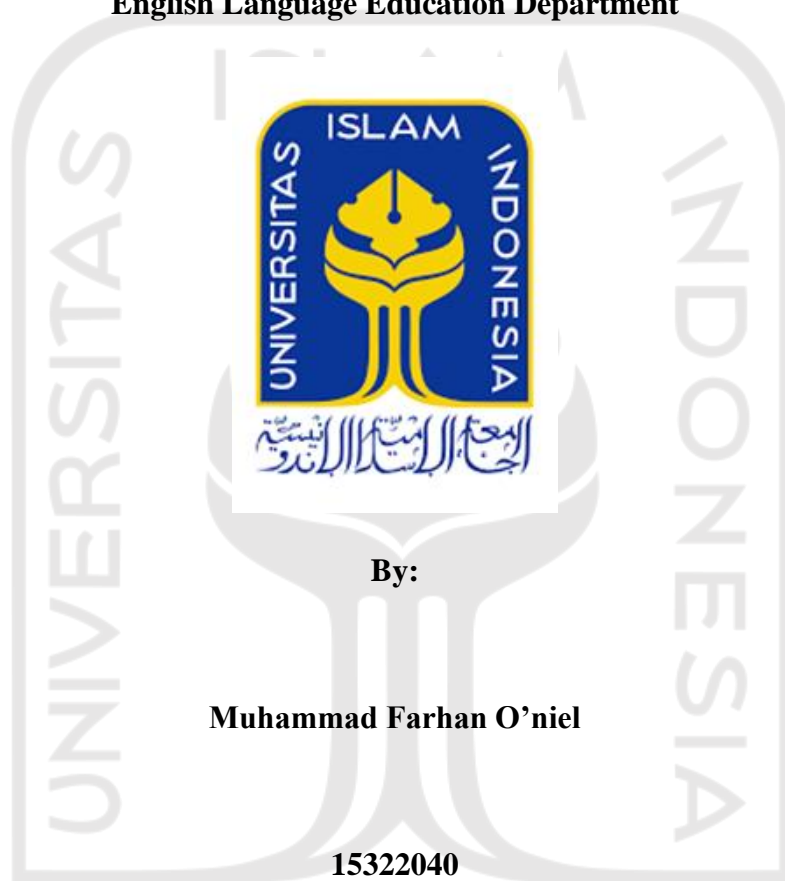**THE USE OF DATA-DRIVEN DIALOGUE TO TEACH ENGLISH**

A Thesis

Presented to the Department of English Language Education as Partial

Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in

English Language Education Department

By:

Muhammad Farhan O'niel

15322040

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

ISLAMIC UNIVERSITY OF INDONESIA YOGYAKARTA

2021

APPROVAL SHEET

THE USE OF DATA-DRIVEN DIALOGUE TO TEACH ENGLISH
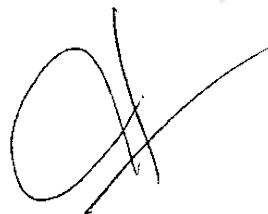
Conveyed by

Muhammad Farhan O'niel

15322040

Approved at 23th , 2021

By

Supervisor

Intan Pradita, S.S., M.Hum

NIP: 123220403

RATIFICATION SHEET

THE USE OF DATA-DRIVEN DIALOGUE TO TEACH ENGLISH

By

Muhammad Farhan O'niel

15322040

Defended before the Board Examiner on Friday, April 23th, 2021 and

Declared Acceptable

Board Examiner Chairperson : **Intan Pradita, S.S., M.Hum.**

First Examiner : **Ista Maharsi, S.S., M.Hum.**

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

Yogyakarta, April 23th, 2021

Department of English Language Education

Faculty of Psychology and Sociocultural Sciences

Islamic University of Indonesia

Head Department,

Irma Windy Astuti, S.S, M.Hum

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

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

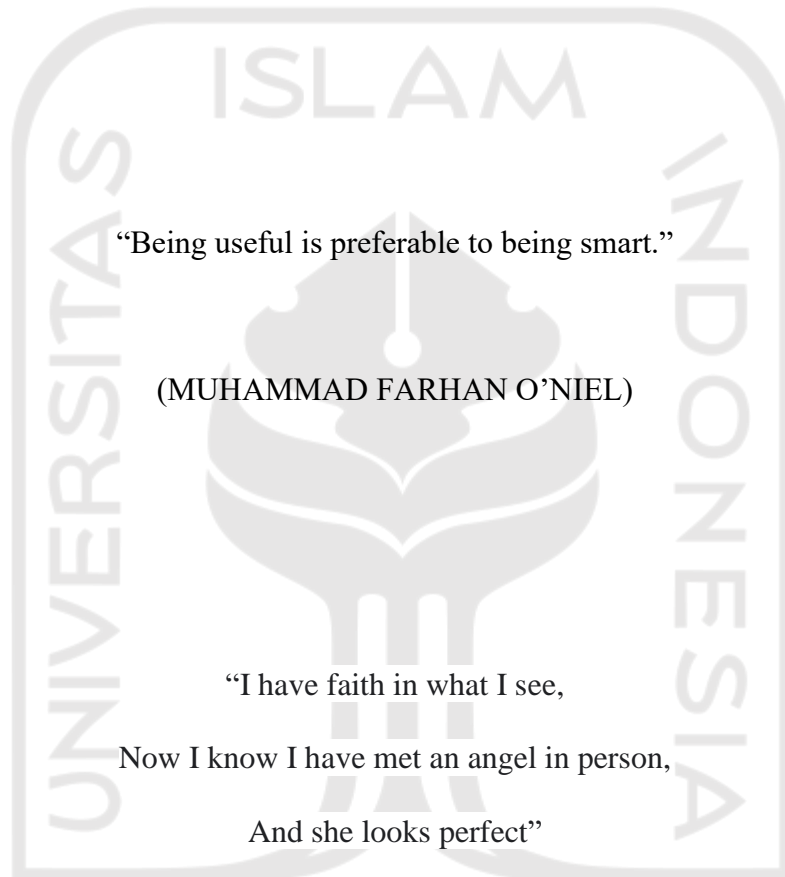Yogyakarta 23 April 2021

The Writer

MUHAMMAD FARHAN O'NIEL

15322040

MOTTO

"I won't be with you forever, so take your time with me."

(AINIL HAYATI)

"Being useful is preferable to being smart."

(MUHAMMAD FARHAN O'NIEL)

"I have faith in what I see,

Now I know I have met an angel in person,

And she looks perfect"

(ED SHEERAN - PERFECT)

DEDICATION

I dedicate this thesis to those who have always encouraged me to finish this thesis, including:

1. Thank you to Allah SWT, who has guided me to complete this thesis.

2. For my parents, Taufik Iskandar and Ainil Hayati, who always prayed and supported me until the end.

3. To my brother Muhammad Fathur Syarif, who always helps me to be a good brother

4. For the whole family of Atang Iskandar who continues to motivate me to complete this thesis

5. For the head of English Language Education Department Mrs. Irma Windy Astuti S.S., Hum, and also Mrs. Intan Pradita S.S., M.Hum, who always monitors the progress of the completion of this thesis,

6. To all lecturers and the staff at English Language Education Department, Universitas Islam Indonesia.

7. My partner in this journey, Surati and Danang Dipo Prastowo, as my friends who have given me many experiences in my life.

8. To all of my friends at English Language Education Department batch 2015

ACKNOWLEDGEMENT

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TABLE OF CONTENTS

ABSTRACT

The term data-driven data-driven dialogue (DDD) has emerged recently as a valuable tool for organizing classroom discussion of any predicted lessons and monitoring students' learning process in the classroom O'Brian, Nocon, and Sands (2010). The background of this study is most of the teachers in Indonesia tend to skip the dialogue process when they teach grammar to their students. These conditions impact the use of inappropriate grammar and decreased student interest in learning grammar, especially in English. Thus, this study aims to describe how data-driven dialogue methods can be applied in English classes for Senior High School students. The research was conducted in one of the Senior High Schools in Yogyakarta. The data collected through the DDD method using the four steps include (1) Predict, (2) Explore, (3) Explain, and (4) Take Action.

Keywords: : data-driven dialogue method; teaching grammar; classroom management

CHAPTER I

BACKGROUND OF THE TEACHING PRACTICE

Grammar teaching has been found to improve students' proficiency. Many scholars have developed and tested an array of teaching techniques that can best enhance students' grammar learning. However, surveys have repeatedly shown that grammar teaching in the classroom is still traditional in the sense that it is focused on structural pattern drilling and memorizing. This has been observed by Bjork (2005) assuming this long tradition of teacher-centered teaching and rote learning is often used in the Indonesian classroom. One reason for this persistence is that teachers often base their teaching practices on their experience as learners. Another reason might be that the techniques are not suitable for the aim of the lesson and/or the classroom situation. Several cases were found, not a few of the English teachers in Indonesia only asked their students to work on grammar questions based on the LKS (student worksheets) provided by the government, without ensuring that students understood or did not understand the grammar concept requested. Drilling has made students bored, students tend to rely on their memories without understanding the structure of grammar. The lack of explanation given by the teacher makes most students not interested in learning English.

Grammar is part of the English knowledge that must be mastered by teachers when teaching English. This is necessary to avoid misconceptions made by students in using grammar. Teachers can explain questions that arise and gain student trust during the learning process. However, the teacher only focuses on the teaching guide when teaching, explaining grammar structure without involving students in the process of understanding the grammar structure. These conditions have an impact on the use of

inappropriate grammar and decreased student interest in learning grammar, especially English. Based on my observation during my internship program, most of the teachers tend to skip the dialogue process when they teach grammar to their students. Worksheets were given to students, they worked on it, and the teacher shared the correct answer. Even if the teachers explain the logic of correct grammar, yet the students tend to be uninvolved. They were set to be passive and raise questions only if they did not understand. Rarely did the teacher let the students explain their answers and explore resources to solve grammar problems.

Data-driven dialogue, according to O'Brian, Nocon, and Sands (2010), is a valuable tool for organizing classroom discussions of any predicted lessons and monitoring students' learning process in the classroom. Based on this statement, the author attempted to relate the points to the context of teaching English . The Data-Driven Dialogue method is used as a module in designing the material to be taught in a teaching preparation context, and it is also used as a guide by the author as he begins to teach English lessons in the classroom.

Thus, to fill this practical gap, This based practice aims to describe how data-driven dialogue can be applied in English classes for Senior High School students.

CHAPTER II

CONSTRUCT OF THE TEACHING PRACTICE

The term data-driven in this part means that term describes a process that educators collaboratively inquire about the meaning of data with other educators (Wellman and Lipton, 2004). In the field of English language education, The Institute of Education Sciences of the US Department of Education recently released a peer-reviewed practice guide urging teachers, administrators, and districts to use data-driven discussions among educators and between teachers and their students to improve instruction and learning. Over 2000 Colorado K–12 educators have been trained to use data-driven dialogue to collaboratively analyze and interpret student educational data with other educators through the C2D3 project.

Historically, a statewide teacher professional development institution, the Colorado Consortium for Data-Driven Decisions (C2D3), elaborated with Wellman and Lipton (2004) to describe a four-step process through which teams of educators co-construct meaning from data. Following the institute, these educators began to adapt data-driven dialogue as a tool for their students in the formative assessment during the teaching-learning process.

According to O'Brian, Nocon, and Sands (2010), they define the four steps in applying Data-Driven Dialogue, including: Predict, Explore, Explain, and Take Action. The First step is Predict, describe and identify materials that students expect to learn. In the classroom process, before they see the materials, students can make predictions about specific 'learning goals'. The second step is Explore, analyze materials, determine priorities, and create visual displays to support the materials. Students can

identify the structure of the materials and make related examples based on the teacher's description. The third is Explain, interpret the materials, develop and validate theories with other materials sources. Students can describe the overall lesson and handle their misunderstanding about the materials directly. The last step is Take action, develop solutions based on identifying problems, and gather appropriate sources to control students' understanding of the materials. Students can find and solve their misunderstanding by themselves and take action for it.

Through this DDD best practice, the author tried to apply the steps in classroom context. Data-driven dialogue has been used by authors to co-construct English lesson instruction depending on students' level using formal assessment results to improve learning outcomes.

The authors used the Colorado Consortium for Data-Driven Decisions institute (C2D3) project as an example. They started working with high school teachers to apply this method with students in making meaning of their assessment results. Those teachers then presented the idea of using data-driven dialogue with students to approximately 200 teachers taking part in a student engaged formative assessment practices institute. Several of the teachers who attended this institute had previously used data-driven dialogue with their peers as part of school-level improvement planning, grade-level, and content-area teams. In a classroom context, teachers and students have used data-driven dialogue to co-construct meaning from classroom-level formal assessment results or end-of-unit tests. Data-driven dialogue has emerged as an effective tool for facilitating discussion of predicted performance and collective inquiry into actual performance on summative assessments. When used with students, the four

steps of data-driven dialogue remain the same as with adults, but how these steps are executed changes slightly.

In the previous research, Black and Wiliam (1998) identified five specific practices that support formative assessment, for which they found substantial evidence of improvements in student learning outcomes. These included: (1) teachers sharing the criteria for evaluating learning with their students; (2) teachers using descriptive (as opposed to evaluative) feedback; (3) students self-assessing; (4) student-to-student peer assessing; and, (5) using questioning in classrooms to learn about learning. These six practices identified can be characterized as a *student engaged*, because each engages the student in gathering, analyzing/interpreting, and/or acting on/using information about his/her learning.
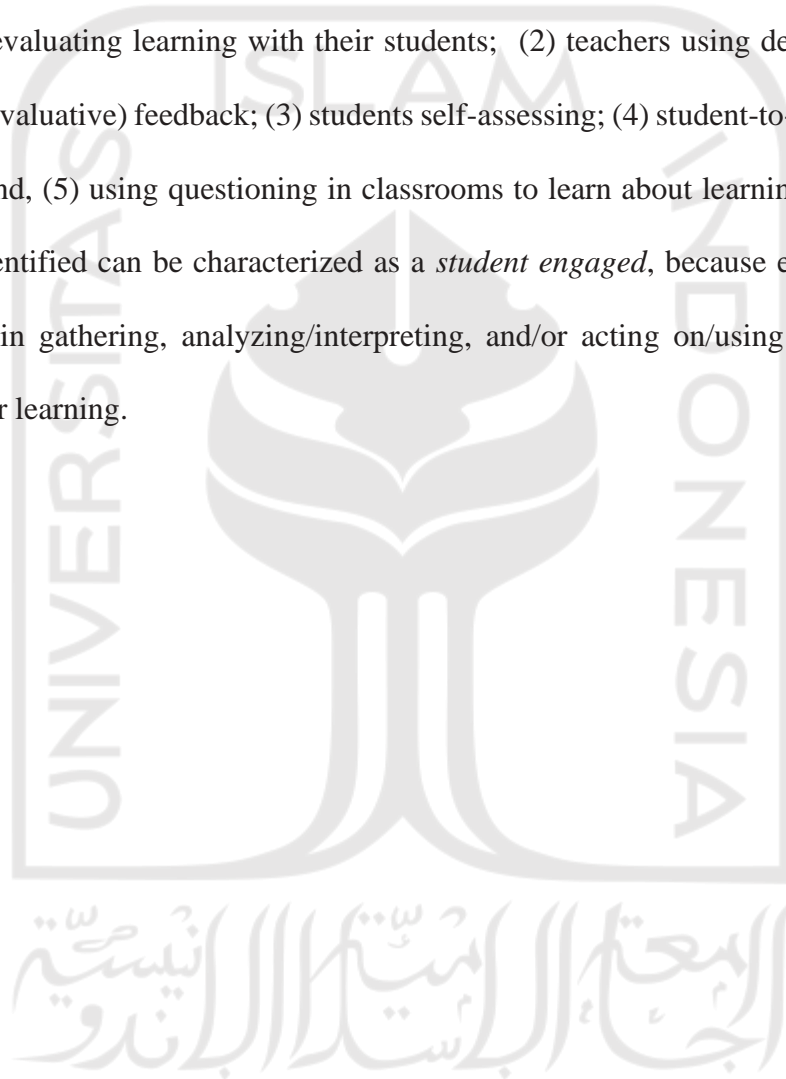
CHAPTER III

IMPLEMENTATION OF THE TEACHING PRACTICE

This best practice adapted from the DDD instructional design as constructed by O'Brian, Nocon, and Sands (2010). This paper aims to describe how data-driven dialogue can be applied in English classes for Senior High School students.

Table 1. Steps in data-driven dialogue process.

| Steps	Activity
Predict,	The teacher asks students to make predictions about their lesson based on learning material being taught.
Explore	The teacher asks students to explore other resources related to learning material.
Explain	The teacher asks students to explain their answers related to learning material.
Take Action	The teacher asks students to solve their problem related to learning material and find a way to solve it.

3.1 Teaching Preparation

When I arranged the questions on the worksheet, I paid attention to the student's English level by knowing their behaviours, scores and interest in English lessons. Modified the form of the questions to make them easily understood by the students. Marked some questions that students may ask and prepared an explanation for these questions.

3.1.1 Exploring possible resources to answer the questions

        To enhance the resources in this material, I did not only refer to textbooks. I also searched at several websites to understand this material, enhance vocabulary, and gain question samples that I can use as references in making exercises.

Picture 1. The Reference of Teaching Materials from ESL Lab
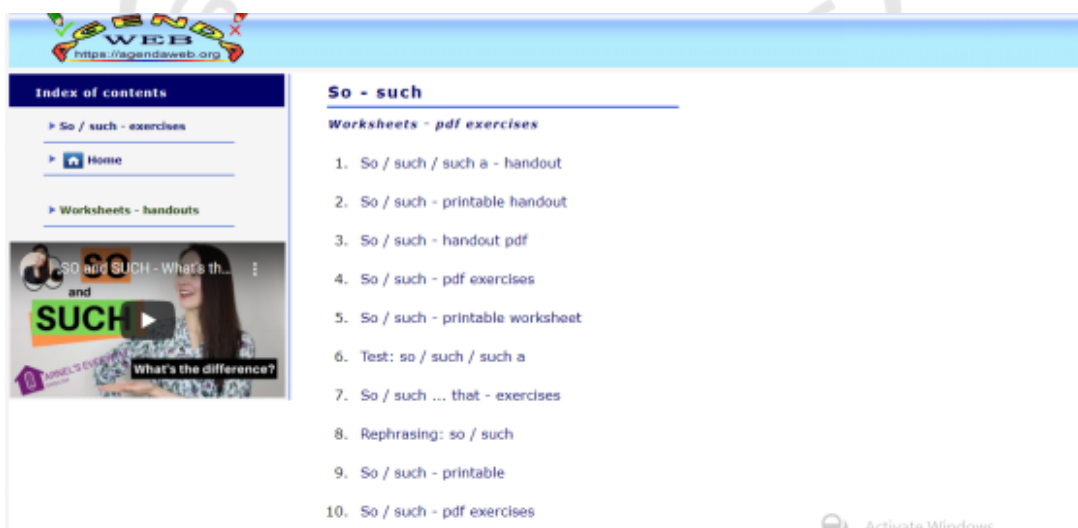
Picture 2. The Reference of Teaching Material From BBC World Service
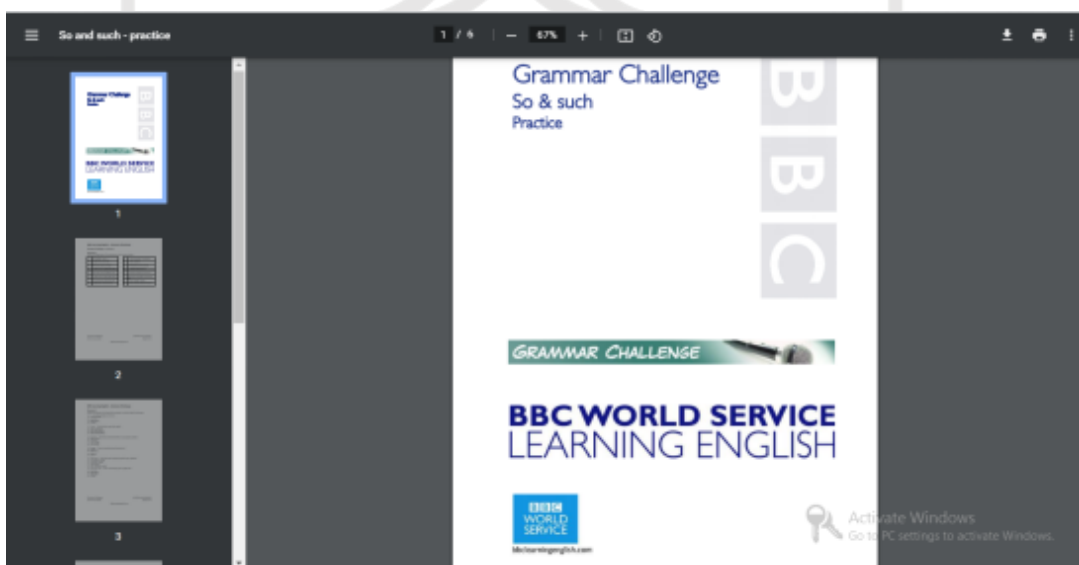
3.1.2 Consulting the reference to the Teacher Supervisor

The consultation was conducted in the school one time during the afternoon break. He suggested simplifying the material, providing a familiar example and exercise for students that follow the English students' level.

3.1.3 Adapting the Teaching Materials

Those were the sources I used in creating materials and exercises. Those sources were enhanced by reference in modifying the exercise. I took the keywords from the explanation of the material, underlined, took notes, organized, and simplified this material according to the student's English level.

3.1.4 Re consulting the Design of Teaching Materials to the Teacher Supervisor

After the teaching preparation was complete, I handed over the Lesson Plan material to the teacher supervisor. He said that the Lesson Plan made is already good and can be used to teach. He suggested adding videos or images to capture students' attention while teaching.

3.1.5 Finishing the Design

In completing the design, I looked for an educational video related to the material, redesigning the lesson plan arrangement correctly.

3.2 Teaching Practices

3.2.1 Pre- Activities: Explaining the Material to My Students

As an elicitation, I explain the Simple Present Tense formula to my students, because this tense is related to the material that I would deliver. I also added some examples to make them understand. I tested their understanding by writing 3 types of sentences: positive, negative, and interrogative sentences on the board. After that, I then asked a few students to modify forms of sentences

into three types of sentences. The picture below shows how I presented the exercises:

Picture 3. The Exercise of   Teaching Material
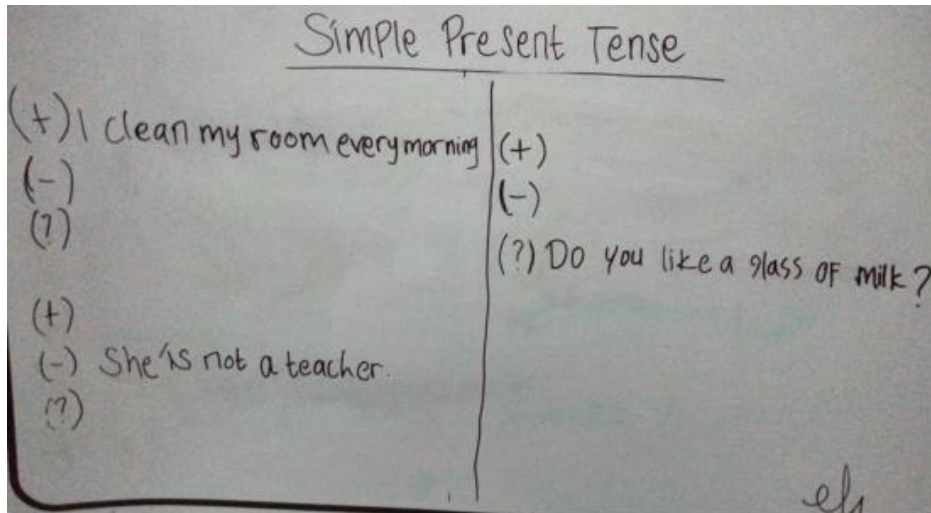
Based on this practice, almost all students in class understand how to modify forms of the simple present tense, they are familiar and can follow the lesson well. Errors such as grammar errors and miswriting can be resolved by reviewing their answers together. In delivering the material, I used a teaching aid, which was PowerPoint. The explanation of the material consists of two parts; Patterns and Functions. Inputting notes that I have made into PowerPoint, paying attention to the visual form of the material, and looking for relevant examples.

Picture 4. The Pattern of Material

3.2.2 Grammar Pattern

The next step is to explain the Pattern. When explaining, I ask students to pay attention to the type of words used, tell them the difference between adjectives and nouns in a sentence, and explain the structure of the sentence when this grammar is used. After that, I appointed some students to spontaneously make examples when using this grammar, a trial error that occurred made the other students pay attention to the explanation I gave.

Picture 5. The Function of Material
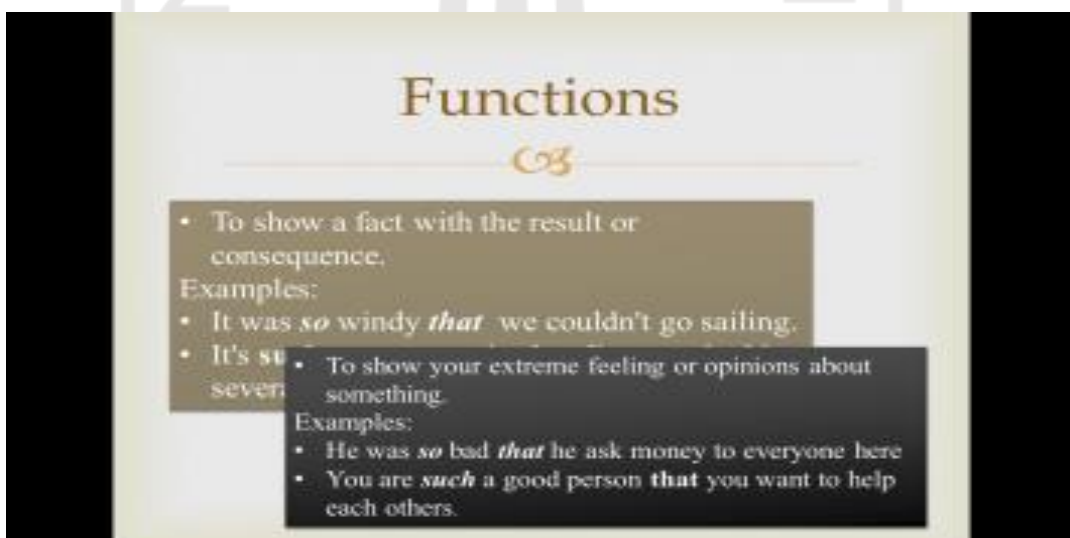
3.2.3 Grammar Functions

I explained a little about the function of grammar as a complement to this material, making them more focused on learning goals. While explaining. I try to involve students in understanding this material. I asked how much they understood the information I provided by asking a few students to read and understand the examples that had been given. When explaining, a small discussion occurred, some of them asked questions and didn't understand the use of this grammar. I tried to explain the details and emphasize the points that must be considered when this grammar is used.

3.3 While Activities (Data-Driven Stage 1: Predict)

I gave this activity after I had finished explaining the material. This exercise aimed to remind students of the material that was presented and introduced the use of this grammar to students. In this activity, the worksheets were distributed to all students, after that I asked them to categorize the differences between these two grammar, this activity was carried out in a group of four. They were asked to answer exercises that had been shared with their group mates. The students were allowed to ask questions and discuss with other group members. The purpose of this exercise is to get them used to writing and training their sensitivity in recognizing forms of grammatical patterns as well as their functions.

Table 2. Transcript dialogue teacher's to students in the classroom:

Teacher	:	"Before you do this exercise, try to predict which skills will be trained while you do the exercise?. Raise your hand if you want to respond."
Student 1	:	"We're going to learn about the adjective sir."
Teacher	:	"Sure, we will learn a lot of adjectives, others?"
Student 2	:	"Grammar sir."
Teacher	:	"Yes. Grammar will also be taught"
Student 3	:	"Train our reading sir".
Teacher	:	"Right. Our reading sensitivity will also be improved. Okay, now you can get to work on the exercise".

Picture 6. The Exercise of Teaching Material

Quick Exercise
Complete the sentences with so or such.

1. I spend_____ much money that I can't save any.

2. Maya and Ilham are _____ alike that I can't tell one from another.

3. Gugug is _____ a nice dog that he never barks..

4. Those are_____ great pictures that I never want to throw them away..

5. I am_____ bored that I just want to sleep.

6. Our neighbors are_____ kind that they let us borrow their garage.

7. My back aches_____ badly that I can't lift anything anymore.

8. Labuan Bajo has_____ amazing beaches that everyone wants to visit there..

Picture 7. The Exercise of Teaching Material

Essay
Use the adjective below and 'So...that... " and "Such...that" expression for fill the blank words.

Shy	Wonderful	Great movie	Charming Woman
		Kind	

1. It's_____,_____I've watched it several times
2. My sister is_____,_____she hides behind my mother when there are strangers around
3. Our neighbors are_____,_____they let us borrow their garden for party.
4. She is_____,_____everybody stares at her.
5. The Merapi mountain was_____,_____I couldn't take my eyes off it.

3.4 While Activity (Data-Driven Stage 2: Explore)

Because the school provides English textbook and student worksheet, the exploration of material refers to both of those books. In delivering this material, I made a rule not to allow students to use electronic devices in the classroom. This I do to avoid misuse of mobile phones used to open social media and play games.

3.5 While Activity (Data-Driven Stage 3: Explain)

I asked one of the students to answer and asked her the reason, then asked the other students whether the answer was correct. I gave a compliment when they were right, while wrong, I asked them to re-read the question and asked them to correct the mistakes they had made. In this way, I can predict their understanding and gain their trust while teaching.

Table 3. Transcript dialogue teacher's to students in the classroom:

Teacher	:	"Absent number 12, try to read and answer question number 1".
Student 1	:	"She is bla bla bla beautiful that Mr. Rahmad loves her, the answer is D sir".
Teacher	:	"Right. The answer is correct. What is the reason you chose that answer?"
Student 1	:	"Because after the word adjective is not followed by the word noun".

Teacher	:	"Yes, good job. Give applause to her".

Teacher	:	"Now, absent number 17, try to read and answer question number 4".
Student 2	:	"She has bla bla bla many books that she needs more room to keep them. The answer is B"
Teacher	:	"Why did you choose that answer?"
Student 2	:	"Because there are 2 words before that sir, meaning uses such a"
Teacher	:	"The answer is wrong. Read the question again"
Student 2	:	"She has bla bla bla many books that she needs more room to keep them".
Teacher	:	Do you know where it is wrong? What is the formula? Look at your notes".
Student 2	:	"Oh yes sir, sorry. Should be the answer that C because many books are 1 adjective"
Teacher	:	"Good. Next time be more thorough".

Picture 8. The Exercise of Teaching Material

Practice
Fills the blank words with *"so"* or *"such"*

1. She is_____ beautiful that Mr. Rahmad loves her
   a. Such a
   b. Such
   c. So a
   d. So
   e. That
2. Rendy has_____many magazines that everyone likes to borrow from him.
   a. So a
   b. So
   c. That
   d. Such a
   e. Such
3. It's_____ a great movie that I've watched it several times
   a. Such a
   b. So a
   c. So
   d. Such
   e. That
4. She has_____many books that she needs more room to keep them
   a. So a
   b. Such a
   c. So
   d. That
   e. Such

And the last activity is the multiple-choice exercise, in this activity, students were asked to work individually and were not allowed to discuss. There were 10 questions with a time of 15 minutes.

3.6 Post Activity: (Data-Driven Stage 4 :Take Action)

Before closing the lesson, I asked them to write down what things they had learned, what things they had and didn't understand, and what suggestions they wanted to give me.

Picture 9. The Students' Reflection Study

Here is an example of a table that I wrote on the board, I asked them to write on a piece of paper, then put it together. Based on the table, I can reflect on myself in teaching. Some students said that I was good enough at teaching (explaining and giving examples) but some said that I was still lacking in confidence and not yet firm.

After the class was over, I was approached by several students. They asked several questions about the English lesson, some students said that they liked the way I taught compared to their teacher. He said, the explanation of the

material given by the teacher was not clear enough and we were only asked to read the textbook and fill in the questions. I can conclude that interaction and brainstorming is the right way to learn English. They will find and share the information in their way, by itself making it easier for them to learn a lesson.

CHAPTER IV

CONCLUSION

By conducting data-driven dialogue to teach English grammar to stimulate students' cognition, the students were more active and confident in solving their grammar exercises. It was proven by the willingness of some students to ask questions and argue about the material being taught, respond well to any questions given and encourage them to dare to try to use English in answering the exercises given.

However, there are some limitations to this method that must be considered. The method can only be used by students with an average intermediate to advanced level. According to the author, when using the DDD method, contextual teaching should be used: pre-activities, while-activities, and post-activities. According to O'Brian, Nocon, and Sands (2010), the procedure is not split and modified. The author also argues that the right time to implement this method is while until post activities because high-low students' engagement and students' interest, greatly influence the success of this method.

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