

## CHAPTER II

### LITERATURE REVIEW

This chapter will discuss about the background information of the research question such as English for university EFL students, principles of ELT for adults (university students), teaching and learning activities, academic reading skills for higher education students, program evaluation, MKU BING in UNJ context and previous studies.

#### 2.1 English for University EFL Students

##### 2.1.1 English in Academic Settings (Global and Indonesian Context)

Many scholars assert the significant role of English in supporting students to survive in their academic life. Johnson (2009:1) provides one reason about this as “...by the 21<sup>st</sup>-century, English had become the main world language of literature, periodical publications, science, advertising, pop music, cinema, and technology.” Furthermore, Tarone (2005:1) and Laborda (2011:103) identify that Asian higher education students learn English primarily for “*academic and professional purposes.*” In Indonesia, HE students need sound English proficiency to survive in their study and profession as well as social lives. It is proven by *Program Pascasarjana Universitas Gadjah Mada* (in

<http://pasca.ugm.ac.id/v2.1/program/S2>) and *Institut Pertanian Bogor* (in <http://pasca.ipb.ac.id/>) that declare the minimum score of TOEFL to study in the magister program is 450. The Ministry of National Education (in <http://www.lowongancpns.org/>) also requires the new employees to get, at least, 450 score in TOEFL.

Understanding the importance of English for Indonesian HE students, the government sets a policy to include English language development as a compulsory subject under the *MPK* component of Indonesian HE curriculum (MoNE, 2000) *No. 232/U/2000* about Curriculum and Learning Outcomes Assessment. *MPK* aims at facilitating students to be competitive Indonesian intellectuals (MoNE, 2000:2).

### 2.1.2 Higher Education Students' Learning Needs

SmartBean (2009:2) and Rotherham and Willingham (2009:16) come in agreement that current global development led by rapid advances in ICT has incurred a demand for people to have sound mastery of *21<sup>st</sup>-century skills* to help them survive in life. The skills cover the following (SmartBean, 2009:3):

- *Information and communication skills which include media literacy, information literacy and ICT literacy.*
- *Thinking and problem-solving skills which include critical thinking and systems thinking, problem identification, formulation and solution, creativity and intellectual curiosity.*
- *Interpersonal and self-directional skills which include:*
  - *Flexibility and Adaptability*
  - *Initiative and Self-Direction*
  - *Social and Cross-Cultural Skills*
  - *Productivity and Accountability*

- *Leadership and Responsibility*

As for the learning contents, SmartBean (2009:3) and Rotherham and Willingham (2009:16) suggest to focus on building or developing “global awareness, financial, economic and business literacy, civic literacy, and health Literacy” in students.

## **2.2 Principles of ELT for Adults (University Students)**

Teaching adults is different from teaching children. Brown (2001:90) asserts that adults have greater intellectual abilities that can succeed them in various classroom activities. Therefore, he identifies five variables in teaching language for adults.

First, adults learn best when the material and activities are authentic and meaningful (Brown, 2001:91). Lieb (as cited in Jager-Vanderwal Deb, 2004), Brundage and Macheracher (1980, in Nunan, 1999:15), Weinsten (as cited in Celce-Murcia, 2001:176), Harmer (2002:40) and Florez & Terrill (in Jager-Vanderwal, 2004:10) agree that the material and activities must be relevant to their experiences, personal and academic needs. The teacher can associate their past experience to promote this principle.

Second, adults can spend longer time in materials that may not naturally interesting to them. To avoid boredom, Lieb (in Jager-Vanderwal, 2004:8) suggests involving learners in planning and selecting topics, language, and materials while Brown (2001:91) suggests involving students’ multiple senses. The teacher can use varied media in teaching, such as audio, visual, and audio-visual media.

Third, adults tend to do activities requiring various intelligences. Therefore, Rodgers, Richards, and Theodore (2001:167) suggest the teachers to facilitate the exchange of information between every learner in the classroom, and between the learners and the different kinds of activities and texts. Teachers should be aware of the skills brought to the class and which ones they think should be worked on (Brod; Shank & Terrill; Florez & Terrill, in Jager-Vanderwal, 2004:9).

Fourth, emotional factors affect adults' learning (Brown, 2001:91). Vincent (in Davies, 2006:4) suggests giving "...topics and tasks that will engage learners physically, emotionally, socially and intellectually in learning the new language."

Fifth, adults are able to absorb language from context and usage in different ways as the real function and meaning of the language as long as the authenticity and meaningfulness are taken for granted. Lieb (in Jager-Vanderwal, 2004:8) suggests making the learning "relevant to the topic being studied."

To promote effective and meaningful teaching-learning, approaches must be considered (Holt, 1995, in Jager-Vanderwal, 2004:15). NCLE (in Jager-Vanderwal, 2004:15) suggests that the approaches should be relevant to learners' needs and interests, and builds on the language input they experience. Teachers may combine various approaches to provide the learners' needs because there is no single approach that suits every learner in every situation (Jager-Vanderwal, 2004:15).

One of the approaches that engages students' real life and aims at developing communicative competence is Task-Based Language Teaching (TBLT). It is a development of Communicative Language Teaching (CLT) since it draws on several principles of CLT TBLT integrates the principles of language skills “in relation to the development of the student's communicative competence for real-world tasks” (Brown, 1994 as cited in Jager-Vanderwal, 2004:42). It is obvious that task is the core of TBLT. Richards and Rodgers (2001:223-224) define task as a goal-oriented activity which engages students in their learning process. By implementing TBLT, adult learners are expected to be autonomous learners who use their experiences as worth resources in collaborative language learning.

### **2.3 Teaching and Learning Activities (TLAs)**

Brown, (2000:165) defines TLAs as an interaction that covers “collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other”. Meanwhile, teaching activities are “the group of procedures that are carried out both inside and outside the classroom, destined to favour the learning of the students with respect to the objectives and guidelines defined in the curriculum and a determined institutional context” (Cano-Hurtado, et.al, <http://www.oecd.org/dataoecd/4/29/43977296.pdf>, p.3). Beetham (2004) defines learning activity as an interaction between learners and “an environment (optionally including content resources, tools and instruments, computer

systems and services, ‘real world’ events and objects)” to meet an intended learning outcome. In short, TLAs are an interaction between a teacher and learners in the learning situation that contain activities to meet the intended goals and objectives.

The purposes of TLAs are many. They include engaging “learner interest, participate on, and their very process of learning and focus this in the direction of some kind of applied learning, explicit knowledge, and effective outcomes” (Richards, 2005:69), facilitating the learners’ needs and meeting the expected standards of the subject taught (Mayes & Freitas, 2004:13; Zahorik, 1976:50)

In addition to promoting the purposes of TLAs, some elements of TLAs should be fulfilled. Mayes & Freitas (2004:33) suggest six elements of TLAs. They are “the purpose of an activity, the structure of an activity, the context of an activity, tools used in the activity, objects used in the activity, and roles for the participants in the activity”.

Furthermore, Black and William (1998, as cited in Lyons 2009:524) also propose five elements in TLAs. They are “(a) the setting of clear goals; (b) the design of appropriate learning and assessment tasks; (c) the communication of assessment criteria to teachers and learners; (d) the provision of high quality feedback (both oral and written); and (e) the conscious provision of opportunities for self- and peer-assessment.”

The context of TLAs covers who involves in TLAs and where it is conducted. The participants involve teachers and learners while TLAs can be carried out in the classroom and outside the classroom, such as at home and by

using electronic media (computers, videos, and the internet) ( Harmer, 2002:335; Richard , 2008:6).

#### **2.4 Academic Reading Skills for Higher Education Students**

Wallace (1993:4) defines reading as “interpreting means reacting to a written text as a piece of communication”. Nunan (2003:68) also defines reading as a “fluent process of readers combining information from a text and their own background knowledge to build meaning”. In short, reading is a process to get information from a text.

Harmer (2002:200) states two reasons for reading; they are instrumental and pleasurable. Instrumental reading is reading for certain purpose (Harmer, 2002:200). Pleasurable reading is reading for fun (Harmer, 2002:200), for example reading comics, novels, etc. In some cases, instrumental reading "may be done for fun as well as for some utilitarian purpose, for example reading psychology book which is the reader's field of study and interest" (Harmer, 2002:201).

Furthermore, Nuttal (1996, as cited in Berardo, 2006:61) asserts that the central ideas behind reading are the idea of meaning, the transfer of meaning from one mind to another, the transfer of a message from writer to reader, how we get meaning by reading and how the reader, the writer and the text all contribute to the process.

Harmer (2008:79) suggests “ACTIVE” for reading techniques. “ACTIVE” stands for “activate prior knowledge, cultivate vocabulary, teach for

comprehension, increase reading rate, verify reading strategies, and evaluate progress.” In addition, Harmer (2002:201-202) asserts some skills for reading a text, such as identifying the topic, predicting and guessing, reading for general understanding, reading for specific information, reading for detailed information, and interpreting the text.

The focus of this study includes types of reading texts, reading tasks and reading skills. Types of reading texts and reading activities are adopted from students’ questionnaire used in needs analysis of non-English-background students at the University of Auckland, New Zealand (Gravatt, Richards and Lewiss, 1997) while reading skills are developed by Nunan(1999) and those reading skills are applied by teachers in the ELTU (English Language Teaching Unit) at a Chinese university. This is relevant with the context of this study (reading for HE students). Each focus of this study is explained below.

The first one is types of reading texts. They are journal articles, newspaper articles, works of fiction, entire reference of text books, selected chapters of books, photocopied notes, workbook or laboratory instructions and computer-presented reading materials. These types of reading texts are relevant with Needs Analysis findings (Sulastini, 2011). It is stated that types of materials students expect to read are academic readings and non-academic readings from various sources.

The second one is reading activities. They are understanding the main points of texts, reading a text quickly in order to establish a general idea of the content (skimming), reading a text slowly and carefully in order to understand



the details of the text, looking through a text in order to locate specific information (scanning), guessing unknown words in a text, understanding text organization, understanding specialist vocabulary in a text, reading speed, reading in order to respond critically, understanding a writer's attitude and purpose, and general comprehension. These types of reading tasks are also relevant with Needs Analysis findings (Sulastini, 2011). It is stated that types of materials students find difficulties in understanding text organization (identifying general description text, comparison, time relationships as well as cause and effect) and guessing unknown words in a text.

The third one is reading skills. They include library skills, summarizing materials, analyzing written materials, knowledge of vocabulary, reading quickly, reading critically, reading for author's viewpoint and general reading comprehension. These types of reading skills are also relevant with Needs Analysis findings (*Laporan Kegiatan Analisis Kebutuhan Program Pembelajaran MKU BING*, 2006). It is stated that reading comprehension skills needed by students are understanding the main points and the details of the text quickly, understanding a writer's attitude and purpose, reading in order to respond critically, understanding specialist vocabulary in a text, understanding text organization.

## **2.5 Program Evaluation**

Metz (2007:1) defines a program evaluation as "a systematic method for collecting, analyzing, and using information to answer basic questions about a

program”. In other words, program evaluation is a systematic method of making judgment or collecting information about either the process or product of a program in order to either program development or program accountability (Brown 1989 as cited in Brown J.D. 1995: 218); (Richard, 2001:286); (Tunc, 2010:1).

In terms of the purposes of program evaluation, Weir and Roberts (1994, as cited in Richards, 2001:288) suggest two major purposes. They are *program accountability* and *program development*. The purpose of program accountability is to assess the successfulness of the intended goals and objectives at the end of the program while the purpose of program development is “to improve the quality of a program as it is being implemented” Weir and Roberts (1994, as cited in Richards, 2001:288)

Meanwhile, Richards (2001:288) suggests different purposes of evaluation. They are *formative*, *illuminative* and *summative* evaluation. Formative evaluation focuses on “ongoing development and improvement of the program” (p.288). Illuminative evaluation focuses on how the program is being carried out to get more understanding of the teaching learning process without changing the course policy (p.289). Summative evaluation occurs after the program ends to determine “the effectiveness of a program, its efficiency and to some extent with its acceptability” (p.292).

It may be inferred that the researcher uses illuminative evaluation because the result of the study is not aimed to change directly the policy of MKU BING

program but it is intended to give some considerations to the decision markers or the stakeholders to improve the program.

Basically, a program evaluation includes purpose or focus of evaluation, evaluator, evaluation design, stakeholder and audience, and reports. Each component is discussed below.

The focus of evaluation related to this study is classroom processes. It aims at providing “insights about the extent to which the program is being implemented appropriately.” (Sanders 1992; Weir and Roberts 1994 (as cited in Richards 2001:287)). The evaluator in this context of the study is the researcher herself as an external evaluator.

Suvedi & Morford (2003) state that evaluation design involves “specifying the data sources for each evaluation question; specifying the types of data, data collection approaches, and instruments needed; specifying the specific time periods for collecting the data; specifying how the data will be collected and by whom; and specifying the resources which will be required to carry out the evaluation”.

The stakeholders in the context of this study are students, teachers, curriculum developers, administrators and sponsors (Richard, 2001:295). Fleischman & Williams (1996:8) suggest that a report of a program evaluation should cover the goals of the evaluation; the procedures or methods used; the findings; and the implication of the findings, including recommendations for changes or improvements in the program.

Furthermore, it is important to set a procedure in conducting evaluation to avoid too narrow or too broad questions ( Aldrich, 2007). Fleischman & Williams (1996:11) suggest six steps of conducting a program evaluation. They are defining the purpose and scope of the evaluation, specifying the evaluation questions, developing the evaluation design and data collection plan, collecting the data, analyzing the data and preparing the report and using the evaluation for program improvement.

Richards (2001:299) offers different procedures used in conducting program evaluation, such as "tests, interviews, questionnaires, teachers' written evaluation, diaries and journals, teachers' records, student logs, case study, student evaluations, audio- or video-recording, and observation,"

There are two methods used in collecting and analyzing the data. They are quantitative and qualitative. Richards (2001:296) states that quantitative measurement "can be expressed numerically" and "can generally be analyzed statistically." Qualitative measurement, on the other hand, "cannot be expressed numerically and that depends more on subjective judgment and observation" Questionnaires, for example, are the source of quantitative data. Interviews, case study, and observation are some sources of qualitative data.

## **2.6 MKU Bahasa Inggris in UNJ Context**

MKU BING is a sub-component of Personality Development Course or *Matakuliah Pengembangan Kepribadian* (MPK) that aims at facilitating students to be competitive Indonesian intellectual (MoNE, 2000). MKU BING

is a two-credit compulsory course for undergraduate (S1 program) students in all universities in Indonesia. With reference to this decree, UNJ develops its own MKU BING.

MKU BING is intended to develop students reading skills with respect to their fields of study (BPA, 2008/2009:62). Obviously, students from different fields of study have different learning needs. This is what MKU BING must facilitate. In such position, MKU BING is expected to play important roles. First, it supports university purpose and mission; they are "being a world class university" and "building future leader" (RENSTRA 2006-2015). In order to achieve these purpose and mission, UNJ has to prepare its students to have mastery in English to compete in global world. Second, MKU BING UNJ facilitates students to achieve minimum standard of English proficiency by the end of S1 program, i.e. TOEFL score > 425 (BPA, 2008/2009:47). The discussion above leads us to the intended goals and objectives of MKU Bing UNJ.

*Unit Pelaksana Teknis Mata Kuliah Umum (UPT MKU)* is assigned to organize MKU BING. Unfortunately, no sufficient attention can be observed as there are no syllabus, document, and regulation related to the teaching and learning tools of MKU BING.

Faculty of Social Studies UNJ has set academic, professional, and social competency to be achieved by its students at the end of S1 program. First, the students are expected to be able to communicate (spoken and written) in global community. In terms of professional competency, there are two issues. First, the

students are expected to be academic and professional manpower with reference to their field of study. Second, they are expected to be prospective social studies teachers.

## **2.7 Previous Studies**

Some studies related to “reading” teaching and learning in higher education context were conducted by some researchers. These studies are useful for other researchers conducting research in the same area. The following are five studies discussed under this section.

The first study is a Needs Analysis of UNJ Students (Sulastini, 2011). The study identifies UNJ students’ English needs. The result shows that 75% students want academic task and 50 % students want to have English skills to support their professional life.

The second study is “The Influence of Task-Based Reading Activities on EFL learners’ Attitude and Learning Outcomes from the Students’ Perspective” conducted by Aysegul Demir. The study finds out “How do students respond to task-based reading activities?” and “How well do students believe that they improve their reading skill when through tasks?”. The result reveals that the task based method in reading EFL class enabled FL learners to participate in reading tasks actively, and to be autonomous in the reading process and thus FL learners achieved what their reading class aimed.

The third study is “An Evaluation of the Teaching of Reading Skills of English in Bangladesh” conducted by Md. Hamidur Rahman. The purpose of

the study is to examine the present situation of teaching reading skills of English, the problems students encounter during reading an English text, the learners' proficiency level of reading skills, the reading syllabus and reading materials used at the intermediate level. The respondents are two teachers and ten students. The results show that students have problems in most of the sub-skills of reading and the approaches to teaching and learning reading skills are still backdated. The teachers suggest revisions to the reading components of the syllabus and students must be engaged in doing tasks on all the sub-skills of reading, and learning by doing should be encouraged in the classroom.

The fourth study is "A Study on the Reading Skills of EFL University Students" by Floris and Divina (2009). The study attempts to investigate kinds of reading skills that EFL University students have difficulty with. The respondents are ten students of batch 2003 studying at an English Department of a private university in Surabaya, Indonesia. The analysis shows that they find difficulties in recognizing text organization, paraphrasing, vocabulary skill and making inference from context.

The fifth study is "Effects on Reading Tasks on Chinese EFL Students' Reading Comprehension" by Lin Zhou (2008). The study investigates the effects of three reading tasks on eighty one Chinese university EFL students' reading comprehension. The three read kind tasks are reading with summary writing, reading with journal writing and reading with oral discussion. The findings reveal that text types had significantly different effects on reading

comprehension and the students perform better in expository than in narrative texts.

All studies discussed under this section suggest the advantages of finding out the responsiveness of an educational program. First, the studies are to find out how successfully the programs work and what the strengths and weaknesses of the programs are. Second, the result of the studies can be used as the basis for decision-making for further development and improvement.

## **2.8 Theoretical Framework**

Needs Analysis result (Sulastini, 2011) reveals several things. First, the students are in need of academic tasks and mastery of English skills to support their academic and professional life. Second, the students need two types of materials in their learning activities. They are fiction and non-fiction materials. Third, there are difficulties encountered by students, such as identifying text organization and lack of vocabulary. In other words, in the context of this study, MKU BING should facilitate FIS students' learning needs. Since MKU BING aims at developing students' reading skills with reference to their field of study (BPA, 2008), this study focuses only on "reading" teaching and learning activities (TLAs).

The instrument framework covers types of reading texts, reading activities and reading skills. Types of reading texts and reading tasks are based on findings from Needs Analysis (Sulastini, 2011) and Needs Analysis (Gravat,



Richards and Lewis, 1997). In terms of reading comprehension skills, *Laporan Kegiatan Analisis Kebutuhan Program Pembelajaran MKU BING* (2006) asserts some skills needed:

- Understanding the main ideas and supporting details
- Understanding a writer's attitude and purpose
- Understanding the main points of the text
- Reading critically
- Understanding vocabulary in a text
- Understanding text organization

Reading comprehension skills and difficulties encountered by students can be covered and solved by applying reading strategies in Nunan (1999). Those strategies are developed by teachers in the ELTU (English Language Teaching Unit) at a Chinese university. This is relevant with the context of this study (reading for HE students).

This study is a part of illuminative program evaluation because it "seeks to provide deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result" (Richards, 2001:289). One measurement to determine the responsiveness of a program evaluation is from students' perception. Based on Marsh (1987:257-259, as cited in Sulastini 1996:311), students' perception are valid and reliable because "background and demographic characteristics had very little effect on their perception".