Investigations into Professional Practice
Learning from Action Research Projects
Australia & Southeast Asia

Edited by
Kevin Laws, Lesley Harbon & Christabel Wescombe

Developing Educational Professionals in Southeast Asia
DEPISA
Monograph no. 4
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Learning from Action Research Projects
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DEPISA
Monograph no. 4

University of Sydney
&
Nakhon Si Thammarat Rajabhat University, Thailand
July, 2016

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DEPISA acknowledges the generous support of the following institutions for hosting DEPISA conferences and contributing to the publication of proceedings and monographs. Monographs were published in 2011, 2013, 2014 and 2016.

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Cover: Photo taken at Nakhon Pathom Rajabhat University, Thailand, DEPISA meeting, June, 2015.
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Introduction

In July 2016 the tenth meeting of members of Developing Educational Professionals in Southeast Asia (DEPISA) will be held at Nakhon Si Thammarat Rajabhat University in Thailand.

DEPISA is an Australian initiative which provides professional development support and opportunities for school teachers and university teachers in eight countries in Southeast Asia and the Asian region.

DEPISA grew out of an Australian Government grant in 2010, which was supplemented by funding from the University of Sydney. The generosity of supporting universities in Indonesia, Laos, Thailand and Vietnam has allowed DEPISA to continue functioning.

DEPISA has enjoyed support from the following universities which have hosted meetings and provided funding for the publication of conference proceedings and four monographs:

Can Tho University, Vietnam
Nakhon Pathom Rajabhat University, Thailand
Nakhon Si Thammarat Rajabhat University, Thailand
National University of Laos, Laos
Phranakhon Rajabhat University, Thailand
Suratthani Rajabhat University, Thailand
Universitas Negeri Jakarta, Indonesia.

DEPISA continues to grow and has over two hundred individual members on its mailing list from educational institutions in China, Indonesia, Laos, Malaysia, the Philippines, South Korea, Thailand and Vietnam.

Kevin Laws
Lesley Harbon
Christabel Wescombe

Sydney, July 2016
Understanding the Motivations, Attitudes, and Expectations of Foreign Speakers Learning Indonesian

Krishandini
krishandini@yahoo.com
Endang Sri Wahyuni
wahyunienang93@gmail.com
Hesti Sulistyowati
kikhanz@gmail.com

Bogor Agricultural University, Indonesia

Abstract

Learning Indonesian for foreign speakers (BIPA) is a course which has been carried out by the government and various private institutions in Indonesia. Bogor Agricultural University (IPB) offers BIPA courses for IPB students who learn at the level of S1 and S2. Learners doing the BIPA courses at IPB are dominated by IPB students who have to take a one-semester course before attending classes. This is because college classes are more likely to use Indonesian than any other language.

In this study, the following questions were investigated: 1) What were the real motivations of the foreign students who take BIPA?, 2) What were their attitudes towards BIPA learning? and, 3) What are their expectations after completing BIPA study?

The population of this research was foreign students who study Bahasa Indonesia at IPB. The data were collected through questionnaires and observations. BIPA students have a positive motivation to participate in BIPA learning, have a good attitude to learning, and hope to be able to teach Indonesian when they return to their home countries.

Introduction

Foreign students learning Indonesian in Indonesia (called BIPA, Bahasa Indonesia untuk penutur asing) at Institut Pertanian Bogor (IPB) are prospective students for admission to IPB through the IDB (Islamic Development Bank) and KNB (Kemitraan Negara Berkembang) – Partnership of Developing Country. Before these students are permitted to enroll in their department or major subjects, they have to attend Indonesian classes for one semester. This is intended to help them understand the lessons given by the professors. The mastery of Indonesian for them is very important because Indonesian is used as the instructional language in every university in Indonesia. This is in accordance with the government regulation Number 4, Article 29, Paragraph 1, 2009, where it is stated that Indonesian is to be used as the language of instruction in the system of national education in Indonesia.

Since the Indonesian language is something that must be learnt by foreign students who wish to study at Indonesian educational institutions, we can ask what kind of stimulus can trigger students to learn Indonesian, and whether they learn Indonesian as an obligation or is there some other motive.
**Research objectives**

There are three aims of this research:

1. To know the real motivation of BIPA students in learning Indonesian.
2. To understand the attitudes of BIPA students when they learn Indonesian.
3. To know the students’ expectations after they finish learning Indonesian.

**Method**

This research is quantitative analytical descriptive research. The participants in this study are BIPA students at IPB. They are foreign students accepted through the KNB track. The researchers grouped the students based on the entry year, i.e. from 2012 to 2014. This research was carried out in April-June, 2015.

**Literature review**

Brown (2008) said that motivation can take the form of global, situational, or task oriented. Learning a foreign language uses these three levels of motivation. In this study motivation was examined in accordance with intrinsic and extrinsic motives. Intrinsic motivation is motivation caused by factors coming from within oneself or attached to a task that is still being done. Extrinsic motivation is motivation caused by external factors and is not related to any task (Ormrod, 2008).

Motivation is energising. This means that it directs and sustains the students. A student’s motivation is considered an individual investment, having cognitive, emotional, and attitudal implications with the school’s involvement (Fredricks & Blumenfeld quoted in Ormrod, 2008). Motivation is the result of interaction among three factors: rewards; performances that can produce something expected; and an assumption that achievement will create something. Meanwhile, attitude is a pattern of behaviour and can be adjusted in social situations. Attitude is affective, and can be positive or negative.

**Results**

The results concerning motivation, attitude, and expectation for BIPA students are presented in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>1</td>
<td>Speak Indonesian</td>
<td>77</td>
</tr>
<tr>
<td>2</td>
<td>Write Indonesian</td>
<td>77</td>
</tr>
<tr>
<td>3</td>
<td>Understand Indonesian passage</td>
<td>77</td>
</tr>
<tr>
<td>4</td>
<td>Know Indonesian culture</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>Have Indonesian friends</td>
<td>38</td>
</tr>
</tbody>
</table>

Explanation: 1=strongly disagree; 2=disagree; 3=doubt; 4= agree; 5=strongly agree.
From Table 1, it can be concluded that the motivation of BIPA students in learning BIPA lessons is very high. As mentioned in the introduction, IPB BIPA students are foreign students who come to Indonesia for the first time. They have neither heard nor spoken Indonesian previously. This increased their motivation to speak Indonesian in their daily life. The results show that 77% of IPB BIPA students strongly agreed that they wanted to be able to speak, write, and understand Indonesian, while 23% of them agreed.

Mastering a language relates not only to speaking, writing, reading and listening, but also to understanding the society and culture of the native speakers. This drives respondents to learn Indonesian enthusiastically. Most of the respondents agreed that they learnt Indonesian so they could make many friends in Indonesia. However, 8% of respondents strongly disagreed with that statement. BIPA students at IPB have very good ability in communicating in English.

Students with high motivation after they had BIPA lessons found their attitude was significantly influenced also. This can be seen from the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learn Indonesia seriously</td>
<td>46</td>
<td>54</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Read the modul of BIPA</td>
<td>15</td>
<td>69</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Ask questions</td>
<td>31</td>
<td>69</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Serious</td>
<td>69</td>
<td>31</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Finish the tasks on time</td>
<td>46</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Do the tasks to improve</td>
<td>77</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Speak Indonesian in the classroom</td>
<td>54</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Practise after the class</td>
<td>54</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Arrive on time</td>
<td>54</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Come to the class</td>
<td>77</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Explanation: 1=Never; 2=Rarely; 3=Often; 4=Very often; 5=Always.

From Table 2, the data shows that the attitudes of IPB students towards BIPA were positive. Most stated that they learned Indonesian with all their heart.

Fifteen percent of respondents said that they always read the module that had been prepared by IPB, while 69% said that they often read it, and only 8% said that they rarely read it.

Thirty-one percent of respondents said that they always asked when they did not understand the subjects. This was supported by 69% who said they often asked.

BIPA students in IPB had a high responsibility and they always finished their tasks well. When they were asked whether they always finished their tasks on time, 46% of respondents answered always and 46% answered often. However, there was 8% of respondents who did
not answer. As many as 77% of BIPA students who were also respondents in this research said that they always did the tasks to improve their ability in Indonesian. Moreover, 23% of respondents said that they often did the tasks.

In this BIPA learning and teaching, 54% of respondents said that they always used Indonesian and 46% of respondents said they often used Indonesian in the classroom.

Outside the classroom, 54% of respondents said that they often practised speaking and writing, while 54% of respondents said that they always came on time and 46% of respondents said that they often came on time. Therefore, 77% of respondents answered that they always came when they learnt Indonesian and 23% of respondents said that they often came.

The expectations of BIPA students at IPB was based on Vroom’s concept. According to Vroom, motivation is the result of interaction among three factors: how large is the desire of a person to get a reward; the deed or effort that always produces something; and estimation that achievement will produce acquisition (Jamaris, 2010).

Table 3. Students’ expectations attending BIPA class (%)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>Write paper/ thesis in Indonesian.</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Do the tasks, understand the teacher’s explanation, and answer the quizzes, mid/final tests.</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>Read Indonesian books.</td>
<td>62</td>
</tr>
<tr>
<td>4</td>
<td>Teach Indonesian after graduate.</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Research with Indonesian researchers.</td>
<td>62</td>
</tr>
</tbody>
</table>

Explanation: 1=strongly disagree; 2=disagree; 3=doubt; 4=agree; 5=strongly agree

From Table 3, it is shown that expectations of BIPA students at IPB is very high. They expected that after attending BIPA classes, they could write a paper in Indonesian. Their expectation was that they wanted to be able to do the tasks, understand the explanation of the teacher, answer a quiz, and mid and final tests in Indonesian.

Most respondents answered that they expected to be able to teach Indonesian after they graduated from IPB. They said that they could either work as an employee with the educational background that they have, or teach Indonesian to the people in their own country. However, 15% of respondents doubted they would be able to do this. Most also hoped that they could work with Indonesian researchers.

In the table below are the supporting factors that indicate BIPA students at IPB have a high motivation to learn Indonesian. They have positive attitudes and high expectation when attending BIPA lessons. The following external factors contributed to student motivation.
Table 4. External factors in BIPA learning and teaching (%)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>Facilities and infrastructure</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td>Learning time</td>
<td>46</td>
</tr>
<tr>
<td>3</td>
<td>Lecturer</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>Teaching method</td>
<td>38</td>
</tr>
</tbody>
</table>

Explanation: 1=strongly disagree; 2=agree; 3=doubt; 4=agree; 5=strongly agree.

From Table 4, it can be seen that eighty-five percent of respondents said that the facilities and infrastructures were very adequate or adequate. However, 15% of respondents did not think the facilities and infrastructure provided for learning and teaching was not supported by multimedia.

All respondents said that the time allocated for learning and teaching Indonesian was suitable or really suitable.

Over 90% of respondents agreed that the lecturers teaching BIPA at IPB really supported the students patiently and kindly.

The respondents really agreed that the activity of BIPA learning at IPB was supported by good performance from the lecturers because they used interesting methods that could attract students’ interest. Learning and teaching used in BIPA at IPB emphasised communicative learning and teaching methods, and over 90% of respondents thought that this was appropriate.

**Conclusion**

BIPA students at IPB have a high motivation to learn Indonesian. They have both external and internal motivation. They want to be able to speak, write, and understand Indonesian texts. They agreed that they wanted to be able to teach Indonesian in their country after they graduated from IPB. Positive attitudes were shown by BIPA students at IPB. BIPA students have a high motivation to attend the BIPA lessons because of the adequate facilities and infrastructures. Moreover, the activity of BIPA learning and teaching was supported by good performances by the lecturers. They used interesting methods that can attract students’ interest to learn Indonesian.

**References**


**Appendix**

**Understanding the motivations, attitudes, and expectations of foreign speakers learning Indonesian**

**Sex**
1. Male
2. Female

**Age**
1. 17-20
2. 21-25
3. 26-30
4. 31-35

**Entry Year to IPB**
1. 2012
2. 2013
3. 2014

**Department**

**Faculty**

**Country of origin**

**Direction:** Put cross (X) within the column whether you: Strongly agree; Agree; Doubt; Disagree; Strongly disagree.

**Questionnaire A. Students’ motivation in learning Indonesian**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SA</td>
</tr>
<tr>
<td><strong>Internal motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I want to be able to speak Indonesian.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I want to be able to write Indonesian.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I want to be able to understand Indonesian passage.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I want to know about Indonesian culture.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I want to have many Indonesian friends.</td>
<td></td>
</tr>
<tr>
<td><strong>External motivation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Adequate facilities and infrastructure.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Suitable learning time.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Kind and patient lecturer.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Interesting teaching method.</td>
<td></td>
</tr>
</tbody>
</table>

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**Questionnaire B. The attitudes of foreign students towards Indonesian teaching and learning**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Always</td>
</tr>
<tr>
<td>1</td>
<td>I learn Indonesian seriously.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I read the modul of BIPA.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I often ask questions during the process of teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am always serious during the process of teaching and learning.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I finish the tasks given by the lecturer on time.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I do the tasks to improve my Indonesian.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I try to use Indonesian in the classroom.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I practise to speak and write Indonesian after the class.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I always arrive at the class on time.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I always come to my Indonesian class.</td>
<td></td>
</tr>
</tbody>
</table>

**Questionnaire C. The expectations of foreign students towards Indonesian learning**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly agree</td>
</tr>
<tr>
<td>1</td>
<td>I hope I can write paper/ thesis in Indonesian.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I hope I can do the tasks, understand the teacher’s explanation, and answer the quizzes, mid/final tests of Indonesian.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I hope I can read Indonesian books.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I hope I can teach Indonesian in my country after I graduate.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I hope I can do some research with Indonesian researchers.</td>
<td></td>
</tr>
</tbody>
</table>
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*Cover:* Photo taken at Nakhon Pathom Rajabhat University, Thailand, DEPISA meeting, June, 2015.
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Enhancing English Teachers' Ability to Conduct Classroom Action Research

Ifan Iskandar
ifan ripan bangka@yahoo.com
Ratna Dewanti
rdewanti@yahoo.com

English Department
State University of Jakarta, Indonesia

Abstract

Teachers are encouraged to develop their research skills to solve English learning problems. However, for most teachers research is an esoteric realm which tends to be avoided due to its complexity, rigor, and the amount of time required.

This study aimed to identify problems encountered by teachers in designing classroom action research in a multi-site classroom action research and co-researching project. The extent to which multi-site research and co-researching assisted in addressing some of the issues of English learning, and led to the improvement of teachers' ability to conduct classroom action research, was also investigated.

The findings show that the problems encountered by teachers in designing classroom action research include: identifying researchable problems; formulating a title and the problem; and designing the plan to implement the intervention.

The problems of English learning potentially solved by multi-site classroom action research and co-researching using teachers as researchers, were listening and writing. The study improved teachers' abilities to conduct classroom action research in the sense that they managed to design and implement a piece of empirical research.

Introduction

Classroom Action Research (CAR) is a compulsory course in Teacher Professional Training and Education (PLPG) at the State University of Jakarta since 2008. It was introduced to enhance the quality of teacher competence and as a requirement for the award of a professional teacher license.

The teachers in PLPG were incompetent to conduct CAR due to the following: an inability to understand the nature of English language teaching (ELT) problems feasible to be researched; difficulty reasoning through the problem, literature review, research methodology, results, and conclusion; and a failure to comprehend the methodological aspects and elements when designing CAR because of research complexity, rigor, and the amount of time required (Iskandar, 2012).

These observations confirm the investigation on the constraints of action research by McKerrow (Burns, 1999, p. 46) in the USA, UK, and Ireland in 1993. These constraints should be addressed with practice (more than a one-day course in PLPG), and action in which
the teachers are involved from scratch in identifying real problems feasible to be studied in CAR, and the writing of the research report. Co-researching and multi-site research are assumed to be effective ways to cope with the hurdles.

Research question and methodology

The research question is: ‘How does using co-researching and multi-site research methodology with English learning problems enhance teachers’ ability to conduct classroom action research (CAR)?’

The study seeks to find the problems encountered by teachers in designing CAR to solve English learning problems, and the extent to which co-researching and multi-site research assist in this process. Discussions were held with twelve junior high school teachers and English Department lecturers using CAR proposals and reports as data sources. Participant observation, focus group discussion (FGD), observation, and document study were used to collect the required data. The study was conducted from May to October 2013 in Jakarta.

Co-researching on multi-sites was used to improve teachers’ ability to conduct classroom research in English learning in twelve junior high schools: four schools in Rawamangun, East Jakarta; four schools in Tanjung Priok, North Jakarta; and four schools in Rawasari, Central Jakarta. Each location experienced three similar issues:

- To what extent do tailor-made listening materials promote English listening proficiency?
- To what extent does improving students’ English pronunciation promote English listening proficiency?
- To what extent does activating schena promote English listening proficiency?

Co-researching

The co-researching comprises co-identifying, co-formulating, co-designing, co-reflecting, and co-redesigning as illustrated below.
Co-researching

- Co-identifying
  - Listing English learning problems
  - Listing possible causes of the identified problems
  - Separating researchable causes from unresearchable ones
  - Selecting the main causes to be addressed

- Co-formulating
  - Stating the title, problem, and purpose of the study

- Co-designing
  - Designing the plan to implement the treatment to solve the problem

- Co-reflecting
  - Thinking carefully or evaluating the success of the treatment

- Co-redesigning
  - Designing the revised plan for treatment when the previous plan is unsuccessfully implemented to solve the problem

Research ability and classroom action research

Quality research, according to the National Research Council of the United States as quoted by Shavelson and Towne (2002 in McMillan and Wergin, 2010, pp. 2-3), is characterised by:

- Significant questions.
- The relevance of research to theory.
- Relevant research methodology.
- A coherent chain of reasoning between research question, literature review, methodology, results, and conclusion.
- Replicability and generalisability.
- Scrutiny and critique through open dissemination.

Problems encountered by teachers designing classroom action research

Problems encountered by teachers in designing classroom action research to solve English learning problems include an inadequate capacity:

- To differentiate between problems of ELT in general or research problems in ELT.
- To differentiate between problems or root of problems in ELT.
- To identify the reasons to select a problem of CAR.
- To differentiate between the formulation of research problems in ELT in general or of research problems in CAR.
- To identify the relevant theory in the literature review.
- To identify data and data source based on the research problems.
• Capacity to predict relevant instruments to collect data.
• To predict possible answers or solutions to research problems.
• To predict possible conclusions based on research problems.
• To identify reasons to have a cyclic process in CAR.
• To identify reasons to move from one cycle to the next cycle in CAR.
• To identify differences between one cycle and other cycles.
• To identify reasons to end the cyclic process in CAR.
• To identify reasons to have collaborators in CAR.

In the beginning of the FGD, most participants do not know what a research problem is, how it differs from a problem in ELT, and how to formulate a research problem from symptoms, difficulties, or problems they encounter in the classrooms. Very few participants could transform the problems into a CAR research problem even though they had been exposed to the discussion of CAR, the proposal and the reports. It is possible that they are not able to identify feasible research problems due to their lack of exposure to research in general. Most do not recognise data, instruments, variable or focus, let alone methodological and technical aspects of CAR. There is, however, another factor that is probably pertinent to a person’s understanding of a problem’s appropriateness to be researched and is complained about by all instructors, low proficiency in English.

Issues in English learning can be potentially solved through co-researching and multi-site classroom action research

The issues are grouped on the basis of four language skills.

In Listening, the problems include:
• discriminating sounds
• distinguishing word stress and intonation
• understanding the meaning of a word
• understanding the meaning of a sentence
• distinguishing boundaries between words
• identifying names of person/country/language
• recognising word classes (nouns, verbs, etc.)
• understanding the grammar: tense, pluralisation, elliptical forms
• distinguishing literal and implied meanings
• recognising main topics
• getting the main idea
• getting supporting details
• inferring meaning
• deducing causes and effects

In Speaking, the problems include:
• pronouncing words including reduced forms of words/contraction
• using word stress and sentence intonation
• using word classes (nouns, verbs, etc.)
• using tense, agreement, plural forms, numbers
• using strategic devices-pauses, fillers, self-corrections
• backtracking to enhance the clarity of the message
• speaking fluently

In Reading, the problems constitute:
• understanding word meaning in context (including idiomatic meaning)
• distinguishing literal and implied meanings
• identifying subjects and verbs in sentences
• getting the meaning of a sentence
• getting the main idea
• understanding generic structure of texts
• inferring

In Writing, the problems range from:
• using grammatical sentences (tense, agreement, pluralisation), word class, word order
• using punctuation
• using cohesive devices
• achieving unity and coherency
• developing ideas, to
• writing a good paragraph

Out of the four groups of issues identified, Listening seems to be the one with potential to be solved through co-researching and multi-site classroom action research by teachers as researchers.

The problem of low proficiency of Listening may occur because of:
1. Inaccessible input, gaps between listening materials and students' listening proficiency.
2. Deficiencies in phonology, inaccurate pronunciation of intelligible English.
3. Lack of knowledge of issues to be listened for.
Multi-site research issues in English learning

- Co-identifying: low proficiency of listening
  - Cause 1: inaccessible input; gap between listening materials and students' listening proficiency.
  - Cause 2: deficiencies in phonology; inaccurate pronunciation of intelligible English
  - Cause 3: unformedness of texts to be listened for.

- Co-formulating
  - using tailor-made listening materials to promote listening proficiency (title, problem, purpose)
  - improving students' pronunciation to promote listening proficiency (title, problem, purpose)
  - activating schemata to promote listening proficiency (title, problem, purpose)

- Co-designing
  - underlying principle: possible input
  - underlying principle: bottom up processing
  - underlying principle: top down processing

- Co-reflecting
  - how tailor-made listening materials are developed to promote listening proficiency?
  - how students' pronunciation is developed to promote listening proficiency?
  - how activating schemata is developed to promote listening proficiency?

- Co-redesigning
  - a group of 4 researchers at 4 different sites/schools
  - a group of 4 researchers at 4 different sites/schools
  - a group of 4 researchers at 4 different sites/schools

Plan 2 of cycle 2

Plan 2 of cycle 2

Plan 2 of cycle 2
Conclusion

The study generated the following findings.

First, the problems encountered by teachers in designing classroom action research to solve English learning problems are inadequate research experience, and lack of skills ranging from identifying feasible research problems to technicalities in conducting CAR.

Second, the problems of English learning potentially solved through co-researching and multi-site classroom action research using teachers as researchers, are identifiable as the four skills of listening, speaking, reading, and writing. However, it is indicated that listening is considered the most intricate and problematic one.

It can be concluded that co-researching and multi-site research can improve a teacher’s ability to conduct classroom action research in English learning. The teachers design and carry out classroom action research together with their colleagues to cope with real problems they encounter in their classrooms.

References


The 8th DEPISA International Conference 2014
Developing Educational Professionals in Southeast Asia

Collaborative Research-Based Learning and Teaching to Foster Teacher Professional Development

9 – 10 December 2014
Universitas Negeri Jakarta, Indonesia

This is to certify that

Muchlas Suseno

has attended the 8th DEPISA International Conference 2014 Developing Educational Professionals in Southeast Asia hosted by State University of Jakarta.

as

Presenter

Universitas Negeri Jakarta

Prof. Dr. Lesley Harbon
Co-convenor of DEPISA

Prof. Dr. Djaili
Rector
Enhancing Learning Effectiveness through the Promotion of Student Satisfaction towards Learning Facilities

Muchlas Suseno  
*Department of English Education*  
*Universitas Negeri Jakarta, Indonesia*  
*email: muchlas-suseno@unj.ac.id*

**Abstract**

This research was conducted to determine the correlation between student satisfaction and learning facilities for learning achievement. The correlation between the two variables is useful to see how learning facilities might be used as a tool to measure learning effectiveness. For that purpose, an instrument measuring students’ satisfaction towards learning facilities has been developed and validated ($r = 0.60$).

The research reveals that student satisfaction towards learning facilities and learning achievement are significantly correlated ($r_{\text{obs}} 0.585 > r_{\text{tab}} 0.333$). In addition, students who are satisfied with the learning facilities get high scores of grade point average (GPA) ($t_{\text{obs}} 4.147 > t_{\text{tab}} 1.697$).

**Introduction**

In any educational institution good learning facilities appear to be an important pre-condition as far as student satisfaction is concerned. Decaying environmental conditions such as peeling paint, crumbling plaster, non-functioning toilets, poor lighting, and inadequate ventilation, can affect learning as well as the health and the morale of staff and students. Such conditions, in turn, might affect students’ achievement (O’Sullivan, 2006).

There is little research dealing solely with the relationship between school facilities and student satisfaction in learning. Some however, have investigated school facilities focusing on building conditions in relation to other intermediate factors, such as a student’s attendance, health, or behaviour, and related them with learning achievement (Cash, 1993; Chan, 1980 & 1996; Earthman, Cash & Berkum, 1995). Recent research data are showing that physical facilities are fundamentally important to both a student’s attendance and achievement (Schneider, 2002). In addition, other aspects of college life such as an adequate number of staff and funds remain important to students.

Uka (2014) writes that satisfaction with physical facilities is important to note as far as learning achievement is concerned. Duran–Narucki (2008) reported that students studying in schools with poor facilities attended less days on average, and had lower scores on standardised tests in English language arts and mathematics. Similarly, Earthman (2002) claimed that students who received instruction in buildings with good environmental conditions achieve test scores up to 17% higher than scores for students in substandard buildings. In addition, Boese and Shaw (2005) who investigated school facilities and suspension due to students’ health and attendance, reported that schools with better building conditions have up to a 14% lower student suspension rate.
With regard to the discussion above, some generic questions raised are:

1. What is meant by learning facilities?
2. What is satisfaction?
3. What is the mechanism that explains how learning facilities and satisfaction relate to achievement?

Learning facilities

‘Learning facilities’ refers to tools that can be used to perform, develop and or achieve learning goals (Arum, 2006). Similarly, Arikunto (1987) defined learning facilities as facilities needed and used during the teaching-learning process, so that the learning goals can be achieved in an orderly, smooth, effective and efficient kind of way. In line with these two definitions, there is a formal consensus commonly practised by secondary schools in Indonesia to define learning facilities. This is a legal requirement published in documents by the Directorate-General of Secondary Schools. In this regard, learning facility in general is defined as all facilities that support the whole teaching-learning process in order to achieve the learning goals as stated in the curriculum. This definition seems to limit the meaning of learning facilities to supporting tools in the process of learning to achieve learning goals.

Schlossberg (1989) stated that five criteria must be fulfilled as far as learning facilities and student satisfaction are concerned. These are:

1. Learning-orientedness
2. Learner-centeredness
3. Flexibility
4. Collaboration
5. Community-building

Learner centeredness focuses on student needs, preferences and work patterns. Flexibility means being responsive to the changing needs learners have for resources and support. Collaboration deals with the integration of different learning support areas in the college. Community-building relates to a hub or center for physical and virtual interaction for staff and students.

Based on the above criteria, learning facilities in this context is defined as tools or facilities that can be accessed by both students and teachers to support the learning process in such a way so as to ensure that learning goals can be achieved.

Satisfaction

To define student satisfaction in learning, it is possible to refer to a definition of consumer satisfaction in the field of marketing management. Satisfaction in this context can be defined as circumstances felt by a person who has experienced a performance that has fulfilled his/her expectations (Kotler & Clarke, 1987). It might be conceptualised as either an emotional or cognitive response (Giese & Cote, 2002). In addition, Loundon (1988) more specifically explains that satisfaction as a kind of stepping away from an experience of one or some similar performance and evaluating it. This definition explains that satisfaction is a holistic process that involves feelings, needs, and expectations related to experiences.

How are the three factors, satisfaction, learning facilities, and learning achievement related to each other?
A research finding on job satisfaction and motivation noted that motivation and satisfaction play similar important roles as the driver of the whole process of learning. Motivation increases with the increase of learning satisfaction. This is to say that motivation and satisfaction are positively correlated (Singh & Tisari, 2011).

Based on the above discussion, a specification for learning facilities that might create student satisfaction could be made as presented in Table 1 below:

### Table 1. Specification of student satisfaction towards learning facilities and indicators

<table>
<thead>
<tr>
<th>No.</th>
<th>Component</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tangibility</td>
<td>Physical notion of the facilities been good; infrastructure is available.</td>
</tr>
<tr>
<td>2</td>
<td>Utility</td>
<td>Useful to fulfill student’s need; effective to produce best outcomes.</td>
</tr>
<tr>
<td>3</td>
<td>Accessibility</td>
<td>Accessible for every student; location is reachable.</td>
</tr>
<tr>
<td>4</td>
<td>Flexibility</td>
<td>Responsive to the changing needs.</td>
</tr>
<tr>
<td>5</td>
<td>Safety</td>
<td>Equipment is safe and secured.</td>
</tr>
<tr>
<td>6</td>
<td>Comfort</td>
<td>The structure, and the conditions are comfortable.</td>
</tr>
<tr>
<td>7</td>
<td>Learning orientedness</td>
<td>Focuses on student needs, preferences, and work patterns.</td>
</tr>
<tr>
<td>8</td>
<td>Learner centeredness</td>
<td>Focuses on student needs, preferences and work patterns.</td>
</tr>
</tbody>
</table>

### Methodology

Using the above components, a questionnaire of student satisfaction towards learning facilities was developed using the Likert Scale. Included were five options for respondents to choose from, ranging from, Strongly Agree down to Strongly Disagree. Initially there were 39 items but after theoretical validation through a panel discussion six of them were deleted. The 33 item questionnaire was then empirically validated using Factor Analysis methods. The study confirms that the attributes are all valid.

In the validation two factors were extracted based on the exploratory method of Principle Component Analysis (PCA) with cumulative percentage 84%. This means that 84% of total variance was generated from the two extracted factors.

The internal consistency of reliability was assessed using Cronbach's Alpha formula and it obtained an index of reliability of 0.60, which means the factors are significantly reliable. Therefore, the components of the two extracted factors can be used as the core components of the questionnaire to measure the degree of student satisfaction with learning facilities.

The questionnaires were distributed to 40 students randomly chosen from five classes in the Department of English and Literature at Universitas Negeri Jakarta.

To determine the correlation between student satisfaction with learning facilities and learning achievement a Pearson Product Moment formula was used. In addition, to find out the
difference in learning achievement between students with high satisfaction towards learning facilities and those with low satisfaction, a t-test was used.

Results and discussion

This research confirms that the null hypothesis could be rejected ($r_{\text{obs}} 0.585 > r_{\text{tab}} 0.333$). It means that there is a positive correlation between student satisfaction with learning facilities and learning achievement. In addition, students who are highly satisfied with the learning facilities in the English Department of Universitas Negeri Jakarta show higher achievement than those with low satisfaction ($t_{\text{obs}} 4.147 > t_{\text{tab}} 1.697$).

The results suggest that student satisfaction is very powerful in raising students’ motivation to learn and therefore plays an important role in learning achievement.

In this research eight characteristics (Table 1.) associated with learning facilities were commented on by students. It should be noted that it is not necessary for facilities in an education institution to be modern, high tech, or of a high quality for student achievement or satisfaction to occur.

The characteristics of satisfaction may vary, but satisfaction with learning facilities (as well as academic life and institutional services) is of prime importance to students. This is the reason why learning facilities were chosen for this particular research.

References


Annual Meeting of the Council of Educational Facility Planners, International, Dallas, Texas.


Appendix

Please put a cross (X) in the column in response to each statement below based on your personal impression. The description of acronyms is listed in the legend below.

Legend

<table>
<thead>
<tr>
<th>SDA</th>
<th>DA</th>
<th>DB</th>
<th>AA</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Doubtful</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Your response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It is comfortable for me to study in the classrooms available in English Department (ED)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Rooms in ED are built in a proper location to reach</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Physically learning facilities in ED appear to be modern and up to date</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Physically learning facilities in ED create learning atmosphere</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It is easy to reach the locations of learning facilities available in ED</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The classrooms in ED are old fashioned and out of date</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Learning facilities in classrooms are bad and cannot be utilized</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I feel secured to utilize learning facilities in ED</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Collection of books and other printed materials as well as learning media are sufficient and complete</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Collection of books and other printed materials as well as learning media are useful</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Collection of books and other printed materials as well as learning media are up to date in line with learning development</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I can use the learning facilities in ED any time in line with my learning schedule</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The classrooms in ED are dirty</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The atmosphere and the supporting infrastructure of learning facilities are secured</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The media and apparatus in the learning facilities are in a good condition</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Rooms are inadequate to support learning process</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I feel uncomfortable to study in the rooms available in ED</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Infrastructure and apparatus in the laboratories are not secured for students</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The apparatus in the laboratories are in bad condition therefore cannot be used</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The learning facilities in ED are beneficial and useful</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>The apparatus in the laboratories are old and out of date, therefore, cannot be used.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The temperature in rooms is not suitable to study</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The paint of the rooms is blur and bad</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The rooms in ED are noisy, therefore it is not comfortable</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>The cables and sockets that support the electrical devices in the laboratories are dangerous for students</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>The utilization of learning facilities in ED are specifically arranged to satisfy ED students</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Learning facilities in ED are continuously updated to respond to the advancement of modern technologies</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Learning facilities in ED give significant contribution for me to finish my tasks in learning</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Learning facilities in ED are specifically designed to fulfil student needs in learning</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Special requirements are needed to utilize learning facilities in ED</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>I do not see significant advancement of devices in the laboratories</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I do not see significant cares contributed by ED management to satisfy student needs in learning</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Learning facilities in ED significantly support learning process</td>
<td></td>
</tr>
</tbody>
</table>