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EXPLORING INTEGRATED LANGUAGE IN USE FOR UNDERGRADUATE ENGLISH LEARNERS THROUGH WAYANG STORIES

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ABSTRACT

Teaching integrated English skills has been currently becoming a crucial discussion among the teachers since it is today's trend of language teaching in line with the changing of the view about language use. The main problem is, how to deliver the four language skills in integrated way and no more learned in isolated way. An other considered problem is due to allocate the only two SCU (Semester Credit Unit) per-week with the large amount of materials content. This paper explores the procedure on delivering integrated four English skills through wayang stories as the learning materials by involving 40 undergraduate level of English I learners. The data compiled using in-depth observation and integrated skills tests through the given tasks were analyzed both descriptively and numerically. Result of in-depth observation mainly reveals the WUPPA (watching, understanding, paraphrasing and assessing) procedures and its benefit to teach integrated skills learning conceptually. Besides, wayang stories can educate learners to love their cultures and acquire the hidden moral messages embedded in each story. Therefore, it is recommended for the teachers to teach integrated English skills for it is considered more efficient, enjoyable and enrich both the linguistic and the content targets authentically rather than in isolated skill way.

Keywords: *integrated skills, linguistic, learning materials, wayang stories, in-depth observation*

1. INTRODUCTION

Teaching Integrated Language Skills including English has been currently being under-discussed among the relevant teachers. This case is due to the change of the linguists' views about language and its teaching either to the users or learners. In Indonesia, this issue is mainly triggered by the existence of English allotted time which is considered very limited by remembering that the position of English Education is as an EFL (English as a Foreign Language) and not as an ESL (English as a Second Language). This is for the Indonesian government both political and historical judgement due to this country has decided the second language is the Bahasa Indonesia as decided on the Indonesian Youth Pledge October 28, 1928 (Depdiknas, 2013).

The current Indonesian Education Curriculum (IEC) for undergraduate level decided that English is taught only in two SCU (Semester Credit Unit). In most higher levels this foreign language is taught into two Semesters id est. English I and English II courses. The first course is taught as General English in the first semester while the second is in the third and some in the seventh as ESP (English as a Specific Purposes) course. This paper explores the procedure on teaching English I (General English) in undergraduate level involving 40 students for seven meetings. Each meeting is delivered by activating the learning process through integrated skills technique.

Kemp (2018) interpreted IES (Integrated English Skills) as an ISE (Integrated Skills of English) as follows: ISE is an all four language assess exams skills - reading, writing, speaking and listening-in a way that reflects real-life communication in English. Based on this understanding, the form of IES learning is by combining the four skills of reading,

writing, speaking and listening at once by directly reflecting it in actual communication. Plakans (2016) integrates the language skills of reading with writing by providing the short answer questions following the reading passages contain new language aspects such as structure, grammar, vocabulary with its spelling. Such linguistic features are, then, developed as the basis of learners writing skill using their own idea.

Integrated English skills is, in this case, a technique utilized to deliver the four language skills for the intention of enhancing learners' language proficiency both through enriching the language aspects (grammar, structure, vocabulary, spelling, pronunciation and comprehension) and the target language content related to the course topics as suggested in the Syllabus. The target content consists of seven wayang stories adopted from the Ramayana and Mahabharata stories. Wayang stories are utilized as the consideration that they contain samples of good (the knights) and also bad attitude (the wicked person) as actualization of human daily life, besides as a means of introducing the priceless ancestors' heritage.

Referring to the aforementioned issues, this paper is intended to describe the undergraduate English learners capacities in acquiring the four English skills in integrated way such as: reading-writing and listening-speaking with the selected wayang stories as its materials contents. The stories were adopted from the Ramayana and Mahabharata stories mainly played by the popular human puppets groups such as Sekar Budaya Nusantara, Sri Wedari and RRI Surakarta Groups. All performances are available in the Youtube site.

From the Ramayana Serial stories, the selected titles were 'Shinta Murca', 'Sugriwa and Subali', 'Kumbokarno Gugur' while the Mahabharata serial used as the materials topics were 'Pandu Dewanata Gugur', 'Karno Sumbogo', 'Pandawa Dadu', and 'Pandowo Boyong'. Those materials were purposively selected for such stories embed high level of moral messages that are crucially needed to educate the learners attitudes. As it is known that today's learning materials should involve the three education domains id est. cognitive, affective and psychomotor (Kemenristekdikti, 2016) completely as it is also suggested by Anderson and Krathwohl (2001).

This paper is a report of an exploration project involving 40 learners of English I (General English) course conducted at Universitas Mercu Buana Yogyakarta. In the aforementioned university, English I is addressed for the first semester students and English II or ESP (English for Specific Purposes) is mostly learnt by the third semester students. There is a faculty which schedules ESP for the seventh semester students. This study purposively involved an English I (General English/GE) course class with various level of English proficiency since they come from various regions and English proficiency levels. In this case, learners were treated as a group of 'threshold level' English class. Van Ek (1987) in Hermayawati (2008) defines 'threshold level' of English, as a level of English proficiency for those who have been studying English for many years but keep unable to use it to communicate with foreigners. The learners were grouped into such English proficiency level by considering that most of them were factually could not use English as a means of communication, even in the English course class. Based on such reasons, the learning process utilized human puppets performed in the 'Youtube' in Javanese (in the spoken) and in Bahasa Indonesia (that can be seen in the running text form).

2. RESEARCH METHOD

The project employed a mixed-design. Both qualitative and quantitative data were analysed descriptively and statistically. The qualitative data which was mainly in the form of in-depth observation results on the learners' learning process for six meetings were analysed descriptively and the portfolio of tasks score results were statistically analysed using

Sheppard Scoring Rubrics as the measurement standard and Aiken's V formula (Azwar, 2016) as the data validation.

McMillan and Schumamacher (2010) in Sanjaya (2013) state that there are three types of mixed research, namely triangulation, explanatory and exploratory designs. Triangulation design is categorized into four models, namely conference, data transformation, data validation and multilevel models. This study uses the Convergence Model of Triangulation Design, where the quantitative and qualitative data are collected and analyzed using each employed approach. The outcome is, then, compared and interpreted (ibid: 2013: 51). Figure 2.1 illustrates the procedure for implementing a Convergence Model.

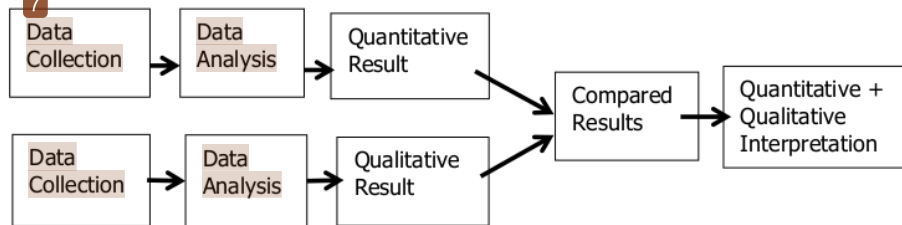


Figure 2.1. Convergence Triangulation Design Model (Sanjaya, 2013: 51)

The qualitative data was analysed descriptively using scoring rubrics for they can cover both reliability and validity issues. Rubrics perform a series of scores, each of which illustrates a concrete observable terms description of what a performance at a given level should look like (Sheppard,2015; Kemp,2018). Table 2.1 performs Sheppard model of Single-Criterion Rubrics Design which is used to score learners integrated skills.

Table 2.1. Single-Criterion Rubrics Design (Sheppard, 2015)

	Skill	0	1	2	3	4
Score	Communicativity in forming negative statements					
0	No response; response incomprehensible; response unrelated to prompt; no observable attempt to make a negative statement					
1	Use demonstrates some emerging understanding of the feature but communication is impeded or labored due to problems with syntax, auxiliaries, S-V agreement, etc.					
2	Use is generally comprehensible but some of nuances of meaning may be unclear due to problems with syntax, auxiliaries, S-V agreement, etc.					
3	Use is entirely comprehensible but marked as non-native due to irregularities in syntax, auxiliaries, S-V agreement, etc.					
4	Native-like use					

The Single-Criterion Rubrics Design (SCRD) provides 4 level of scoring rubrics showing the four level categories of the learners English proficiency in a whole unlike the conventional isolated language skills such as scoring rubrics for: listening, speaking, reading and writing. In other words, SCRd is particularly addressed to score learners integrated language skills. The four skills are packed as a unit of linguistic features embedded with the contextual, topical discourses in which contents are human puppets stories of Ramayana

and Mahabharata series learnt from the Youtube using Blended Learning Method (BLM) and Cultural language Learning Approach (CLLA). BLM is a method delivered by utilizing the selected on-line materials as the source of classroom learning (Thompson, 2016). CLLA is an approach of language learning by using traditional cultures as the learning materials with the intention of introducing and conserving the target cultures (Setiadi, 2017). Such integrated learning, of course needs High Order Thinking Skills (HOTS) but appropriately with the learners' intakes. HOTS involves the three high levels of learners' thinking connected with their levels in analysing, evaluating and creating (Anderson & Krathwohl, 2001; Sukmadinata, 2007; Merta, *et al.*, 2017).

The gathered qualitative data are in the forms of the results of in-depth observations towards the English use learning process (utilizing BLM, CLLA and HOTS) and the learners' understanding both on the whole materials content and the target linguistic features such as: the integrated language use and its components (grammar, structure, vocabulary, spelling and pronunciation).

The quantitative was analysed using Aiken's V with assessment benchmarks stretching from 1-5 scores. The following is the Aiken's V formula used to assess the learners' portfolio English tasks scores: $V = \Sigma S / [n (C-1)]$, where:

V	=	Validity coefficient	S	=	r - l ₀
n	=	Total number of assessor	r	=	Score given by an assessor (inter-rater)
S	=	Subject matter inter-rater who gives score	l ₀	=	The lowest validity score (1)
		Assessment benchmarks stretching from 1-5	C	=	The highest validity score (5)

This project employed two inter-raters in examining the learners' scores validity and the results were analysed using the Aiken's V formula, then, are averaged as a single score for each learner.

3. RESULTS AND ANALYSIS

This study reveals the sequent procedures on teaching integrated English skills by utilizing human puppets story series embedded with the target linguistic features of both skills and components completed with its learners' integrated skills learning achievement. The following is the results of this study and its analysis.

3.1. Results

3.1.1. Procedures on Delivering Integrated English Skills in Use

As it is conceptually known that language teaching involves the four language skills that formerly taught in isolated way, or learnt for each skill. But in its development, language learning has shifted in line with the needs of the times and its users. Current learning has referred to the use of language as a communication tool that is in accordance with the context of its use, namely the competing skill between linguistic features and the content of the discourse. Therefore, to combine these two variables, this study uses a series of sequent activities, namely: watching, understanding, paraphrasing, performing or presenting, and assessing (WUPPA) procedure for each learning session.

This project lasted within six sessions (7 course meetings) by using two series of both Ramayana and Mahabharata with three and four stories for each. The stories entitle 'Shinta Murca', 'Sugriwa and Subali', 'Kumbokarno Gugur' (The Ramayana), 'Pandu Dewanata Gugur', 'Karno Sumbogo', 'Pandawa Dadu', and 'Pandowo Boyong' (The Mahabharata).

Those stories are intentionally selected to embed moral values in the learners' learning process besides to enhance their integrated language skills use and HOTS acquisition all at once.

To simplify the description the WUPPA learning procedures were separated into two groups of materials in accordance with the series type, namely The Ramayana consisted of three stories and The Mahabharata consisted of four stories. The first series category performed Ramayana Series of 'Shinta Murca', 'Sugriwa and Subali' and Kumbokarno Gugur' were delivered into three sessions. The latter performed Pandu Dewanata Gugur', 'Karno Sumbogo', 'Pandawa Dadu' and 'Pandowo Boyong' that was taught for four sessions. As an illustration, Table 3.1.1 performs WUPPA stages realization in a whole and the results.

Table 3.1.1 WUPPA stages realization in a whole and the results

Stage	1-3 Ramayana Series 'Shinta Murca', 'Sugriwa and Subali', Kumbokarno Gugur'	4-7 Mahabharata Series:	Pandu Dewanata Gugur', 'Karno Sumbogo', 'Pandawa Dadu', 'Pandowo Boyong'
Results	<ol style="list-style-type: none"> 1. Up to three times WUPPA activity meetings lasted in group of 5, the learning processes running smoothly with no difficulties in accessing material from Youtube. However, learners seemed to have difficulty in understanding the characters' interpersonal conversations for their Javanese speeches. However, they were supported by the running texts accompanied the video. 2. The majority of learners did not seem to have difficulty in understanding the contents of each story and its each embedded moral values hidden messages. 3. Almost all learners experienced difficulties in conveying the stories both in oral and written terms which were apparently caused by their limitations in using the linguistic features and writing coherency. 	<ol style="list-style-type: none"> 1. In these stages WUPPA process at this stage of learning began to gradually improve as a whole. 2. The majority of learners understood the storyline and are able to communicate the contents of each story in English to the group and to the instructor even though they still used simple language features. 3. The majority of learners seemed to be gradually confident when displaying the contents of puppet stories both verbally and in writing although sometimes they had not used the narrative language features correctly and consistently. 	

The descriptive data shown in Table 3.1.1 generally indicates that the learning procedures using WUPPA have gained learners' enhancement in their integrated skills learning processes. The WUPPA delivers integrated skills by respectively provide listening through W(atching the selected video), U(nderstanding) the available running text, P(araphrasing) by rewriting the content using the learners' own words, P(resenting/Performing) the text in oral way by retelling the content through the text they have created, and the last is A(ssessing) their own works in groups of five through the instructor guidance and feedback. In this case, the four language skills were ideally delivered in a session but all focused on a topic that in this study were in the form of the selected human puppets series.

The WUPPA procedures implemented in this study seemed successfully attracting the learners deeply involvement. This was due to their getting new experiences towards the materials content they watched, besides the new linguistic features they acquired. They also acquired experiences in conducting self-assessment using Sheppard scoring rubrics, that they had previously never done.

In case of the assessment term using Sheppard scoring rubrics employed in this study, most learners were appropriately categorized into 'competent' language proficiency while the rest belong to 'very competent' and 'not yet competent. None attained the 'sophisticated' category. To make easier to percentage, those categories were converted into the following scores: 'sophisticated (A)' is similar to 85-100 scores, 'very competent (B)' is similar to 75-84, 'competent (C)' is similar to 65-74, and 'not yet competent (D)' spreads between 50-64. Fifty is considered as the poorest score since the undergraduate learners must have ever learned English for many years so that they have acquired a lots of linguistics features previously. In other words, they deserve to have at least minimal score for their previous learning achievements.

3.1.2. Learners' Integrated Skills Learning Achievement Using Sheppard (2018) Scoring Rubrics

By using conversion as mentioned above, among 40 learners, there were 13 persons or 13% reached 'very competent', 24 persons or 61% got 'competent' proficiency and 3 persons or 6% achieved 'not yet' level. None or 0% achieved the 'sophisticated' category. This means, that the average portfolio results of the integrated English learning shows that the majority of learners have got the same ability, while the rest acquired integrated English proficiency upper and lower than the class average. The learners' integrated skills learning achievement using Sheppard (2018) Scoring Rubrics is performed in Table 3.1.2.

Table 3.1.2. shows the average score of tasks portfolio distribution on integrated English skills involving 40 learners. The scoring rubrics were employed as the benchmark to assess seven times of learners tasks. Sheppard (2018) uses 5 scores level that starts from 0 (null) to 4 (four) respectively. Learners can achieve score 4 if they are able to use English in integrated way like native speakers. They must use all language features correctly. They will be scored 3 if they use the integrated skills entirely comprehensible even though marked as non-native due to irregularities in syntax, auxiliaries, S-V agreement, etc. Score 2 and 1 can be reached when they respectively use English generally comprehensible even though some of nuances of meaning may be unclear due to problems with syntax, auxiliaries, S-V agreement, et cetera, and they are able to demonstrate some emerging understanding of the feature though communication is impeded or labored due to problems with syntax, auxiliaries, S-V agreement, etc. This study did not use the null score by considering that the learners' intakes on English are various so that they are treated as the 'false-beginners' English level. They are treated as such level for they have learnt English for many years but most of them keep unable to use it as a means of communication with foreigners (Van Ek, 1987 in Hermayawati, 2008).

Table 3.1.2. Average of Portfolio Distribution of Integrated English Skills

Involving 40 learners

Scoring Conversion Category	Score Number	Scoring Criteria	Learners' Average Score	Percentage
Sophisticated (A) Score 85-100	4	Native-like use	0	0%
Very Competent (B) Skor 75-84	3	Use is entirely comprehensible but marked as non-native due to irregularities in syntax, auxiliaries, S-V agreement, etc.	13	33%
Competent (C) Skor 65-74	2	Use is generally comprehensible but some of nuances of meaning may be unclear due to problems with syntax, auxiliaries, S-V agreement, etc.	24	61%
Not Yet Competent (D) Skor 50-64	1	Use demonstrates some emerging understanding of the feature but communication is impeded or labored due to problems with syntax, auxiliaries, S-V agreement, etc.	3	6%

1.1. Analysis

1.1.1. Qualitative data analysis

As it has been mentioned that this study employed Convergence Triangulation Design Model in which data interpretation is mixed between the qualitative and the quantitative data (Sanjaya, 2013: 51). Result of the qualitative data analysis showed that the WUPPA procedure was successfully used to teach the four English language skills in an integrated manner and more efficient in its use. In addition, the learning content in the form of puppet shows with Ramayana and Mahabharata series can be understood and can enrich the cultural insights of learners who previously did not really know their own culture.

There are two things that benefit from using WUPPA as an integrated skills learning procedure. Firstly, it is from the linguistic side that they get practical language skills completed with the acquisition of language features efficiently, since the skills are not learnt in isolated way. Secondly, the content of materials embedded with moral values trains them to habitualize the use of high-level thinking (HOTS) that can increase their intelligences. There are five ways to increase human intelligence, namely: seeking novelty, self-challenge, thinking creatively, doing things in the hard way and networking (Kuszewski, 2011). Kuszewski also argues that the more training, the more once gain.

Such training habit is enable the learners to emphasize their way of thinking in relation to the aforementioned five areas. In this case, they will be able to critically engage in analysing, evaluating and creating something new and insightful when they do so (Chinedu, *et al.*, 2015).

1.1.2. Quantitative data analysis

The quantitative data analysis results indicate that a series of portfolio tasks done by the learners using WUPPA procedures gained relatively moderate achievements due to most learners attained competent (33%) and very competent level (61%) of their language proficiencies. It was only a small part of them (6%) who achieved the 'Not yet competent' level (See Table 3.1.2.). This means that the selected wayang stories utilized in the English integrated skills learning process using WUPPA procedures is considered not only appropriate to explore the learners' English skills in integrated manner but also can enrich their insights on wayang stories as one of their own

national cultures. Another more beneficial matter is, that the wayang stories implicitly educate the learners to behave normative life manners.

4. CONCLUSION

The development of language teaching has currently demanded learning process that focuses on communicative language use. This requires learning four language skills in an integrated manner and no more in isolated way. The WUPPA is an alternative procedure that can be used as a model for teaching language in an integrated way started from listening to writing. The learning materials can be variously taken from any sources to fulfill the learners' target linguistic features acquisition including wayang stories performance (human puppets show) available in the Youtube.

Wayang stories cannot only be used to teach the target linguistic features but can also be used as a means of character education for learners. Character education has been largely ignored by teachers including of higher education level. In fact, education should develop three learning domains in a complete and integrated manner, namely cognitive, affective and psychomotor which in language learning can be delivered imbeddedly, not in isolated way.

In this case, the cognitive domain should be directly followed by the affective and psychomotor domains all at once in the form of both spoken and written language practices using the target language being learned. Unfortunately, it is recognized that there are still very few English teachers in the higher education who have not taught English in an integrated way, both in teaching language features, skills, material content and the development of the learning domains. Therefore, English teachers should continually try to find new ways in order to teach English in an integrated manner, in accordance with the demands of the KKNi (Indonesian National Qualification Framework) as suggested by the Directorate of Higher Education and Student Affairs in 2013 and the global demands. This study provides an illustration on how to deliver learning process by 'blending' the available technology with the classroom activities.

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