performances, it also creates a meaningful portfolio.

2. Observation

The observation was done 4 times in the classroom from the total 28 meetings, 2 times of observation was done by the researcher in the beginning of academic reading and writing (ARW) class to make sure that the task will be in the form of portfolio. Two times of observation was conducted by the researcher in portfolio session. The instrument used in the observation was based on Hatch (2002). During the observation, the researcher made field notes to be used in analysis data phase. The focus of the observation was to capture activities related to the use of portfolio in ARW class. This observation approach was intended to observe and analyze the learning process of portfolio-based and the students' condition toward the use of portfolio-based activities in ARW class at PBI UII. The findings of the observation results are presented in the table below.

Table 4.3 The Result of Observation

No.	Theme	Finding
1.	The students' opinion on the use of portfolio	This point was not directly expressed by the students.
2.	Types of portfolio	1. Group portfolio
		2. Personal portfolio
3.	Students' opinion on assessment criteria of portfolio	Assessment criteria in a form of rubric

Data from the observations indicates that there were several activities in ARW class. The learning process of ARW were divided into three parts: material explanation, project work, and feedback. At the beginning of ARW the lecturer explained the material related to academic reading and writing to the students. After receiving the material, the students were asked to do a project which was a mini paper by using portfolio-based activities. The students were also divided into some groups in doing the project. During project work, the lecturer gave the feedback to the students on their project.

The types used in ARW class were group portfolio and personal portfolio. Group portfolio refers to the way of they discussed the paper in the classroom with portfolio-based. While personal portfolio refers to the way they worked and submitted their paper which is their portfolio results individually.

Based on the observation, the students did not show their understanding on portfolio. However, according to the observation, the researcher got the point that portfolio used in ARW class was students' works submission and its process. How the portfolio used in the class indicates that the types of portfolio were personal and group portfolio. The understanding and the ability of the students on materials related to academic reading and writing were also measured by using portfolio in ARW class.

There were assessment criteria in a form of rubric used by the lecturer to assess students' portfolio. The lecturer gave the announcement about the rubric trough Facebook, it was posted on *Informasi Pendidikan Bahasa Inggris UII* group of Facebook.
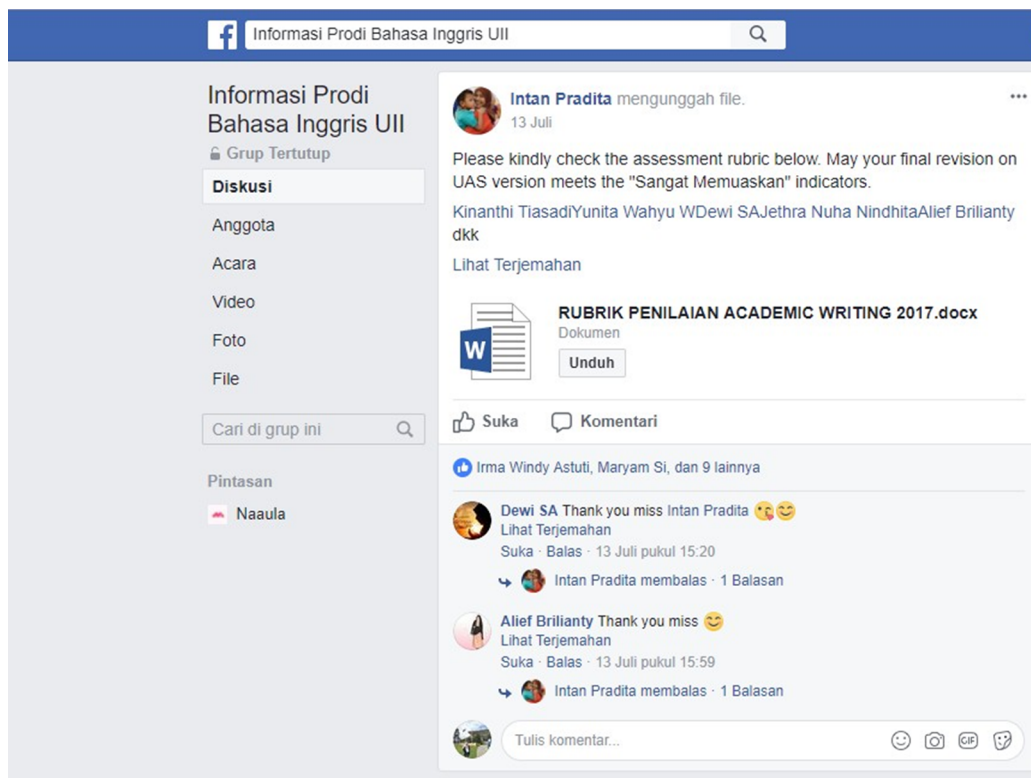
Figure 4.1 Screenshot of Announcement about Assessment Criteria in Facebook

3. Document Analysis

The documents were analyzed by using Mills' (2007) model. In this study, the researcher analyzed archival documents in the form of portfolio of students, records of students' feedback, field notes, rubric of assessment criteria and classroom activities report. There are 26 portfolios of students and classroom activities report were analyzed in this research. The portfolio of students was gained from the lecturer, the records of students' feedback were gained from the students, while the classroom activities report was obtained from faculty administration officer. The researcher also kept the field notes during observation, and the assessment criteria was downloaded on *Informasi Pendidikan Bahasa Inggris UII* group of Facebook.

The researcher analyzed the portfolio of students by analyzing the portfolio of each member in their own group. This analysis was done by the researcher to support the data from interview on analyzing about how did the students work on portfolio in a group and individually. The researcher also used the classroom activities report to see the report from lecturer on the sequences of activities during ARW class. The field notes that were obtained by the researcher was analyzed to support the data and capture the activities during the observation. The data result of type of assessment criteria and its content was analyzed from rubric given by the lecturer. The data analysis of documentations is presented in the table below.

Table 4.4 The Data of Documentation

No.	Theme	Finding
1.	Students' opinion on the use of portfolio	This point was not directly expressed by the students.
2.	Types of portfolio	1. Group portfolio
		2. Personal portfolio
3.	Students' opinion on assessment criteria of portfolio	Rubric

The documents analysis indicates that the students worked on a project in the form of mini paper. There were several activities during 28 meetings in ARW class, and portfolio was implemented in conducting the writing project. The lecturer started the learning process by explaining the material related to academic reading and writing. The students created mini paper as their project in ARW class. Feedback was also provided during the project.

Based on the document analysis, in the beginning of the project, the students were divided into some groups, they worked on the project both in a group and individually. They worked in a group because the researcher found that their papers have the same topic, some of the papers were also have the same references, and the theories in a group. Moreover, they worked individually because they should create content in their mini paper that was different from their group members. In the end of the class, the students should submit their mini paper to the lecturer individually. The mini-paper submitted by the students in the end of the lesson were their final works. Moreover, the lecturer also gave feedback to the students' works.

The portfolio in ARW class was also supported by assessment criteria in a form of rubric, and it means that the portfolio in ARW class was not conducted carelessly.

Dimensi	Sangat Memuaskan (range nilai A)	Memuaskan (range nilai A- dan B+)	Standar (range nilai B)	Kurang memuaskan (range nilai C)	Tidak memuaskan (range nilai C- dan D)
Judul	Mahasiswa dapat menyusun judul artikel ilmiah dengan keywords yang tepat dan menunjukkan keterhubungan antar keywords.	Mahasiswa dapat menyusun judul artikel ilmiah dengan keywords yang tepat namun kurang menunjukkan keterhubungan antar keywords.	Mahasiswa dapat menyusun judul artikel ilmiah dengan keywords yang tepat namun tidak menunjukkan keterhubungan antar keywords.	Mahasiswa belum dapat menyusun judul artikel ilmiah dengan keywords yang tepat.	Mahasiswa menyusun judul artikel ilmiah tanpa mempertimbangkan keywords.
Introduction (level paragraph)	Mahasiswa dapat menyusun paragraf introduction dengan menyertakan *claim*, lebih dari 2 *background information, evidence*, dan *thesis statement* (ketiga elemen ada , dengan logika antar elemen yang tersintesis)	Mahasiswa dapat menyusun paragraf introduction dengan menyertakan *claim*, dua *background information* lebih dari 2, *evidence*, dan *thesis statement* (ketiga elemen ada dengan logika antar elemen yang kuat)	Mahasiswa dapat menyusun paragraf introduction dengan menyertakan *claim*, satu *background information, evidence*, dan *thesis statement* (ketiga elemen ada, dengan logika antar elemen yang cukup)	Mahasiswa menyusun paragraf introduction tanpa menyertakan salah satu dari elemen berikut, *claim, background information, evidence*, dan *thesis statement* (logika antar elemen yang cukup)	Mahasiswa menyusun paragraf introduction tanpa menyertakan lebih dari satu elemen berikut, *claim, background information, evidence*, dan *thesis statement* (logika antar elemen yang cukup)

Figure 4.2 Screenshot of Rubric

4. Coding

In this study, the researcher created coding system for evidence from all data sources. Coding is the process of storing evidence into categorization based on theme and giving certain code on the evidence.

Table 4.5 displays the coding system for all data from interview, observation, and document analysis.

Table 4.5 Coding Systems

Data Source	Coding Sample	Meaning
Interview	I/3/SOUP/5	'I' (for interview) means that the data is gathered from interview. '3' (for participant 3). 'SOUP' is the theme, which is abbreviation from Students' Opinion on The Use of Portfolio. '5' means it is from interview transcript line 5.
Observation	O/TP/16	'O' (for observation) means the data is gathered from observation notes. 'TP' is the theme, which is abbreviation from Types of Portfolio. '16' means it is from observation note on meeting 16.
Document Analysis	CAR/SOACP/15	'CAR' (for classroom activities report) means the data is gathered from classroom activities report. 'SOACP' is the theme, which is abbreviation from Students' Opinion on Assessment Criteria of Portfolio. '15' means it is part of classroom attendance report on meeting 15.

5. Thematizing

In this part, the researcher categorized the research data into several categorizations. The categorizations were presented and confirmed the prefigured themes, which were broken down into more specific subthemes to be practical. Thematizing is displayed in table 4.6.

Table 4.6 Thematizing Matrix

No.	Code	Theme
1.	SOUP	Students' Opinion on The Use of Portfolio
2.	TP	Types of Portfolio
3.	SOACP	Students' Opinion on Assessment Criteria of Portfolio

B. Discussion

This part presents the discussion of the research findings. The first discussion is about students' opinion on the use of portfolio in ARW class at PBI UII. Meanwhile, the second discussion is the types of portfolio used in ARW class at PBI UII. Moreover, the third discussion focuses on students' opinion on assessment criteria of portfolio.

1. Students' Opinion on The Use of Portfolio

Portfolio is not the collections or cumulative of students' works to be filled haphazardly. It is important that the teachers should set and manage the portfolio carefully. It should be purposeful, systematic, and take a period of time. Portfolio also should contain of certain evaluation criteria (Barton and Collins, 1997). According to the finding of data analysis, the participants gave their understanding

about portfolio and its purpose, it means that the students have been aware and understood about how is the process of learning by using portfolio-based. The students have acknowledged that portfolio is a collection of students' works.

> "**Portfolio is a collection of students' assignments at the end of the course**, the students work part by part of a task that contains some parts […] (I/2/SOUP/2)

> "Uhmm, according to me **portfolio is students' worksheets, like a report that will be collected to the lecturer at the end, portfolio can be said as writings made by students**" (I/3/SOUP/2)

> "Emm, as I know, **portfolio is the collection of students' works during in ARW class**, that is all I know, hehehe" (I/5/SOUP/2)

Their understanding on portfolio was affected by their experiences in ARW class. They were asked to work on mini-paper by using portfolio-based learning process (I/4/SOUP/1). The students were acknowledged that they worked on their paper in the sequences of time, it means that they finished their mini paper gradually (I/3/SOUP/1). Thus, the students' opinion on the use of portfolio refer to the collection of their writings in ARW class.

> "**Portfolio is collection of students' tasks** and the **process of doing the tasks**" (I/4/SOUP/2)

Furthermore, one of the participants acknowledged that portfolio is not only about students' collection of works, however, it is also the whole process of doing the assignments through the sequences of activities of the lesson. The process of doing the tasks means about planning the tasks, drafting the task, and consulting the tasks. Thus, portfolio is not only in the form of students' paper.

> "[…] According to me, portfolio is a task that is given by the lecturer to the students but not directly all of it, it is step by step. **Then, the students should collect their tasks and it will be assessed by the lecturer**" (I/1/SOUP/2)

In addition, a portfolio is not just about a submission of works, in the end of the lesson the lecturer will assess the results of students' portfolio.

The students' opinion about the purpose of portfolio were also expressed in the interview result. As explained by Barton and Collins (1997) that portfolio should be purposeful. Thus, the students gave their opinion about the purpose of portfolio in ARW class. It was to measure students' ability in writing, train their writing skill and critical thinking. In addition, the students also realized that the things done with portfolio in ARW class could help them as their preparation to write their thesis in the end of their college.

> "**The portfolio is to ensure that each student understands every part of the material**. […]" (I/2/SOUP/3)
>
> "**The work of the portfolio aims to measure and look at students' abilities about how they do their tasks**. Students work on their tasks and then it will be checked by lecturer, […]" (I/3/SOUP/3)
>
> "The purpose of **portfolio is to identify the ability of students about their understanding on the materials given lecturer during the ARW class**, whether already understand or not. So, yea, **the portfolio is to measure students' ability and understanding**" (I/5/SOUP/3)

The students reported that based on their experience in ARW class, the purpose of portfolio is to measure their understanding on the materials given by the lecturer. Students' understanding on the materials were proved by doing the tasks from the lecturer in the form of mini-paper. Furthermore, they acknowledged that portfolio could help them to see their ability in doing the task in ARW class. They explained the abilities improved in ARW class were about the ability in conducting a mini-research and producing a mini-paper, such as how to create comprehensive introduction, literature review, and data collection (I/2/SOUP/3).

"[…] **Portfolio is used to measure capacity or ability of students during the ARW class. In addition, portfolio also helps the students to practice their critical thinking**" (I/1/SOUP/3)

Instead of measuring the capacity and the ability of students on academic writing, the purpose of portfolio is also to train students' critical thinking. The students acknowledged that during on their mini-paper work, they were required not to do plagiarism (I/2/SOUP/3). It implies that the students were not allowed to copy paste the information from another source, they have to think by their own based the information they have read. Moreover, the students were asked to search some theories to be involved in their mini-paper. In applying the theories, the students were taught by the lecturer to paraphrase the theories and give the thesis statement after the theories (I/5/TP/4). This interview result is the evidence that the critical thinking of the students was trained. When the students are doing paraphrase, they are explaining their understanding about the theories that they have read. Furthermore, when the students are giving the thesis statement on the theories, they are contributing on giving the comment about the theories. Both of paraphrasing and making the thesis statement are requiring a critical thinking. Thus, their critical thinking was trained in this case and it was challenging activities for the students. In addition, the motivation of students came from the lecturer instead of from themselves, the students acknowledged that after they finish each part of mini-paper, the lecturer sometimes checked their writings with paraphrase checker. Therefore, some of students motivated themselves to do not plagiarism.

The documents of classroom activities report also supports the data results. The document gives the evidence that there were several meetings in ARW class which conducted to explain some materials related to train students' critical

thinking, such as practicing on how to provide thesis statement, how to do not plagiarism and how to do paraphrasing. In this case, the ability to be critical was required. Thus, those activities help to practice and improve students' critical thinking in making mini-paper.

Figure 4.3 Screenshot of Classroom's Activities Report (CAB/SOUP/7-9)

Besides, portfolio could train their critical thinking in elaborating theories and information. The ability of being critical students' is useful and the improvement of their critical thinking helps them to finish the mini-paper.

> "Yea, in my opinion, **the portfolio provided in the ARW class aims to train students' academic writing skills**. In addition, …. how to avoid plagiarism. **The things done in the portfolio can help students in writing thesis**" (I/4/SOUP/3)

Moreover, instead of measuring students' ability in doing the task and training their critical thinking, the purpose of portfolio is to train students' skills on academic writing in general, such as how to avoid plagiarism, how to cite, how to serve background information, how to provide thesis statement, and others. Thus,

everything done in ARW class can help the students to prepare themselves in working on their thesis in the future. It means that learning academic writing by using portfolio gives the contribution to the development of students' skills. The excerpt from transcript of the interview can be seen in table 4.5

Table 4.7 Excerpt of Interview Transcript

Transcription 2

Participant   : Student B

Time   : 11.00 – 12.00 WIB

Date   : August 03, 2017

Place   : Student area of PBI UII

I: Interviewer, **P**: Participant

Subject	Line	Transcription
I		When in the class of academic reading and writing, are you asked to work on a portfolio? what is the example?
P	1	Yes, we were asked to work on portfolio. this is the example of my portfolio during ARW class (showing his portfolio in the form of hard file)
I		Based on your experience in ARW class, how do you know about portfolio?
P	2	Portfolio is a collection of students' works in the end of the lesson. Nah, this assignment was finished gradually. As I know, in my class, portfolio is a task to be submitted in the end of the lesson, but the way we finish the task is by finishing each part. For example: finishing the introduction, the lecturer gives a sample of introduction, then asks to the students to identify about the background of information, claims, and others. Nah, after explaining all the materials and making sure that every student is understand on the materials, then the lecturer asks to make introduction by our own.
I		Based on your experience, how do you understand the purpose of portfolio work?

P	3	The portfolio aims to make sure that every student is understand the materials of every part. In working on mini-paper, the students still find some difficulties, therefore, the way of finishing the mini-paper is gradually. It may help the students to finish the mini-paper easier and help the lecturer to make sure the students' understanding easily.

All the data findings from the interview above about students' opinion on the use of portfolio are in line with the review of Barton and Collins (1997). It is clear that the students have an understanding that portfolio is a bundle of student's work and it is purposeful.

2. Types of Portfolio

There are nine types of portfolio that can be used separately or in combination (Melograno, 2000), The nine types of portfolio are personal portfolio which excludes group work, working portfolio which highlights on students' works in a frequent use, record-keeping portfolio which emphasizes on teacher's as the dominant role in the class, group portfolio which establishes not only the cognitive ability of the students on writing but also the socio aspect, thematic portfolio which relates to a unit of study with a particular focus, integrated portfolio which views the whole students, showcase portfolio which only includes the best work of students in particular time, electronic portfolio which offers many advantages such as to collect, and store, and manage the information electronically, and multiyear portfolio which requires collection of items from a cluster of grade levels over 2-, 3-, or 4-year intervals. Based on the result of data analysis, it is found that academic reading and writing class at PBI UII tends to use group portfolio and personal portfolio.

In ARW class, the students acknowledged that the lecturer gave them a project in a form of mini-paper. Based on the data analysis result, the lecturer divided the students into some groups in the beginning of the lesson. These group will be their group during mini-paper work by using portfolio-based learning process. At the early of the class, the lecturer divided the students into some groups based on their interests, these are interest on ICT in education, interest on teaching and interest on linguistic. However, the lecturer changed the planning of grouping the students, and finally the students were divided into some groups based on their characteristics.

> "First, the lecturer gives us an understanding of the three interests, interests in ICT, interest in teaching, and interest in linguistics. **So, the students are divided into several groups according to their interests. However, after a while, the lecturer changed our group, and finally we were grouped based on our characteristics**" (I/2/TP/4)

During the project work, the students worked on portfolio with their own groups. It was included problem identification, title and references determination.

> "Nah, **this mini-paper is a group-work, but in the final examination we should submit the paper individually**" (I/1/TP/4)

The interview results above indicated that the individual activity done in portfolio was only in submitting the paper. It means that they worked on their mini-paper together with the group, including determining the title, theories, data, and their paper result.

> "Nah, **the assignment given by the lecturer here actually is a group work and individual as well. So, at the end of course we are asked to submit the assignment individually. Every member in a group has a paper with the same title and theory, but the contents are different, it is different from how the way**

the members. It is different from how the way each member of a group is paraphrasing" (I/2/TP/4)

"[…] Mmmm, after that, we are asked to do mini-research and produce mini-paper. **In a group, all the members have the same title and theories, but the contents are different**" (I/5/TP/4)

Different with the previous data, the data above indicated that each member the group has their own content's paper. It means that the students only discussed the material related to the mini-paper together, however, their own paper were their responsibility and they made it by themselves.

The document of students' portfolio also supports the interview results, the researcher found that every student's paper in a group has the same title, reference and data. It indicates that the students worked on the project by using portfolio-based learning process in a group, and finally they submitted the mini-paper individually. The contents of each member of the group were different, thus, it gave the evidence that the students only discussed the materials related to the mini-paper together, it means that they did not have the same mini-paper (PS/1/TP/1-3). Based on the students result of portfolio, apparently not all of them are categorized in the very satisfying or excellent paper, some of them are still in below average, therefore, the term of showcase portfolio in this case does not work, it is more on personal portfolio.

In addition, the data from observation notes also supports the interview and documentation results. In the beginning of the class the students gathered with their own group. They worked on their tasks with their group, they did paraphrasing and learnt to connect one theory with another theory. In the end of the class, the students reported their result of the tasks to the lecturer.

Table 4.8 Excerpt of Observation Notes (O/TP/25)

Meeting	Date	Topic	Class Mode	Time	Class Activity	Note
25	06/06/2017	Literature Review	Face to Face	100 minutes	- Students gather with their own group. - The students paraphrase the theories and learn how to connect one theory with another theory. - The students report their results of works to the lecturer.	The students discussed the works with their own group, however they reported the results individually.

Another observation notes also give the evidence that the students did the tasks with in a group, but individually. They discussed the materials related to the tasks with their own group, but finally they reported the tasks to the lecturer individually. Both of the observational notes indicate that there were group and personal portfolio in ARW class. Thus, the portfolio implemented in the classroom was not fully group and personal portfolio. the way the students discussed the materials of paper was in group, and the way the students worked and submitted the paper was individually.

Table 4.9 Excerpt of Observation Notes (O/TP/26)

Meeting	Date	Topic	Class Mode	Time	Class Activity	Note
26	07/06/2017	Data Collection	Face to Face	100 minutes	- Students get together with their own group. - The lecturer asks the students to make a table of data collection. - Then, the students should interview other groups about their own mini-paper topics. Example: Does using comic as English learning material (vocabulary) is useful? - After doing the interview, the lecturer asks each group of students to write the interview results in the form of data in Ms. Excel (diagram, chart, pie, etc)	The students gathered with the groups but collected the data individually.

There were three stages in learning academic reading and writing with portfolio-based learning process in ARW class.

"[…] **First, the lecturer gives the material**, for example in the first meeting the lecturer gives the material related to academic reading and writing, and in the second meeting before continuing to the next material, the lecturer explains a bit of the previous material. **After explaining the material, the students were asked to do a project in a form of mini-paper**. **Then, the lecturer gives feedback on students' works**" (I/1/TP/4)

"[…] **Then, the lecturer explains the material to the students**, […] **Then, we were asked to make introduction, make literature review, […] Then, we were asked to collect data**. […]

Ha… **the lecturer gives us feedback after finishing each part from introduction, literature review, and the data collection**" (I/2/TP/4)

"At the beginning of the lesson, **Ms. I tu explains the material one by one**. […] After the material was explained, **the students do the practice**. […] Each part tuh if already finished, should be submitted to Ms. I, for example if the introduction is finished, so it should be shown to Ms. I, and **then Ms. I will give feedback**" (I/5/TP/4)

The students' received the material related to academic reading and writing. All the materials were explained by the lecturer. After receiving the material, the students were asked to do a project in a form of mini-paper. In this part, the students should practice all the materials explained by the lecturer. The mini-paper consists of three parts, these are introduction, literature review, and data collection. The data of the interview shows that the students worked on their mini-paper by completing each part of it. It means that they did not finish the whole mini-paper in one time.

"Nah, **so the stage of working on the mini-paper tuh deciding the title, looking for the references, then making the introduction, literature review, and then data collection**. **Each stage tuh, if it is complete, it should be shown to Ms. I. For example, if the introduction is done, then the students show it to Ms. I and Ms. I will give feedback on it. The students can continue to the next stage if the previous stage has been finished for revision**" (I/5/TP/4)

Based on the interview result, there are some stages in working on the paper. First, the students are deciding their own title of mini-paper. Second, they should search for the references related to the issues of the title determined by them. After finding the references, they should select the appropriate theories for their mini-paper, make the introduction, involve the theories they needed in their literature review, and then collecting the data. All of the activities were done gradually. The students got the feedback, and after revising certain part of mini-paper the students can go on to the next part.

"**Lecturer gives feedback after the students finished doing the task**, for example students were asked to make introduction and it is done until finished, then the lecturer gives feedback on that introduction. **So, during the ARW, after completing the introduction will get feedback from the lecturer, after finishing literature review also sill get feedback, and after finishing the data also will get feedback"** (I/1/TP/4**)**

"[…] **Nah, after completing introduction, and literature review, we were asked to collect the data by interviewing**. […] **Hah, the lecturer gives the feedback after finishing introduction, and then literature review and the data**" (I/2/TP/4)

Furthermore, not only the sequences of writing activities and explaining the materials, the lecturer also allocates times to provide feedback on students' works. This is in line with Birgi and Baki (2007) who say that if the portfolio in the classroom is implemented to assess the students, the lecture should provide feedback for the students. The lecturer gave the feedback for the students after they finish every part of mini-paper. The lecturer gave feedback to the students in group and individually (I/1/TP/4).

In addition, the records of students' feedback also support the data of interview.

Table 4.10 Excerpt of Student's Feedback Record Transcription

Subject	Line	Transcription	SOUP	TP	SOACP
L	1	Ee, remember that e-journal is the tool, you may use the word using, or applying, or what, ee implementing, but e-journal in here is a tool ya, so maybe the word of "using" is closer. Then, this…thesis statement…grown so fast, ditumbuhkan atau tumbuh?			
S	2	Hehehe, bertumbuh, berkembang, growing.			
L	3	Danang's voice will be on your record ya, hehe. Okee..okee..okee, support not only, nah it uses "mode", support not only, ooh or maybe like this, that e-learning can…eee not only support teaching but also maintain leaning skill development, okee. Mob, letter of "B" is one or two?			
S	4	One, hehe			

The conversation above happened when the lecturer gave feedback to the student, it was individual feedback. The lecturer gave feedback based on students' previous works. The lecturer not only complained students' work, the advises on the mistakes was also provided by the lecturer. The lecturer also confirmed every part of student's work (RSF/1/TP/1 & RSF/1/TP/3). When the lecturer complained about certain part, the students also clarified their understanding on their works (RSF/1/TP/7-8).

Table 4.11 Excerpt of Student's Feedback Record Transcription

Subject	Line	Transcription	SOUP	TP	SOACP
L	1	Nah, some of your papers that have been submitted to me still as a Pinterest, *comot comot comot*, maybe you make it in a hurry. Thus, you should not take carelessly, there must be the connection from one scholar to another. What means by scholar?			
S	2	The researcher			
L	3	Yes, then the organization, the development of idea. Both are the most problematic from your papers. You have already provided the background information, claims, and thesis statement, but there is no connection among them. for example: about the claims, cooperative learning becomes an interesting thing because it can be a tool to improve reading skills, and then based on someone research, cooperative learning can be able to improve reading skills, nah the conclusion is reading skills is affected by cooperative learning. Okee... for example: the claim is cooperative learning can improve reading skills, and you should provide the background information of it. Well, read this! Is that connect?			
S	4	Escalate hehehe, Yes, it is connected.			

The feedback above is a feedback for the lecturer to the whole of the students. The students consider it is as a group feedback, it means that the lecturer gives feedback generally to all of the students. the way of the lecturer gave the feedback was by comparing one paper to another and identified it together with the students. The lecturer also used scaffolding method in correcting students' paper, it

means that the lecturer did not give advices directly, it was by encouraging the students to re-think about their paper. Thus, in this case the students' critical thinking was also practiced.

Furthermore, the document of students' feedback records also indicated about the responses given by the students when the lecturer gave the feedback. Almost of the students tend to keep silent when the lecturer gave comments and suggestions to them. The students respond verbally only when the lecturer asked them about certain thing (RSF/3/TP/4, RSF/3/TP/6, RSF/3/TP/8).

> "We were divided into groups at first, **then we decided the topic, and we had consultation on the title with the lecturer. Then, we made introduction and we had consultation on it with the lecturer, revised it, and kept it. Then, we made literature review and we had consultation on it with the lecturer, revised it, and kept it, and so forth**" (I/3/TP/4)

> "After receiving the material, the students were asked to create mini-paper, **the way of the work is by finishing each part, then the lecturer gives feedback, if it is okay ya we can continue to the next part**" (I/4/TP/4)

The students acknowledged that beside of getting the feedback, the lecturer also provided a chance for the students to consult every part of their mini-paper. Having consultation means that the students reported their problem in making the mini-paper to the lecturer and the lecturer gave advices toward the problem ((I/3/TP/4)). After receiving the feedback, the students should revise mini-paper based on the feedback, the students can continue and go on to the next part after the previous part is completed and revised.

3. **Students' Opinion on Assessment Criteria of Portfolio**

There are to reviews on assessment criteria of portfolio. The first review says that if the purpose of the portfolio is to assess the student's progress, and to

provide evidence for grades, then the portfolio should contain some standard works for everyone and the works in the portfolio are selected by students. They are assessed by teacher in terms of the criteria determined before. They also add that rubrics could be used in order to determine quality of the evidence in portfolio and to make a reliable and valid assessment (Birgin and Baki, 2007). The theory implies that assessing student's progress by using portfolio can be done with the standard works in the form of rubric.

It is different with the second review which says that there are three basic approaches to grade portfolio. The first is to assess each piece of work in the portfolio and average those grades to determine the portfolio grade. The second is to use an analytic scheme where separate grades are given for different performances. For example, a teacher might review the portfolio and given one grade each for the problem-solving ability to communicate students' ideas in language class, to carry out procedures accurately, to demonstrate insight and understanding of ideas, and to apply students' critical thinking in problem solving situations. Unlike in the first approach, this approach is based on reviewing several pieces of work in the portfolio. The third approach is to score students' works, when a single score is determined focusing on several dimensions of performances, is termed the focused-holistic approach. This approach allows the teachers to give a single grade for all pieces contained in the portfolio such as performance attributes as the student's ability to interpret the problem and information, select and use appropriate solutions strategies, and evaluate the answer to the given problem situation (Kuhs, 1994).

Based on the data analysis of the interview result the researcher found that the assessment criteria used by the lecture in ARW class is rubric.

> "**The assessment criteria used in ARW class is rubric**" (I/4/SOACP/5)

> "As I know, **the form of assessment criteria used in ARW class sih is rubric. The content of rubric is like if we want to get A nih, nah we must include the complete theories, and claims in our paper, it is like categorization"** (I/1/SOACP/5)

> "**In ARW class, the lecturer used rubric to assess the students. The lecturer gave us the rubric after some meetings, and it was also posted on Facebook. The content of the rubric is the standardization**, for example: if we want to get A, ya the introduction should contain background information, and others" (I/2/SOACP/5)

> "**Rubric** sih kak, **the content is the standardization of portfolio assessment**. If I want to get A, ya the introduction must have background information, claims, and etc." (I/5/SOACP/5)

The lecturer announced the rubric to the lecturer after some meetings of ARW class, it was announced to the students in the classroom. However, the students downloaded the rubric on Facebook. After downloading the rubric, they acknowledged that they learned the assessment criteria and they found that the rubric contains some criteria to be covered by the students.

> "To me, **the assessment criteria in portfolio is important, because it is as a source for the lecturer to assess the students and as the standardization for the students to work on assignment**" (I/1/ACP/5)

> "To me, **rubric is important to be developed in portfolio because portfolio needs assessment criteria as students' measurement in doing the tasks**" (I/3/ACP/5)

The data analyses above are the evidence that the students perceived rubric is important. It is important because it helps the lecturer in assessing students' understanding on the materials through portfolio-based assignment. Besides, rubric

also helps the students in measuring their quality of works. The students can evaluate their works based on the assessment criteria in rubric.

> "Mmmm, **the assessment criteria in portfolio is important, because it is the standardization to measure students' performance, for example: the lecturer says: this paper is good", nah if there are no assessment criteria, so the paper is good in what aspect, and what is the standard of good**" (I/5/ACP/5)

Furthermore, rubric also can improve the validity and reliability of portfolio. It means that rubric provides the evidences in grading the students' portfolio. This data result is in line with the review of Birgin and Baki (2007) that rubrics could be used in order to determine quality of the evidence in portfolio and to make a reliable and valid assessment.

The document also supports the data of interview, the researcher found that the assessment criteria of portfolio used in ARW class is rubric. It is in the form of table which contains dimension of the mini-paper and grades from A to D. The rubric contains of dimension which means that all parts of the mini-paper to be assessed, such as first is title, second is introduction that divided into the assessment of paragraph level and textual level, third is literature review which divided into assessment of source selection, paraphrasing and citation, mechanics, analytical/logical presentation, plagiarism, the last is referencing.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the research based on research findings in previous chapter. The recommendation for further research and portfolio approach implementation in writing class in the future are also described in this part.

A. Conclusion

Conclusion in this study is described based on research finding and discussion on students' opinion on the use of portfolio in academic reading and writing class. This study was conducted to identify students' opinion on the use of portfolio, the types of portfolio, and the students' opinion on the criteria assessment of portfolio used in academic reading and writing class. The data results based on interview, observation, and documentation were analyzed and concluded:

1. The students consider that portfolio is collection of students' works during academic reading and writing (ARW) class at PBI UII. Based on their experience in ARW class, they were asked by the lecturer to work on portfolio in the certain time. Their understanding on portfolio refer to the experience to work in portfolio on their project during ARW class. They write a paper in the sequences of time determined by the lecturer, having consultation with the lecturer about their writing, and collect the paper result in the end of the lesson (in the final examination). Furthermore, the purposes of the portfolio were also pointed out from the data results, the students perceived that the portfolio was done to measure their ability and

understanding on the material related to academic writing, especially in making mini-paper and conducting mini-research. Moreover, the students informed that their critical thinking were trained through the sequences of activities in ARW class with portfolio-based. Their critical thinking was trained on how they give the thesis statement on the theories and how they informed issues academically related to the topic of paper by not doing plagiarism. All they have done in ARW class were challenging for them.

2. The types of portfolio used in ARW class at PBI UII are group and personal portfolio. A group portfolio which requires the contribution from individual items along with group items in doing the project. Moreover, the students acknowledge that they work on their project in a form of paper by using portfolio-based, they discuss the topic and the theories together with their own group. However, they reported and submitted their paper to the lecturer individually. The feedback is also provided in working the portfolio, the students report that they receive feedback sometimes in a group or individually in the certain time. In the end of the lesson (in the final examination), the students submitted their portfolio result to the lecturer.

3. The students consider that the assessment criteria used in academic reading and writing is in a form of rubric. It contains some standardizations based on certain grade. The students acknowledge that in doing the portfolio, they try to consider the rubric as their standard to work on their paper. They also claimed that the rubric is criteria for the teacher to assess students' works. Thus, they see the effectiveness of using assessment criteria on portfolio to assess students' ability to work on mini-paper.

B. Recommendation and Suggestion

The recommendation provided in this research is to give the suggestion for further educational development. The researcher would like to suggest that for the lecturer who will implement portfolio in writing class to give an understanding on the assessment criteria of portfolio to the students in the beginning of the lesson before starting the project's work. The assessment criteria explanation before starting the project's work can result on the students' awareness of the standardization should be covered by them. By knowing and understanding the assessment criteria of portfolio in the beginning of the lesson before starting the project's work, the students may work on their portfolio maximally based on the criteria provided by the lecturer. Thus, it may improve the students' performances and ability in doing the assignment.

Finally, the researcher recommends that more studies are needed on the area of portfolio in writing class in Indonesia with emphasis on its types of portfolio which is suitable to use in the classroom. It is focus on how the portfolio can be conducted in the classroom effectively. In addition, the researcher also suggests the study on establishing the assessment criteria and how the assessment criteria support the portfolio.

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APPENDIX 1

TRANSCRIPTION OF INTERVIEW

Interview Transcript				
Transcription 1				
Participant : Student A				
Time : 10.00 – 11.00 WIB				
Date : August 03, 2017				
Place : Student area of PBI UII				
I: Interviewer, P: Participant				

Subject	Line	Transcription	Theme	Code
I		Ketika di kelas academic reading and writing class, Apakah kamu diminta untuk mengerjakan portfolio? contohnya?		
P	1	Iya, di kelas ARW kami disuruh ngerjain portfolio. Kalau contohnya, ini ada sih (dalam bentuk hard file dan soft file). Kami tu disuruh bikin introduction, claims, ada teory juga, terus literature review, sama yang terakhir tu data.		
I		Berdasarkan pengalaman kamu di kelas ARW, apa yang kamu ketahui tentang portfolio?		
P	2	Kalau portfolio itu menurut aku adalah tugas yang dikasih dosen ke mahasiswa tapi nggak secara langsung semuanya, dikasihnya secara bertahap. Terus entar mahasiswa kumpulin semua tugas itu ke dosennya buat dinilai.	Students' Opinion on The Use of Portfolio	I/1/SOUP/2
I		Berdasarkan pengalaman kamu, Apakah kamu memahami tujuan pengerjaan portfolio?		
P	3	Kalau dari aku pribadi, yang pertama portfolio itu buat ngukur kapasitas atau kemampuan mahasiswa selama kelas ARW itu sendiri. Kedua, kalau kita melihat ke depan sebagai pengalaman kita	Students' Opinion on The Use of Portfolio	I/1/SOUP/3

		buat ngerjain skripsi. Selain itu, portfolio juga membantu mahasiswa untuk mengasah critical thinking, mampu kasih komen terhadap teori yang disajikan itu termasuknya.		
I		Bagaimana portfolio yang diterapkan di dalam kelas academic reading and writing?		
P	4	Kalau portfolio yang diterapkan di kelas ARW tu pertama dosen ngasih materi, misalnya pertemuan pertama dikasih materi setelah itu pertemuan kedua dosen menjelaskan materi sedikit dan setelah itu mahasiswa mengerjakan tugas dari dosen berdasarkan materi yang dijelaskan, kemudian dosen memberikan feedback. Feedback yang di berikan itu ada yang individu dan ada yang sifatnya kelompok. Dosen memberikan feedback setelah mahasiswa selesai mengerjakan tugas, misalnya kayak mahasiswa disuruh bikin introduction dan dikerjakan sampai selesai, baru dosen memberikan feedback ke mahasiswa tentang introduction yang dibuat. Jadi selama di ARW itu, stelah introduction dapat feedback, literature review juga dapet feedback, setelah bagian data juga dapet feedback. Nah, ngerjain papernya ini tuh dibagi kelompok dulu sama dosennya, tapi nanti pas akhir UAS itu kita ngumpulinnya sendiri-sendiri	Types of Portfolio	I/1/TP/4
I		Berdasarkan pengalaman kamu, apa dan bagaimana kriteria penilaian potfolio yang diberikan oleh dosen di kelas academic reading and writing? (Misalnya apa, rubric atau analytical scheme)		

P	5	Kalau yang udah aku tangkep sih bentuk penilaian portfolionya pakai rubrik. Isi rubiknya tu misalkan kalau kami pengen dapet A nih, nah di situ kami harus lengkap kayak nyantumin teori, claims, kategorisasi gitu. Menurut aku, penilaian rubrik yang diberikan tu efektif bagi mahasiswa, soalnya itu memotifasi mahasiswa. Misalnya: wah aku harus dapet A nih, berarti kau harus rajin cari2 sumber, dan sebagainya. Menurut saya kriteria penilaian dalam portfolio itu penting, karena itu jadi sumber penlaian dosen terhadap mahasiswa dan ukuran-ukuran mahasiswa dalam mengerjakan tugas.	Students' Opinion on Assessment Criteria of Portfolio	I/1/SOACP/5

Interview Transcript

Transcription 2

Participant   : Student B

Time   : 11.00 – 12.00 WIB

Date   : August 03, 2017

Place   : Student area of PBI UII

I: Interviewer, P: Participant

Subject	Line	Transcription	Theme	Code
I		Ketika di kelas academic reading and writing class, Apakah kamu diminta untuk mengerjakan portfolio? contohnya?		
P	1	Iya, diminta ngerjain portfolio. (tugas yang perbagiannya sudah tidak ada karena tidak disimpan, tetapi yang sudah jadi ada di laptop)		
I		Berdasarkan pengalaman kamu di kelas ARW, apa yang kamu ketahui tentang portfolio?		
P	2	Portfolio itu kumpulan tugas mahasiswa di akhir matakuliah. Nah, tugas ini dipisah-pisah ngerjainnya. Kalau dari kelas ini saya pahami tu portfolio untuk tugas akhir tapi dikerjainnya per bagian-bagian gitu, misalnya introduction, disini dosen memberikan contoh introduction kemudian meminta mahasiswa untuk identifikasi tentang mana background information, mana claims dan lain-lain. Nah setelah semuanya diajarin dan paham, baru kami disuruh bikin introduction itu sendiri.	Students' Opinion on The Use of Portfolio	I/2/SOUP/2
I		Berdasarkan pengalaman kamu, Apakah kamu memahami tujuan pengerjaan portfolio?		

P	3	Portfolio itu untuk memastikan bahwa setiap mahasiswa itu paham perbagiannya (dengan cara mengerjakan bertahap). Dalam sebuah paper itu memang mahasiswa itu masih mengalami kesulitan, entah di introductionnya, literature review, jadi makanya portfolio itu tugas yang dibagi, dibagi untuk memastikan mahasiswa itu paham.	Students' Opinion on The Use of Portfolio	I/2/SOUP/3
I		Bagaimana portfolio yang diterapkan di dalam kelas academic reading and writing?		
P	4	Pertama itu dosen memberikan kita pengertian tentang tiga minat, minat pada ICT, minat pada teaching, dan minat pada linguistic. Jadi, itu mahasiswa dibagi menjadi beberapa kelompok sesuai dengan minat mereka masing-masing, dan itu yang menentukan topik tugas akhir. Kemudian setelah itu, beberapa kelompok tersebut disuruh identifikasi, kemudian diajarkan tentang materi oleh dosen, terus bikin introduction. Setelah itu, belajar tentang literature review. Sama seperti introduction tadi, kami disuruh identifikasi dulu tentang literature review yang ada terus dijelaskan, kemudian sebelum bikin literature review, tugasnya itu disuruh mencari 10 buku referensi diperpustakaan. Buku itu yang akan dijadikan sumber diliterature review itu Karena dosennya bilang kalau literature review itu adalah kumpulan teori. Tapi sebelum nyari 10 buku itu, kami dipecah lagi untuk dibikin kelompok baru berdasarkan karakter belajar yang sama. Kemudian, dari kelompok itu kami disuruh menentukan	Types of Portfolio	I/2/TP/4

		judulnya apa. Nah setelah introduction, literature review, kemudian kami diminta untuk mengumpulkan data dengan cara wawancara. Kemarin itu wawancaranya dengan cara dipasangkan dengan kelompok lain kemudian saling wawancara. Setelah itu dosen memberi contoh untuk olah data kemudian meminta kami untuk bikin seperti itu, ya memang sih nggak detail kayak data sebenarnya. Hah, dosen ngasih feedback ke kami tiap udah selesai bikin introduction, literature review, terus data itu. Nah, jadi tugas yag diberikan dosen di sini tu awalnya adalah tugas kelompok yang sebenarnya individu juga. Jadi, di akhir matakuliah kita disuruh ngumpulinnya secara individu. Jadi, papernya itu judulnya sama, teorinya sama, tapi isinya berbeda, maksudnya gimana cara paraphrase nya itu kan beda		
I		Berdasarkan pengalaman kamu, apa dan bagaimana kriteria penilaian potfolio yang diberikan oleh dosen di kelas academic reading and writing? (Misalnya apa, rubric atau analytical scheme)		
P	5	Kalau di kelas ARW itu penilaiannya pakai rubrik. Diakhir itu kami dikasih rubrik, filenya dishare di FB. Isi rubriknya tu standard-standard, misalnya kalau kami mau dapet A ya introductionnya harus mengandung background information, dan lain sebagainya. Menurut saya rubrik yang seperti itu penting untuk dikembangkan di portfolio karena portfolio butuh kriteria penilaian sebagai ukuran mahasiswa dalam mengerjakan tugas.	Students' Opinion on Assessment Criteria of Portfolio	I/2/SOACP/5

Interview Transcript

Transcription 3

Participant   : Student C

Time   : 19.00 – 21.00 WIB

Date   : August 09, 2017

Place   : Online interview by LINE

I: Interviewer, P: Participant

Subject	Line	Transcription	Theme	Code
I		Ketika di kelas academic reading and writing class, Apakah kamu diminta untuk mengerjakan portfolio? contohnya?		
P	1	Iya, dulu pernah disuruh bikin portfolio tentang paper. Jadi, papernya itu sat kelompok tapi caranya dikerjain dipisah-pisah, misalkan ngerjain bab A dulu kalau sudah selesai baru lanjut. (contohnya ada)		
I		Berdasarkan pengalaman kamu di kelas ARW, apa yang kamu ketahui tentang portfolio?		
P	2	Uhmm, portfolio itu menurut aku lembar kerja siswa, kayak berbentuk laporan yang entar dikumpulin ke dosen di akhir, ya setau aku portfolio itu tulisan-tulisan yang dibuat siswa.	Students' Opinion on The Use of Portfolio	I/3/SOUP/2
I		Berdasarkan pengalaman kamu, Apakah kamu memahami tujuan pengerjaan portfolio?		
P	3	Pengerjaan portfolio itu bertujuan untuk mengukur dan melihat kemampuan mahasiswa tentang bagaimana mereka mengerjakan tugas-tugasnya. Mahasiswa ngerjain kemudian diperiksa oleh dosennya, jadi lebih terarah.	Students' Opinion on The Use of Portfolio	I/3/SOUP/3
I		Bagaimana portfolio yang diterapkan di dalam kelas academic reading and writing?		

P	4	Kemarin itu sih, setau aku ya kak hehe. Kemarin itu dibuat kelompok dulu, kemudian cari judul, kemudian konsul, baru deh buat introduction, habis itu nanti konsul dibenerin kumpul, terus bikin literature review itu konsul dibenerin kumpul, udah kayak gitu sampai akhir. Kemudian pas udah jadi semua, itu dikumpul pas UAS.	Types of Portfolio	I/3/TP/4
I		Berdasarkan pengalaman kamu, apa dan bagaimana kriteria penilaian potfolio yang diberikan oleh dosen di kelas academic reading and writing? (Misalnya apa, rubric atau analytical scheme)		
P	5	Sebenernya nomor 5 itu pakainya analytical scheme kayaknya kak, soalnya Ms nya ada nilai-nilai sendiri gitu kak. Nggak tau juga ding itu analytical scheme atau rubric kak namanya, hehe	Students' Opinion on Assessment Criteria of Portfolio	I/3/SOACP/5

Interview Transcript

Transcription 4

Participant   : Student D

Time   : 21.00 – 22.00 WIB

Date   : August 09, 2017

Place   : Online interview by LINE

I: Interviewer, P: Participant

Subject	Line	Transcription	Theme	Code
I		Ketika di kelas academic reading and writing class, Apakah kamu diminta untuk mengerjakan portfolio? contohnya?		
P	1	Iya, penulisan mini-paper (contohnya ada)		
I		Berdasarkan pengalaman kamu di kelas ARW, apa yang kamu ketahui tentang portfolio?		
P	2	Portfolio adalah kumpulan tugas siswa dan proses pengerjaannya.	Students' Opinion on The Use of Portfolio	I/4/SOUP/2
I		Berdasarkan pengalaman kamu, Apakah kamu memahami tujuan pengerjaan portfolio?		
P	3	Iya, menurut saya, portfolio yang diberikan di kelas ARW bertujuan untuk melatih kemampuan menulis tulisan akademik mahasiswa. Selain itu, dalam penulisan tersebut juga diajarkan bagaimana caranya menghindari plagiarism. Hal-hal yang dikerjakan diportfolio tersebut dapat mebantu mahasiswa dalam penulisan skripsi.	Students' Opinion on The Use of Portfolio	I/4/SOUP/3
I		Bagaimana portfolio yang diterapkan di dalam kelas academic reading and writing?		

P	4	Portfolio yang diterapkan di ARW berupa penulisan mini-paper. Mulai dari cara menulis background information, literature review, mengumpulkan dan membaca data, mencari sumber yang valid, cara paraphrase serta mengutip dan memilih kata yang tepat untuk membangun sebuah kalimat. Setelah diterangkan itu semua, mahasiswa disuruh mengerjakan tugas (mini-paper), mengerjakannya per-bagian, kemudian dikasih feedback, kalau udah oke baru lanjut.	Types of Portfolio	I/4/TP/4
I		Berdasarkan pengalaman kamu, apa dan bagaimana kriteria penilaian potfolio yang diberikan oleh dosen di kelas academic reading and writing? (Misalnya apa, rubric atau analytical scheme)		
P	5	Penilaian portfolio yang diberikan di ARW adalah menggunakan rubrik. Pada rubric tersebut, dosen mencantumkan range nilai yang memberikan penjelasan mengenai apa saja hal yang perlu diperhatikan untuk mencapai rage nilai tersebut.	Students' Opinion on Assessment Criteria of Portfolio	I/4/SOACP/5

Interview Transcript

Transcription 5

Participant : Student E

Time : 14.00 – 15.00 WIB

Date : August 08, 2017

Place : Canteen of FPSB UII

I: Interviewer, P: Participant

Subject	Line	Transcription	Theme	Code
I		Ketika di kelas academic reading and writing class, Apakah kamu diminta untuk mengerjakan portfolio? contohnya?		
P	1	Iya, emmm portfolio yang di ARW itu pertamanya nggak langsung bikin paper, tapi pertamanya itu kami dikasih tau emm contoh-contohnya (contoh papernya orang lain), setelah itu kami disuruh menganalisa, misalnya di intro itu apa aja isinya, background informationnya yang mana, claimsnya mana.		
I		Berdasarkan pengalaman kamu di kelas ARW, apa yang kamu ketahui tentang portfolio?		
P	2	Emm, setau aku tu portfolio adalah kumpulan dari tugas-tugas mahasiswa selama di ARW, itu doang sih. hehehe	Students' Opinion on The Use of Portfolio	I/5/SOUP/2
I		Berdasarkan pengalaman kamu, Apakah kamu memahami tujuan pengerjaan portfolio?		
P	3	Setau aku sih, menurut aku pribadi tujuannya tu untuk mengidentifikasi kemampuan mahasiswa tentang materi-materi yang sudah diberikan dosen selama kuliah ARW, apakah udah ketangkep belum sama mahasiswanya.	Students' Opinion on The Use of Portfolio	I/5/SOUP/3

		Jadi ya, portfolio itu buat mengukur kemampuan dan pemahaman mahasiswa. Selain itutu, diportfolio kita diajarin biar nggak plagiat. Ms Intan tu punya applikasi untuk ngecek mahasiswa plagiat atau enggak gitu kak.		
I		Bagaimana portfolio yang diterapkan di dalam kelas academic reading and writing?		
P	4	Awalnya itu Ms Intan menjelaskan materinya satu persatu, kayak di introduction itu isisnya apa aja, kemudian apa itu background information, dan lain sebagainya. Habis itu, dijelasin tentang paraphrasing juga, nah itu Ms Intan beberapa kali mengulang penjelasan paraphrasing karena agak susah, dan aku juga merasa kesulitan juga di situ hehehe. Setelah dijelaskan materinya, kemudian kami mulai praktek, nah tugasnya tu yang pertama dikasih introductionnya paper orang lain terus disuruh bedain background informationnya mana, claimsnya mana, gitu. Kalau udah selesai, ntar dibahas bareng, misalnya ditanyain gini: menurut kamu kenapa ini background informationnya? nah gitu. Setelah itu, tugasnya adalah buat paper dan kami dibagi menjadi beberapa kelompok, kelompoknya tu kata Ms Intan berdasarkan sifat atau kateristik hahaha. Mmmm, setelah itu kami disuruh ngerjain paper, papernya tu satu kelompok judulnya sama, teorinya sama, akan tetapi ngerjainnya sendiri-sendiri, jadi masing-masing individu ya paraphrasing sendiri-sendiri.	Types of Portfolio	I/5/TP/4

		Nah, jadi tahapan pengerjaan papernya tuh, nentuin judul, nyari referensi, teris bikin introduction, literature review, kemudian ambil data. Pertahapannya tuh kalau udah selesai, dikasih ke Ms Intan, misalnya introduction udah selesai terus diliatin ke Ms Intan, nanti Ms Intan ngasih feedback, dan seterusnya. Jadi dikasih feedbacknya tu per tahapan, setelah dikasih feedback baru nglanjutin ke tahap selanjutnya.		
I		Berdasarkan pengalaman kamu, apa dan bagaimana kriteria penilaian potfolio yang diberikan oleh dosen di kelas academic reading and writing? (Misalnya apa, rubric atau analytical scheme)		
P	5	Rubric sih kak, jadi itu isinya standar-standar penilaian gitu. Kalau mau dapat A ya introductionnya harus ada background information, claims, dan sebagainya. Mmmm, kalau menurut aku criteria penilaian dalam portfolio itu penting, soalnya itu jadi standar kemampuannya (performance) mahasiswa, misalnya dosen bilang "ini bagus papernya", nah kalau tidak ada kriteria penilaian kan jadinya "bagus dalam hal apa, dan patokannya bagus itu apa".	Students' Opinion on Assessment Criteria of Portfolio	I/5/SOACP/5

APPENDIX 2

OBSERVATION NOTES

Note 1

Meeting	Date	Topic	Class Mode	Time	Class Activity	Notes
25	06/06/2017	Literature Review	Face to Face	100 minutes	- Students gather with their own group. - The students paraphrase the theories and learn how to connect one theory with another theory. - The students report their results of works to the lecturer.	The students discussed the works with their own group, however they reported the results individually.

Note 2

Meeting	Date	Topic	Class Mode	Time	Class Activity	Notes
26	07/06/2017	Data Collection	Face to Face	100 minutes	- Students get together with their own group. - The lecturer asks the students to make a table of data collection. - Then, the students should interview other groups about their own mini-paper topics. Example: Does using comic as English learning material (vocabulary) is useful? - After doing the interview, the lecturer asks each group of students to write the interview results in the form of data in Ms. Excel (diagram, chart, pie, etc.)	The students gathered with the groups but collected the data individually.

APPENDIX 3

CODING OF STUDENTS' PORTFOLIO

Portfolio	Group	Title	Code
1	1	The Benefits of English Debate for Speaking Skill	PS/1/TP/1
2	1	The Benefits of English Debate for Speaking Skill	PS/1/TP/2
3	1	The Benefits of English Debate for Speaking Skill	PS/1/TP/3
4	2	The Benefits of Using Duolingo Application as Learning Skills	PS/2/TP/4
5	2	The Benefits of Using Duolingo Application as Learning Skills	PS/2/TP/5
6	2	The Benefits of Using Duolingo Application as Learning Skills	PS/2/TP/6
7	3	The Benefits of Comics in Learning Basic Grammar	PS/3/TP/7
8	3	The Benefits of Comics in Learning Basic Grammar	PS/3/TP/8
9	4	The Advantages of Applying Cooperative Learning in Group Discussion	PS/4/TP/9
10	4	The Advantages of Applying Cooperative Learning in Group Discussion	PS/4/TP/10
11	4	The Advantages of Applying Cooperative Learning in Group Discussion	PS/4/TP/11
12	5	The Challenges of Using Snakes and Ladders for Learning Vocabulary	PS/5/TP/12
13	5	The Challenges of Using Snakes and Ladders for Learning Vocabulary	PS/5/TP/13

14	5	The Challenges of Using Snakes and Ladders for Learning Vocabulary	PS/5/TP/14
15	6	The Benefits of Watching BBC News Instagram to Learn Intermediate English Grammar	PS/6/TP/16
16	6	The Benefits of Watching BBC News Instagram to Learn Intermediate English Grammar	PS/6/TP/16
17	7	The Benefit of Using Video Blog as Media in Learning Speaking	PS/7/TP/17
18	7	The Benefit of Using Video Blog as Media in Learning Speaking	PS/7/TP/18
19	8	The Benefits of Teacher Students Engagement in Learning in The Classroom	PS/8/TP/19
20	8	The Benefits of Teacher Students Engagement in Learning in The Classroom	PS/8/TP/20
21	9	The Benefits of Blog in Learning Academic Reading and Writing	PS/9/TP/21
22	9	The Benefits of Blog in Learning Academic Reading and Writing	PS/9/TP/22
23	9	The Benefits of Blog in Learning Academic Reading and Writing	PS/9/TP/23
24	10	The Benefits of Using E-journal for Academic Writing	PS/10/TP/24
25	11	The Benefits of Using Smartphone for Extensive Listening Practice	PS/11/TP/25
26	11	The Benefits of Using Smartphone for Extensive Listening Practice	PS/11/TP/26

The Benefits of English Debate for Speaking Skill

Jethra Nuha Nindhita (15322028)
Yunita Wahyu Widyaningrum (15322046)
Kinanthi Tiasadi (15322047)

Introduction

There are many media for language learning, one of them is English Debate. English Debate has many benefits for language learning, especially speaking skill. Based on Arung (2016) shows that by using debate the students can improve their speaking skill efficiently and effectively. It is because in debate students are forced to respond their friend in a certain time, therefore, they would practice not only their speaking skill but their critical thinking skill also. However, there are many English teachers who haven't implement English debate as their learning media despite many benefits that the English debate provide. Students feel that debate is an attractive and useful way for learning (Zare & Othman, 2015). It shows that English debate is actually useful and can be accepted by students. Again, it hasn't fully implemented by the English teacher. Therefore this research is conducted to analyze the benefits that English Debate has for speaking skill so it can be acknowledged more by the teachers.

## Literature Review

Speaking as a Performance

Rebecca (2006) states that speaking includes the high quality of everyday participation of all people with language enterprise. It implies that speaking is one of the ways to communicate with people because it includes interaction and participation with people. Harris (1994) state that speaking needs other supportive skill such as fluency and comprehension. It adds Rebecca explanation that speaking is not only people talking one another in the same language but includes the matter that they are talking about. However, most of the people think that speaking is only about fluency. While in other hands Richard (2008) classify debate as a performance, that includes focusing on the information that wanted to be shared, keeping audience attention and having a good structure. In speaking or communication, people need to pay attention to the information that they wanted to give to other people. Moreover, if they don't have a good structure on the way they communicate their ideas, other people won't get what they wanted to talk about. So in speaking, students need to pay attention not only in their fluency when they speak but on their idea that they wanted to speak about. This skill can not just flow without being trained. Fluency can improve by time if they train to speak to other people every day, along with comprehension would also improve if people discuss a matter that needs a problem-solving. In other words, speaking can be defined as a performance that needs to be trained in order to strengthen the skill to communicate and to make it comprehensive.

Debate as a part of speaking

There are some studies which state that debate can be used in language learning because it can make students collaborate one another, motivate the students, and increase speaking skill (Krieger: 2005; Buckley: 2008; Barkley: 2005;

Alasmari and Ahmed: 2013). These scholars agree on the same thing that debate can be used in language learning. The word collaborate indicates involvement with other people, that matched with the statement about speaking that Rebecca has stated. Moreover, in collaborating, students can communicate their idea which also can practice their speaking skill. The word motivating indicates that students wanted to practice even more because they want to respond others. In the debate, students can fully practice their speaking also their critical thinking skill. As stated by Doody & Condon (2012) debate help students obtain critical thinking skills when they try to explain the problem, challenge the claims and highlight all of the different points in the overall deliberation. It shows that through debate, students can practice two skill at the same time. It supports the idea that debate practices the skill efficiently. When they explaining their problem they need to have a deep analysis which practices their critical thinking skill, they also need to have a good communication to make others understand. In conclusion, a debate is actually part of speaking as a performance which it can uphold the idea of speaking as communication and interaction with other people also can make it comprehensive.

Data
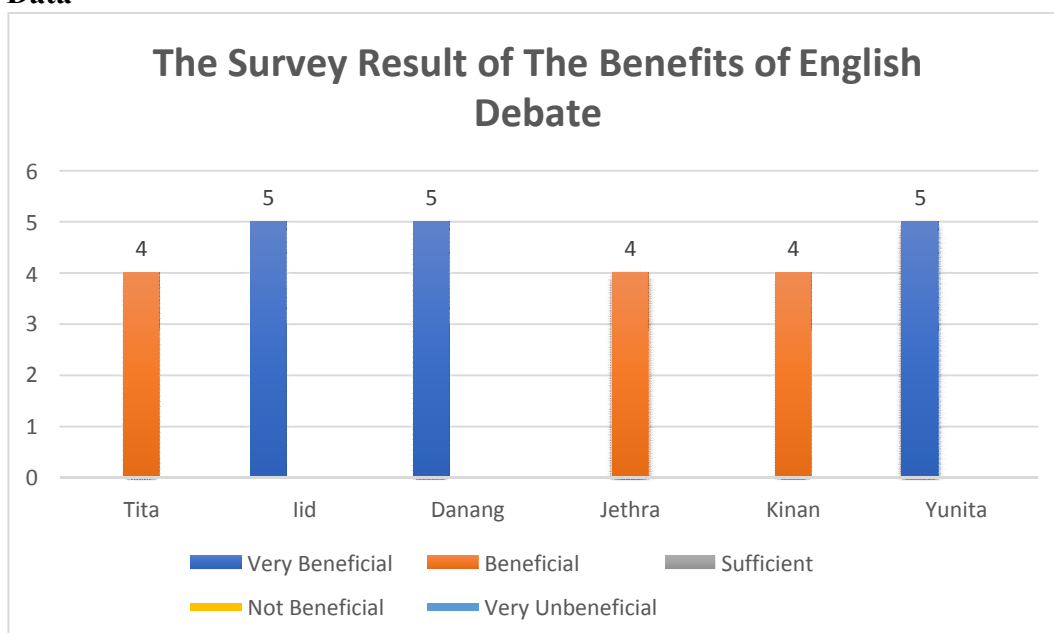
The graph shows the survey result of the benefits of English debate for speaking skill. The horizontal line portrays the name of the respondent and the vertical line portrays the range of the survey. The respondents were asked whether or not English debate is beneficial to boost up speaking skill. The graph portrayed with a bar chart and each color represent the different answer. The green color represents very beneficial with range 5, blue represents beneficial with range 4, purple represents sufficient with range 3, brown represents not beneficial with range 2, yellow represents very unbeneficial with range 1. A random sample of six people have been interviewed, three of them said that English Debate is very beneficial and the other three said that it is just beneficial. The result is divided exactly half to half, but all of them are showing a positive result.

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The Benefits of Using English Debate for Speaking Skill

Jethra Nuha Nindhita (15322028)
Yunita Wahyu Widyaningrum (15322046)
Kinanthi Tiasadi (15322047)
Universitas Islam Indonesia, Indonesia

Introduction

Kachru (1985) acquainted the concept of world Englishes in three main circles, inner circle, outer circle, and expanding circle. Indonesia which is included in expanding circle don't use English as a *lingua franca.* Only few people use English in daily communication. Most Indonesian people use English in higher education in science and technology. Thus, Indonesian people use English as a foreign language. As an EFL learner, I have found that speaking is one of the biggest students' problems. Most of students not just shy to speak English but also feel frightened of being laughed at (Fauzan, 2014). Even speaking may be a priority for English learner (Florez, 1999), most teachers did not use proper ways to teach speaking. The teachers tend to use traditional approach in teaching speaking. Therefore, the students did not pay much attention in speaking class. Actually, the teachers can use many ways to teach speaking. One of the fun and challenging way is using debate in speaking class. Through the research, I realized that debate may beneficial in learning speaking.

Literature Review

Speaking as a performance

Chaney (1998) define speaking as a process of building and transforming the meaning using some symbols. While speaking, people send the messages that want to be transmitted to the listener. People send it using symbols that both speaker and listener is understand. It's impossible to transmit the meaning while the speaker using symbols that listener not understand. Speaking also involves creating, gaining, and proceeding the data (Burns & Joyce, 1997). Collecting the data then process it is necessary before sending the messages. People often do it unconsciously. Arranging the structure, gaining some evidences, synchronizing the grammar, and choosing the proper dictions is important before speaking. Trying to fit in the culture while speaking is also included in speaking skills. Speaking is the way people transform the information orally. Speaking cannot be avoided in life. People speak their needs, their thoughts, their feels and many more. But, speaking was neglected in conventional approach because of emphasizing the other skills (Richards & Rogers, 2001). Speaking is actually important even it is being abandoned in classroom. The teacher should give more attentions to speaking skills because it is one of the important skills to be learned.

Debate as a speaking scope

Shan (2005) define debate as an activity of defending the beliefs of pro and contra group. The topic in debate can be factive or non factive. There are three or four people in one team. Each team will defend their beliefs by providing some data that support their claims. Then, the other team will rebuttal the opposite team. In the

closing, each group will provide the conclusions. In every debate, there are some judges who will assess which team that has great data and strong reasoning. At the end of the debate, the judges will decide which team that will be the winner. Debate may be a new method for some teachers and students. This method can replace the ordinary method. The students usually feel excited while trying new things. On the benefits of using English debate for learning speaking, there are some studies which state debate can be used in learning speaking because it is motivating and immersing (Barkley et al, 2005; Bukcley, 2008; Krieger, 2005). In debate, the students are forced to speak. They have to defend their beliefs to be the winner on the debate. The students will create great strategies while debating. From debate, the students can learn some skills that involved in using talk as performance (Richards, 2008) like speaking using correct grammar, pronounce in a right way, using good diction, and telling information in a proper arrangement. On debate, the students are accused to use great reasoning combining with the proper way of transmitting the ideas. They need to arrange the reasoning in a correct order or they will be rebutted easily. Thus, debate can be a good option for the teacher who wants to try challenging way in teaching speaking. Not just learning in speaking, the students also learn to think critically and some soft skills such as learn to develop relationship and recognize how others think which can help the ability of teamwork and resolving every problems in a proper way.
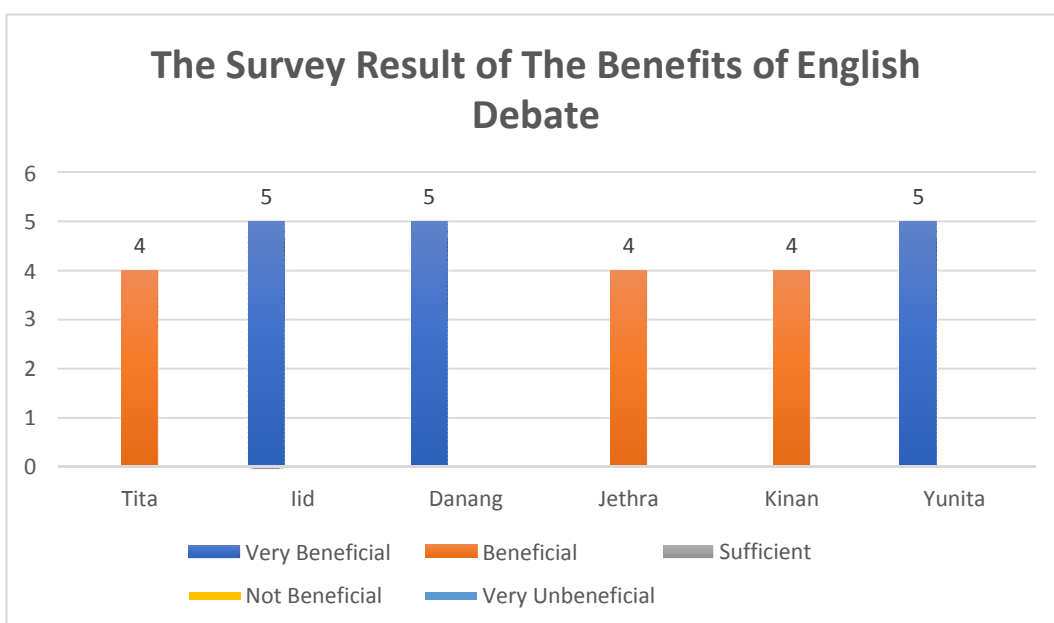
The graph presents data relating to the benefits of English debate in learning speaking. A random sample of 6 teenagers were surveyed and the average benefits of debate has been plotted on a graph. The average benefits of debate is perceived to be half and half. The x axis or horizontal indicates the name and the y axis or vertical axis shows scale of benefit. While the colors of the bar presented the scale of beneficiality. The graph shows that 3 of 6 students feel that using debate in learning speaking is beneficial. While the other half of students feel that using debate in learning speaking is very beneficial. From the graph we can conclude that every students feel the positive impact from using debate in learning speaking.

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Jethra Nuha Nindhita   (15322028)
Yunita Wahyu Widyaningrum   (15322046)
Kinanthi Tiasadi   (15322047)

Introduction

Speaking is one of the important skills that student should have. In expanding circle country such as Indonesia, English as a foreign language is considered difficult to learn. Based on some researches, the result shows that students are difficult to express their idea, afraid to make mistake, and did not have enough vocabulary (Arung, 2016), unconfident and shy to speak English (Fauzan, 2016), unwilling and unmotivated (Nunan, 1999) and the students won't share their difficulties (Gebhard, 2000). Another problem comes from the educator which is the teacher does not use appropriate technique to teach speaking. Whereas, teaching-learning technique is important. The teaching-speaking should be ideal which gives the students experiences. The problem that teacher does not use appropriate technique to teach speaking because the students are not provided with the good experience of practicing their speech and express their idea in front of their friends (Arung, 2016) and structuring.

In the 21st century, think critically is not only important for educational purpose, but also in a workplace (Živkoviü, 2016). In fact, debate requires students to think critically. In addition, teacher as a facilitator before students get a job should teach them critical thinking skill.

In this case debate is one of the promising technique to teach speaking, for some researchers prove that using debate to teach speaking is attractive and challenging (Pradana, 2017) it can accelerate the students' ability to speak in front of their friends (Somjai & Jansem, 2015; Arung, 2016) it also helps student to enhance their critical thinking (Zare & Othman, Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability, 2015). Regarding that problem, this research is conducted to present the benefits of English debate for speaking skill.

Literature Review

Speaking as A Performance

Richards (2008) categories debate as a speaking performance. In doing this activity students should know what is the purpose that they want to deliver for the listener, focus on both form and precision, monologic, having a good format and arrange the information in an arrow. In line with Wrench et al (2012), they state that in delivering a speech the students should have a format that consists of an introduction, body of speech and conclusion. It means, speaking is not only speaking in front of their friends in order to express their opinions but also should be structured.

According to Wrench et al (2012) in a speech there are 3 things that should be prepared, those are:

1. Research
   After choosing the topic, it is important to doing research first in order to organize the speech. Some of the research can be facts, studies, experiments and opinions. Apart from that, in doing research students should read relevant reference related to the topic. They can't just put any information that they have read. Concerning that thing, it is important to apply critical thinking skill. the students should open mind about the writer's stands (Zipin & Brennan, 2006). They should not only develop the meaning but also accepting the meaning on what they have read (Wilson, 2016). It means that the teacher does not just teach students to understand the main ideas of the text, but also to think critically.
2. Organization
   There are 3 structures of the speech organization. The thing that should be mention in the introduction is the thesis or the main idea of the speech. The second is a body which consists of points of the speech. The last structure is a conclusion which consists of the restatement and persuasive speeches.
3. Support
   After choosing the points of the speech, it is important to elaborate those points and make them easy to understand. Supporting materials is essential because it can establish and visualize the points.

Therefore, speaking is not just simply talk fluency but it should be prepared in a good structure and requires critical thinking skill.

Debate as the dimension of Speaking

Preparing debate and rebuttals are represented critical thinking skill, it requires students to analyze relevant evidence to defend their arguments and to deny the opposite arguments (Rudd, 2007; Kosciulek & Wheaton, 2003; Yang & Rusli, 2012; Munakata, 2010; Omelicheva, 2005).

On the benefits of using debate for learning speaking, there are some studies which state that debate can engage, motivate and increase students' speaking skill (Krieger, 2005; Barkley et al, 2005; Alasmari & Ahmed, 2013; Somjai & Jansem, 2015; Arung, 2016), develop students' critical thinking and analytical skill (Zare & Othman, 2015), the students more confident to express their opinions (Fauzan, 2016; Pradana, 2017; Yonsisno, 2015; Hamouda & Tarlochan, 2015) and it also increases their vocabulary from what they have read (Ebata, 2009).

Thus, using debate as one of the teaching-technique is not only increase students' speaking skill but also the other advantages which all of them show positive impact for students. In conclusion, debate teaches students to speak in front of their friend with structure.

Data

The Survey Result of The Benefits of English Debate
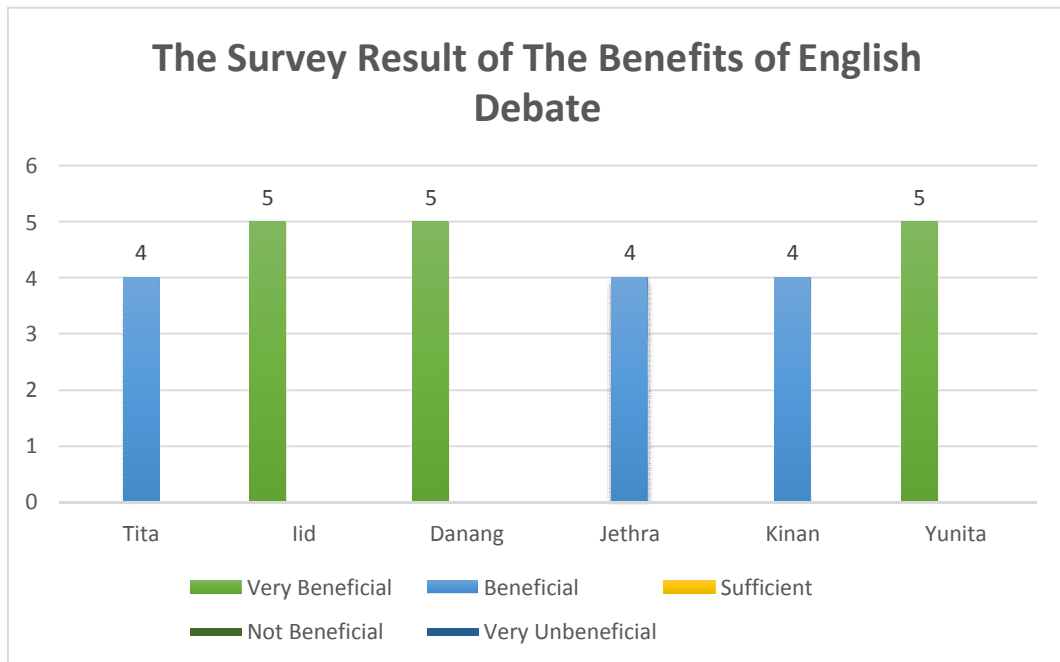
A random sample of 6 students were surveyed and the average result has been plotted on the graph. The x axis or horizontal axis shows the name of respondents and the y axis or vertical axis shows the range (1-5) of using English debate for speaking skill. From the graph, we can see that the average benefits of English debate are received to be half and half.

Graphs are drawn by the bar chart. Each color shows the different range. The color green represents debate is very beneficial which written by number 5, the color blue represents debate is beneficial which written by number 4, the color purple represents debate is sufficient which written by number 3, the color brown represents debate is not beneficial which written by number 2, and the color yellow represents debate is very unbeneficial.

The data shows 3 of 6 respondents agree that debate is very beneficial for speaking skill which was shown in blue color. Whereas, 3 of 6 respondents said that debate is beneficial for speaking skill which was shown in green color. Thus, it can be concluded that all respondents consider by using English debate have positive impact for speaking skill.

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The Benefits of Using Duolingo Application as Learning Skills

Nama : Aan Saputra
NIM   : 15322042

Intro

Learning second language it very important that people can know culture and social a country. People using second language for search some news information in country or international. Media social is one of them for dig information, the other than information can give you knowlegde. Especially for smartphone or mobile phone avaiable to learning second language. Many apps can be able. One off the apps is Duolingo. Duolingo is one apps can be helpful people to improve ability and knowledge about second language. The facilities in apps Duolingo learning various language, such as Spanish, German,English,France.

According to Vesselinov & Grego (2012), already to inspect efficacious of Duolingo in learning Spanish. And Munday (2016), availability an superior representation of the activites for the second language university lecture a Duolingo user will meet when using the apps or website.

The writers claims Duolingo is smart apps modern era globalisasion. Duolingo can be able people for learning second language (Spanish, German,English,France). If people using Duolingo it very effective to improve soft skill each other people.

Literatur Riview

What is duoligo?

Recording to books duolingo 2016 edition. Exclusive for Duolingo Educators. This guide may be missing a few features and instructions. To get the latest version, visit https://schools.duolingo.com/help. Duolingo is the world's largest online language learning platform. We use science and adaptive learning techniques to make the language learning experience more fun and eective, and we're completely free. Our apps were recognized as Apple's iPhone App of the Year of 2013 as well as Google Play's Best of the Best of 2013 and 2014. It was created by crowdsourcing pioneer Luis von Ahn, PhD, and Severin Hacker, PhD. With over 100 million learners, Duolingo has organically become the most popular way to learn languages online in only a few year.
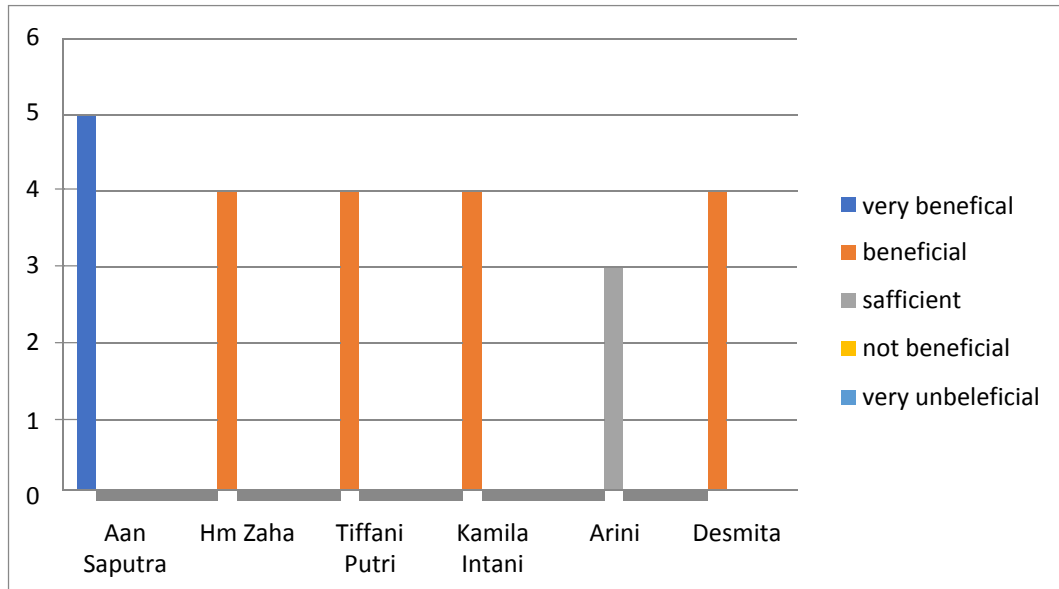
The Efectiveness

Respondents or subjects that the writer made the data is male and female in english language education departement islamic university of indonesia. The authors conducted interviews or surveys about the benefit of using duolingo for english skills for students there, and asked their reasons for the opinions expressed.

The authors conducted interviews on 6 students related to the benefit of using duolingo for english skills. Most of them assume that duolingo can improve students skills and useful as an application of learning English.

Research Question

According to you what apps duolingo give you benefit and why?

The graph presents data about The Benefits of Using Duolingo Application as Learning Skills. Random samples of 6 students were surveyed. This is a kind of column graph. In the graph, there's a vertical line that mention 6 scale of how big the influence of Duolingo. And there's a horizontal line of the students who have been interviewed. The graph shows that 4 of 6 students conclude the benefits of Duolingo are 'beneficial', 1 of them conclude very beneficial, and 1 more conclude sufficient.

The graphs also show how the Duolingo can attract the students' interest to learning fun. This application was based on games and there is more than one language they can learn for. The students also feel this application is an alternative and practical way for anyone (all ages).
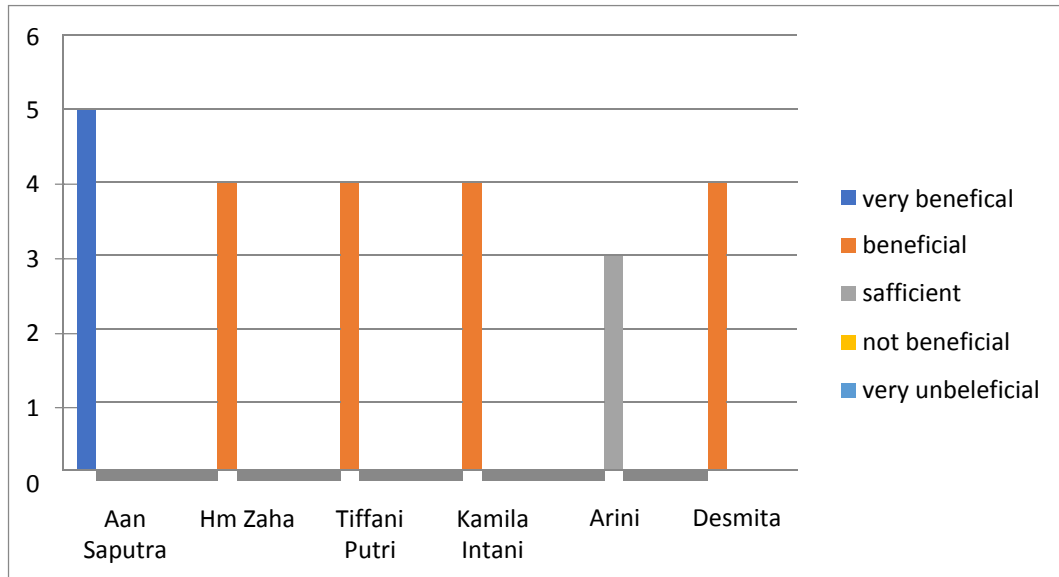
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The Benefits of Using Duolingo Application as Learning Skills

Nama : Desmita Sri Rejeki
NIM   : 15322015

The graph presents data about The Benefits of Using Duolingo Application as Learning Skills. Random samples of 6 students were surveyed. This is a kind of column graph. In the graph, there's a vertical line that mention 6 scale of how big the influence of Duolingo. And there's a horizontal line of the students who have been interviewed. The graph shows that 4 of 6 students conclude the benefits of Duolingo are 'beneficial', 1 of them conclude very beneficial, and 1 more conclude sufficient.

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The Benefits of Using Duolingo Application as Learning Skills

Hm Zaha

Introduction

Technology has been used as a technique to improve educational and teaching methods. Mobile apps have been widely used in the second language because smartphones and tablets are available most of the time. One example is the Duo lingo, these are online applications and websites created to facilitate the learning of multiple languages, such as English, Spanish, German, and Chinese. Students can also determine the duration of daily learning, such as studying for fifteen minutes or twenty five minutes per day. The application then asks if the learner knows anything about the language, and if so, this test provides the learner with a placement test. If the learner is a new language, they start with the basics. It is safe to say that duolingo is a very easy and very easy-to-use application. And learning through apps can improve language skills. Vesselinov & Grego (2012) Studies have shown statistically significant improvement in language skills as a result of application use. And this application can also increase one's confidence in learning English so that people who learn English can easily learn it and more eager to learn it. The app also leads to enhanced levels of confidence in learning a new language (Vesselinov & Grego, 2012). Therefore, this study was conducted to take advantage of the use of the term Duo for English language proficiency.

Literatur Review

Mobile Assisted Language Learning

Mobile assisted language learning (MALL) is a burgeoning subdivision of computer assisted language learning in general. As mobile technologies has evolved, so have their advanced applications developed for language education. As per the overview esults led by the Pew Research Center's Project for Excellence in Journalism (PEJ) in 2012 (Fox and Duggan, 2012), half of every American grown-up possess either a tablet or a cell phone, which demonstrates that the use of advanced mobile phone and tablet has been soaring for the last a couple of years. Besides the increase of usage, mobile device technology has been drastically developed and transformed in an integrated way. In addition to the traditional purpose for oral communication via mobile phones, the current multifunctional mobile technology enable users to access to the Internet ubiquitously for locating and searching information, emailing, reading e-books, and even shopping. The mobility has also enabled learning independent of location and any time even out of classroom.
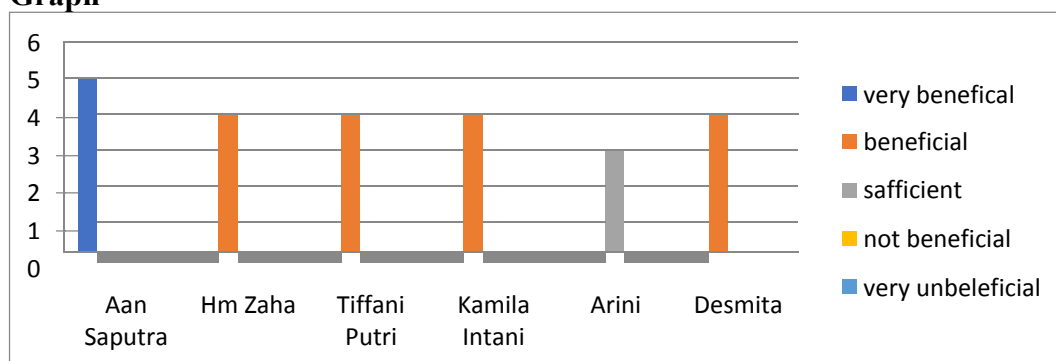
Duolingo

To use the app, learners must download it from Google Play/iTunes and install it on their Android/IOS devices. The app then inquires whether the learner already knows anything about the language, and if so, it provides the learner with a placement test. If the learner is new to the language, they start with the basics. It is safe to say that Duolingo is a very straightforward app and very simple to use. Without any more questions or even registration for the course, the learner can go right into their first lesson by tapping *Start*. The exercises are of many types:

A. Translation exercises, in which the learners translate from the language they know to the language they want to learn or the other way around
B. Matching exercises, in which learners see a photo and match it with the words given or the other way around
C. Pairing exercises, in which learners are given an even number of equivalent words from both languages and are asked to pair them
D. Listening exercises, in which learners listen to a short phrase in the second language and have to type it correctly
E. Speaking exercises, in which learners have to say what they hear

Duolingo also allows the learners to go back to whichever lesson they want, whenever they want, even if they have gotten all the answers right. Learning through application is proven to encourage students to learn foreign languages especially English and can also provide improved learning outcomes for everyone who uses it and learn it. As per Vesselinov and Grego (2012), the inspiration for taking in another dialect assumes an essential part in the advance of the students' levels.

Graph

The graph presents data about The Benefits of Using Duolingo Application as Learning Skills. Random samples of 6 students were surveyed. This is a kind of column graph. In the graph, there's a vertical line that mention 6 scale of how big the influence of Duolingo. And there's a horizontal line of the students who have been interviewed. The graph shows that 4 of 6 students conclude the benefits of Duolingo are 'beneficial', 1 of them concludes very beneficial, and 1 more conclude sufficient.

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The Benefits of Comics in Learning Basic Grammar

Akbar Maulana
15322102
Universitas Islam Indonesia

Background:

There are some important aspects which are needed in English learning, one of them is writing. Suleiman (2000) stresses that writing is a gist factor of language. In academic writing grammar knowledge is needed. It is because with the correct grammar in writing it can produce a proper writing and also easy to be understood by the readers. Spuida (2002) claims that writing with the correct grammar intends on expressing some important words may be understood easily by the readers. Comic is one of good medias which is not only can engage students' interesting in learning grammar, but also can motivate learners in learning grammar because it has interesting views with simple sentences and many pictures. Sarma (2016) says that comic is a genuine material which is basically fun giving and can increase learner's motivation in learning English. It means that comic is enough recommended as the media for teaching grammar in classroom activities. And then there are some benefits of using comic as the media in learning grammar. Sarma (2016) says that comic can introduce modals; as like pronouns and usages like add, better, not only, but also and others. Therefore, using comic is recommended as the media to teach English especially about grammar.

Literature Review:

There are some researchers that reveal the benefits of using comics in learning English especially about grammar. The first research according to Baker (2011) comic can be used in teaching grammar as like part of speech, social situations, historical events, and others. It is strengthened by Sarma (2016) he says and tells that comic can introduce modals, pronouns, usages and others, and also comic can helps the learners to learn English grammar through context. It means that Sarma's research tells Baker's research more about how importance comic in learning English Grammar. Therefore, comic is a recommended media to teach English especially in grammar. Because by using comic in learning English the learners learn grammar without realizing that they learn grammar directly.

Result:

The Reason :
1. Retno : Becuase the comics can help the student in grammar
2. Akbar : Because comics can engage students' interesting in learning English
3. Nada : Because the student can see the example at ilustration
4. Dinda : In comics we can see how conversation in everyday life
5. Ari : Because the comics think learn grammar in a fun away
6. Ardan : Because I think comics isnt increase grammatical fastly or effectively. But, comics interesting media learning also
7. Rika : Maybe for some students whos like comics it's so fun. But, in the other comics less effectife, because the story very confused

Description:

This chart presents the benefits of comic in learning Basic English Grammar. The sample was taken form English Language Education Department, seven students of Universitas Islam Indonesia. The horizontal axis shows the name of each student, the vertical axis shows the level of benefits using comics in learning Basic English Grammar. Five out of seven students argue that the use of comics in learning Basic English Grammar is beneficial. The two students argue the use of comic in learning Basic English Grammar is sufficient. In a nut shell, the use of comics in learning Basic English Grammar is beneficial because comics make learning grammar more interesting, more fun, and comics give the example of the basic grammar usage.

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The Benefits of Comics in Learning Basic Grammar

Name : Retno Dwi Ningrum
NIM : 15322012
Academic Reading & Writing

Background

Comics is one of the learning media in the form of a book there is in the pictorial conversation but has a structure of words and grammar is good and can be used in learning. There are some important thing that used in the English learning, for example is writing and speaking. In this some methode in writing like article, journal or other. In this case we must have a skills in the grammar. Because with the grammar that good and right, writing can the understood and easily by a reader. Comics is one of the media that good and can interasting in the interest of a student in to knows the grammar that good, but comics can also make a students interested in the grammar learn. Because, comics have a good grammar that simple in shape a draw and writen that easy to understood and the understanding. According to by Sarma (2016 : 283) "Comics are authentic materials which are basically fun giving and motivate the learners". The meaning, comics can be using as the grammar that good in the learning methode in the class. and the benefits in the comics one of is modals. As said by Sarma (2016 : 284) "comics strips can be used to introduce modals; Pronouns and usages like add better, not only but also, etc .... comics strips helps to teach grammar through context". therefore, comics can be used for the learning media in the grammar.

Literature Review

There are some studies that are relevant to the benefits of comics learning grammar. The first research to be explained by Baker (2011 : 15) "Comics can be used to teach part of speech, social situation, historical events, and more". However,it is reinforced by Sarma (2016 : 284), "Comics strips can be used to introduce modals; pronouns and usages like add better, not only but also, etc .... comics strips helps to teach grammar through context". The meaning, comics not only for the teach part of the speech, social situation and other. But, comics also can be used as the learning media to more increase grammar students. And they studies comics is the literature from the books thin that made for paper and in the comics many concept. Comics always to consist of the many series every books. Not only that, comics already to be the populare books for the circle rubber of students. Not only to the rubber of students, sometimes in the circle rubbers of adult in the state various still like the comics to read and to be the comics as the learning grammar. Like the reseacr by Weigerova & Nauratilova (2017 : 1577) they said that "comics are own ideal tool for the support of creating programme environtment in kirdergartens, too". The meaningful, in the other state comics still the use to the learning media to ideal tools. In addition to increase grammar for the students, comics can be the media to increase pronounciation the student to speek and make the students knows to write the words that in fact. Actually, comics can to support as the learning, not only to grammar comics can making the student to likes to reader. We as the teachers or the students can make the comics as the learning to increase the ability and can make the students feel happy because they are can imaginations for the stories in the comics.

Result
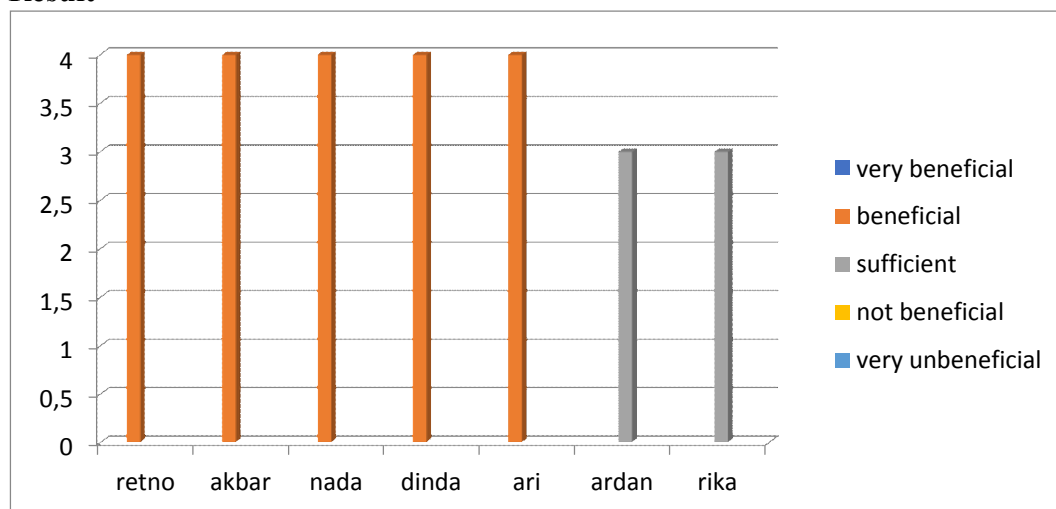
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7. Rika : Maybe for some students whos like comics it's so fun. But, in the other comics less effectife, because the story very confused

Descreption

From this chart above there are five information, namely : very beneficial, benefecial, sufficient, not beneficial, and very unbeneficial. And any students from English Education Department, Islamic University of Indonesia. Which is for five the students said that comics can used to learn, because comics can help the students to increaes grammar students too. Not only to increase grammar the students comics can to increase conversation and can make the students think the ilustration from tthe comics. But, two of them said, comics is sufficient to used as the lesson. Because comics is media to learning and comics has a story that making the students confused. So, from the result, comics can be used as the media learning to increase the ability student for the grammar, the student can give the imagination for the ilustration that students read from the comics.

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The Advantages of Applying Cooperative Learning in Group Discussion
Introduction

Nama:
Danang Dipo P   (15322001)
Afianita Fatwa   (15322053)
Farida Faza   (15322056)

In this era, cooperative learning is available in almost all educational institution in the world (Johnson & Johnson, 1989; Kessler, 1992). It is also recognized as one of the most effective teaching methodologies. Employing cooperative learning in the classroom causes better Impact than the traditional one. Students in cooperative group which get achievement prove their social status in the classroom rather the students which are in traditional classroom. The traditional one seems likely lose their status (Slavin and Slavin, 1975; DeVries and Hulten, 1975). Moreover, according to cooperative learning researchers there are two droping out factor of students, the first because student fails to interact with classmates and the second less involvement in the classroom (Tinto, 1994). Some studies found that when students work together, good norms appear when students are reaching the goal (Deutsch, 1949; Thomas, 1957).The founders of motivational theory state that cooperative assessment and informal classroom reward system creates the norms they like with academic effort (Coleman, 1961). Because the successfulness of one student reduces the chance of becoming a successful student to the others, students assume that achievement is only for a freaky person and teachers' favorite (Slavin, 2005). Group discussion is the one of the activities that can be applied with cooperative learning. Therefore, applying cooperative learning in group discussion will be beneficial.

Literature Review

Cooperative Learning : Definition and scope
Marcia & James (2000) see CL as a group learning activity where every member of group has his/her own role in completing assignment. Johnson & Johnson (2002) state that Cooperative Learning is a practice that improves students' skill academically and socially by interacting each other to reach the same goal. Another source, George (2000) explains similarly in terms of practice about Cooperative Learning. According to him, Cooperative Learning is a process of sharing knowledge in one or two small groups of students. Thus, Cooperative Learning is not only a practice but also a process of group learning which involves social and academic aspect to reach goal.

There are five features of cooperative learning from Johnson and Johnson (1994) the first is Positive interdependence which means that every group participant of cooperative learning makes impact for the assignment. The second is Face-to-face interaction; students meet each other in order to make communication easier. The third is Individual accountability, students' awareness of their special to do specific role in group. The fourth is Group processing, members' awareness of their learning purpose. It is enabling them to give feedback and enhancing skills each other. The fifth is Social skills, involving leadership, decision-making, and conflict

management skill. Moreover, Richards and Rogers (2001) reinforce that in cooperative learning the students are forced to be involved by the monitoring, planning process and assessment with note that the process need to be participated by students. Therefore, the principle of cooperative learning is similar to pillar system of house which means that members involved in impacting to the result of the goal.

Result
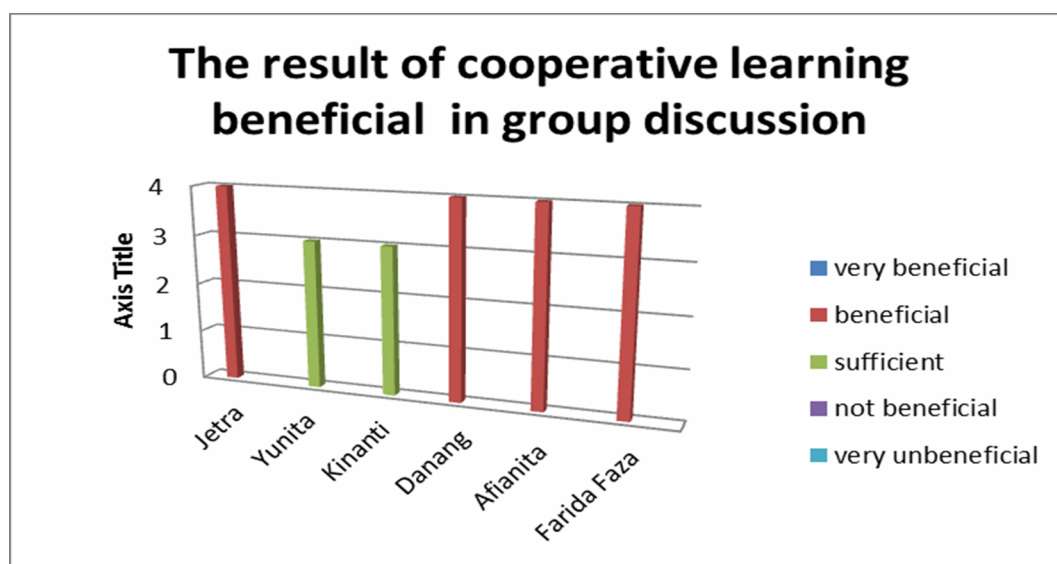
The graph presents data relating to the survey of the students who assume how beneficial cooperative learning is. The graph shows that four students said that cooperative learning is beneficial (shown by red bar) with different reasons. The reasons are related to benefit to the skill, benefit to the social and the effectiveness of working together. However, the table also shows that there are two students who said that cooperative learning sufficient (shown by green bar). Both said that if there is some students who is not supportive, the process and practice will not be going well.

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The Advantages of Cooperative Learning in Group Discusion

Afianita Fatwa (15322050)

I.   Introduction

Applying cooperative learning in the classroom causes better effect than the individual learning. Learning in group and use cooperative learning as a learning process is interesting. Because the environment of grouping and individual are different, when student learn individually, they feel boring and sleepy at the same time in classroom while is still in learning process. In addition, when student work together they can create enjoy environment and become attractive (Panitz, T., 1999). Johnsons' (2009) survey of educational research demonstrates cooperation, in comparison with competitive and individualistic efforts, the result is higher performance, better productivity, sportive, more respect, solid, social skill, and self-esteem. Furthermore, based on social perspective student works together to reach group purpose makes them express good norms in doing anything to group successfulness (Deutsch, 1949; Thomas, 1957). From other studies found that cooperative group achieved great achievement in the class room. By learning in group they can identify team work and individual ability (Panitz; T., 1996; Cohen B. P. & Cohen, E.G.. 1991). Some studies found the behaviors of group rewarded based on member performance such as help others, asking, teaching, and assessing to lead learning gain (Webb & Palinccsar, 1996). Cooperative is able to use in learning style for student benefit in learning. The use of cooperative learning in school can improve interaction and develop student achievement (Damon, 1984; Murray, 1982; Wadswarth, 1984). Cooperative learning not only covers social aspect but involves academic aspects. Coleman (1961) found that intelligent student help themselves to high achievement in academic and in social. Critical thinking of student is more pronounced when in a group because they are required to solve the tasks together so they will exchange ideas. It how cooperative learning works by improves social and cognitive student trough interaction, asking, teaching, helping each other and solve problem.

II.   Literature Review

There is a statement from Johnson & Johnson (2002) which states that Cooperative Learning is a practice that improves students' skill academically and socially by interacting each other to reach the same goal. George (2000) According to him, Cooperative Learning is a process of sharing knowledge in one or two small groups of students. Another source, Slavin (1991:73) explains similarly by adding content about Cooperative Learning cooperative learning is method share the idea and responsible with their own idea. Thus, highlight cooperative learning is activity of group to discuss the idea and solve problem together.

Meanwhile Kagan (1990) put forward an excellent definition of cooperative learning by looking at the general structure that can be adapted to various situations the structural cooperative learning is based on creation, A free way to organize interactions in the classroom, with the help of teacher instruction and in accordance with student behavior. Cooperative learning still in the line of teacher direction and the formation of team should see student behavior. This is supported by Supijrono (2009) cooperative learning generally is a group work including any group work

that is directed by teacher. Working in a group have beneficial according to Johnson & Johnson (1989) add definition of cooperative learning extent benefit that is increase cognitive achievement, social and academic performance, also motivate in learning process. While being on the same team spontaneously they will be charged with the tasks that make them responsible and contribute. Discussions in such cooperation generate benefits to the skills of learners that are academic and social skill.

Roger and Johnson (2005) there are 5 principles of Cooperative learning positive independency, personal responsibility, face to face promoted interaction, interpersonal skill, group processing. In similarly extent of practice George M.Jacob & Cristopher word (2000), there are five important values in cooperative learning which are interdependency among learners, trying to be responsible in his/her work, to be more critics to solve problem, to connect his/her opinion in the group, discussing the materials together to reach the same goals. In conclude, cooperative learning is directly student to independent and responsibility in group also becomes more critic connected with others.

III.   Result
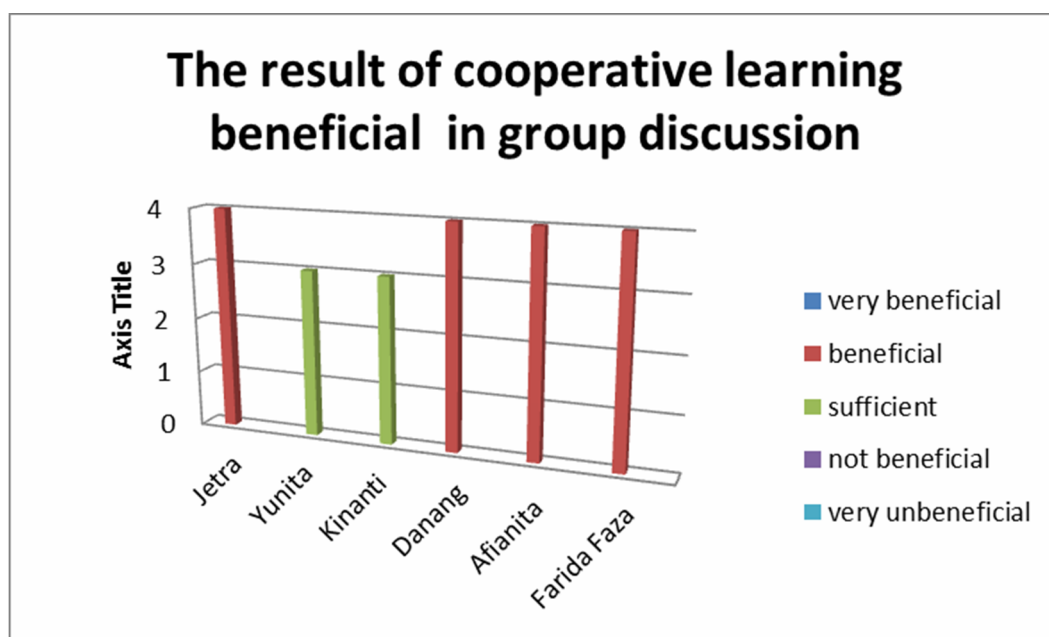
The graph presents data relating to the survey of the students who assume how beneficial cooperative learning is. There are six student become the interviewer in this observation. The graph shows that four students said that cooperative learning is beneficial (shown by red bar) with different reasons. The reasons are related to benefit to the skill, benefit to the social and the effectiveness of working together. However, the table also shows that there are two students who said that cooperative learning sufficient (shown by green bar). Both said that if there are some students who are not supportive, the process and practice will not be going well. In conclude four of six students agree that cooperative learning is beneficial in group discussion and two of six students said it is sufficient. That means more students find collaborative learning useful.

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The Advantages of Cooperative Learning in Group Discusion

Farida Faza (15322056)
Danang Dipo Prastowo (15322001)
Afianita Fatwa (15322050)
Islamic University of Indonesia

Introduction

Social learning has two learning style collaborative and cooperative learning (Penitz,1996) are beneficial than traditional class (Hulten and DeVries,1976; Madden and Slavin,1983; and Slavin,1978). One of effective is cooperative, It is a practice to interact each other that improve students' skill academically and socially to reach the same goal (Johnson & Johnson,2002). In other studies Supijrono (2009) cooperative learning generally cover any group work that is directed by teacher. Social achievement is more important than academic achievement for intelegent student in a group (Coleman, 1961). Thus studies are affirmed by the theory of social constructivism Vygotsky that students construct the knowledge from social interaction. This theory is explain about learning proses through interactive interaction. In addition, a dinamics expert called Shawn define that as a group should interact and give influence one another.

As educators need to improve instructional strategies for increasing student ability achievement. In traditional class there are some problem that actually happen either academically and socially. Coleman (1961) Founders of motivational theory give critic for traditional class which states that competitive assessment creates the norms which opposite with academic effort. Slavin (2005) Because the student successfulness minimize the oppotunity of becoming a successful student to the others, students assume that achievement is only for a teachers' favorite.

Applying cooperative learning in the classroom causes better effect than the traditional class. While the result from some studies prove the comparison of cooperative class to traditional class which is students work together to achieve the same goal and doing anything for group successfulness, But students is less active in traditional class (Deutsch, 1949; Thomas, 1957). Another source says similarly that he found student in cooperative is mostly success than student in traditional class is inclined to be passive (Slavin, 1975; Slavin, DeVries, and Hulten, 1975). While two studies show that they agree cooperative is more effective than the traditional one.

Literature Review

There are five important values in cooperative learning (George & Christopher,2000) the first positive interdependence,students can be responsible of they own work in a group and make sure that all of member participate in a group (McArdle, Clements, Lendi, 2005). Second is personal responsibility, it is aimed for each member to share knowledge in a group (Roger & johnson,2005). Thirdly, to be more critics to encourage each member in problem solving (Negangard,1991). Fourthly, Equal opportunities as a team in making part of group. Fifthly, discussing the materials together to reach the same goals (Webb, 2002).

Suprijono (2005), Group is more than one people that who have purposes and structure that should indicate an interaction and need one another to become an unity. Other outhor Cartwright and Zander (1968) A group is collection of individuals who interdependence one another.

Work in group not only grow the student competence, it also enhances communication and increases independence (Westwood, 2008). Discussion is an active learning when student to be more critics in exchange ideas. (Harizaj, 2015). We can get new knowledge by learn different opinion from others (Highton, 2006). The type of communicative and interactive teacher begin student to think and speak (Littlewood, 1981)

The suggestions supported by a growing set of research studies. If we takl about the advantages of using discussion in learning, we should not neglect the powerful of cooperative through guided discussion (Harizaj, 2015). There are differences among teachers in how they interpret the concept of interactive teaching and how they accommodate it into their own style(Jones & Tanner, 2005). In other stidies Johnson et.al (1991) describe that cooperative is effective in classroom. Means that the use of small group learning activities leads to better group productivity, improved attitudes, and increased achievement (Garfield, in press). The use of cooperative learning in school can improve interaction and develop student achievement (Damon,1984;Murray, 1982;Wadswarth, 1984).

Result

The result of cooperative learning beneficial in group discussion
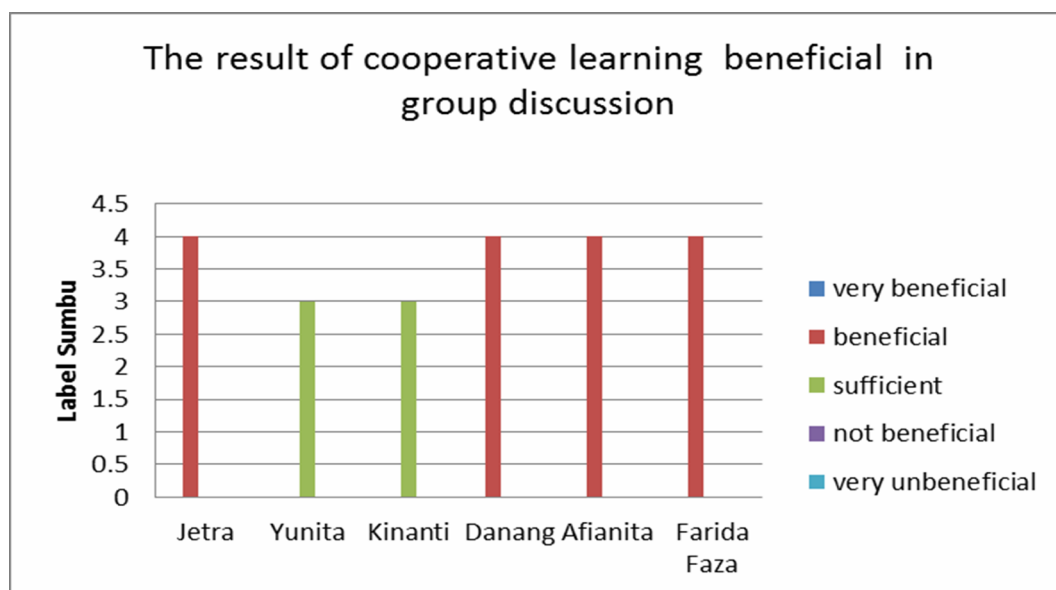
The graph above display the data sample result of cooperative learning beneficial in group discussion which had been surveyed in six samples in English Language Department islamic University of Indonesia and they have different opinion for the answer. The average of result received at each people has been plotted on the graph. The horizontal (X) axis shows the name of respondents and the vertical (Y) axis shows the variant levels of cooperative learning beneficial in group discussion. The graph display that mostly people receive cooperative learning in group discussion is being beneficial by some variant reasons that had been surveyed.

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The Challenges of Using Snakes and Ladders for Learning Vocabulary

Rima Juniar

Introduction

In English learning, there are four major skills which should be learned by the students. They are listening, speaking, reading, and writing. There are also some other supporting skills, such as grammar, pronunciation, vocabulary and spelling. In order to create sentences, learners should know and be familiar with vocabulary, because vocabulary is language resource (Sari & Muniroh, 2012). In learning vocabulary, students need media to make it easier for them to understand it. One of the medias that can be used to learn vocabulary is game. According to Huyen and Nga (2003) as cited by Sari and Muniroh (2012) game provides an enjoyable circumstance to learn vocabulary and gives the opportunity to observe the English language.

One of the games that can be offered to learn vocabulary is snakes and ladders. Snakes and ladders is included into board games. To sum up, it is important to apply game which is beneficial. It means that the use of game is not only for pleasant, but also for learning in order to achieve the target language.

Literature Review

1. Learning vocabulary through game

Vocabulary is the most important skill to be acquired in English learning. It required us to master the new words in order to develop our vocabulary resource. Learning vocabulary through game can be challenging. The teachers apply games in order to make the students use language for communication purposes (Wright et al, 1984). Similar to Wright et al, another research conducted by O'Dell and Head (2003) as cited by Meipina (2014) state that games can be used not only for communication purposes, but also for memorable context. They mention that game is crucial in developing vocabulary because it gives students chance to memorize the new words in fun way. Another study conducted by Priani (2015) also mentions that games can be enhanced for teaching vocabulary. It is that students build up important expressions phrases and sentences through vocabulary. She also adds that in order to dodge boring time, games can be used as a media to motivate students into great motivation or interesting time.

2. Snakes and ladders as a board game

Snakes and ladders is a board game, it uses pawns and dice to be played by two or more players. According to previous research conducted by Meipina (2014), applying snakes and ladders for teaching vocabulary in the classroom can make the students enjoy the lesson while playing game. She also states that the application of snakes and ladders is beneficial such as, the students got their new vocabularies, they interacted with other students using English, and they were active in the learning process. Suryani and Rosa (2014) as cited by Saraswati (2016) highlight that students' speaking skill can be increased by using board games in the classroom. The progress of the speaking skill includes students' comprehension, fluency, vocabulary mastery, pronunciation as well as their grammar.

3. The challanges of using snakes and ladders

On the contrary, Sari and Muniroh (2012) in their previous research mentions that using snakes and ladders for learning vocabulary isn't really appropriate due to the

lack of directions relate to English learning. Besides, if this game is played as a giant snakes and ladders, it requires a quite big room. It is very challenging for the teachers, since they have to manage the situation of the classroom well when the students play it. Thus, the writer wants to show on what extent does it challanges and how are the challenges of using snakes and ladders for learning vocabulary.

Data
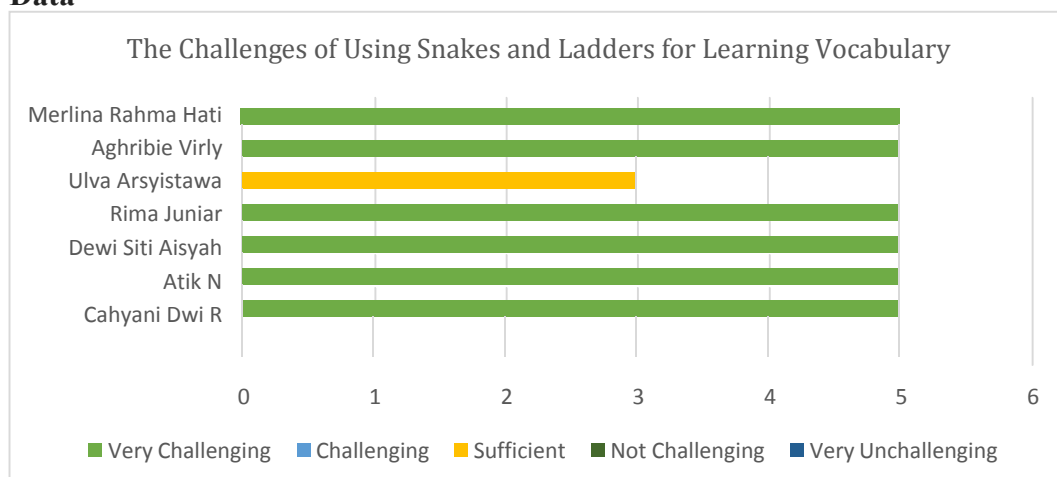
The bar chart displays data relating to the challenges of using snakes and ladders for learning vocabulary. A random sample of 7 students were interviewed and the result of the interview has been designed on the chart. The x axis or horizontal axis represents the level of challenges and the y axis or vertical axis indicates the subjects of the research. The chart displays that 6 of 7 students mention that using snakes and ladders for learning vocabulary is very challenging. Thus, the use of snakes and ladders for learning vocabulary is mostly challenging.

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The Challenges of Using Snakes and Ladders for Learning Vocabulary

Ulva Arsyistawa
15322067
Universitas Islam Indonesia

Introduction

In English learning, there are four major skills which should be learned by the students. The main skills are listening, speaking, reading, and writing. Also some other supporting skills such as grammar, pronunciation, vocabulary, and spelling. In order to create sentences, learners should know and be familiar with the vocabulary, because vocabulary is language resource (Sari & Muniroh, 2012). In learning vocabulary, students need media to help them easier to understand it. One of the media that can be used to learn vocabulary is game. The game provides an enjoyable circumstance to learn vocabulary and give the opportunity to observe the English language (Sari & Muniroh, 2012) cited to (Nguyen & Nga, 2003).

One of the games that can be offered for learning vocabulary is *snakes and ladders* which it is included as the board games. The purpose of *snakes and ladders* game, as a chance for students to improve their vocabulary storage. English learners have to deal with unfamiliar vocabulary during their language acquirement. In order to learn and gain new words, a media that supported to increase students' vocabulary is *snakes and ladders*, which specially focus on helping learners improve and practice words in different contexts by making the lessons enjoyable. Furthermore, as students' nature characteristic will be easily bored in learning, so *snakes and ladders* as a media will give the meaningful, fun and interesting for learners in classroom activities. The reason is game can increase students interest to participate in the learning process. In this term, the teacher using games to stimulate students' interest. To sum up, it is important to apply game which is helpful to flow the learning class. It means that the use of the game is not only for pleasure but also for learning to achieve the target language. In another side, game can turn an ordinarily passive student into an active one. In addition, this game will build students' progress for their vocabulary in a fun way, beside it is really easy to make, to move or to use, and more than those all, this game can make students help each other or cooperate in the learning process activity.

Literature Review

Games in Vocabulary Learning

Vocabulary learning has always been a major concern for those who want to learn a second language. The most significant one in learning English for increase the knowledge is knowing the vocabulary, also vocabulary as an element of knowledge for a student to build up their skills and English. Games can be offered as the media for learning vocabulary to facilitate students in classroom activities. The teachers apply games in order to make students use language for communication purpose (Wright et al, 1998). Similar to Wright et al, another research Sari & Muniroh (2012) quoted to O'Dell and Head (2003) that games can be used not only for communication purposes but also for memorable context. They mention that game is crucial in developing vocabulary because it gives students chance to memorize the new words in a fun way. Another study conducted by Priani (2015) also suggests that games can be enhanced for teaching vocabulary. It is that

students build up important expressions phrases and sentence through vocabulary. She also adds that in order to dodge boring time, games can be used as a media to motivate students into great motivation or interesting time.

Finding

The Challenges of using Snakes and Ladders for Learning Vocabulary
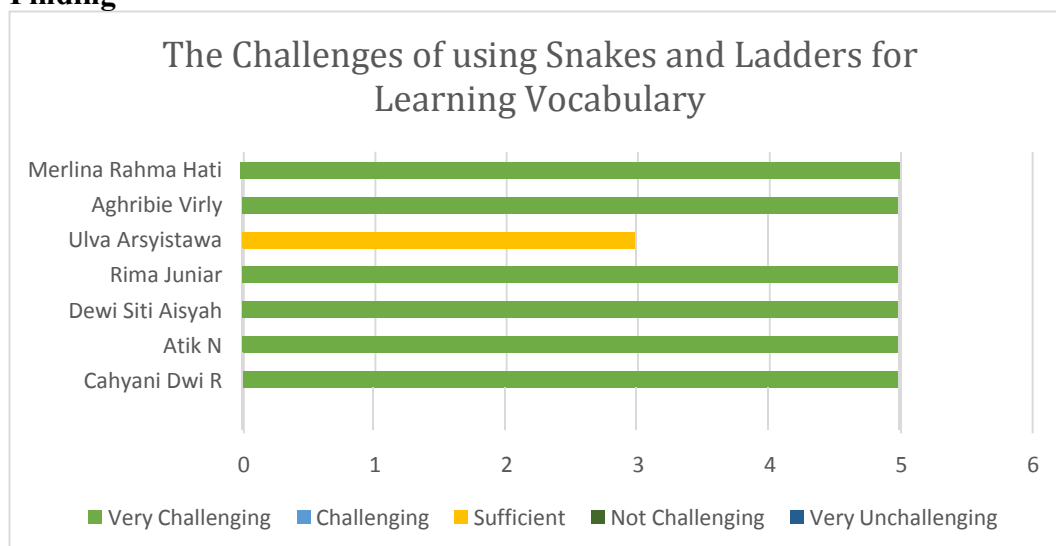
The data shows the different subject for their enthusiasm in The Challenges of Using Snakes and Ladders for Learning English. The bar chart shows the result of the interview from 7 random subjects as that designed. The X (horizontal) axis directs the level of challenges and Y (vertical) axis designates the subject of the research. The chart demonstrated 6 of 7 subjects were feeling challenged by using *Snakes and Ladders* for learning vocabulary with their different reasons. Most of the random subject were challenged by using *snakes and ladders* for classroom activities, so *snakes and ladders* as the media will catch all students' attention in class.

Based on the finding data concluded that using *Snakes and Ladders* will be very challenging for learning vocabulary. It will increase students' curiosity in class when supported by games as the media for learning vocabulary. Furthermore, the games should offer a meaningful atmosphere during classroom activities. Also, the game can become the flow activity that can motivate students to do something to get the benefit of the activity. In this case, games can be used because it is essentially motivating them for learning English as a foreign language. So, in this term the teacher using games as a media in the language classroom, to motivate the students stimulating their interest. Moreover, *Snakes and Ladders* that has known as one of the traditional games in Indonesia, so the students will be very friendly to this board game.

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Wright et al. (1998). The Effect of Games on Learning Vocabulary.

The Challenges of Using Snakes and Ladders to Learn Vocabulary

Aghribie Virly Maulidia
Universitas Islam Indonesia

Introduction

In English learning, vocabulary had an important part. It was an element which linked four language skills. They are speaking, listening, writing, and reading skills. It supports an effective communication with sufficient vocabulary a student could understand the English language and speak successfully with other peoples. Vocabulary is not easy to mastered, it is something that need to be learned in a whole life time. In order to create sentences, learners should know and be familiar with vocabulary, because vocabulary is language resource (Sari & Muniroh, 2012). This is supported by (Priani, 2015) Vocabulary is an element of language as knowledge of words and word meanings. At the point when educator shows vocabulary, it was essential to know, how words are recalled and put away as a primary concern and to what extent term memory is perceived (Thornbury, 2004). In learning vocabulary, students need media to make it easier for them to understand it. One of the media that can be used to learn vocabulary is game. Huyen and Nga (2003) suggest that game provides an enjoyable circumstance to learn vocabulary and give the opportunity to observe the English language. With the use of games, the teachers can create kinds of games in order to make students use language for communication purpose (Wright et al, 1998). Some teachers think that games are not important for students because it can waste time to learning. In fact, games can stimulate the students for learning process in the' real situation and facilitate the students to speak and communicate actively. Games are fun activities which contain interaction, thinking, learning, and problem solving strategies (Talak, 2010)

One of the games that can be use to learn vocabulary is *snakes and ladders*. *Snakes and ladders* is one the board games. It is popular games in the world. It was played between 2 or more players on a playing board with numbered grid squares. When you went up the ladder, you progress quickly. When you down a snake, you went backward. The advantage of *Snakes and Ladders* can help and improve the students' ability to know unfamiliar vocabulary. To sum up, it is important to apply game which is beneficial. It means that the use of game is not only for pleasant, but also for learning in order to achieve the target language.

Literature Review
Games in Vocabulary Learning

Learners of English have needs to manage unfamiliar vocabulary during their language acquisition. On the benefits of using *Snakes and Ladders* for learning vocabulary, it is found that there are some researches which show some benefits of snakes and ladders. The first is conducted by (O'bell and Head, 2013) games can be used for teaching words in comfortable way and let the students to apply the words in memorable context. Similar to O'bell and Head, the other research from (Priani, 2015), affirm that *Snakes and Ladders* students can avoid the boring time. It can motivate themselves into great motivation or interesting time. She also suggests that games can be improved for teaching vocabulary. The students will be more relax while learning. And it makes them involve actively in class. They will try to pronounce the new words even they did not know how to pronounce them

and it will motivate them to find another new word. Another researcher from (Philips, 2013) indicated that the best method to learn English vocabulary is when the meaning of the words is describes through the game. *Snakes and Ladders games* deliver real word context into the classroom. To conclude, games are helpful and effective tools that should be applied in vocabulary learning.

Finding
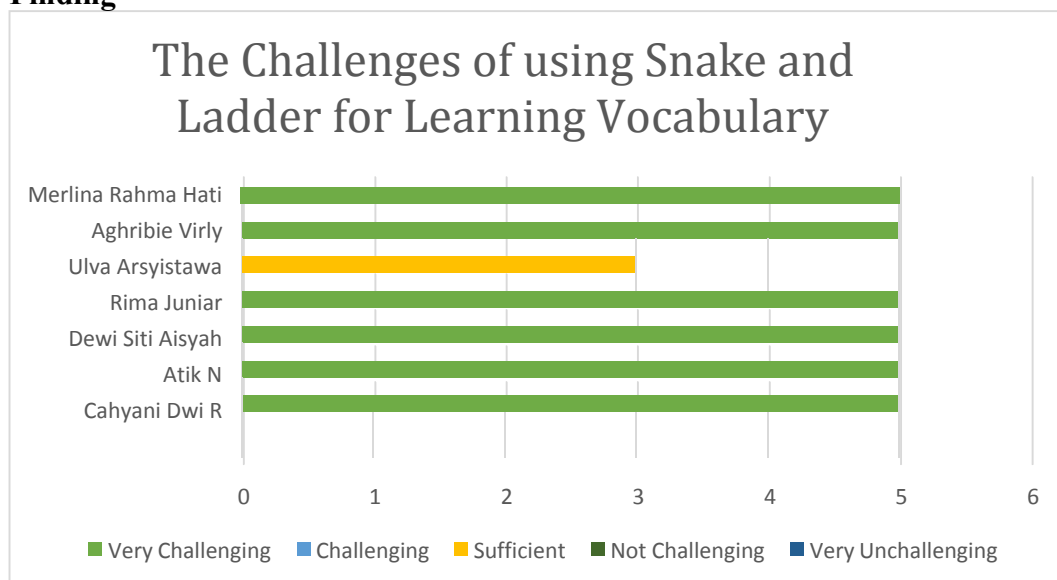
The graph presents data concerning to students in English Education Department, Universitas Islam Indonesia. The data is from two groups that has interviewed. It is shows about the challenges of using snakes and ladders for learning vocabulary. There are 7 students were surveyed and the result has been plotted on the graph. The x axis or horizontal axis shows how the challenging of using snakes and ladders and the y axis or vertical axis indicates names of samples. The graph shows there are different opinions. 6 students feel that using *Snakes and Ladders* for learning vocabulary is very challenging and 1 student is sufficient. From the graph we can see that the student feel very challenging with using snakes and ladders for learning vocabulary. Based on data analysis concluded that using *Snake and Ladder* will be very challenging for learning vocabulary. It will enhance students' interest in class when supported by games as the media for learning vocabulary.

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The Benefits of Watching BBC News Instagram to Learn Intermediate English Grammar

Achmad Sofari Usman, 15322044
ariachmad13@gmail.com
English Language Education Department
Faculty of Psychology and Socio-Cultural Sciences
Islamic University of Indonesia
2017

1. Introduction

Intermediate English Grammar is a course studying about English Grammar at intermediate level after finishing basic stage. In this course, the terms of grammatical use, agreements, parallelism, and contextual senses are transformed into materials that need to be concerned and mastered. Simultaneously, it is necessary that focusing on these grammatical materials is acceptable to support students in evolving their English proficiency. According to Wang (2010), he asserted that in order to attain communicative competence in English language, students should be mastering grammar as the fundamental element. In essence, it is not only considered as the key of English proficiency, but also as the prominent assistance during the learning process. Similarly, it is believed that grammar comprehension will reduce students' problem in the learning process (Afshar & Bagherieh, 2013). Hence, the mastery of grammar is the foundation of English proficiency as it supports students in the learning process.

However, recognizing the essence of mastering grammar will be pointless if the students still struggling to understand the appropriate implementation of the materials. Indeed, it is found that the students were confused when they confronted some practices in the classroom. In this case, some students would have asked their friends after the teacher explained to them. They also admitted that it is hard to differentiate the terms of particular grammar in a suitable context. Importantly, it has to be evaluated, even though the learning activities are engaging to the students in the class. Despite the fact that the students actively participated during the learning process, it was not evenly matched with the test results indicating the imbalance scores acquired by the students. Referring to the midterm examination's result in this course, there are only 3 of 55 students accomplishing their score 80 to 100. In addition, the average scores that obtaining 70 to79 are 3 students or 5.5% of the total. By considering the results, it means that students who achieve the under average scores are 89%. In short, the limited students' understanding and the imbalance scores of the results have been illustrating that the students mostly have similar problems to be solved. Thus, in order to escalate the adequate students' understanding and the balance of high score achievers, students need to find a new media which stimulates and enriches concrete information of the materials and which facilitates an attractive platform that is sustainably and frequently used in their daily activities.

Reflecting to the evaluation, discovering a suitable media with those characteristics makes social media noticeably involved into a significant method. Likewise, social media is an interesting option enfolded as a way to nurture knowledge and higher education experience either in- or outside the classroom (Churcher, Downsb, & Tewksburya, 2014). Accordingly, it gives a chance to improve students' insight as same as what students need and is practically utilized by the students wherever and whenever they are. Furthermore, social media also can maintain students' engagement in the learning environment. It is approved by Alwi, Mahir, & Ismail (2014) that using social media in the classroom is more engaging to the students. Based on this, students' engagement is considered as a factor that have to be controlled to make sure that they are paying attention during the lesson. Additionally, Gikas and Grant (2013) confirmed that social media provides the students opportunity to interact and collaborate each other. Interacting and collaborating among students via social media which can be conducted outside the classroom is necessary to implement the lesson in real context. They also suggested that it is important to let the students operating social media to create their own understanding of the materials. Therefore, social media becomes an influential tool which is not only matching with the characteristics of media that the students need, but is also encouraging students' engagement and lessons' implementation.

Deliberating with both the students' needs and the benefits of social media, BBC News Instagram is considered as the accurate solution offered to the students. BBC News Instagram is defined as a news company which shares videos of current events or phenomena from all countries around the world with factual information in the caption. Referring to the definition, it is convinced to be able to enrich the students' insight through the information. As the other advantage, this platform gives appropriate examples of grammatical contexts and uses. Therefore, the students would know how to sense the contexts correctly and when they should use the forms of grammar properly. Subsequently, it is not only facilitating them to learn grammar but also to enjoy social networking at the same time. Social networking through social media is expected to be a way that the students would use habitually without any enforcement. As an emerging benefit, students are stimulated unconsciously after they are watching it for many times. Thus, BBC News Instagram comes as an effective solution to develop students' understanding.

2. Literature Review

Social Media

Discussing about social media, there have been found heterogeous thoughts about the definition of social media. A recent study by Amedie (2015) stated that social media is a fresh platform that allows people to transfer ideas and to interact each other. Highlighting to this perspective, he implicitly argued that social media has a function to exchange information and has a role as a virtual media to connect people. Importantly, his definition is similarly supporting Yan, *et al* (2014) that it is a tool to gain information and to communicate people. Otherwise, in 2013, Afshar and Bagherieh are

more focused on the scope of learning and teaching environment. They explained that social media is one of the ways that facilitates students with the social community. Nevertheless, it basically has the same line as the previous studies which are concerned to a social context as well. Based on those studies, it can be concluded that social media is a tool which is not only spotlighting the social context but is also exploring information.

Social media has several benefits which can be discovered as the considerations of its usage. There is a research which declares that social media consists of the varied online tools based on technological foundations of Web 2.0 including blogs, wikis, and the other social networks (Faizi, El Afia & Chiheb, 2014). Those kinds of social media are now becoming effective media in learning and teaching pedagogy (Churcher, Downsb, & Tewksburya, 2014). As Sultan and Yasmeen (2014) validated, social media recently turns into a sustainable use of technological advancement in the classroom. Accordingly, social media, which has been categorized as the nowadays application of web 2.0 in this 21st century, provided meaningful learning and experience within the learning process. In fact, the emergence of social media is now transformed into a substantial method to teach and to intensify students' will and motivation (Simo, et al., 2010). Referring to Prizel and Kania (2014), they asserted that social media allows students to detect real online learning context which supports learners on improving skills and learning new information at the same time. Importantly, it is also strengthened by Alwi, *et al* (2014) who approved that the other benefit of using social media is not only empowering the scope of learning and teaching environment, but it is also virtually facilitating learners to build social interaction among them. They argued that social media can help the teacher to relay the information to students. Similar to Alwi, *et al* (2014), Al-Rahmi and Zeki (2016) support that social media has been utilized by students in a way to motivate students in collaborative learning and social interaction. In summary, social media usefully provides students opportunities to gain new knowledge, motivation and social skills.

However, the emerging negative impacts of using social media are also considered as the needs to be solved. Apparently, students now tend to be more dependent on instant ways to not waste time Unfortunately, it is found that decreasing humans' ability to think independently is caused by the over-relying of its features that are offered on it (Amedi, 2015). Afterward, the other impact arises that dependence on utilizing social media is resulting procrastination and passive socialization. Because of the virtual features in social media are more interesting, the duration of using social media will be over time and the focus of real interaction context will decrease. Additionally, it makes the students lazier because of an easy access to everything. Therefore, social media also has disadvantages that have to be wisely evaluated and considered.

Grammar

Grammar is well-known as the important part of mastering English. As the supporting studies, there are several definitions among researchers that elaborate the main point of grammar. According to Połczyńska, et al., (2017),

grammar is referring to a combination of a well-formed word, phrase or sentence. It is more than a simple word and it is showing on how complex human languages are. To fit out the essence, Sik (2015) argued that grammar is an important part of language teaching. Additionally, the main thing of teaching grammar is that the textbooks are usually decontextualized (Illin, Kutlu, & Kutluay, 2012). This argument implicitly supports the previous definition. Importantnly, grammar becomes the key of language teaching because it includes complex parts of language. In another study, it is explained that the words are organized into the formal patterns to explain the meaning of the part (Amirian & Abbasi, 2014). Based on those explainations, it can be concluded that grammar is a key of language that that puts together into forms a proper sentence.

From the discussion of the grammar definitions among academics, it is found that there are two benefits of grammar. Firstly, it is conducted by Chiriac (2015), grammatical structures can be developed for students' productive capacity, so they can understand the text that they read. It is also convinced that grammar and vocabulary comprehension might decrease student's difficulty of the learning process (Afshar & Bagherieh, 2013). According to those benefits, learning grammatical structures is very beneficial for students' ability in English skills.

3. Result
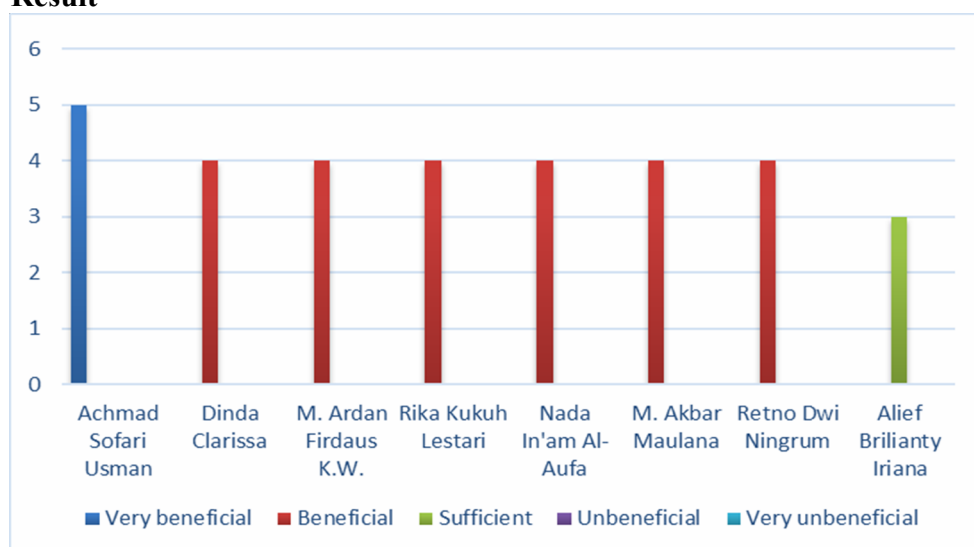
The bar chart presents the data about students and benefits of watching BBC News Instagram. Samples of 8 students were surveyed and the average of the benefits of watching BBC News Instagram received at each student has been plotted on the graph. The horizontal axis indicates the students' names and the vertical axis shows the amount scale of the students' perceptions toward the benefits of watching BBC News Instagram. The graph shows that there are 6 students considering that BBC News Instagram is beneficial. In contrast, there is only one student arguing that it is very beneficial, as same as one student thinking that it is sufficient. Thus, it can be concluded that 75% of students consider that watching BBC News Instagram is beneficial for learning grammar.

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The Benefits of Watching BBC News Instagram to Learn Intermediate English Grammar

Alief Brilianty Iriana
15322011
Universitas Islam Indonesia

1. Introduction

Students are supposed to master grammar because it becomes an important thing for the learning process. Mastering sentence structure is the establishment of the capability of language (Wang, 2010). In the intermediate English grammar course, students learn about the structure and the use of grammar and also get the exercise to know the understanding of the material that has been taught. During of the learning process students participate actively, so hopefully they have understood very well about this course, however, the result shows are different. In addition, the result of the mid-term examination mostly is still low. Therefore, students need learning evaluation to help them to upgrade their ability effectively.

Currently, technology has grown rapidly, especially the development of social media. Students in the modern era are very close to all things related to social media. According to Sultan & Yasemin (2014), social media income in this area because the impact of using technology in the classroom. We believe that the use of social media as a tool of learning is an effective way to improve students' ability in grammatical. Therefore, to improving students ability in English grammar effectively is using BBC News on Instagram, also teacher should to upgrading student's motivation in learning (Simo, et al., 2010). It can be supported by Alwi, Mahir & Ismail (2014) that using social media in the learning process, it seems that teacher engages the students more.

As the solution of the problem, this research recommends them to follow BBC News on Instagram. The content of BBC News is the short video with English caption. It can facilitate them to learn grammar and get new information in the world. In addition, the lecturer can give the example of the use grammar suitable for the situation in the video. Therefore, BBC News on Instagram becomes a solution in improving students understanding in using grammar.

2. Literature Review

Social Media in Grammar Learning

Nowadays, people are very familiar with technology and social media. Almost the whole activities of people make use of it. In the education world, we have known about Web 2.0 which is it can connect with media social. To support it, there are some definitions of social media, the first study explains that social media is including as a way that can facilitate students activities with the social community (Afshar & Bagherieh, 2013). It is a new platform that can use by people to sharing information & help people to interact each other (Amedi, 2015). From two studies, it can be concluded that

social media is a tool that very beneficial for social interaction and in education. Social media can give many benefits and positive effect if it can use as well. For example, as we know that Web 2.0 is the new way to teach using technology in this era. Teacher use Web 2.0 strategy to teach the students, it means that teacher will use media social to support the strategy of teaching.

Social media have the benefits if we can use it as well. Pinzaru & Mitan (2013) as cited Alwi et.al, they said that social media can help the teacher to relay the information to students such as about their assignment, also it can help them to interact each other. Similar to Pinzaru & Mitan (2013) as cited Alwi et.al, Al-Rahmi & Zeki (2016) also have their assumption that social media has utilized by students in a way to motivate students in collaborative learning and social interaction. To strengthen it, Prizel & Kania (2014) asserts that social media can facilitate students to know many things about real life, it supports learners to improve their skills and to learn new information at the same time. As a conclusion social media is one of the tools that have utilized not just for social interaction and sharing information, however, the teacher can empower social media for education, such as to control student's progress in learning.

Each learning media have the positive and negative impact. As like social media have many advantages for education. However, it also has the disadvantages. Social media greatly facilitates us in social interaction. However, it also makes people become lazy to attempt because they have been accustomed to easy ways in accessing everything such as accessing material from the internet to complete the assignment (Amedi, 2015).

Grammar in context

According to Sik (2015), grammar is the way to organize the words to the formal patterns. Grammar is a part of English that must be mastered by the English learners. Grammar is learning about the structure of a sentence to make the sentence an effective and meaningful. Learners should have well understanding about how to use correct grammar. Refer to Chiriac, L (2015), developing grammatical skill can help students understand the text they have read. Similar to Chiriac, L (2015), Połczyńska, et al., (2017) explain that grammar is the way to combine the word, phrase or sentence, its show that grammar is a complex word as human languages. It is assured that grammar and vocabulary comprehension might decrease student's difficulty in learning process especially in English (Afshar & Bagherieh, 2013). As a conclusion, grammar has many parts to study and it is not easy for most students. As we know that, the sentence needs some words with different function and form based on the time. Thus, it is important to make sure that students have their well understanding about it. Grammar is not just about the formula to make a sentence. However, it is about their understanding to combine some words becomes complex sentence.

3. Result
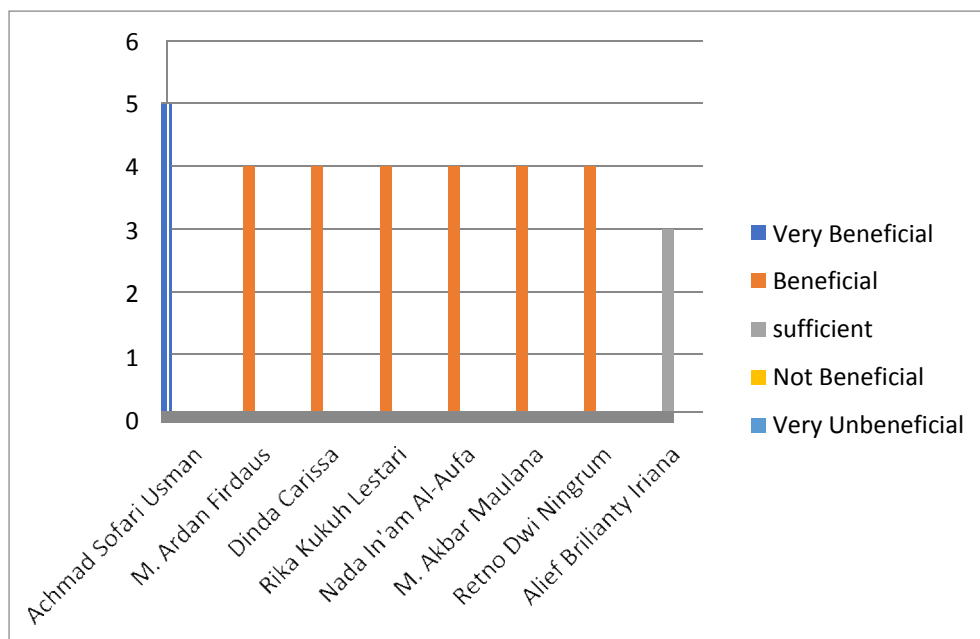
The graph presents data relating to students and BBC News Instagram. Random samples of eight (8) students were followed BBC News account in the Instagram and the benefits of using BBC news for learning English grammar has been plotted on the graph. The x-axis or horizontal axis indicates the name of the samples and the y-axis or vertical axis shows the assessment of using BBC news account. The graph shows that there is differences assessment of using BBC news as a media in learning. However, on average 8 students agree that using BBC News Instagram can help them learn grammar. One of the results is from Achmad Sofari Usman said that using BBC News cans supplies new information and grammar context in use. From the graph, we can see that a number of students who agree that using BBC News account can help them in learning grammar.

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The Benefit of Using Video Blog as Media in Learning Speaking

Name   : Muhammad Ardan Firdaus Kusuma Wardana
Student Number   : 15322101

Introduction

The development of student's skill and achievement to learn English language especially in speaking is decreasing. Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non-anxious students (Aida 1994, MacIntyre and Gardner 1991).

One of the causes is the students feel bored if doing learning as usual in class, furthermore from the alternative solution to solve the problem is to do the learning process that according to students interesting.

The background of why we write this paper is to know the benefits of using video blog as a media in learning speaking. Video blog is one of the social media in YouTube that many interested by student and youth, because mostly the content in video blog is easy to watch, interesting and update. Social media such as video blog is effective to support the learning process in speaking, because we think every student has a social media and use social media every day. Bonus (2010), Greenhow and Robelia (2009) say that social media has been shown to be effective for learning. Learners are able to develop higher level thinking skills as well as communicate and collaborate using social media.

Ethnographic studies have already investigated some of the underlying motivations, and the processes of creation and interaction through making video blog (Lange 2007; Molyneauxet al. 2008). Moreover, video blog can improve student's skill in learning speaking, also can make the students more confident because they already have motivations and in sign the assignment students have to more practice in speaking in front of camera.

By looking the effectiveness of social media especially video blog as a medium of learning, we will be more discuss about the benefits if the video blog into the medium of learning English especially in learning speaking.

Literature Review

Benefits of Social Networks (video blog)

On the benefits of using Social Network while learning, it is found that there are 2 studies which prove some advantages of using Social Networks. The first is conducted by Guth and Helm (2010) asserts that social networks can serve as a platform for communication and collaboration learning. And it is the latter (YouTube) that very interested, as it is likely to encourage online autonomous language learning.similar to Guth and Helm, the other studies conducted by Combe (2014) said that emergence of the video blog genre, some particular kind of make video blog as way to practice languages online while learning. They resume that social networks can makes the students easy to practice languages and it is also encourage online autonomous language learning. At once The students also learn self confident to speak english in front of camera directly and indirectly students will more increase awareness about digital literacy. In other ways day by day

students can be critical thinking then the effect students will be able to guider for these audiencies. Indeed in other side student also can see their video creation after that, they have to post their assignment in YouTube. And it will make them sense proud with their efford be done. Then the conclusion is video blog (vlog) properto use for 21 century learner, because vlog is easy to encourage teacher and student to learning by doing.

Benefit of videoblog in speaking skills (Vlog)

Well, the benefits of Vlog in learning speaking skills. There are two researchers that produce of 2 researches show few advantages of using speaking skill. The first is Bennett (1993) acknowledge that make video blog have the potential to help develop digital literacy and speaking skills in front of camera and encourage people in public to act. The the second are Bonk & Cunningham, cited in Hung, (2011) said that video blog, facilitating peer feedback and community of practices, could provide the context for social interactions which would, in turn, allow the participating individuals to appropriate and internalize the new knowledge or strategies generated in the online interactions. They argue that vlogging has potential to improve their own speaking skill for students directly in public. When students/vloggers live the audiences can encorage like live communication or give feedback to the viewers. The conclusion is vloging has the potential to improve their own speaking in public adn encourage many people to do speak englihs together.

Graphic Description
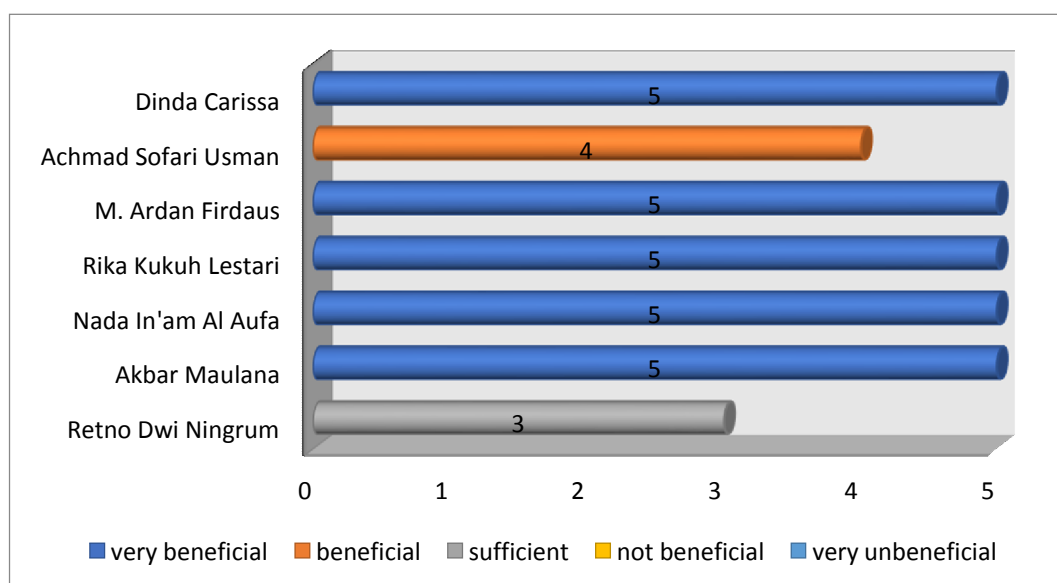
This graph (Bar) shows the data of the benefit of using video blog (vlog) as a media in learning speaking. And we conducted interviews on 7 interviewees about the benefit of using video blog as media in learning speaking and generated data as seen in the graph (Bar) above section, they axis or vertical axis which shows the interviewees name and the axis or horizontal axis section shows the level of benefit using video blog as media in learning speaking, the above graph (Bar) display about the interviewees give their opinions that video blog is useful and quite effective as

a media in learning speaking. And 5 interviewees say that video blog is very beneficial as a media in learning speaking especially in English, and the other says that video blog is beneficial and sufficient as a media in learning speaking. And we can conclude from the graph (Bar) or data that video blog is useful, effective and very beneficial as a media in learning speaking.

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The Benefit of Using Vlog as Media in Learning Speaking

Rika Kukuh Lestari

Introduction

The development of student achievement to learn English especially speaking is decreasing. One of the causes is the students feel bored if doing learning as usual in class among others because the situation and atmosphere in the classroom is boring, the classroom atmosphere is very boring can be seen from the classroom one of which is learning that is only done in the classroom and does not have a variety of methods to overcome the saturation. Hakim (2004: 63) factors cause of learning saturation is:

1. Learning methods or methods that do not vary.
2. Learning only in certain places.
3. The atmosphere of learning is not changeable.
4. Less leisure or entertainment activities.
5. The existence of mental mental and protracted at the time learn.

From the alternative solution of the problem is to do the learning that according to students interesting so that students are more eager to learn it. Strategies or methods that can be done are to make vlog or social media as a medium for students to learn English speaking.

The background of this paper is to know the benefits of using vlog as a learning speaking. Vlog is one of the social media that many interested by student and youth. Social media such as vlog is effective as a supporter of learning media because I think every student has a social media and use social media every day. Bonus (2010), Greenhow and Robelia (2009) say that social media has been shown to be effective for learning. Learners are able to develop higher level thinking skills as well as communicate and collaborate using social media.

By looking at the effectiveness of social media especially vlog as a medium of learning, it is interesting to discuss about the benefits if the vlog into the medium of learning English.

Literatur review

In this paper the title that we discuss is The Benefit of using vlog as a media English speaking here we will discuss and do research about benefit vlog,

What is speaking?

Adopting this view, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) characterize talking as a two–way procedure including a genuine correspondence of thoughts, data or sentiments. This best down view considers the talked writings the result of participation between at least two interface ants in shared time, and a mutual physical setting.

Bygate (1998: 23) advocates embracing a meaning of talking in view of interactional abilities which include settling on choice about correspondence. This is viewed as a best down perspective of talking

What is social media / vlog?

Social media has been shown to be effective for learning. Students can create larger amount thinking abilities, for example, basic leadership and critical thinking, and additionally convey and work together utilizing online networking (Bunus, 2010; Greenhow and Robelia 2009).

Benefits of Social Networks (Vlog)

On the benefits of using Social Network while learning, it is found that there are 2 studies which prove some advantages of using Social Networks. The first is conducted by Guth and Helm (2010) states that interpersonal organizations can fill in as a stage for correspondence and joint effort learning. Andit is the last mentioned (YouTube) that exceptionally intrigued, as it is probably going to empower online self-sufficient dialect learning. Similar to Guth and Helm (2010), alternate investigations led by Combe (2014) said that rise of the vlog classification, some specific sort of vlogging as approach to hone dialects on the web while learning. They clarify that informal communities can makes the understudies simple to rehearse dialects and it is likewise empower online self-governing dialect learning. Since after they hone dialects particularly in talking with record their self or we can state their video creation at that point, they need to post their task in YouTube. What's more, it will bode well pleased with their efford do.

Vlog can possibly help create advanced education and talking abilities before camera and urge individuals out in the open to act by Bennett (1993). Social constructivism is platform which alludes to the help that grown-ups and more skillful companions give amid learning scenes by Temple, Ogle, Crawford & Freppon, (2013). Vlogs, encouraging associate criticism and group of practices, could give the setting to social collaborations which would, thus, enable the taking an interest people to proper and disguise the new learning or techniques created in the online connections Bonk and Cunningham, refered to in Hung, (2011).

Benefits of Speaking

Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989: 27). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990: 54- 55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26).

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In this paper we do research on 7 students English education department of Islamic university of Indonesia, we do interview and survey about our title

Data and graph
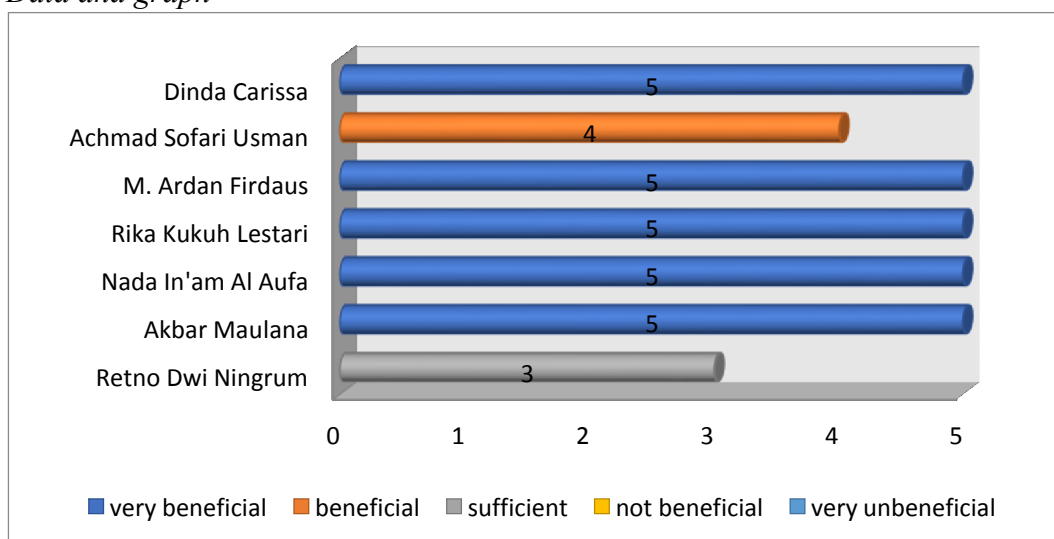
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And this media can improve students skill in learning speaking, also can make the students more confident because in sign the assignment students have to more practice in speaking, as we say previous this assignment student have to speak in front of camera every single activity in their daily activity then, they have to post their video in YouTube. And in YouTube there are some facilities for the audiences or subscribers there are comments and like so, if the audiences or subscribers give any bad comments the students also have to face the truth with their skills.

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The Benefits of Teacher Students Engagement in Learning in The Classroom

Anggun Puspa Arini (14322016)
Kamila Intan Baisti (15322020)
Tifani Putri Damari (15322007)
Universitas Islam Indonesia, 2017

Introduction

One of the most important issues facing educators today is students' engagement. Engagement is a factor that teacher students need in the learning process. Without engagement, students will be withdraw from the environment emotionally and cognitively even students can get out of school (Conner, 2016). Engagement is defined as a psychological and behavioral characteristics of the students in learning process in the classroom (Taylor & Jim (2011); Marks (2000). A teacher is required to be able to build a comfortable classroom atmosphere for the students to create fun learning experience (Healey, Flint, & Harrington , 2014). It can give good effect to the students learning achievement, behavior and feeling (Taylor & Jim, 2011). Students' engagement is interpreted as a willingness of the students in participating, not only in the classroom but also outside the classroom (Taylor & Parsons (2011); Chapman (2013); Harris (2008).

Literature Review

1. Teacher Engagement

Engagement is one of the element that need in the learning process. Engagement not just needed by the students but also the teacher. Teacher engagement is a high level in a job commitment and enthusiasm (Rutter, 1986) that can give effect to the successful of the learning process and outcomes (Basikin, 2007). Rutter (1986) defined teacher engagement is the educational quality of education that deliver and concern the practice in the learning process. Engagement teacher always get new ideas, have good classroom strategies, high expectation for the students (Tyler & Boelter, 2008) and take high responsibility to the students learning (Rutter, 1986).

Teacher behavior is the factor influence the teacher engagement. The teacher behavior is the strongest indicator of students' engagement in learning process (Skinner & Belmot, 1993). Cardwell (2011) admitted that positive teacher behavior and support give the positive teacher students engagement in the learning process. Teacher who have a positive behavior and attitudes believe in the importance of educational need to be more engage (Cardwell, 2011) that effect to the students psychology and foster the students engagement in the classroom (Wal, Brok, Hooijer, Martens, & Beemt (2014); Cardwell (2011).

Engagement teacher have a confidence and pride in their effort to achieve the students engagement (Cardwell, 2011). The teacher beliefs that the effort are impactful and make different experience of the students' life in the school. Additionally, engage teacher will show the enthusiasm and high positive interest when teaching process (Basikin, 2007).

2. Students Engagement

Barkley (2010) defined students' engagement as a student's motivation and power in participating in the classroom in the learning process. Students' engagement is a multidimensional construct that cannot standing alone (Skinner & Belmot, 1993) because they are related to each other and has many component (Newmann, 1989). Most of the research of students engagement tend to include the behavioral component, affective and emotional component. Admittedly, according to Skinner & Belmot (1993) Students' engagement focus on three dimensional that are behavioral, cognitive and affective or emotional indicators of students' engagement.

Behavioral of students engagement define as the way of student's participation in learning like answer teacher question, academic task, social and extracurricular activities in the school includes sports or clubs with the aim of obtaining positive outcomes (Fredricks,Blumenfeld , & Paris (2004) ; Conner (2016). In the other hand, students behavioral are influenced by many factor such as classroom quality, teacher instruction, learning environment, teacher and students' relation and classroom activities (Conner, 2016).

Classroom activities in learning is related to cognitive engagement defined as a student's ability in finding the way to solve the problem. Cognitive engagement also define as a factor how the students think and action in the learning process to solve the problem in the classroom activities (Conner, Relationship: The Key to Students Engagment, 2016). Based on the cognitive engagement, for make the students engage in the classroom, teacher need to get the authentic material that can make the students study hard or think hard about the task.

The classroom activities determined the student's emotional engagement in learning in the classroom (Marca & Longo, 2017). Emotional engagement is also called affective engagement is a student's feeling in learning in the classroom that determined by the classroom environmental, relation and the attitudes of the students (Skinner & Belmot, 1993). Emotional engagement is the key of the students' engagement in learning in the classroom. Emotional engagement determined students' behavioral engagement and students' cognitive engagement.

Students' engagement not only influenced by the behavioral, cognitive and emotional. Students' engagement is also appropriate with the family environment like parent or other at home (Lumsden, 1994). Students with high motivation from home can be students who came to the school with the high engagement that will be more optimism, active and motivate in learning participating. It can make the warm classroom environmental and engage classroom activities. Otherwise, students who are with low motivation from home can be passive learners in learning process. They will not try hard, challenging and engage in the classroom. Students with low motivation and engagement need more teacher attention and teacher good behavior. Teacher need to be familiar with the ability or strategies for the students that can be changed the students engage (Roberts, Tadlock, & Zumburnn, 2011).

3. The Benefits of Teacher Students Engagement

Teacher students' engagement can be extremely beneficial for all the educational in the learning process within the classroom and across the classroom environment as a whole. A positive teacher students' engagement have long lasting effect not only for the students and teacher but also the parent and administrator as well.

The benefits of teacher students' engagement are promote the students' academic success. Teacher help the students improve the academic success by positive expectation, presenting the opportunities (Pansari & Kumar, 2015) to participate in the learning process and expressing the students that they are in ability to succeed.

The second benefits of teacher students' engagement are positive teacher students' relationship. Teacher students engagement in the classroom or in the learning process is the successful ways for build the good relationship. Teacher students' relationship can manage stress in order to avoid students' frustration. When building the relationship the teacher and students develop their interpersonal and communication skill which allows the students personality growth (Pansari & Kumar, 2015).

The other benefits of teacher students' engagement are the students' participation and motivation in the learning process. The students with the engagement are more motivated, become more active in the learning process and have significant improvement (Saunders & Tiwari, 2014).

Method

This article begin with the concept of teacher students' engagement and what is the benefits of teacher students' engagement for the learning process in the classroom. In this study, the researcher also did the survey in English Department batch 2015, Psychology and Social Cultural Faculty, Islamic University of Indonesia. The researcher took 6 students randomly as sample of survey.

Finding

TEACHER STUDENTS ENGAGEMENT SURVEY

■ Very benefical ■ Benefical ■ Sufficient ■ Not benefical ■ Very unbeneficial
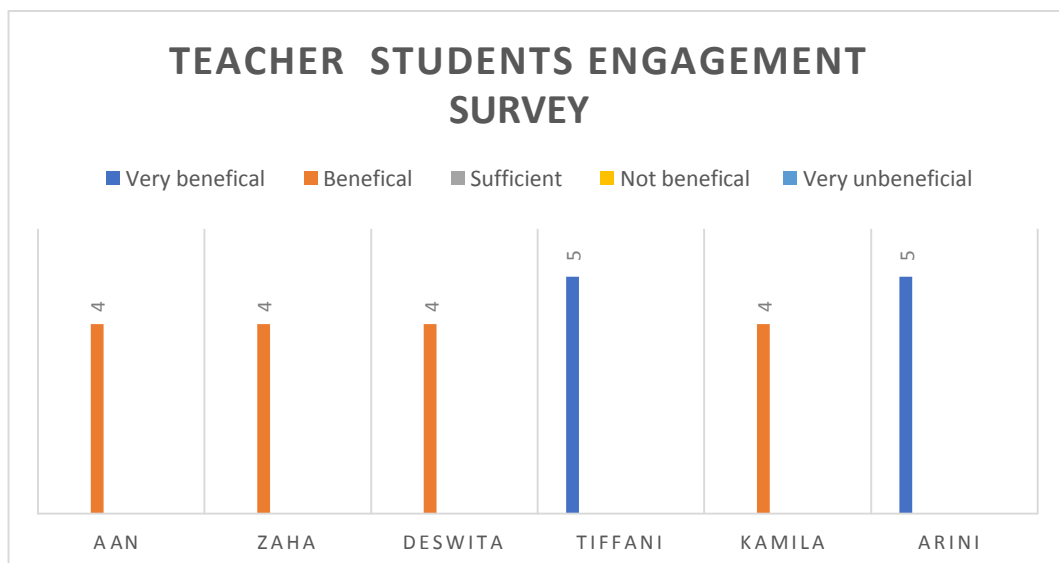
The graph present the data relating to the benefit of teacher students engagement survey. A random sample of 6 students were surveyed and the value has been plotted on the graph. The x horizontal indicates the name of the students and the vertical indicates the value of the answer of the students. The graph shows five color for different values. Dark blue for very unbeneficial, yellow for not beneficial, grey for sufficient, orange for beneficial and soft blue for very beneficial. From the graph we can see that the students said that teacher student engagement is beneficial for the students in the learning process. The graph shows that from 6 sample, 4 students said that teacher students engagement were beneficial and 2 students said that teacher students engagement were very beneficial. It means that, mostly students said that teacher students' engagement is beneficial for the students learning experience and build the classroom atmosphere.

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The Benefits of Teacher Students Engagement in Learning in The Classroom

Tiffani Putri Damari (15322007)
Kamila Intania (15322020)
Anggun Puspita (14322016)
Universitas Islam Indonesia, 2017

Introduction

The classroom is the center of students establishing social relationships for the development of academic engagement and achievement. Interaction between teacher and student are important understanding student engagement assessed for eligibility by teacher knowledge, and the students get feedback from their cooperative manners and cues. Friends can build interactions based on the needs and competencies required (Connell & Wellborn, 1991; Deci &Ryan, 1985; Skinner,1995; see Figure 1).

Not only in the classroom but Interaction outside the school environment is also very helpful so that students can feel comfortable developing an engagement. Attitudes and good treatment can make students more comfortable so that the basic relationship that must be built between students and teachers is a close relationship. Teachers can help students solve student problems (Martin & Dowson, 2009; Wentzel,1997)

Literature review

Students' engagement is a student's motivation in the learning process. Barkley (2010) defined students' engagement as a student's motivation and power in participating in the classroom in the learning process. Students' engagement is also interpreted as a willingness of the students in participating, not only in the classroom when learning process but also outside the classroom like participating in the school extracurricular can be defined as a student's engagement.

Students' engagement refers to the students need, willingness, attention and motivation in the learning process. Students' motivation divides into two categories. First is intrinsic motivation can be defined as the enjoyment of the engaged or a sense of fulfillment an individual acquires from engaging something dealing with curiosity (Ryan & Deci, 2000). Intrinsic motivation is associated with the high level of performance. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable (Deci & Ryan, 1985). A person with the intrinsic motivation have the good performance in the behavior of voluntary and does not need material reward. The students with the high intrinsic motivation have the high performance in doing something like a task or home work (Kong, 2009)

While in the other hand, extrinsic motivation refers to doing something because it leads to an enjoyable but have separable outcomes (Ryan & Deci, 2000). Extrinsic motivation comes from external sources and mostly driven by something interesting (Deckers, 2005) or deals with the external benefits or reward such as a material. Extrinsic motivation occurs when a person participates in an activity purely to either attain a reward or avoid punishment. Both intrinsic and extrinsic motivations are important, complementary each other in learning process.

Students' engagement is a multidimensional construct that cannot standing alone (Skinner & Belmot, 1993) because they are related to each other. Students' engagement has many component (Newmann, 1989). According to Skinner &

Belmot (1993) Students' engagement focusses on three dimensional that are behavioral, cognitive and affective or emotional indicators of students' engagement.

Behavioral of student engagement define as the way of student's participation in learning like answer teacher question, academic task, social and extracurricular activities in the school includes sports or clubs with the aim of obtaining positive outcomes (Conner, 2016) (Fredricks, Blumenfeld , & Paris, 2004). In the other hand, students behavioral are influenced by many factors such as classroom quality, teacher instruction, learning environment, teacher and students' relation and classroom activities (Conner, 2016).

Classroom activities in learning is related to cognitive engagement defined as a student's ability in finding the way to solve the problem. Cognitive engagement also defines as a factor how the students think and action in the learning process to solve the problem in the classroom activities (Conner, 2016). Based on the cognitive engagement, for make the students engage in the classroom, teacher need to get the authentic material that can make the students study hard or think hard about the task.

The classroom activities determined the student's emotional engagement in learning in the classroom. Emotional engagement is also called affective engagement is a student's feeling in learning in the classroom that determined by the classroom environmental, relation and the attitudes of the students (Skinner & Belmot, 1993).

Emotional engagement is the key of the students' engagement in learning in the classroom. Emotional engagement determined students' behavioral engagement and students' cognitive engagement.

Students' engagement not only influenced by the behavioral, cognitive and emotional. Students' engagement is also appropriate with the family environment like parent or other at home (Lumsden, 1994). Students with high motivation from home can be students who came to the school with engagement that will be more optimism, active and motivate in learning participating. It can make the classroom environmental warm and engage classroom activities. Otherwise, students who are with low motivation from home can be passive students in learning process. They will not try hard and challenging in the classroom. Students with low motivation need more teacher attention and teacher good behavior.

Teacher behavior is the other factor influence students' engagement. How the teacher gives the explanation or instruction, classroom management, learning time and classroom activities are influence to the students' engagement in the learning process in the classroom. The teacher ability is the strongest indicator of students' engagement in learning process (Skinner & Belmot, 1993).

The benefit of teacher and student engagement data

Name	Very Beneficial	Beneficial	Sufficient	Not beneficial	Very not beneficial
Kamila Intan	-	4	-	-	-
Arini	5	-	-	-	-
Desmita	-	4	-	-	-
Hm Zaha	-	4	-	-	-
Aan	-	4	-	-	-
Tifani	5	-	-	-	-
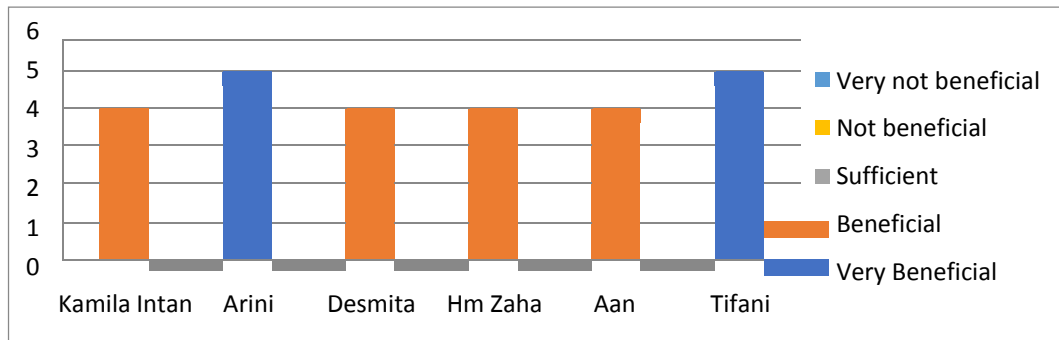
The graph presents data relating to the benefit of teacher and student engagement. A random sample of 6 students surveyed and the most voted has been plotted on the graph. The horizontal indicates the number of student value and the vertical axis shows the name of students. The graph shows that 4 students said beneficial for engagement between teacher and student, and 2 students said very beneficial. The decline can perhaps be explained by the fact that many student need engagements with their teacher and some students really need engagement with their teacher.

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The Benefits of Blog in Academic Reading and Writing

Name   : Muhammad Farhan Oniel
NIM   : 15322040

- Introduction

In this era, social media can be used for teaching and learning process. Thus media are supported with features that help students to facilitate their understanding while learning. Teachers should be able to introduced and used media wisely for the best outcome and learning success. In Academic Reading and Writing, students are taught to be able to analyze some journals, articles, research papers and conduct a research. Writing is defined; according to Brown (2001) writing is considered as a complex process of putting ideas down on paper to change thought into words. Base on that statement, writing is the result of an understanding of a particular object, which is realized in the form of a words.

Blog is one example of social media that can be used in teaching and learning process. There're many advantages using blogs in educational activities. According to June (2014) blogs can be valuable e- learning tools for students, to provide resources. Moreover, Torres (2009) assume "Blogs can be interest a few users to do their job and to support academic activities outside the classroom. This statement also supported by Tekinarslan (2008) which stated that blogs are usable and suitable tool for sharing studies. From that all statements, we conclude that Blogs are simple tool and support student activities by providing various references to receiving and sharing informations.

This study investigates the use of the Blog as an enabling learning tool for students who take Academic Reading and Writing courses. Blogs can provide a place for students to practice their ability to read and write. With using Blog , students can be exposed by writing and reading and able to understand writings or readings in academic purposes.

Keywords: Writing, Tools ,Blog,

- Literature Review

Definition Of Blog

On the benefits of blog, there are studies which found about the definition and advantages of blog for learning. Definition of blog according to C. Omotunde, et al (2004) blog is one of famous media that can make people publish all ideas.

The Advantages of Blogs

In other source is about the advantages of blog according to June (2014) mention that blogs is one tool for students to increase the writing skills and language especially in the learning context. Similar to June, according to the other studies Lujam & Espirosa (2007) blogs is one media for students and divided into two groups. The first is for teacher that can be makes direct communication with students and giving the information in network and the second, is for students to represent their work in learning. For the conclusion, they are explain that blogs is suitable for student and teacher in learning because blog have many benefits such as for teacher to share the information to students in network and for students to increase the writing skill, and publish all ideas and knowledge their have.

Blog also can improve some skill those are writing and reading skill. This is about how important academic reading and writing skill. According to Harmer (2007) writing skill is very working to people especially students. In addition from Brown (2001) writing is working up for people because with writing we can put all our ideas. Furthermore is about how important academic reading according to Hermida (2009) the students can compared the facts or not about the information. Moreover is from Bowden & Marton (2000) that after reading people can check the quality learning outcomes. That is all about how important academic reading and writing skill for students and blog is one way that can improve academic reading and writing skill.

Now is about how the way blog can improve academic reading and writing skill. According to Balaji and Chakrabasti (2010) blog is one place for online discussion out of the class. Moreover is from Ismail (2013) blog can make a developing of our writing with discussion in giving the comments. That is explain about blog is the place for we put our writing and let other to read our writing. After that the other can comment in the blog and discussion will happen. For become an academic reading and writing also we need more critics from other people to repair our writing and to find a clear reading skill.

- Findings
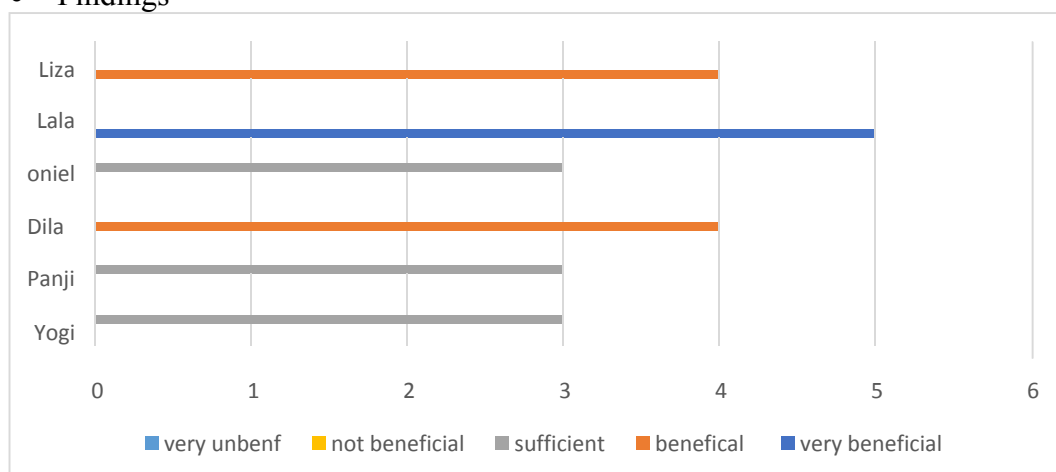
The graphic above displays the data relating to the beneficial of blog in learning academic reading and writing. The sample consists of 6 students in English Education Department, Islamic University of Indonesia. Based on the survey, half of the students (3 of 6 students) said, blog is sufficient in learning academic reading and writing. Two students said that blog is beneficial in learning academic reading and writing and the other one student said that it is very beneficial.

The X axis or horizontal axis indicates the level of beneficial and the y axis or vertical axis the subject of the surveyed. From the graph above, we can see that the quantity received reaches a peak at the sufficient level. It means that, blog is sufficient in learning academic reading and writing.

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    Determinant to PreService Teacher Academic Achievemrnt. IISTE.

The Benefits of Blog in Learning Academic Reading and Writing

Name :Lizawati
NIM :15322080

The presentation is about tackles the concept of learner engagement. The presenter opens her presentation very well. She gets the audience's attention by communicate with them. She gives the question to the audiences. And also, she presents her material with good visualization (picture, power point, and video), so the audience easier to understand about her material. She delivers some theories of engagement in the literature review, leaner's views of engagement, seven principles of engagement, Premises of engagement, etc. furthermore, her intonation, eye contact and her body language is very well. And the last, she close the presentation by saying her stance and conclusion.

The Benefits of Blog in Learning Academic Reading and Writing

Khoirrina Nur Fadhilah
Universitas Islam Indonesia

A. Introduction

Social media is one place to share something like knowledge, experience, information and etc. Social media also can use for people to learn. According to Greenstein (2011), social media is one of the online technologies to practices the experience, opinions, knowledge and etc. Social media also make people free to write and can noted what their writing. Khan, et al (2016) said that social media is not just to increase the writing skill but the user can reflect what their writing with some interaction. It is explained that social media has more advantages for people like the interaction between people like sharing knowledge, opinion and etc. It is also can support people to learning with social media when the user reflect what their write.

Social media also consist of some kind of media like Facebook, Twitter, Blogs, Youtube, etc. However not all social media can be used for learning. The blog is one recommend media to learning more especially about reading and writing. Torres (2009) said that blog can assist students to learn beyond the classroom and increase writing and reading skills. Reading and writing also are good for people because those are can refl ect their ideas and feeling. According to, according to Brown (2001) writing is one way to put our ideas into the sentences. The way when people start to write automatically people should read, so that is where learning can be seen.

B. Literature Review
The Definition and Advantages of Blog in Learning

On the benefits of the blog, there are 3 studies which found the definition and advantages of the blog for learning. The first is the definition of blog according to Comotunde, et al (2004) blog is one of the famous media that can make people publish all ideas. In other source is about the advantages of blog according to June (2014) mention that blogs are one tool for students to increase the writing skills and language especially in the learning context. Similar to June, according to the other studies Lujam & Espirosa (2007) blogs is one media for students and divided into two group. The first is the teacher that can be made direct communication with a student in giving the information in the network and the second is for students to represent their work in learning. As a conclusion, it is telling more blogs are one of famous and suitable media for people to use especially for student and teacher in learning because the blog has many benefits. The teacher can share the information to students in network and students can increase the writing skill with publishing all ideas and knowledge that people have.

The Definition of Academic Reading and Writing in the Blog

The blog also can improve some skill those are writing and reading skill. This is about how important academic reading and writing skill. According to Harmer (2007), writing skill is very working to people especially students. In addition from Brown (2001), writing is working up for people because with writing, we can put all our ideas. Furthermore is about how important academic reading according to Hermida (2009) the students can compare the facts or not about the information. Moreover is from Bowden & Marton (2000) that after reading people

an check the quality learning outcomes. It is more explain that academic reading and writing skill is very important for people. Academic reading and writing can improve by more practices. Reflect the write and read more writing can increase people to more academic people. The way to reach that purposes are by using the blog.

The Use of Blog in Academic Reading and Writing

Now is about how the way blog can improve academic reading and writing skill. According to Balaji and Chakrabasti (2010) blog is one place for online discussion out of the class. Moreover is from Ismail (2013) blog can make a developing of our writing with the discussion in giving the comment. It is telling that blog is the place for people to put the writing and let other to read our writing. A blog can become a reflect place by getting the comment from other people and discussion will happen. For become an academic reader and writer also, we need more critics from other people to repair our writing and to increase the reading skill.

C.   Findings

The graph presents data relating to students in college. A random sample of 6 students college was surveyed. The axis or horizontal axis indicates the person which surveyed and the y axis or vertical axis shows how beneficial blog in academic read ing and writing. The graph shows that 3 students feel that blog in the academic reading and writing is beneficial and 3 students are sufficient to use the blog in academic reading and writing From the graph we can see the amount students assume that blog can beneficial and sufficient in academic reading and writing because it has a similar amount students claimed.
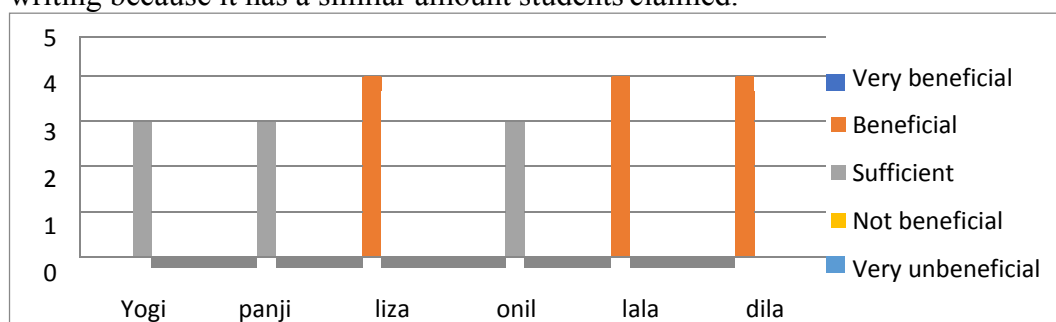
D. References

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The Benefits of Using E-journal for Academic Writing

Atik Nurhayati
15322063
Universitas Islam Indonesia
English Language Education Department

Introduction

E-journals are crucial for students of academic writing especially in writing paper. The students need more journals to support their paper writing. It is because in writing paper, students need more than one journal to collect data for their paper. Before e-journal exist, Students experienced difficulties in finding journals, this is because printed journals have many shortcomings such as publishing postponements, high cost , shortage of selectivity, discontinuance of contributions by libraries and copyrighted profitable publishers. However this condition no longer becomes problem for students to find journal because of the existence of E-journal. E-journal helps students to find relevant and actual information in a large quantity. With the emergence of e-journal, finding journal becomes very easy, fast and cheap in a medium that can be easily accessed by everyone anywhere at any time. As stated by Teropir et al (2003) that the surveys that were conducted begun to focus to transform pattern of journal utilize to e-journal producing and their foremost quality. As a conclusion, it is no longer difficult for students to find journals because they can easily find them through e-journal.

E-journal as a part of E-learning

On the definitions of E-learning, it is found that there are two studies which define the meaning of E-learning. The first is stated by Gide (2015) who reveals that E-learning is learning that is assisted by the utilization of digital implement and content. Similar to Gide, another study conducted by Mobbs (2007) asserts that E-learning is not simply digital implement and content in learning, but also one of important things that contributes in conveying and promoting the improvement of learning skill and the teaching. As a conclusion, E-learning is a tool to maintain the teaching and also the enhancement of learning ability.

Related to the learning tool to maintain the teaching and the learning, E-Journal becomes one of E-learning tools, as mentioned in Arifin and Bakar (2013) that E-Journal is an important tool in academician to search some references. Similar to Arifin and Bakar, another study conducted by Kling (2003) indicate that scholar highly value E-Journal as a tool for better research quality instead of printed journal. The researcher also agrees that E-Journal helps academician to search good references by using electronic transmission without limitation.

Furthermore, Routledge (2008) defines that academic writing is an exact style of expression that scholars use to express the knowledgeable limits of their disciplines and their areas of expertise. In addition, Hyland (2002) mention that academic writing is not about conveying an ideational content, it is also about the representation of self.

The result of research

The researcher conducted a survey that involves Universitas Islam Indonesia's students. The result is:
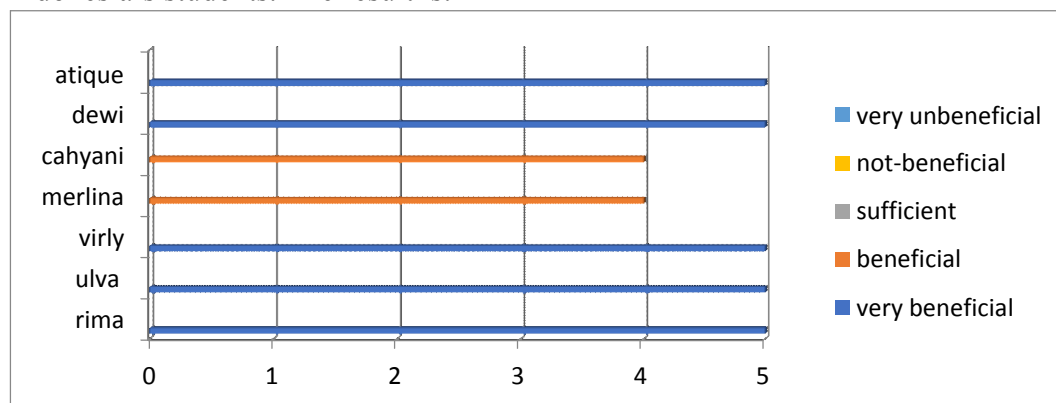
This graph represents data related to university student's opinion about is E-journal beneficial for academic writing. Random samples of 7 university students were interviewed and their opinion about the advantages of E-journal for academic writing has been plotted on the graph. From the graph, we can see the amount of students declared that utilizing E-journal for academic writing is very beneficial. The data clarified the fact that today the most of students will prefer to choose E-journal instead of going to the library to find references. This wane can perhaps be explained by the facts that many university students use E-journal to find good references and they declared that E-journal has more excellence than any other references.

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The Benefits of Using Smartphone for Extensive Listening Practice

Fadilah Nurul Imani
15322053
Islamic University of Indonesia

Background

In the early inception of mobile technology development, mobile phones are elite devices primarily used by middle and upper class people as Yu (n.d) cited in Lacohee, Wakeford, & Pearson (2003). This phenomenon is also noticed by educational practitioners, on which educational practitioners are starting to explore the potential support for learning and teaching through the use of mobile technology development. Teachers and materials designers are starting to explore the potential supports for learning and teaching (Reinders & Cho, 2010). A study conducted by Thornton & Houser (2003) and cited by Reinders & Cho, found that Japanese youth learners like to use their smartphone for almost everything, from emailing to reading books and this trend has continued, also outside Japan. A recent study in Taiwan display that language learners delight in learning with their mobile phones, largely because they could learn whenever and wherever they want, but they think that the size of the screen can be helpful for them in managing their learning (Chen, Hsieh, & Kinshuk, 2008). In this paper we aims to provide another way of learning for learners to increase their skill in extensive listening practice. Through smartphone the learners can study extensive listening effectively since smartphone is easier to use and familiar to them. Therefore, mobile phones is promising to facilitate not only communication, but also learning activities.

Literature Review
Smartphone for Listening Activities

There are some studies which state that through smartphone, we can use it for extensive listening practice to the learners. Litchfield (2010) said that the definition of smartphone is operating system that connected to internet. Similar to Litchfield the other studies conducted smartphone or the other technological tools gain interest in being integrated into an online component of the blended learning approach for language learning (Kim, 2014; Lu, 2008; Nah, White and Sussex, 2008). According to Trinder (2005), Mobile technology have many different kinds of social interactive functions including communication (phone, SMS, SNS, and email), organization (memos, address or calendars, other utilities), applications (e-books, database, tools, and office), information (webs, references) or relaxation (camera, music, movies, or games). Based on these functions of smartphone, it can be a supportive media to support extensive listening practice. As a conclusion, smartphone is interesting as tool for extensive listening practice because it is integrated to internet. Through internet there are so many option of the lesson to teach to the learners. Therefore, it is important to not only consider of the access to the technology, but also the ease of use and privacy before allowed students to use their phones for educational purposes. If the smartphone used in a wrong way can bring a bad impact of the study and make the learning process fail.

Extensive Listening

It is found that there are several studies which state that extensive listening can be supported by using smartphone. The first is conducted by Waring (2008) and cited by Matsuo (2015) who said that EL is involves fluently listening to a lot of comprehensible language. Similar to Waring, the other studies conducted by Renandya & Farrel (2011) and Chang & Millet (2014) EL as an activity there are easy, comprehensible and enjoyable for students in daily activity such as listening to audio books or radio programs. However, extensive listening practice is difficult to be applied in the class, because the class cannot support to get learners into the habit of engaging with the language on their own. Therefore, it is important to find other ways to make learners be able to listen to music, audiobooks, radio programs or others. Extensive listening somehow is quiet similar to extensive reading, but students can be more focus on meaning rather than form of text. It is not that we can forget on the form of the text but makes them understand of the meaning first, and afterwards we can use additional practice to make them learn about the form too. Based on the studies above we can conclude that extensive listening practice can be learn in fun way unless it can be supported with the media itself.

Findings
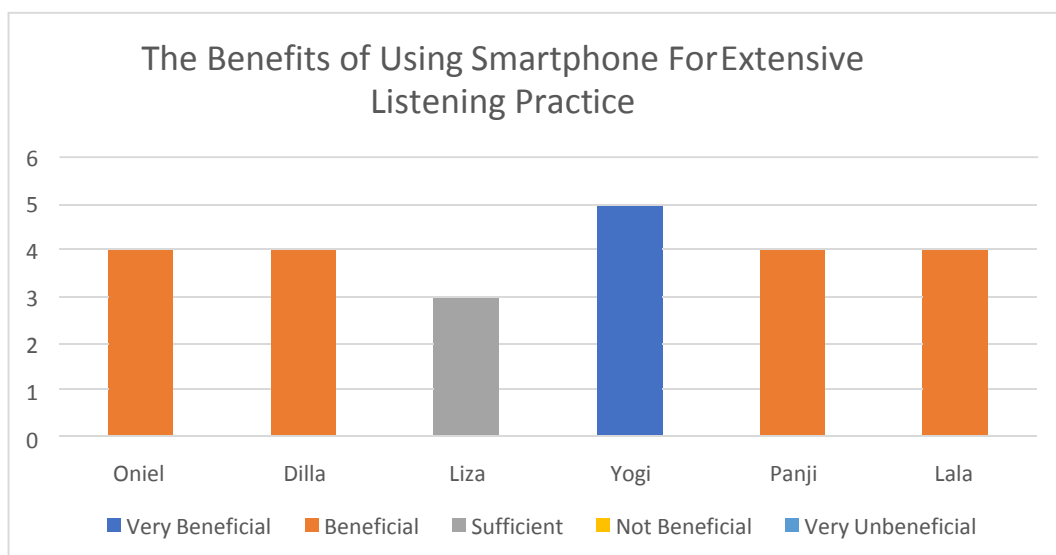
The graph presents data relating to the benefits of using smartphone for extensive listening practice. A random sample of 6 people were surveyed and the average benefits has been plotted on the graph. The x axis or horizontal axis indicates the beneficial levels and the y axis or vertical axis shows the amount of people that has surveyed. The graph shows that there is one person who thinks that Smartphone is very beneficial for extensive listening practice. From the graph we can also see that there are 4 people who thought that Smartphone is beneficial and then there is one person who thinks that Smartphone is sufficient for learning. This can be explained by the fact that Smartphone has too many application inside it, which can distract students from learning. As a conclusion using smartphone for extensive listening practice is beneficial.

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The Benefits of Using Smartphone for Extensive Listening Practice

Panji Kasatria Anugrah
Islamic University of Indonesia
15322057

Introduction

In the early beginning of mobile technology advancement, mobile phones were considerably valuable devices primarily used by middle and high class people (as cited in Lacohee, Wakeford, & Pearson, 2003). Many people find themselves spending more time on their smartphone. A survey conducted by CourseSmart, found that young learners can't go long without checking their digital devices, including smartphone and laptops (CourseSmart, 2011). Smartphones become popular in early 2000s. Several studies have shown that smartphone can using as learning media especially for extensive listening practice. As technology advance teachers and instructional designers are begin to explore the potential supports for learning and teaching (Reinders & Cho, 2010). A study conducted by Thornton & Houser (2003) found that Japanese youth students like to use their smartphone for almost everything, from emailing to reading books and this trend has continued, also outside Japan.

A recent study in Taiwan showing that language learners delight in learning with their mobile phones, largely because they can learn whenever and wherever they need, additionally they believe that the span of the screen can be useful for them in managing they learning (Chen, Hsieh, & Kinshuk, 2008). Based on the discussion above, mobile phones seems promising facilitate not only communication but also learning activities. Because now smartphones has been inserted various features and applications that can support learning activities.

Literature Review
Smartphone for listening activities

There are some studies which state that smarthphone can be used to extensive listening practice because from the definition of smartphone is operating system that connected to internet (Litchfield, 2010). Similar to Litchfield the other studies conducted smartphone or the other technological device can be combine into online learning, especially to support language learning (Kim, 2014; Lu, 2008; Nah, White and Sussex, 2008). In terms of using smartphone it is beneficial to support and help students for extensive listening practice. Referring to its benefits, extensive listening has main focus of its definition. The first is conducted by Waring (2008) who said that extensive listening is involves fluently listening to a lot of understandable language. Similar to Waring, the other studies conducted by Renandya & Farrel (2011) and Chang & Millet (2014) extensive listening as an activity there are simple, comprehensible and enjoyable for students in daily activity like tuning into book recordings or radio projects. Based on the studies above we can conclude that extensive listening practice can be learn in fun way and we believe using smartphone as a learning media can improve students ability in listening and make them more engage in learning.

Results
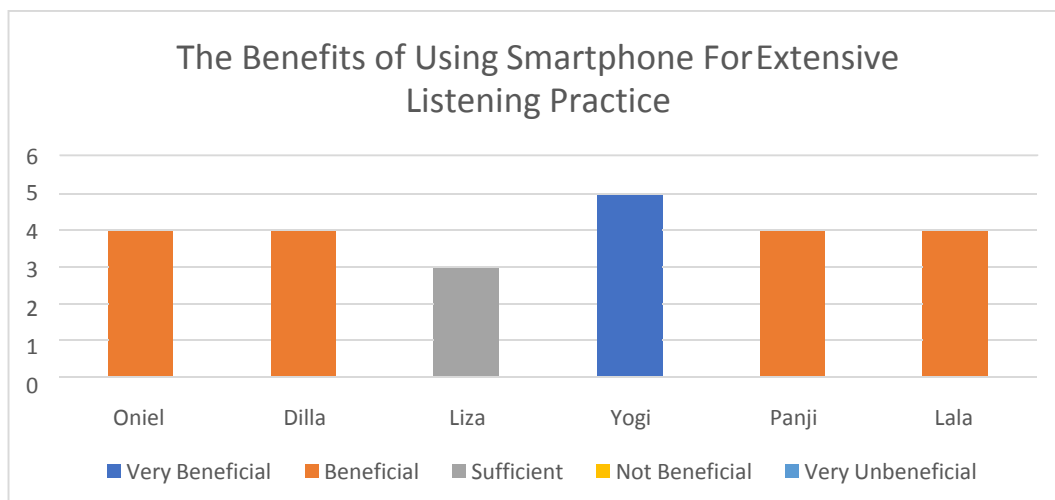
The Benefits of Using Smartphone For Extensive Listening Practice

The graph presents data relating to the benefits of using smartphone for extensive listening practice. A random sample from 6 people were surveyed and the average benefits has been plotted on the graph. The x axis or horizontal axis indicates the beneficial levels and the y axis or vertical axis shows the amount of people that has surveyed. The graph shows that there is one person who thinks that smartphone is very beneficial for extensive listening practice. From the graph we can also see that there are 4 people who thought that smartphone is beneficial and then there is one person who thinks that smartphone is sufficient for learning. This can be explained by the fact that smartphone has too many application inside it, which can distract students from learning. The results show that many of them argue that smartphone can help them as learning tool for extensive listening practice, but all of them are showing a positive result.

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TRANSCRIPTION OF RECORD STUDENTS' FEEDBACK

Transcription 1

L: Lecturer, S: Student

SOUP : Students' Opinion on The Use of Portfolio

TP : Types of Portfolio

SOACP : Students' Opinion on Assessment Criteria of Portfolio

Subject	Line	Transcription	SOUP	TP	SOACP	Code
L	1	Ee, remember e-journal itu alatnya tadi you may use the word using, atau applying, atau apa, ee implementing, tapi kalau e-journal ini kan tool ya, jadi mungkin using yang dekat. Terus, itu…thesis statement…grown so fast, ditumbuhkan atau tumbuh?				RSF/1/TP/1
S	2	Hehehe, bertumbuh, berkembang, growing.				RSF/1/TP/2
L	3	Suaranya Danang masuk kesitu, Okee..okee..okee, support not only, nah ini pakai mode, support not only, ooh atau mungkin gini, that e-learning can…eee not only support teaching but also maintain leaning skill development, okee. Mob "B" nya dua apa satu?				RSF/1/TP/3
S	4	Satu, hehe				RSF/1/TP/4
L	5	Heem, so….kok kamu tu sering kehabisan baterai sih Danang. …is the equipment, ini kayaknya belum diparaphrasing deh. Bahasanya masih very the same, nanti cek lagi ya paraphrase. Mmm here the researcher shows the advantages, Okee. Ini memulainya agak lebar, dari teknologi terus e-learning, terus jurnal, padahal kamu mau bahas e-learning nggak?				RSF/1/TP/5
S	6	Mau bahas e-journal				RSF/1/TP/6
L	7	E-journalnya kan bukan e-learning, berarti kamu berangkatnya malah dari academic writing. Eee…jadi misalnya now days the demand to be able in producing academic writing is growing very fast. Em misalnya in English education field the number of				RSF/1/TP/7

		international journals… yaa misalnya gitu. Ini juga kan e-learning bukan e-journal. He'em, however…kamu harus jelasin ini kan, ada problem apa gitu di situ, jadi misalnya bisa disebutin the source. Jadi, technology emerging itu bukan dilihat sebagai problem, tapi sebagai potensi, gitu, so demandnya makin tinggi, jumlah journalnya makin banyak. However, the number of students who can practice their writing in the international journal is still in low percentage, misalnya gitu. Em, mainly it is cause by the lack of resources, whereas the technology is already in the hand. Jadinya, sebenernyaa udah ditangan gadgetnya tapi belum bisa dimanfaatkan dengan baik. Nah, mungkin bisaa ditambahkan riset yang lain. Some studies, it is mention that emm the problems mainly happen in the publication of academic writing is the lack of resources, atau apa gitu jadi untuk yang mendukung claimnya kamu. Maka, the researcher, em apa… captures atau identifies that e-journal tends to be something promising that will take more benefits to the academic writing production itu. Ini masih lebar, ya. Okee, lha ini e-learning lagi. E-learning beda ya sama e-journal ya, kalau e-learning itu yang kayak modul…				
S	8	Iya kemarin itu kan pas yang pertama katanya e-journal kan masukknya ke apa? Ke e-learning gitu kan. Nah terus dicari kirain e-leaningnya juga masuk di situ.				RSF/1/TP/8
L	9	Oh gitu, ya kalau kamu mau masukin berarti, o ya ini belum ada… jadi bisa juga e-journal as part of e-learning. Jadi, e=learning yang dimaksud di sini itu menggunakan media internet untuk belajar, berarti kan pakai e-journal, e-mail tu juga media belajar, tapi berarti e-learningnya yang ditaruh di sini tu e-learning yang sederhana yang Cuma makai, begitu. Ini sub judulnya,				RSF/1/TP/9

		okee…okee the improvement..okee..oh ya. Jadi misalnya ini e-learning kan, e-journal tu ada di sini, bahwa pokoknya e-learning itu belajar yang dibantu dengan menggunakan digital implement and content. Ini harus ada improvement, kalau tidak ada improvement berarti bukan e-learning. Yang sejenis dengan definisinya ini berarti bagus.				
S	10	Masih ada sih Ms tapi ini disimpen di sini semua				RSF/1/TP/10
L	11	Nggak papa nanti buat revisi nggak papa, jadi ditambahkan saja satu sentence. Misalnya as a bridge ya, based on the definition above the utilization of digital tool is one of the way to implement e-learning. In this case, academic writing is also categorized as e-learning, when the student is also asked to employ e-journal				RSF/1/TP/11
S	12	O berarti academic writing itu dimasukin ke e-larning. Oh ya ya				RSF/1/TP/12
L	13	Heem jadi academic writing tu harus udah muncul dari depan sini, gotu. Terus baru masuk ke e-journal, okee..okee.. agreement. okee. ini belum diparaphrase.				RSF/1/TP/13
S	14	Udah Ms, hehe. Duh, nggak bawa lagi sourcenya				RSF/1/TP/14
L	15	Nah, ini bener-bener lompat banget, ya dikasih bridge ya. Jadi, lit review itu ini nggak boleh pinterest, jadi harus apa, sinkron, hubungan antar variable. Jadi, kayak gini keywordsnya, itu yang harus muncul dari awal dan tau hubungannya apa, jadi kenapa kamu kok menyandingkan mereka berdua di sini. Jadi, misalnya kamu mau tetep kayak gini, tambahin sub judul aja, jadi dibuat sub judul dulu. Gitu ya, udahini aja, nanati dicek-cek lagi.				RSF/1/TP/15
S	16	Ini sourcesnya kayaknya juga masih kurang Ms.				RSF/1/TP/16
L	17	Nah itu nanti ditambahin aja malah lebih bagus.				RSF/1/TP/17

Transcription 2

Subject	Line	Transcription	SOUP	TP	SOACP	Code
L	1	Ini belum ada background info ya				RSF/2/TP/1
S	2	Kemarin memang belum selesai				RSF/2/TP/2
L	3	Eeh, ini nggak background info, ini introduction. Lha ini kamu Taunya dari mana, ini harusnya bisa dimasukkin ke background info. Kamu harusnya baca dulu, terus nanti baru kira-kira claimsnya dari bacaan itu. Nah kalau individual sama group itu learning apa?				RSF/2/TP/3
S	4	Tadi apa ya… hmm jadi bingung				RSF/2/TP/4
L	5	Makanya, kita kalau ngeluarin claims itu kan berdasarkan apa yang kita baca. Ini cari ya, kalau nggak ada terminiloginya kamu nggak bisa pakai, nah tuh ada definisinya. Nah ini dikasih apa yang mendasari kamu membuat paper ini, kenapa sih harus nulis ini gitu, yaa? Nah ini bahas apa?				RSF/2/TP/5
S	6	Ee, bahas ini, cooperative learning, jadi mulai dari definisinya dulu.				RSF/2/TP/6
L	7	Oo ini jadi kamu kasih sub judul ya, ini…definition and scope, nah di sini kamu harus quotenya dari buku ya jangan dari jurnal. Lah ini harus dijelasin samanya itu apa, nggak boleh cuma bilang sama, gitu. Nah, ini mbok dijadiin satu aja to, jadi sama, sama itu dibagian implementasi atau practice nya, gitu ya, gitu. Sek…kesimpulanny, Ini kenapa dikasih tanda petik ya?				RSF/2/TP/7
S	8	Oo, gitu ya. Yang itu quotation. Tapi itu apa ya, paraphrase nya saya masih agak bingung.				RSF/2/TP/8
L	9	Paraphrase ya, paraphrasing sampai detail ya. Okee.. udah				RSF/2/TP/9

Transcription 3

Subject	Line	Transcription	SOUP	TP	SOACP	Code
L	1	Nah jadi paper yang kalian submit itu masih ada yang bikin pinterest, comot comot comot, mungkin bikinnya terburu-buru. Jadi, harusnya nggak boleh comot comot, harus ada hubungan dari satu scholar ke scholar yang lain. Scholar apa?				RSF/3/TP/1
S	2	Penelitinya				RSF/3/TP/2
L	3	Iya, terus organization, the development of idea. Ini yang paling bermasalah dari kemarin yang sudah disubmit, jadi 80% masih bermasalah. Jadi kemarin tu udah ada background info, claims, ada thesis statement tapi belum nyambung. Misalnya gini, claimnya cooperative learning itu menjadi hal yang menarik karena disinyalir mampuuntuk meningkatkan kemampuan reading, terus menurut researchnya seseorang cooperative learning memang mampu meningkatkan kemampuan reading, teus nanti di situ kesimpulannya, reading dipengaruhi oleh cooperative learning. Okee.. jadi misalnya claim, claimnya adalah cooperative learning mampu improve reading, terus dikasih background info…coba ini dibaca, nyambung nggak?				RSF/3/TP/3
S	4	Escalate hehehe, nyambung				RSF/3/TP/4
L	5	Nyambung, cooperative learning itu apa to, dia benda mati atau benda hidup?				RSF/3/TP/5
S	6	Mmm, benda mati				RSF/3/TP/6
L	7	Benda mati kan, kamu teori itu kan benda mati, jadi gimana kalimatnya?				RSF/3/TP/7
S	8	Applying				RSF/3/TP/8

L	9	Iyaa, apply, coba coba, by applying cooperative learning it is able to improve reading skill. Itu baru logic. Jadi harus ada kata by applying gitu. Terus ini gimana, nyambung nggak?				RSF/3/TP/9
S	10	Sedikit				RSF/3/TP/10
L	11	Ini make sense nggak? Ya belum, jadi you must remember kalau teori itu bukan sesuatu yang hidup, so itu harus diapain supaya bisa berguna. Kayak tadi, kursi itu tidak bisa dengan tiba-tiba meningkatkan kemampuan duduk, yang bisa meningkatkan kemampuan duduk siapa?				RSF/3/TP/11
S	12	Orang tua				RSF/3/TP/12
L	13	Hahaha, usianya ya. Dengan menggunakan kursi maka kemampuan duduk menjadi lebih baik. Thesis statement? Lebih nggak nyambung ya, kenapa nggak nyambung? Karena dari awal nggak dibikin nyambung. Jadi, kalau kalian mengalami masa-masa nggak nyambung ya karena dari awal kalian nggak nyambung. Terus yang conclusion hampir sama sih menaik kesimpulan itu perlu skill, jadi baca berulang-ulang baru menyimpulkan. Kemarin masih ada yang banyak salah sih				RSF/3/TP/13
S	14	Siapa?				RSF/3/TP/14
L	15	Rahasia, mechanics, you know mechanics? Termasuk grammar yaa, grammarnya, usage, kalau mechanics itu grammar kalau usage itu sentence structure. Nah structure nya udah oke, mostly kalian tu grammar yang masih salah. Bibliography ada yang masih ada yang enggak. Bibliography itu apa?				RSF/3/TP/15
S	16	References				RSF/3/TP/16
L	17	Iyaa, apa yang dicite apa yang diquote harus muncul di references kalian.				RSF/3/TP/17

Transcription 4

Subject	Line	Transcription	SOUP	TP	SOACP	Code
L	1	1. The benefits of using blog 2. Media diganti social media 3. 1-2 claims dikasih background info 4. Literature review dikasih sub judul 5. Yang ada di conclusion subjectnya diganti "it"				(RSF/4/TP/1)

KONTRAK BELAJAR
Semester Genap TA. 201'6/2017

Fakultas : Ps:ikologi dan Ilnm Sosial Budaya

Prngram Studi : Pendidikan Bahasa Inggris

MataKuHah : Academic Reading&. Writing

Kelas : b

Jurnfah SKS : 4

Waktu : menit

	Komponen Penilaian	Jumlah dalam (%)
1	Nil ai UTS	w
2	Nilai **UAS**	7-0
3	**Nilai TUGAS** -r a r-.;-	so
4	IKehadiran Kuliah	lo ,
S1	**Nilai KUIS**	vJ
	Total Nilai	**100%**

Toleransi keterlambatan masuk kelas : _ (S-Menit

Disepakati bersama dosen dan mahasiswa pada tanggal : Maret 2017

Dosen Pengarnpu

o/

Intan Pradita ,S.S., M.Hum.

Perwak ilan Mah wa/wi

AcNncr--fiil:J Usma"

Tanda Tangan dan Nama

DAFTAR HADIR MENGAJAR & REALISASI SAP

Semester **Genap** TA. 2016/2017

Fakultas : Psikologi dan Ilmu Sosial Buda_ya
Prodi : Pendidikan Bahasa Inggris

Mata KuHah/sks : Academic Reading & Writing / 4 sks
Kelas : b
Dosen Pengampu : Intan Pradita ,S.S., M.Hum .

T.anggal	Tanda Tangan Dasen	Kuliah ke	JuduJ Bab	Rinc ian Materi	Jumlah Hadir Mhs	Mulai	Selesai	Total {menit}	Tanda Tangan mhs (nama Mhs)	Paraf Petugas Presensi
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UNIVERSITAS ISLAM INDONESIA

DAFTAR HADIR MENGAJAR & REALISASI SAP
Semester Genap TA. 2016/2017

Fakultas : Psikologi dan Iimu Sosial Buda.ya
Prodi : Pendidikari Bahasa Inggris

Mata Kulia h/sks : Acadc::mic Reading &. Writfng / 4 sks
IGelas : b
Doscn Pcngampu : rnran P-radita .S.S., M.Hum .

Tana;gal	Tanda Tangan Dosen	Kuliah ke	JudulBab	Rincian Mat.eri	Jurn lah Hadir Mhs	Mulat	Selesai	Total (menit)	Tangan rnhs (nama Mhs)	Paraf Petugas Presen si
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UNI'VERSITAS ISLAM INDON!SLA

DAFTAR HAOR MENG.AJAR & REALISASI SAP
Semester Genap TA. 2016/2:017

Fal,d tas : Psik logi dan Ilmu Sosial .Bu.daya

Prodi : Pendidikan Bahasa lnggris

Mata Kuliahtsks : Acodem!c Reading & Wri1ng / 4 sks

Kc1as : b

Dos.en Pi.mgampu : Jnta:n Pradha ,S.S., M.H11m.

Tanggal	Tanda Tansan Dosen	Reansasi			Jumlah Hadir Mhs	Alokasi Waktu			Tanda Tangan mhs (nama Mhs)	Parat Petugas. Presensi
		Kuliah ke	JudulBab	Rindan Mater i		Mula;	Selesai	Total i{menit)		
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D.AFf AR HADIR MENGAJAR & REALISASI SAP

Semester Ge:nap TA. 2016/10)7

Fakulta:s : Psikol₀ g, **dan** .fJmu Sosia.l Budaya

Prodi ; Pen.didikan Bahasa .Inggris

Mata Ku liah/sks : Academic Reading & Writing/ 4 sks

Kc.las b

Dosen Pengampu : Int:an Pradiu1 ,S.S., M.H m.

Tangga	Ta.nda langan Dosen	Kuliah ke	Jud rul Bab	Rincian Mater i	Jumtah Hadir Mhs	Mulal	Selesai	Total (menit)	Tanda Taingan mhs (nama Mhs)	Paraf Petugas Preserns
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DAFTAR HADIR MENG.AJAR & REALISASI SAP

Semester Gena p TA. 2016/2017

Fakuhas : Psikb los i dan Jlmu Sosial Budaya
Prodi ; Pendidikan Bahasa Inggris

Mata Ku l iah/sks : Academic Read ing & Writing *l* 4 sk's
Kelas : b
DoseniPengampu : flHlltl **Pndita ,S.S., M.Hum.**

Tanggal	Tanda Tangan Dosen	Kuliah ke·	Reansasi		Jum Jah Hadir Mhs	Alokasi Waktu			Tanda Tangan mhs {nama Mhs)	Paraf Petugas Presensi
			Judul Bab	RIncian Mate,r		Mulai	seresai	Total (menit)		
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Marj : **SEIASA. RABU.no cctak:6**

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DAFTAR HADJR MENGAJAR & REALISASI SAP

Semester Gemtp TA. 2016/2011

Fakultas : Psikologi dan llmu Sosial Budaya

Prodi : Pendidikan Bahasa [nggris

Mala Kuliah/sks : Academic Re.lding & , WrJdng *I* 4 sks

Kelas : b

Doscn Pengampu • Inlan Pradita ,S.S., M.Hum.

Tangga a	Tanda Tangan Dosen	Kuliah li ke	Realisasi		Jum l h Hadlr Mhs	Alokasi Waktu			Tanda Tangan mhs (nama Mhs)	Par:af Petugas Presens.i
			JudulBab	Rindan Materi		Mulai	Selesai	Total (rnenit)		
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DAFTAR HADIR MENG AJAR & REALISASJ SAP

Semester Genap TA. :1016/2017

F:akultas : Psikofogi d!lll Ilmu Sosial Budaya
Prodi : Pendidikan Bahasa lnggr.is

Mata Kuliah/sks : Academic Reading & Writing / 4 sk:s
Kelas : b
Ooscm Pengampu : lntan Pradiu1 ,S.S.• M.Hum.

Tanggai	Tanda Tangan Dosen	Kuliah ke	JudulBab	Rincian Materi	Jumlah Hadir Mhs	Mulai	Selesai	Total (menit)	Tanda Taingan mhs {nama Mhs)	Paraf -Petugas Presensi
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0://n:alisasiSAP perkuliahan semester genap, TA.2016/2017 (**DTISILENGKAP OLEH DOSEN**)
Harl : SELASA. R.ABU. no cetak:6

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DAFTAR HADIR ME GAJAR & REALISASI SAP
Semester Genap TA. 2-016/2017

UNIVERSITAS ISLAM INDONESIA

Fakultas : Psikologi dan Tlmu Sosial BIldaya

Prodi : ?endidikan Bahasa Inggris

Ma ta Kuli ah/:sks : Acndemie Reading& Writing / 4 :Sks

Kelas : b

Dosen Pengampu : Intan Prad:ita S.S,; M.Hum.

Tanggal	Tanda Tangan Dosen	Realisasi			Jumlah Hadir Mhs	Alokasi waktu			Tanda Tangan mhs ,(nama Mhs)	Paraf Petugas P.resensi
		Kuliah ke	JuduliBab	Rincian Materi		Mulai	se e sai	Total (m eni)		
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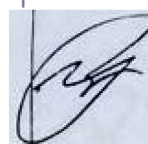Hari : SELASA. RABU. no oetak.:6
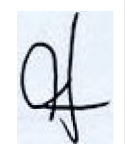
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UNIVERSITAS ISLAM INDONESIA

DAFTAR HADIR ME GAJAR & REALISASI SAP

Semester Gen a p TA. 201 **6/2017**

Faku]tas : Psikologi dan Ilmu Sosial Buda:ya
Prodi : Pendidikan Bahasa Inggris

Mata Ku.liah/s.ks : Academic Reading & Writing / 4 sks
Kelas : b
Do.sen Pmgampu : Intan Pradita ,S.S., M. Hum .

Tangga l	Tanda Tangan Do.sen	Realisasi			Jumlah Hadir Mhs	Alokasi Waktu			Tanda Tangan mhs (nama Mhs)	Parat Petugas Presensi
		Kuliah ke	Judul Bab	Rindan Mater i		Mulai	Selesa	Total (menit)		
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14/6 17		27	Portfolio 1	Final Supervision		10.)-0	{2.,-00	\Go'		

D:/J realisasi SAP perkuliah an scmeslCT g nap TA. 2016/2017 (**DUSI LENGKAP OLEH DOSEN}**
Hari : SELASA. RABU.no cetak:6

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DAFTAR HADIR MENGAJAR & REALISASI SAP

Semester Germp TA. 2016/2017

Faku ltas : Psikologj dan lhnu Sosial Budaya

Prodi : Pend id ikan Bahasa Tngg:ri

Mata K uliah/sks : Academir. Read ing & **Writing** / 4 sks

Kelas : b

Do en Pen.s,amp1.1 : lntan Prndita ,S.S., M. Hum .

Tangga\	Tanda Tangan Dosen	KuUah ke	Realisasi		Jumlah Hadir Mhs	Alokasi Waktu			Tanda Tangan mhs {nama Mhs}	Paraf Petugas Presensi
			JudulBab	Rincian M ateri		Mulai	Selesai	Total (menit)		
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Catatan Kesesuaian SAP	Diperik-sa oleh
	etua/Se kreta ris Jurusa n

RUBRIC OF ASSESSMENT CRITERIA

Dimensi	Sangat Memuaskan (range nilai A)	Memuaskan (range nilai A- dan B+)	Standar (range nilai B)	Kurang memuaskan (range nilai C)	Tidak memuaskan (range nilai C- dan D)
Judul	Mahasiswa dapat menyusun judul artikel ilmiah dengan keywords yang tepat dan menunjukkan keterhubungan antar keywords.	Mahasiswa dapat menyusun judul artikel ilmiah dengan keywords yang tepat namun kurang menunjukkan keterhubungan antar keywords.	Mahasiswa dapat menyusun judul artikel ilmiah dengan keywords yang tepat namun tidak menunjukkan keterhubungan antar keywords.	Mahasiswa belum dapat menyusun judul artikel ilmiah dengan keywords yang tepat.	Mahasiswa menyusun judul artikel ilmiah tanpa mempertimbangkan keywords.
Introduction (level paragraph)	Mahasiswa dapat menyusun paragraf introduction dengan menyertakan *claim*, lebih dari 2 *background information*, *evidence*, dan *thesis statement* (ketiga elemen ada , dengan logika antar elemen yang tersintesis)	Mahasiswa dapat menyusun paragraf introduction dengan menyertakan *claim*, dua *background information* lebih dari 2, *evidence*, dan *thesis statement* (ketiga elemen ada dengan logika antar elemen yang kuat)	Mahasiswa dapat menyusun paragraf introduction dengan menyertakan *claim*, satu *background information*, *evidence*, dan *thesis statement* (ketiga elemen ada, dengan logika antar elemen yang cukup)	Mahasiswa menyusun paragraf introduction tanpa menyertakan salah satu dari elemen berikut, *claim*, *background information*, *evidence*, dan *thesis statement* (logika antar elemen yang cukup)	Mahasiswa menyusun paragraf introduction tanpa menyertakan lebih dari satu elemen berikut, *claim*, *background information*, *evidence*, dan *thesis statement* (logika antar elemen yang cukup)

Introduction (textual level)	Mahasiswa mampu menyajikan urgensi atau interest isu yang akan didiskusikan secara detail dan komprehensif berbasis *background information.*	Mahasiswa mampu menyajikan urgensi atau interest isu yang akan didiskusikan secara komprehensif berbasis *background information.*	Mahasiswa mampu menyajikan urgensi atau interest isu yang akan didiskusikan secara komprehensif berbasis *personal evidence.*	Mahasiswa kurang mampu menyajikan urgensi atau interest isu yang akan didiskusikan secara komprehensif (tanpa basis).	Mahasiswa tidak menyajikan urgensi atau interest isu yang akan didiskusikan secara komprehensif
Literature review (source selection)	Mahasiswa menjadikan lebih dari 10 referensi artikel jurnal internasional terindeks scopus (e.g. springer, taylor and francis, e-flt, Asian efl journal, etc) yang dipublikasikan 3 tahun terakhir sebagai acuan dalam menyajikan kajian teori.	Mahasiswa menjadikan 5-10 referensi artikel jurnal internasional yang dipublikasikan 5 tahun terakhir sebagai acuan dalam menyajikan teori.	Mahasiswa menjadikan 5 referensi artikel jurnal internasional dengan tahun publikasi 10 tahun terakhir, sebagai acuan dalam menyajikan kajian teori.	Mahasiswa menjadikan kurang dari 5 referensi artikel jurnal internasional dengan tahun publikasi 10 tahun terakhir, sebagai acuan dalam menyajikan kajian teori.	Mahasiswa tidak menjadikan artikel jurnal internasional sebagai acuan dalam menyajikan teori.

Literature review (paraphrasing and citation)	Mahasiswa menyajikan hasil paraphrase tanpa mengurangi esensi sumber, dengan 1 terminologi inti dan selainnya adalah kalimat dengan bahasa pemahaman mandiri. Mahasiswa menyajikan sumber kutipan sesuai dengan prinsip APA 2016.	Mahasiswa menyajikan hasil paraphrase tanpa mengurangi esensi sumber, dengan 1 terminologi inti namun masih ada kurang dari 3 kata yang sama dengan sumber. Mahasiswa menyajikan sumber kutipan sesuai dengan prinsip APA 2016.	Mahasiswa menyajikan hasil paraphrase tanpa mengurangi esensi sumber, dengan 1 terminologi inti, namun masih ada 3 kata yang sama dengan sumber Mahasiswa menyajikan sumber kutipan sesuai dengan prinsip APA 2016.	Mahasiswa menyajikan hasil paraphrase tanpa mengurangi esensi sumber namun masih ada lebih dari 3 kata yang sama dengan sumber. Mahasiswa melakukan *typo* atau alpa dalam menuliskan sumber kutipan.	Mahasiswa menyajikan hasil paraphrase namun justru merubah esensi sumber/ mahasiswa melakukan *copy-paste* dan *retype* dari sumber. Mahasiswa melakukan *typo* atau alpa dalam menuliskan sumber kutipan.
Mechanics	Mahasiswa mampu mengaplikasikan kalimat complex yang berstruktur (lengkap S dan V) dalam konteks dan tata bahasa yang tepat.	Mahasiswa mampu mengaplikasikan kalimat compound yang berstruktur (lengkap S dan V) dalam konteks dan tata bahasa yang tepat.	Mahasiswa mampu mengaplikasikan kalimat sederhana yang berstruktur (lengkap S dan V) dalam konteks dan tata bahasa yang tepat.	Mahasiswa kurang mampu mengaplikasikan kalimat sederhana yang berstruktur (lengkap S dan V) dalam konteks dan tata bahasa yang tepat.	Mahasiswa masih memproduksi kalimat yang tidak bersturktur dan tidak tepat konteks dan tata bahasanya.

Literature review (analytical/logical presentation)	Mahasiswa dapat mensintesis hasil bacaannya dari sumber-sumber yang relevan sesuai dengan sub topic yang didiskusikan.	Mahasiswa dapat menyajikan analisis konstrastif, komparatif, dan kontekstual dalam literature review sesuai dengan sub topic yang didiskusikan.	Mahasiswa dapat menyajikan analisis kontrastif dan komparatif dalam literature reviewnya sesuai dengan sub topic yang didiskusikan.	Mahasiswa menyajikan literature review dalam bentuk *cut-and-glue* saja (tidak ada analisis)	Mahasiswa menyajikan literature review dalam bentuk *cut-and-glue* saja (tidak ada analisis) dan ditemukan plagiasi.
Plagiarism	Mahasiswa dapat menunjukkan hasil 0-4% plagiarism dari hasil uji plagiasi turnitin.	Mahasiswa dapat menunjukkan hasil 5 % plagiarism dari hasil uji plagiasi turnitin.	Mahasiswa dapat menunjukkan hasil 6-8% plagiarism dari hasil uji plagiasi turnitin.	Mahasiswa dapat menunjukkan hasil 8-10% plagiarism dari hasil uji plagiasi turnitin.	Mahasiswa dapat menunjukkan hasil >10% plagiarism dari hasil uji plagiasi turnitin.
Referencing	Mahasiswa disiplin menyajikan referensi sesuai dengan APA 2016 dan sinkron dengan kutipan di bagian introduction dan literature review.			Mahasiswa menyajikan referensi sesuai dengan APA 2016 namun tidak sinkron dengan kutipan di bagian introduction dan literature review.	Mahasiswa tidak menyajikan referensi