EDUCATION STUDIES '18

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II. INTERNATIONAL CONFERENCE ON EDUCATION AND LEARNING

EDUCATION STUDIES '18

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CONTENTS

IN HARMONY AND IN CONFLICT: THE TEACHING OF ETHICS AND RELIGION IN MALTESE STATE SCHOOLS

JOSEPH GIORDMAINA, LUCIANNE ZAMMIT

Tradition holds that when St. Paul was shipwrecked on the island of Malta (Acts 28) 2000 years ago, the Maltese population was converted to Roman Catholicism. The Catholic Church and its ethos are well established in Maltese history and culture, as the Catholic way of life is deeply entrenched in the Maltese lifestyle and still holds a certain legal and political dominance. Although the constitution of Malta guarantees freedom of religion, it expressly states that "the religion of Malta is the Roman Catholic Apostolic Religion" (Chapter 1, 2.1). Furthermore, the Constitution specifies that 'Religious teaching of the Roman Catholic Apostolic Faith shall be provided in all State schools as part of compulsory education' (Chapter 1, 2.3). Following Malta's accession to the European Union, it has become more open to the outside world, particularly through tourism, an increase in foreign workers working on the island, and the proliferation of technology.   Thus, in the last decade, Malta has become an increasingly more liberal and multicultural state. One consequence of such a change is the resistance by some parents and their children to follow the mainstream Roman Catholic religious education classes in schools. As a solution, the state authorities have introduced an alternative secular subject to religion, entitled 'Ethics'. This paper discusses the nature of this subject, as one that is embedded in the tradition of western philosophy using the pedagogy of Philosophy for Children approach, a subject that promotes Western democratic values, particularly the right to express one's opinion on matters that are controversial in nature. The paper shows how Character Education, Values Education, and critical, creative and reflective thinking are embedded within this subject. It deliberates on the way 'Ethics' has been perceived as a threat to religious studies and a way to eliminate the teaching of other religions and world views, such as Islam and Buddhism, in state schools. The paper problemitises the approach that has been adopted, arguing that the 'choice' between Ethics and Religious Education 'others' those who take this new subject, particularly because such children are taken out of class in order to follow the lesson. This othering also affects the teachers who teach Ethics, because they are also considered as outsiders. This may appear as contradictory in a system that professes inclusion as one of its principles

MANAGEMENT OF STUDENT (MULTI CASE STUDY IN SD KYAI IBRAHIM (PRIVATE ELEMENTARY SCHOOL KYAI IBRAHIM) AND SD KEBONSARI 1 (STATE ELEMENTARY SCHOOL KEBONSARI 1)) SURABAYA, INDONESIA

SAHRI ARDALINA, KARWANTO

Sahri Ardalina[1], S.Pd, Master Student of Department Educational Management, State University of Surabaya, **Karwanto**[2]**,** M.Pd, Dr. State University of Surabaya.

Abstract

The purpose of this research is to determine the in-depth implementation of student's management in SD Kyai Ibrahim and SDN Kebonsari 1. This research used qualitative research method and the data were collected by using in-depth interview and observation on participation. The findings of this study: (a) The analysis of the students' needs in SD Kyai Ibrahim and SDN Kebonsari 1 was the same except in SDN Kebonsari 1 involving the education office in the process, (b) the activities of new admissions in these schools include: organizing committees, publication, and re-registration, (c) selection activities at SD Kyai Ibrahim are conducted by academic and psychological tests while in SDN Kebonsari 1 has been determined by education authorities, (d) placement or grouping of students in SD Kyai Ibrahim based on proportion, talent, and achievement. While the grouping in SDN Kebonsari 1 divided into excellent and regular classes, (e) new student orientation activity at SD Kyai Ibrahim is packed in Welcome Student and Parents (WPS) while in SDN Kebonsari 1 is only for students and held for three days, (f) individual, social and emotional development of students at SD Kyai Ibrahim and SDN Kebonsari 1 has been done with intra and extra curricular activities, (g) student organization activity in SD Kyai Ibrahim and SDN Kebonsari 1 are all extracurricular activities plus organization required is Pramuka *(Praja muda karana)*, (h) mutation occurs in these schools every year both internal and external mutations.

Keywords: Student's management, private elementary school, state elementary school.

Introduction

Law No. 20 in 2003 on the National Education System states that national education serves to develop the ability and improve the quality of life and human dignity of Indonesia in order to realize the national goals. Every citizen has the same right to education and the greatest opportunity to attend education in order to gain knowledge, ability, and skills. One indicator of the quality of education according to the Ministry of National Education in 2008 is the input component other than process and output. Pidarta (2007, p. 123) also stated that education input as one element of the quality of education is the prospective students.

Universitas Pendidikan Indonesia (2009, p. 203) explains that success in the implementation of educational institutions (schools) will depend heavily on the management of components that support the implementation of activities such as curriculum, students, financing, executive staff, and facilities. The component is a unity in efforts to achieve goals of educational institutions (schools). Furthermore, it is explained that the components of students of their existence are needed, especially the implementation of educational activities in schools, students are subjects as well as objects in the process of transformation of science and skills required, this is also in line with the results of research conducted by Dahil and Karabulut (2013) state that total quality management on teachers and students has a great contribution in forming of this education. Therefore, the existence of students does not only fulfill the needs but also must be part of the quality of the education institution (school). it takes quality student' management for educational institutions (schools) itself. So that students can grow and develop in accordance with the physical potential, intellectual intelligence, social, emotional, and psychological student.

Mulyasa (2003, p. 46) provides an understanding that student management is the arrangement of activities related to student affairs, starting to enter until the student comes out of a school. In this case, management does not just record student data, but there are efforts to assist the growth and development of student through the education process in the school concerned. The scope of Student Management (Universitas Pendidikan Indonesia, 2009, p. 206) includes: (1) analysis of student needs; (2) recruitment of students; (3) selection of students; (4) orientation (5) placement of students; (6) development of student (7) recording and reporting; (8) graduation and alumni.

Research Methods

This research is conducted by a qualitative method. According to Moleong (2010, P. 6), qualitative research is research that intends to understand about the phenomena experienced by research subjects such as behavior, perception, motivation, action, holistic, and by describing in the form of words and language, special nature and by utilizing various natural methods. This type of research is multi-case. The case in detail is the student management at SD Kyai Ibrahim and SDN Kebonsari 1, Surabaya. Both places of study have different backgrounds. The purpose of multi-case research is to understand the similarities and differences between cases studied. Yin (2012 p. 20) states that the purpose of multiple cases is to replicate the findings in the case for later drawn comparisons. Author use multi-case studies to find similarities and differences in student management that include: (1) the analysis of student needs; (2) recruitment of students; (3) selection of students; (4) student' orientation; (5) placement of students; (6) development of student (7) student' organization; (8) graduation and alumni.

Results

The results of student management research at SD Kyai Ibrahim and SDN Kebonsari 1 Surabaya are as follows. *First,* the planning of new students/needs analysis of students in SD Kyai Ibrahim is done by involving school personnel in planning the number of students to be accepted with consideration of available class capacity and the ratio of students and teachers, then continued by arranging student activities program. Meanwhile, in SDN Kebonsari 1 analyze the needs of schools involving the education office. Starting from analyzing the number of students who have graduated in the final examination school, the availability of classrooms, and the needs of surrounding communities. From the results of planning, analysis of school students can plan the number of students to be accepted.

Second, the acceptance of new students in SD Kyai Ibrahim begins with preparing the committee assigned by the principal, the things that are done in the acceptance of students: (1) make proposal of new student acceptance activity, (2) making the terms and procedure (4) informing new student admission activities to the community, (5) compiling and multiplying test questions, (6) implementing new admissions tests, (7) Correcting new admissions tests. The acceptance of students at SDN 1 Kebonsari is not much different, that is by arranging a committee consisting of the chairman of the committee, secretary, treasurer and member of the section, then making and posting the announcement of the acceptance of new student that will be done openly.

Third, the students' selection in SD Kyai Ibrahim conducted by academic and psychological tests. Meanwhile, the selection of students at SDN Kebonsari 1 is determined by the Education Department of Surabaya. *Fourth,* student orientation in Kyai Ibrahim Elementary School is packed in Welcome Student and Parents (WPS) activity, meaning that orientation is done not only to the students but also to the parents, the purpose is to create collaboration between schools and parents so that the school's goals can be achieved. This orientation is carried out in two stages. The first stage takes place two days before the start of the new school year along with the parent. While the second phase is held one week at the beginning of the new school year. From the results of this study, it is found that the orientation of students not only recognize the school but also students and parents feel involved in developing the school by knowing the shortcomings and advantages of schools and can achieve goals with the vision and mission of the school. Furthermore, from the interview result, it was found that the orientation of students in SDN Kebonsari 1 gradually over three days which aimed students not only know the school but also introduced to study outside school such as extracurricular activities.

Fifth, placement and grouping of new students in SD Kyai Ibrahim based on reading, writing, numeracy and readiness skills measured through psychological tests in collaboration with psychologist team from outside of school. In addition, the school also analyzes the proportional components, male and female students, kindergarten graduates, equality of reading, writing and numeracy, learning styles are also the basis for determining student placement and grouping. While the activities of the grouping of students in SDN Kebonsari 1 is done by dividing the class into the superior and regular class which is mapped from the result of student achievement.

Sixth, the development of elementary school students Kyai Ibrahim directed in extracurricular activities, including *Karate*, *Pagar Nusa*, Dance, Theater, Painting, *Samroh*, Handicraft, *Qiroah*, *Da'i cilik*, *Warcil*, *Pramuka*, and ICT. In addition, students who have a tendency in the Olympic field will have a special unit or teacher who will handle it. Then, counseling guidance activities in this school are the authority of deputy headmaster of students affairs, while if the implementation of activities related to the guidance has not progressed, the student representative communicates with the APSI (Association of School Psychologists Indonesia) on the cluster level. Furthermore, the guidance of

students in SDN Kebonsari 1 is not only done formally by intra-curricular and extracurricular activities but also conducted through informal activities such as the relationship between students, teachers, personal schools and the surrounding community.

Seventh, the students' organizations in SD Kyai Ibrahim and SDN Kebonsari 1 are all kinds of extracurricular activities mentioned previously and added *Pramuka* as a required organization. *Finally*, the mutation of students in SD Kyai Ibrahim is a mutation in and out of school, both have different requirements. Requirements of mutations in addition to the administration and recommendations also consider the quality of previous schools. This school can accept mutation students from public/private primary schools that have that have the same minimum school accreditation scores. For students who come from *Madrasah Ibtidaiyah* acceptable in this school as long as have accreditation value A. While in SDN 1 Kebonsari in conducting mutation of student have to fulfill requirement which has been determined by the education authority, considering school capacity of moving destination to avoid accumulation at certain classes or schools.

Based on the results of the research mentioned above can be made a matrix of research results as follows.

No	Research focus	Result in SD Kyai Ibrahim	Results in SDN Kebonsari	Final Research Results
1	Planning new student/student needs analysis	Planning the number of students received consideration of available class capacity and the ratio of student and teachers and then followed by preparing student activities program.	in the preparation of the school involve Education authority in analyzing the needs of schools, the number of students who passed the final exam, the availability of classrooms and conditions of community needs.	SD Kyai Ibrahim and SDN Kebonsari 1 have the same stages in preparing student' planning. But, different only in involving Dinas Pendidikan in the analysis of the student' need in SDN Kebonsari 1
2	Acceptance of new students	Beginning with the formation of committees assigned by principal the things that are done are: (1) make proposal of new student acceptance activity, (2) create new admission requirements and procedure, (3) arrange schedule and budget (4) informing new student acceptance	The acceptance of students at SDN 1 Kebonsari is not much different, that is by the formation of a committee consisting of the chairman of the committee, secretary, treasurer and member of the section, then the creation and installation of the announcement of	The process of receiving students in Kyai Ibrahim Elementary and Kebonsari State Element has the same stages.

No	Research focus	Result in SD Kyai Ibrahim	Results in SDN Kebonsari	Final Research Results
		activities to the community, (5) preparing and doubling new admissions test questions, (6) implement new admissions tests, (7) correct new admissions tests.	acceptance of new students to be conducted openly.	
3	Student' selection	Student' selection by academic and psychological tests	SDN Kebonsari 1 has been determined by the Education Authority.	Selection activities at SD Kyai Ibrahim are done by academic and psychological tests while SDN Kebonsari 1 has been determined by the Education Authority.
4	Student' orientation	Packaged in Welcome Student and Parents (WPS) activities, orientation is done not only to students but also to parents. The orientation is carried out in two stages, the first stage is done by two days before starting the new school year along with the parent orientation. While the second phase is held one week at the beginning of the new school year.	Student orientation does gradually over the course of three days where the purpose of the learner is not only to recognize the school but also to be introduced to study extracurricular activities.	Student Orientation in SD Kyai Ibrahim involves students and parents packed in Welcome Student and Parents (WPS), While SDN Kebonsari 1 involving new students only.
5	Placement and grouping of new students	Based on reading, writing, and numeracy skill, readiness to learn, proportional component between female and	The activity grouping of students in this school is done by dividing into the superior and regular class is mapped the	Students' placement and grouping in SD Kyai Ibrahim based on students' interest, psychology,

No	Research focus	Result in SD Kyai Ibrahim	Results in SDN Kebonsari	Final Research Results
		male students, the graduation of certain kindergarten, and learning style also become considering to determine student placement and grouping.	results of student achievement.	and achievement value. But, students' placement and grouping in SDN Kebonsari 1 provided into excellent and regular class.
6	Guidance and development of new students	The development of SD Kyai Ibrahim directed in extracurricular activities. In addition, students who have a tendency in the Olympic field will have a special unit or teacher who will handle it. Then, counseling guidance activities in this school are the authority of deputy headmaster of students affairs, while if the implementation has not progressed, the student representative communicates with the APSI.	Development of new students is done by extracurricular activities. Because This school is an inclusive school, counseling guidance function is done by a classroom teacher. It will be communicated with psychology from APSI at the district level if counseling is still not progressed well.	Developing of an individual, social and student emotional at SD Kyai Ibrahim and SDN Kebonsari 1 has done by intra-curricular and extracurricular activities.
No	Research focus	Result in SD Kyai Ibrahim	Results in SDN Kebonsari	Final Research Results
7	Student' organization	Students' organization is all kinds of extracurricular activities mentioned previously and added with Pramuka.	Students' organization is all kinds of extracurricular activities mentioned previously and added with Pramuka.	Students' organization is all kinds of extracurricular activities mentioned previously and added with Pramuka.
8	Mutations and graduation	Mutation of students consisting of in and out of school, both have	In the process of mutation, the student must fulfill the	Mutations in SD Kyai Ibrahim require not only administration

	different requirements. Requirements of mutations in addition to the administration and recommendations also consider the quality of previous schools. This school can accept mutation students from public/private primary schools that have minimum school accreditation scores. For students coming from *Madrasah Ibtidaiyah* acceptable in this school as long as have accreditation value A. Related to alumnus, SD Kyai Ibrahim do not have an official alumnus association organization from the school.	requirements specified by the education office considering the capacity of the school being the destination in order to avoid class buildup. Related to alumnus, SDN Kebonsari 1 does not have an official alumnus association organization from the school.	and recommendation but also consider the quality of previous schools. This school can accept mutation students from public/ private primary schools that have minimum school accreditation scores. Whereas, SDN Kebonsari 1, the student must fulfill the requirements specified by the education office considering the capacity of the school being the destination in order to avoid class buildup. Related to alumnus, SD Kyai Ibrahim and SDN 1 Kebonsari do not have an official alumnus association organization from the school.

Table 1. A matrix of research

Discussion

 Planning of new students/needs analysis of new students

The results showed that SD Kyai Ibrahim and SDN Kebonsari 1 have the same stages in preparing students' planning/needs analysis of students. But, SDN Kebonsari 1 involving Education Authority in planning new students. The needs analysis of the students planned is in accordance with Universitas Pendidikan Indonesia (2009, p.207) that analysis needs of Students include: (1) plan the number of students to be accepted with consideration of available class capacity/number of classes, as well as consideration of the ratios of students and teachers, (2) formulate student activities programs, consider school vision and mission, interests and talents of students, facilities and infrastructure, available budget and educational personnel.

Ravindran and Kalpana (2012) state that Institution quality factors captured using structured questionnaires across six dimensions ie, location, academics, infrastructure, image, cost and personnel and overall satisfaction. A significant difference was found between the perceptions of the students across four categories of institutions in all six dimensions of institution quality factors. All five factors except the cost of the overall satisfaction of students towards the institution.

According to the writer, these schools are already planning the students who will be accepted ideally considering the ratio of students and teachers in which theoretically students any class amounted to 25-30 students with the ratio of students and teachers 1:30. The composition of students in the classroom also will be influential into the performance of students in following the learning. This is revealed by Masci and Agasisti (2016) in his research on the influence of school size, principal characteristics and school management practices on educational performance: An efficiency analysis of Italian students attending middle schools. The findings in this study are especially for reading, the most influential variables relating to the composition of the student body. Furthermore, the composition of teachers also considers the experience and linearity of classroom teachers so that effective learning processes can be achieved as revealed by Canalesa and Maldonadoa (2018) that teacher contribution to students in mathematics and language is very significant. In addition, teaching experience has a significant nonlinear impact on test scores in math but not in reading.

Giambona (2018) state that students' achievement is one of the most used to measure the success of school systems. In the last twenty years, many studies have been addressed on the determinants of the students' achievement. They found that not only the students' achievement but also the features of the educational process as the school size, class size, and the student-teacher ratio. In addition, the two schools also plan to add values of schools are knowledge, skill, and awareness which require scientific purpose planning to change into a high-performing school. This is in accordance with strategic management by Amoli and Aghashahi (2016), which are strategic management in schools influencing on their planning, predicting changes, and managing. They also can take advantages of the existing threats, turn them into opportunities, and use all school resources to utilize opportunities through recognizing opportunities.

Acceptance of new students

Although there is a different sequence in the steps of acceptance of students in both schools, the ways have been in accordance with the views of the Universitas Pendidikan Indonesia (2009, p. 208) in recruitment students things that need to be done. First, the establishment of a committee consisting of the chairman, chief executive, secretary, treasurer, and member/section. Second, the creation and installation of the announcement of acceptance of new students to be conducted openly. According to the Author, the recruitment of students in both schools is running optimally because the stages in the process of admission of new students have been the appropriate steps.

Selection of new students

Based on the result of the research, it is found that new students in SD Kyai Ibrahim are done through academic and psychological test, whereas in SDN Kebonsari 1 has been determined by Dinas Pendidikan by prioritizing who should have received education in previous years or it can be said that his age should get primary school education. in realizing the law number 39 of 1999 that every child is entitled to get an education. *"Setiap anak berhak untuk memperoleh pendidikan dan pengajaran*

dalam rangka pengembangan pribadinya sesuai dengan minat, bakat dan tingkat kecerdasannya."
Further at SDN Kebonsari 1, if the student who enrolls more than the capacity (full capacity) then prioritize the participants who register first.

According to the writer, the ideal student' selection is to conduct tests or exams, look for talent or achievement, or by analyzing the national final examination scores (UAN). Universitas Pendidikan Indonesia states that the ways that can be done in the selection of new students: (1) open tests or examinations that cover psychology, physical, medical, academic or skills tests, (2) talents and abilities are usually based on achieved by prospective new students in sports or arts, (3) based on the value of STTB or UAN value (2009, p. 209). Furthermore, Anderson, Gong, Hong, and Zhang (2016) explain that in Beijing, China, a system of public exam high schools, which admit students solely by pre-existing achievement, on student college entrance exam scores.

Student' orientation

The results of the study of student orientation at SD Kyai Ibrahim involving students and parents packed with the name Welcome Student and Parents (WPS) and performed with two stages. SD Kebonsari 1 involve students only that lasted for three days. The orientation activities in these schools are also in line with the theory of Universitas Pendidikan Indonesia (2009, p. 210) that is the orientation of new students is the activity of the new student acceptance by introducing the situation and condition of the educational institution (school) where the students are educated. According to the author, students' orientation at these schools is optimal where the situation and conditions also concern the physical and social schools' environment. Physical schools' environments such as roads to schools, school grounds, sports venues, school buildings, equipment, and other facilities provided by the institution. While the social environment of the school includes principals, teachers, administration personnel, peers, older siblings, rules or discipline, school services for students as well as activities and student organizations in institutions (2009, p. 210). In addition, the purpose of involving parents in student orientation is to provide information about activities at school. the problem sometimes arises due to parents' lack of understanding about activities that exist in school, it is revealed by Devecia and Gunduz (2012) in his research that one of the problems defined that the Turkish parents' disinterest towards school.

Placement and grouping of new students

Classifying students in the classroom is very important in influencing student participation. The most important factors affecting the participation of students in the school are the place where they study and the level of the class (Zafer, 2015).

Jeager in grouping students that can be based on the following.

Integration function, a grouping of student participants based on similarities that exist in the students. This grouping is based on gender, age and so on. Grouping based on this function produces learning that is classical.

The function of differences, a grouping of students based on the differences that exist in individual students, such as interests, talents, abilities and so on. Grouping based on this function results in individual learning (Universitas Pendidikan Indonesia, 2009, p. 210).

The results of the study, a grouping of students in SD Kyai Ibrahim are based on the ability to read, write and count, the proportional component between male and female students, the dominance of certain kindergarten graduates, and the different learning styles. This is almost close to the theory above. Meanwhile, the grouping of students in SDN 1 Kebonsari based on superior and regular class by looking at student achievement. According to author related to the grouping of new students in SDN 1 Kebonsari less in line with the theory and not yet implemented maximally.

Development of new students

Educational institutions in the development of new students usually perform activities called curricular and extra-curricular activities. Curricular are all activities that have been determined in the curriculum that the implementation is done during the hours of study. While extracurricular activities are usually formed based on the talents and interests held by students. Examples of extra-curricular activities: OSIS (Student Intra-School Organization), ROHIS (Islamic Organization), Silat group, Basketball group, Scouting, Theater group, and others (Universitas Pendidikan Indonesia, 2009, p. 22).

School activities are places to explore students' soft skills. Hanum, Zulnaidi, Ahmad, and Alfitri (2017) studied the comparative study of the school environment for students' skills development in Malaysia and Indonesia, the result shows that students in Malaysia are more likely to have better skills as they have been positively supported by school and classroom activities. The data showed that classroom activities had a direct impact on the soft skills development among Indonesian students.

According to the author, this is already in line with the findings in the field that the development of students is done with curricular activities and extra-curricular activities. Thus, the implementation of guidance and development of students in both schools is ideal.

Student' organization

Based on the research results in the field that organizations in both schools are extracurricular mentioned above, and the organization required in both schools is Pramuka. Organization is a soft skill development of students as revealed by Rima, Syeda and Lubna (2017) that Soft skills including teamwork, communication, and traits such as emotional intelligence are among of the attributes of greatest importance in the current labor market and it is one of the requirements for human resources is being competent enough to meet the global needs. According to the author, the organization in these schools need to be improved because to achieve soft skill mentioned above should be a serious effort so that the achievement of the goal in improving soft skills can be achieved by applying organizational activities.

Mutation and graduation

Prihatin (2011, p. 142) Mutations and dropouts sometimes bring problems in educational institutions, these should be handled well, so as not to drag on, which may ultimately interfere with madrasah activities. In conducting mutations students must meet the requirements in accordance with applicable provisions, in order to avoid the accumulation of students in certain classes or schools. A mutation permit is granted to the student if it is accompanied by an acceptable reason and is related to the student's knowledge development. While handling in the drop out of course must be known the first problem then considered and sought the way out. Indeed, not all the causes of dropouts can be prevented, but it is better for the school to find the best way.

According to the data, mutations in SD Kyai Ibrahim require not only administration and recommendation but also consider the quality of previous schools. This school can accept mutation students from public/private primary schools that have minimum school accreditation scores. Whereas, SDN Kebonsari 1, the student must fulfill the requirements specified by the education office considering the capacity of the school being the destination in order to avoid class buildup. İt can be concluded that the process of mutation in those schools has done well.

Universitas Pendidikan Indonesia (2009, p. 144) states that when students have graduated, then the formal relationship between students and institutions has been completed. However, it is hoped that the relationship between alumni and school will be maintained. From school relations and alumni, educational institutions (schools) can take some advantages. Educational institutions (schools) can get various information. For example, which subject matter is helpful for further studies.

According to the author, school relations and alumni in SD Kyai Ibrahim and SDN Kebonsari 1 should be able to maintain through meetings or gatherings. The data of the alumni should be recognized by the institution because it can be useful for the institution in promoting the school institution.

Conclusion

Student management activities are an important part that must be considered in the implementation of educational activities in schools. Student management activities programs that are held should be based on the interests and development and improvement of students' skills in the fields of cognitive, affective and psychomotor and in accordance with the talents, and interests of students. Procurement of student activities management program is expected to produce quality output.

In this paper, we have analyzed the student management activities in SD Kyai Ibrahim and SDN Kebonsari 1. The information on student management activities was obtained by deep interview and the researcher focused on planning new student/student needs analysis Analysis of the needs of students, acceptance of new students, selection of new student, student ' orientation, placement and grouping of new students, guidance and development of new students, student organization activity, and student' mutations and graduation.

The results showed that SD Kyai Ibrahim and SDN Kebonsari 1 have the same stages in preparing students' planning/needs analysis of students. But, SDN Kebonsari 1 involving Education Authority in planning new students, student' acceptance in SD Kyai Ibrahim and SDN I Kebonsari has different sequence step only but the way is same. It is found that student' selection in SD Kyai Ibrahim is used academic and psychological test, whereas in SDN Kebonsari 1 has been determined by Dinas Pendidikan. Student orientation at SD Kyai Ibrahim involving students and parents packed with the name Welcome Student and Parents (WPS) and performed with two stages. SD Kebonsari 1 involve students only that lasted for three days. Then, a grouping of students in SD Kyai Ibrahim is based on student' ability, the proportional component between male and female students, the dominance of certain kindergarten graduates, and the different learning styles. Meanwhile, the grouping of students in SDN Kebonsari 1 based on excellent and regular class by looking at student achievement. Student' development in these schools is done by curricular and extra-curricular activities. Organizational activities in these schools are same by applying with extracurricular mentioned above and adding *Pramuka*. Conducting of Mutations in SD Kyai Ibrahim has some requirements not only in administration but also considering the quality of previous schools. Whereas, a mutation in SDN Kebonsari 1 must fulfill the requirements specified by the education authority.

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COPING WITH THE NEGATIVE ATTITUDES OF KINDERGARTENERS TOWARDS SCHOOL

SULE YUKSEL ERTUGRUL SECER, NADIR CELIKOZ

The purpose of this paper is to find out the ways to cope with kindergarteners' negative attitudes in cooperation with preschool teachers. This qualitative study is based on an action research, the data of which is derived from kindergarteners' perceptions of "school" (Secer & Celikoz, 2017), researcher's own observation of kindergarteners, and constant interviews with preschool teachers and their parents to determine and to improve kindergarteners' negative attitudes towards school. The semi-structıred interviews are carried out with the kindergarteners' teachers and parents to determine the ways to cope with the negative attitudes. The results of three-phase action research indicate that of five kindergarteners who regard "school" negatively, and have disorientation problem (Secer & Celikoz, 2017), the negative attitudes of two are handled in the first stage, the negative attitude of two are dealt with in the second stage but the last kindergartener's negative attitude is not figured out, but remains still within the scope of the study.

TO WHAT EXTENT THE OMANI EVALUATION AND ASSESSMENT SYSTEM IS IN-LINE WITH THE PROCESS OF INTEGRATION OF 21ST CENTURY COMPETENCIES AND SKILLS IN THE EFL CLASSROOMS

ATOOM AL KHATRI

The international demands towards incorporating 21st century competencies and skills in any educational system are growing rapidly and the Omani educational system is no exception. This is due to the challenges imposed by the knowledge and technological explosion and the prompt changes in the economy and the labour market. Therefore, the ministry of education in the sultanate of Oman is undergoing a number of reforms towards the inclusion of the 21st century competencies and skills in the educational system both implicitly and explicitly. These competencies and skills include creativity, critical thinking, problem solving, communication skills and information, media and technology skills. As a result, significant reforms to education were introduced in order to cope with the future economic vision of the country (MoE, 2012). Basic education was proposed. It was designed primarily to equip young Omanis with the knowledge, intellectual skills, and attitudes that they will need to learn and face the challenges of rapidly changing world. In alignment with the curriculum, content and teaching methods innovations in Oman towards the integration of the 21st century competencies and skills, a need for changing the assessment of students' techniques was acknowledged. The assessment methods should reflect that change, as the new curriculum de-emphasises rote memorisation. Two key decisions were taken regarding student assessment in the Omani educational system: To avoid complete dependence on examinations as the basic measurement tool to evaluate students' school achievements; and to abolish promotion examinations in EFL classrooms of basic education and instead adopt a continuous formative assessment system. Hence, this paper discusses the assessment approaches adopted in the Omani educational system and to what extent they are compatible with the accelerating requirements of the incorporation of the 21st century competencies and skills.

GRAMMAR CUBE STRATEGY: THE NEWEST ALTERNATIVE MEDIA TO LEARN ARABIC GRAMMAR FOR BEGINNER (CASE STUDY AT ISLAMIC JUNIOR HIGH SCHOOL DARUL HUDA SIPUNGGUK KAMPAR REGENCY, INDONESIA)

ANNUAR GUNAWAN

Annuar Gunawan[1], S.Pd.I, Master Student of Department Arabic Education, State Islamic University of Maulana Malik Ibrahim Malang.

Abstract

Basic Arabic grammar is divided into two categories; *jumlah Ismiyah* and *jumlah Fi'liyah* which are the most important thing to be mastered by students. However, students are not accustomed using media when learning process that makes students feel bored in learning Arabic. So, researcher offered grammar cube in learning Arabic as an alternative media to teach students. This study was experimental research which aimed to find out the effect of using grammar cube in learning Arabic to master students' *jumlah Ismiyah* and *jumlah Fi'liyah* at Islamic Junior High School Darul Huda Sipungguk Kampar Regency, Indonesia. This experimental research starts from design the step of learning, implementation, observation, and test. Based on the data analysis, It can be concluded that the use of grammar cube in learning Arabic effected on mastering students' *jumlah Ismiyah* and *jumlah Fi'liyah* at Islamic Junior High School Darul Huda Sipungguk Kampar Regency, Indonesia. The result showed the score of To = 2.83 is higher than Tt on standard 1% = 2.76 and 5% = 2.04. It means Ho is rejected and Ha is accepted. So, there was a significant effect of using grammar cube on students' *jumlah Ismiyah* and *jumlah Fi'liyah*. By conducting this research, the researcher hopes Arabic teachers can teach grammar by using this media in order to increase student's interest in learning Arabic.

Keywords — Grammar cube strategy, jumlah ismiyah, jumlah fi'liyah

Introduction

The teaching and learning of Arabic language at *pesantren* (Islamic boarding school) generally aim to promote the understanding of *kitab kuning* (literally means yellow book) containing the teaching of Islam. In other words, the teaching and learning of Arabic language are conducted for the purpose of Islamic studies. Hence, the teaching and learning of Arabic language starts with memorization of *nahw* (syntax) and *sarf* (morphology), followed by understanding of religious texts from *kitab kuning* such as *usul al-fiqh* (Islamic jurisprudence), *tafsir* (exegesis), *hadith*, *sira* (biography), *aqidah* (Islamic creeds), etc.

Grammar comes after language. Grammatical rules are born due to errors in language use (Bisri Mustofa and Abdul Hamid, 2016: 71–72). Basic Arabic grammar consists of two categories that should be mastered by students, namely *jumlah ismiyyah* (nominal sentence) and *jumlah fi'liyyah* (verbal sentence) (Fathi Ali Yunus, 1978: 134).

The teaching and learning of Arabic grammar at *Madrasa* (school) are intended to prevent errors in speech and writing and to accustom correct language use (Hanomi, 2009: 44). Additionally, it is intended to enable understanding of word position, which will lead to better understanding of word meaning. It also aims to promote communication skills, including grammar skills and adjustment of language forms to different inputs (Batmang, 2012: 42).

Based on the result of the previous study that has conducted towards 8th grader students in Junior Islamic Boarding School Darul Huda, Sipungguk, Kampar Regency, Indonesia, there are problems in learning Arabic grammar. This phenomenon can be seen by looking at following clues: students look lack of enthusiasm in learning activities, students cannot differentiate between *jumlah ismiyah* and *jumlah fi'liyah*, students cannot give examples of *jumlah ismiyah* and *jumlah fi'liyah*, students cannot resolve and complete the exercise related to *jumlah ismiyah* and *jumlah fi'liyah*, and students cannot explain the part of speech (*i'rab*) in *jumlah ismiyah* and *jumlah fi'liyah*.

Teachers do not use any learning and teaching media in class activity when teaching Arabic and its grammar. Teachers only implement lecturing, question, and answer (Q&A), and discussion of the methods.

To meet the objectives of the teaching and learning of Arabic grammar abovementioned, some efforts should be made by Madrasah Tsanawiyah Darul Huda Sipungguk. Therefore, the researchers suggested a strategy using grammar cube media in the teaching and learning of Arabic grammar at the said school. This media can serve as an alternative media for achieving the objectives. This grammar cube includes words that will make up a sentence if arranged according to correct grammatical rules. This learning media will aid teachers to better teach students *jumlah ismiyyah* and *jumlah fi'liyyah* (Abdul Wahab Rosyidi, 2009: 52).

According to Oemar Hamalik, learning media can motivate and attract students to learn. Media has an important role in the achievement of learning outcomes intended in the curriculum as it aids teachers with explaining difficult materials, making them more comprehensible to all students.

Teachers need learning media for teaching Arabic grammar. Learning media facilitate comfortable and fun teaching and learning and allow students to participate in the classroom, both individually and in groups. Arabic language teaching benefits from learning media as learning media facilitate mastery of language features such as sound, vocabulary, and grammar as well as language skills such as listening, speaking, reading, and writing skills (M. Khalilullah, tt: 12).

The difficulties commonly encountered by beginners in learning a foreign language is distinguishing two languages in their sounds, grammars, and scripts (Ali al-Hadidi, tt: 4).

The objective of this research was to figure out whether the grammar cube media is effective for the teaching and learning of Arabic language and to examine whether this grammar cube media can increase students' interest in learning and is suitable to be used in the Arabic grammar teaching.

Previous research on grammar learning media was written by Muhammad Khairul Asrori (2016) for his master's thesis at UIN Maulana Malik Ibrahim Malang East Java, entitled "*Pengembangan Media Pembelajaran dengan Menggunakan Aplikasi Android dalam Pembelajaran Tatabahasa untuk Jurusan Pendidikan Bahasa Arab*." This research was intended to produce an Android-based mobile learning media for students of Department of Arabic Language and to figure out the quality of the mobile learning media produced whether it is appropriate to be used in the grammar teaching and learning or not. The problem was that it is difficult to learn Arabic grammar. Some students were lazy to bring their books, and there were insufficient media for teaching and learning grammar. The results of this research were as follows: 1) steps in design: potentials and problems, data collection, product design, design validation, design revision, product try-out, usage try-out, product revision, and mass production; 2) with a score of 41 or a "good" degree obtained from a lecturer expert in the materials and a score of 50 or a "very good" degree obtained from a lecturer expert in media design, this Android-based learning media is appropriate to use; and 3) according to the analysis of the test results, the product was declared effective as its T_{count} value was higher than the T_{table} value. Therefore, this Android-based media is effective for Arabic grammar learning.

There has been hardly any previous studies focusing on Arabic grammar learning media. This is due to the fact that there is little media for grammar learning. However, there is a sarjana's thesis by Siti Ardiyanti(2016) of UIN Sultan Syarif Kasim Pekanbaru examining the effectiveness of pocket board for the mastery of Arabic grammar. Siti Ardiyanti identified that students had little interest in learning Arabic grammar and the teacher taught without any appropriate learning media. She concluded that the pocket board media was effective for Arabic grammar learning at MTs Al-Muttaqin Pekanbaru.

According to the abovementioned, the questions posed in this research were: "How is the effectiveness of grammar cube media for improving beginners' understanding of the materials *jumlah ismiyyah* and *jumlah fi'liyyah*?" and "Is this media able to improve students' interest in learning Arabic grammar?"

The steps to teaching using grammar cube media are as follows:

The teacher mentioned the learning objectives and advantages in the daily life.

The teacher provided the students with motivation to learn Arabic language.

The teacher put the cube on a tall table with its word order.

The teacher read out the words written on the cube sides twice or three times, and the students listened to him/her attentively.

The teacher explained the materials *jumlah ismiyyah* and *jumlah fi'liyah* using the grammar cube media.

The teacher turned the first cube to *mubtada'*. If the students were to learn *fi'il*, the teacher turned the second cube. Then he or she turned the second cube if the students were to learn *mafbul bih*.

The teacher found news sentence examples from the *qiro'ah* material contained in the textbook.

The teacher explained about the *i'rab* of *jumlah ismiyyah* and *jumlah fi'liyah*.

The teacher drew a conclusion of the learning materials with the students.

According to the precede description, it is important to conduct a research on the effectiveness of Grammar Cube Strategy media as a strategy in teaching *jumlah ismiyah* and *jumlah fi'liyah* in Arabic grammar learning. It is aimed to answer the research problem which how much the effectiveness of Grammar Cube Strategy media in Arabic learning in order to understand about jumlah ismiyah and jumlah fi'liyah for a beginner is, and also how this media increases students' enthusiasm in learning Arabic grammar.

Literature review

Learning is a daily reality that takes place at school. Learning is present with its complexity, which can be seen in two perspectives—the perspective of the student and the perspective of the teacher. In students' perspective, learning reflects a process as they undergo a process in their mental development (Dimyati and Mudjiono, 2009: 17–18).

In the learning process, there are two paramount, interlinked elements, namely learning methods and learning media. Proper selection of methods will influence the selection of media although in some cases, media selection will depend on the learning objectives to be achieved and students' learning behaviors (Azhar Arsyad, 2015: 15).

Ahmad Salim in Muzakkarat ad-dauroh at-tarbiyah (1987: 1) mentioned four key elements of the learning process, namely teacher, student, material, and learning media. Attention should be paid to these elements to achieve the desired learning objectives.

The elements abovementioned should also be taken into account in the Arabic language learning. Arabic language learning is arduous for beginners as it comes with varied problems. For example, Arabic language learning will involve complex phonology, morphology (*tashrif*), syntax (*nahw*), and vocabulary as well as rules in writing (Acep Hermawan, 2011: 100).

At the moment, the use of learning media in *nahw* or Arabic grammar learning at schools is lacking. This certainly makes the learning elements incomplete. In fact, one of the advantages of learning media is that it can increase students' interest in learning (Oemar Hamalik, 1994: 18).

The use of learning media in language learning is based on the notion that students' knowledge, skills, and behaviors are established through direct observation, experience, and hearing (Acep Hermawan, 2013: 224–225).

The grammar learning method currently employed requires students to memorize the rules although they do not fully understand the rules. As a result, the students fail to apply the rules they have memorized in the real life. Bearing that in mind, some attempts have been made to find the solutions to this problem, including finding the best and easiest method to transfer grammar knowledge to students and using appropriate learning media to facilitate grammar learning and to increase students' interest in learning (Ahmad Sehri Punawan, 2010: 51).

In Arabic grammar learning, learning media is necessary. Presently, grammar learning is mainly conducted using traditional learning methods, and learning media use tends to be neglected.

The basic Arabic grammar that beginners should understand is the materials about *jumlah ismiyyah* and *jumlah fi'liyyah*. These two materials are very important and serve as a stepping stone for students to understand Arabic sentences and to learn the Arabic language even deeper.

Jumlah ismiyyah is a sentence that begins with a noun as the sentence subject, followed by a word that functions as an explanation of the sentence subject (Hasan Abbas, 2001: 446). *Jumlah ismiyyah* consists of *mubtada'* (subject) and *khabar* (predicate) (Golden Book Centre, Learners of Arabic, 2008: 11). *Jumlah fi'liyyah* is a sentence that begins with a verb and consists of *fi'il* (verb), *fa'il* (the subject of a verb), and *maf'ulum bih* (object of a verb) or *na'ibul fa'il* (the subject of a passive verb) (Fu'ad Ni'mah, 2006: 169).

According to Abdul Wahab Rosyidi, there are some media that can be used in the Arabic grammar learning, namely grammar cube, pocket board, and rope board (Abdul Wahab Rosyidi, 2009: 57). The researchers deemed the grammar cube as a suitable alternative learning media, especially for the materials *jumlah ismiyyah* and *jumlah fi'liyyah*.

A strategy in the educational field is defined as art and knowledge for empowering different components of teaching. Meanwhile, in its relation with language, it refers to the way a learner takes to improve the efficiency of language learning, language competence, and self-confidence, which covers mental activity, action, behaviors and varied techniques (Imam Asrori, 2011: 22–23).

According to Abdul Wahab Rosyidi, grammar cube media is a cube that is made of cardboard or plywood and contains the elements of a sentence taught by the teacher. On every side of the cube is a word. This cube functions as a media for the learning of word order. For example, on the first cube is a word that has the position of a *mubtada*, while on the second cube is a *fi'il*, on the third cube is a *maf'ul bih*, and on the fourth cube is a *hal*. The words are written on some pieces of paper, which are then pasted on the cube. These cubes are suitable for the learning of word position (Abdul Wahab Rosyidi, 2009: 58–59).

Research on Arabic grammar learning in an article written by Ahmad Sehri bin Punawan entitled *"Metode Pengajaran Tatabahasa dalam Pengajaran Bahasa Arab"* was intended to describe methods that can be used in Arabic grammar learning. The research's problems were the pros and cons of effective methods for Arabic grammar learning according to a number of linguists. This research concluded that there are some methods that can be used in grammar teaching, each of which has supporters and opponents, and one method does not necessarily outperform the other. Therefore, intensive research in the field by specialists is necessary for finding suitable methods for grammar teaching. For the students to easily understand *nahw* and to resolve their difficulties*,* suitable teaching methods should be employed. Teachers should not be fixated on only one method. Instead, they should incorporate all methods that are suitable for the need, situation, and condition of students (2010: 59).

Another article on Arabic grammar learning entitled "*Pembelajaran Tatabahasa Arab dan Implikasinya terhadap Membaca dan Memahami Literatur Bahasa Arab Kontemporer pada Santri Pesantren Majlis Tarbiyatul Mubtadi-ien (MTM) Desa Kempek Kecamatan Gempol Kabupaten Cirebon*" was written by Rodliyah Zaenuddin. This research was aimed to figure out the ability to read and comprehend Arabic text without *tashkil* (supplementary diacritics) of *santris* (students) of *pesantren* Majlis Tarbiyatul Mubtadi-ien (MTM) of Kempek Village, Gempol District, Cirebon Regency. The problem was that the *pesantren* Majlis Tarbiyatul Mubtadi-ien (MTM) paid heavy attention to the Arabic language. Thus, the researcher intended to figure out the extent to which this affected *santris'* ability to read. The results showed that not all *santris* of class *alfiyah tsaniyah* were able to affix the correct *tashkil* to the corresponding word according to the type of word in the context (the application of *tashrif*). In addition, not all of them were able to affix final *harakat* (vowel mark) in accordance with the word position (*i'rab*) in the sentence correctly (the application of *nahw*). Of all

the respondents, no one could make zero error in the *tashkil* affixion. This was especially the case when they explained *fahm al-maqru* by translating a text. They could only translate some lines, and they were not translated accurately. Some of them did not even make any translation (2012: 95–96).

Thus, it could be concluded that grammar cube media can be used in Arabic grammar learning. It is expected to be an alternative to the existing Arabic grammar learning media and to help increase students' interest in learning.

Research methods

In accordance with the research problem, this research is conducted using quantitative approach and experiment method based on the case study that has been done in Junior Islamic Boarding School Darul Huda, Sipungguk, Kampar Regency, Indonesia. Experiment research is a research method that is used to identify the effect of one variable towards another in the restrained condition. (Sugiyono,2009: 125).

This research uses "Pretest-Posttest Control Group Design" as a research design. This research is conducted in 8th-grade classrooms in Junior Islamic Boarding School Darul Huda, Sipungguk, Kampar Regency, Indonesia. The population of this study is all students of 8th grade of Junior Islamic Boarding School Darul Huda, Sipungguk, Kampar Regency, Indonesia. A sample of this study is the 8th graders of second semester, two classes in total.

As for the techniques used in collecting data in this research is by observation, test, and documentation.

1. Observation: observation is conducted by teachers with the instrument that has made before. Here, the technique of observation uses teacher and peer observation sheet. It is used to observe class activity that is expected to emerge in Arabic grammar learning.

2. Test: in this research, aspect to be identified is students' competency in comprehending the material about *jumlah ismiyah* and *jumlah fi'liyah* by using Grammar Cube strategy. To measure students' competency, this research used the test in form of essay that is given to both sample classes before and after applying the strategy to see the difference of results of the learning process. Before the test, the questions should be examined and evaluated first of their validity, reliability, question distinction, and the level of difficulties (Suharsimi, 2010: 76).

3. Documentation: documentation is used to obtain data directly from the location the research is conducted, which is relevant to the topic to be researched. Documentation can be obtained from school society, school archive, and also data in form of tables from the administration officials. Data consists of five aspects: data about school history, the curriculum used, infrastructure, students' condition, and teachers and staffs' condition.

Research result

In this research, the researcher explains the result of test or pretest result students of experiment class and control class. In this pretest, the average of experiment students' mark is 73, and control class students' is 75. While in the posttest, the average mark of experiment students is 80, and control class is 76. Then it was mentioned that the mark between pretest and posttest of experiment class is different. The highest difference is 18 and the lowest one is -3. Students' mark is also different in control class between the pretest and posttest. The highest difference is 18 and the lowest is -15.

From this description, it can be seen that there is a significant improvement in experiment class which used Grammar Cube strategy. However, there is no significant improvement in control class which used conventional strategy in learning.

Then this research used some formulas to analyze the data. The steps are as follows:

1. There mentioned pretest data analysis table to get X', $(X')^2$ and Y', $(Y')^2$. Then looked for the mean of X and the mean of Y with the formula SDx/y = $\sqrt{(\sum x'^2/y'^2)/N}$ and gained the result of SDx is 4.42, and SDy is 4.89. Then looked for To with this following formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Gained from that formula -1.16 as a result, with the Degree of Free (DF) = (N1+N2)-2 = (15+16)-2 =29, with 5 % = 2.04 and 1% = 2.76. And from that result, there is no significant difference between experiment class and control class.

2. There mentioned posttest data analysis table to get X', $(X')^2$ and Y', $(Y')^2$. Then looked for the mean of X and the mean of Y with the formula SDx/y = $\sqrt{(\sum x'^2/y'^2)/N}$ and gained the result of SDx is 4.42, and SDy is 4.89. Then looked for To with this following formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Gained from that formula 2.32 as a result, with the Degree of Free (DF) = (N1+N2)-2 = (15+16)-2 =29 with 5 % = 2.04 and 1% = 2.76. And from that result, there is no significant difference between experiment class and control class.

3. There mentioned the data analysis table of difference between pretest and posttest in experiment class and control class to get X', $(X')^2$ and Y', $(Y')^2$. Then looked for the mean of X and the mean of Y with the formula SDx/y = $\sqrt{(\sum x'^2/y'^2)/N}$, and the result of SDx is 6.19 and SDy is 5.19. Then looked for To with this following formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

From that formula, the result is 2.82 with the Degree of Free (DF) = (N1+N2)-2 = (15+16)-2 =29 with 5 % = 2.04 and 1% = 2.76. From that result, there can be seen a significant difference between experiment class and control class. It means that *Ha* is approved, and *Ho* is unapproved because *T hitung* is bigger than *T table* ($2.76 \geq 2.83 \leq 2.04$). In another word, using Grammar Cube strategy is effective for students to comprehend and master *jumlah ismiyah* dan *jumlah fi'liyah*.

Findings and discussion

In the introduction, the researcher brought up two studies that are relevant to this research. There were some similarities in different aspects of the two studies and this research, which supported this

research. In terms of title, the three studies discussed Arabic grammar learning media. In terms of objectives, the three studies aimed to improve students' interest in learning Arabic language and to facilitate students' Arabic grammar learning. However, in terms of research design, there was a difference. The first study was RnD research, while the second study was quantitative research. In terms of media, there was a difference between the two studies too. In terms of media, the first study was technology-based media, while this research, as well as the second study, used manually made media. Nevertheless, all of the aforementioned studies supported this research.

From the result of the examined hypothesis that has gained after analysis, it shows that there is the difference between students who use Grammar Cube strategy with students who use conventional learning techniques. That difference shows that Grammar Cube strategy is positively affected students' comprehension about *jumlah ismiyah* and *jumlah fi'liyah*. The mean difference between experiment and control class is that experiment class that uses "Kotak Tatabahasa" is 80, and control class which uses conventional learning strategy is 76 shows that the experiment class means is higher than the mean of the control class. The To result is also shows that To is higher than T Table which is $1\% \geq$ Thitung $\leq 5\%$ or $2.76 \geq 2.83 \leq 2.04$.

It can be concluded that the implementation of Grammar Cube strategy has a positive significant effect towards students' comprehension of *jumlah ismiyah* and *jumlah fi'liyah*. From the statistic result above, it gained comparison between experiment class and control class result. Students from experiment class seemed to have a better understanding of the material and enthusiastically involved in the learning activity. It is shown when the students participate actively, involved in giving examples, and the test that shows that most students got good grades.

With this positive effect of implementing Grammar Cube strategy, it is exactly proved that this strategy can improve students' understanding and comprehension of *jumlah ismiyah* and *jumlah fi'liyah*.

The following are the factors influencing the results above:

Students were more active in the learning as the learning was student-centered.

Learning media made students love the Arabic language as they had been learning without any learning media before.

The grammar cube media was easy to use in the classroom.

Media demonstrated abstract concepts in a concrete manner to the students.

Media overcame differences in the students' characteristics due to different experiences and environments.

Meanwhile, in the control class, there were only students who had little understanding of the materials and who looked less motivated in the learning. This showed that the students had not understood the materials well. During the learning, they did not exist as the learning was not interesting and it was teacher-centered. The teacher only explained the materials without involving the students in the teaching and learning process.

6. Conclusion and recommendations

According to the results of the data analysis above, it can be concluded that the grammar cube media is effective for the learning of *jumlah ismiyyah* and *jumlah fi'liyyah* for beginnings, and it can be used

as an alternative media for grammar learning to improve students' interest in learning. This was shown by the increased test results of the students who were taught using the media.

The researchers recommended that teachers should use the Arabic grammar cube media as an alternative media for the learning of grammar to achieve the learning objectives and to motivate students in the teaching and learning process in the classroom.

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THE IMPACT OF ANIMATED KARAOKE ON VOCABULARY ACQUISITION AMONG JAPANESE LANGUAGE LEARNERS IN MALAYSIAN UNIVERSITIES

MUHAMMAD ALIF REDZUAN ABDULLAH, SANIMAH HUSSIN

Muhammad Alif Redzuan Abdullah, PhD

Department of Foreign Languages,
Faculty of Modern Languages and Communication, Universiti Putra Malaysia
Sanimah Hussin, PhD

Centre of Advancement and Language Competence, Universiti Putra Malaysia

Abstract

This research paper aimed to explore and investigate whether the use of animated karaoke in the Japanese language classes has an influence on vocabulary acquisition among Malaysian Japanese language learners. The study was conducted on 100 students learning the Japanese language at the beginner level as an elective subject at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). Data were collected through questionnaires, interviews and observations. The analytical descriptive result showed that the participants were able to memorise and understand Japanese vocabulary quickly and easily after watching animation consisting of visual graphics combined with text which stimulate their brain. Data from the interviews also showed that the target vocabulary items were pronounced accurately and correctly when learners sang along while watching the animated karaoke. The triangulation of data showed that animated karaoke is a good tool to engage participants in learning the Japanese language while at the same time, having fun and feeling highly motivated to explore the language. The implication of the study suggests that the use of animated karaoke in other foreign language classes will help boost students' confidence and motivation level.

Introduction

Japanese language is a popular foreign language among UPM students who take an elective global language subject at the Faculty of Modern Languages and Communication, Universiti Putra Malaysia (UPM). However, these students face several challenges in learning the language. Among the main problems encountered are learning new words, keeping words in mind and recalling them when needed (Muhammad Alif Redzuan, 2005; Sanimah Hussin, 2007; Muhammad Alif Redzuan Abdullah, 2014). Nevertheless, acquiring vocabulary knowledge is important for the students as they cannot learn the language without knowledge of words and their meanings (Ellis, 1994) nor convey their message if they lack vocabulary knowledge. It will be like the parable of blind men and an elephant in a guessing game when it comes to answering questions and constructing sentences using the language in the classroom. Memorising a large number of vocabulary just by looking up words or terms in a dictionary or textbook is not an easy task for students learning the Japanese language. However, advancement in technology has created a new paradigm in education. Previous studies (Foehr, Rideout, Ulla & Roberts, 2010; Hammond et al., 2011; Starkey, 2010) showed that 21st century students are active users of various technologies, spending an average of more than 7½ hours per day online. In addition, they are "*surrounded by and have been exposed to computers, video games, digital music players, video cams, cell phones and all the other toys and tools of the digital age*" (Prensky, 2001). Therefore, introducing and learning vocabulary using any of these new technologies would engage these students who are considered as digital natives in learning the Japanese language in the classroom. The new method proposed in this study is the use of animated karaoke to make the language learning environment more colourful and motivating and at the same time, supports the learning process.

In the case of teaching Japanese as an elective global language subject in the Malaysian universities, the practical use of animated karaoke in teaching the language has not been studied in depth. Thus, the present study aimed to explore and investigate whether the use of animated karaoke in a Japanese language class influences vocabulary acquisition among Malaysian Japanese language learners.

REVIEW OF RELATED LITERATURE

Karaoke and animation

Karaoke is defined as an individual or group activity singing along with the music and text lyrics displayed on the screen (Mitsui & Hosokawa, 1999). The idea of karaoke was initially born in Japan in the 1970s before it spreads to the United States, Europe, Asia and the rest of the world (Johnstone, 1993). Karaoke in Japanese consists of two words: *Kara* (カ ラ) and *oke* (オ ケ). *Kara* means 'empty', and *oke* is a shortened form of 'orchestra'. Thus, Karaoke means 'empty orchestra' in Japanese (Lum, 1996). Karaoke usually has vocals to serve as an audio 'model'. The lyrics on the screen will either be in Japanese or transliterated into Roman alphabets. Moreover, the lyrics that are parallel to the music are highlighted to allow the singers to easily sing along during karaoke (Dickson & Grant, 2003). Both the Japanese and the transliteration in the Roman alphabets lyrics displayed on the karaoke screen help students to pronounce correctly and memorise the vocabulary easily. Thus, karaoke has the capability to act as a tool in education, especially in foreign language learning, due to the following reasons:

(1) Learners' motivation is increased by a sense of achievement when they learn to sing the songs,

(2) Songs in karaoke can be played repeatedly, so learners can practise more without getting bored, and

(3) With the aid of vocal backing, learners can have a better pronunciation practice.

Dunn and Griggs (1989) claimed that if the teaching environment suits students' interest, they would have higher learning achievement. In short, karaoke singing is not only about singing; it requires the involvement of fundamental language skills and sub-skills. It can therefore contribute to the development of language knowledge through songs and activities selected by the language instructor based on the class learning outcomes.

Animation is defined as a moving diagram or cartoon character that is made up of a sequence of images displayed one after another and embedded with an audio effect. Henry and Laura (2010) defined animation as "the rapid display of a sequence of static images that creates the illusion of movement". There are many advantages in using animation in a Japanese language classroom; for example, it makes the learning process faster and easier (Hegarty & Sims, 1994); doubles the chance of information being stored and retrieved when needed (Rieber, 1996); and allows students to acquire new vocabulary items by linking them to objects and events from the real world around them (Waters & John, 2007). Devi (2005) who studied the use of animation in teaching phrasal verbs in India came out with a list of positive and negative aspects of using animation in language classroom as shown below:

Positive Aspects:

1. Increases motivation

2. Removes affective filters

3. Lowers anxiety level

4. Improves contextual comprehension because of the display of caption along with the animation.

5. Fosters visual and verbal literacy

Negative Aspects:

1. Distracts learners as they have to watch the cartoon repeatedly

2. Affects the learning process of learners with visual difficulties who have to watch it repeatedly

Based on the discussion on the use of karaoke and animation in language classrooms, it was found that popular culture provides a relevant and concrete way for an effective teaching and learning of the Japanese language. Popular culture has a way of influencing an individual's attitudes towards certain topics. Cheung (2001) believed that karaoke and animation can be used to increase students' interest in learning a foreign language and assist in long-term language learning as they have a significant impact on the younger generation who are more exposed to popular cultures.

Why Animated Karaoke?

Theoretically, learning Japanese language vocabulary with animated karaoke is based on the Dual-coding Theory (DCT). DCT was initially proposed by Paivio (1986) who stated that language knowledge

is a process in both the verbal and visual channels to make learning more fun and enjoyable. Studies have also shown that nonverbal code offers substantially more support than the verbal code with regard to memory (Paivio, 1971; Paivio & Lambert, 1981; Paivio, 1991). Höffler et al (2010) noted that if visual hints such as animation can be added to songs, the process of learning a foreign language would be easier and faster because learners are able to understand the context of the vocabulary by hearing and visualising the meaning. Therefore, if learners could process information from both the visual and auditory sense modalities, learning would be more efficient and effective.

Diagram 1: The Dual Coding Theory
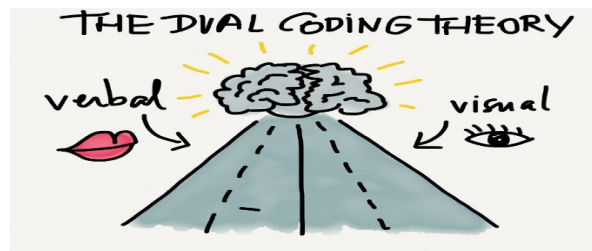
Animated karaoke provides multiple modalities to meet the needs of aural, visual, tactile and kinaesthetic learners that can contribute to the motivation level of students in a positive way. In a multimedia instructional environment, learners are exposed to materials in a verbal (such as onscreen texts or narrations) as well as visual form (Mayer, 1987). The animated karaoke transfers information to the learners through three channels which are audio, video and text. This is proven by a study by Zavala (2005) who used a dual-coding theory to study reading skills among high school population in the United States. The subjects were 129 learners of English as a foreign language who were given either a text-only or a text-plus-illustration reading text before answering a comprehension questionnaire. Zavala's (2005) study supported the DCT that learners who were given text-plus-illustration texts performed better and showed superior results than those given the text-only. As the use of karaoke and animation in previous studies showed a positive effect in improving students' vocabulary acquisition, this may suggest the possibility of using animated karaoke as an effective learning material in the classroom teaching and learning of Japanese language.

Features of Animated Karaoke that are Designed for Vocabulary Acquisition

It is difficult to use commercially available Japanese karaoke songs as effective learning materials due to several issues such as:

i. The karaoke lyric texts have no standardised transliteration system using Romanisation;

ii. The lyric texts are only in transliteration;

iii. Language styles/registers used in the lyrics do not suit the language level and skills to be taught;

iv. The visual accompanying the lyric texts does not reflect the meaning and content relevant to the song;

v. The vocal is not clearly pronounced and is too fast for beginners.

To overcome the problems faced in commercially available Japanese karaoke songs, only desirable features of karaoke are incorporated and developed for use as effective learning materials for teaching vocabulary in a Japanese language classroom. Learning Japanese Vocabulary from Animated Karaoke research project aimed to develop such materials to enhance vocabulary acquisition among beginners of the Japanese language learners. The target audience is students who already know all the Japanese *Kana*, writing systems and some basic phrases or expressions in conversational Japanese. The pronunciation practice and structural drill are achieved by using animated karaoke presentation of lyric texts in Japanese kana and the transliteration and sung in vocal accompanied by corresponding animation.

The presentation of each song for this project consists of the following:

The lyrics were selected and written based on the vocabulary items that are appropriate for beginners of the Japanese language.

The songs are sung by a local commissioned singer and musicians to control the pace and speed of the songs.

The animated karaoke songs have text lyrics in *Hiragana*/*Katakana* scripts and a transliteration script to suit both the Japanese and non-Japanese language learners.

The animation is synchronised with the singing vocal.

The text lyrics in *Hiragana*/*Katakana* scripts are correctly displayed to the learners.

The text lyrics in transliteration using the Roman alphabets are correctly displayed for non-Japanese language learners.

The highlighted words in the text lyrics are synchronised with the words being sung.

The karaoke style sing-along is presented in two ways:

Accompanied by vocal backing, and the lyrics texts are highlighted corresponding to the words sung by the vocal and the animation.

No vocal backing and the lyrics texts are highlighted corresponding to the words sung together with the animation.

The songs are performed by a commissioned singer and musicians to control the pace and speed of the singing. The commissioned singer was coached and guided by a Japanese lecturer for a few days to ensure clarity of pronunciation and fluency prior to the actual recordings.

The five songs included in the projects are:

１．はい、どうぞ　　　　　(*Hai, douzo*)

２．あいさつの　うた　　　(*Aisatsu no Uta*)

３．ひにちを　おぼえよう (*Hinichi wo Oboyou*)

４．すうじを　かぞうよう (*Suuji wo Kazouyou*)

５．しつもんを　しよう　(*Sitsumon wo Shiyou*)

The recorded songs were then sent to an animation studio so that an animated karaoke of each song could be designed and created by professional animator programmers and developers. The whole project took about a year to accomplish before the copyright of the project was transferred to the researcher by the composer and animation studio after they were paid using a research grant provided by UPM. The complete set of animated karaoke was used as learning materials to help learners acquire the vocabulary to achieve the aims of this research in determining whether the use of animated karaoke in Japanese language classes influences vocabulary acquisition among Malaysian Japanese language learners.

METHODOLOGY

The present study aimed to answer the research question:

What is the impact of animated karaoke in acquisition of vocabulary in the Japanese language?

A. Research Design

This study applied both the quantitative and qualitative approaches. The main objective of the study was to determine the impact of animated karaoke on the acquisition of target vocabulary items in the Japanese language among the participants.   Animated karaoke was used as one of the fun ways to explore the Japanese language. The design of this study included a survey using a questionnaire adapted from a recent study highlighted in the literature review for data collection. All quantitative data obtained through the questionnaires were analysed using the Statistical Package for Social Sciences (SPSS) version 22 while qualitative data obtained from the structured interviews and observation were analysed using TI Atlas.

B. The Participants

The present study used the stratified purposive sampling method in order to select information-rich participants for the most effective use of limited resources (Patton, 2002). The participants comprised 100 students (70 females and 30 males) learning the Japanese language at the beginner level as an elective subject. They were between 20 and 25 years of age and of different backgrounds with regard to ethnicity, faculty, origin, education and economy. However, all the participants shared one common particular interest in Japanese popular culture. This includes *anime, manga* (Japanese comic or graphic novel), *J-pop music*, *J-drama*, video games and *cosplay* (the practice of dressing up as a character from a movie, book or video game). All the 100 participants involved were at the beginner level of Japanese language in a public university in Malaysia. Being at the beginner level, participants need to immerse themselves in a foreign language learning environment and gradually build up core vocabulary as this would allow them to meet the objective of the Japanese classroom. The participants were asked to fill in a consent form to grant the researcher the permission to use the data obtained.

C. Data Collection Instrument
The data collection instruments chosen for this study included five animated karaoke songs composed and sung by a local composer, a set of questionnaires, structured interview questions and classroom

observation notes. The questionnaire form was designed to determine the perception of the participants on the use of animated karaoke in acquiring Japanese language vocabulary. A Likert scale ranging from 'Very Disagree' (1) to 'Strongly Agree' (4) was used to measure the attitudes, opinions and perceptions of the participants. The structured interview questions were used to gather additional data which could not be retrieved from the questionnaire while the data from the class observation were used to find out the psychomotor and affective domains of the participants during classroom activities which utilised the animated karaoke.

D. Data Collection

The study was conducted for fourteen weeks during the first semester to assess the impact of animated karaoke in helping beginner level learners acquire Japanese vocabulary. At the beginning of the semester, the lecturer informed the participants that animated karaoke activities would be used in selected lessons. Each selected participant was given a consent form at the beginning of the study. A survey questionnaire was carried out to determine the participants' perception of the animated karaoke activities. Structured interview sessions were also carried out to gather more information on participants' perception of the animated karaoke activities which could not be retrieved from the questionnaires. Class observation was also carried out to determine the psychomotor and affective aspects of the participants during the animated karaoke activities in selected lessons.

E. Data analysis

All quantitative data obtained through the questionnaires were analysed using the Statistical Package for Social Sciences (SPSS) version 22. Descriptive analysis was used to identify the students' perception on the use of animated karaoke in acquiring vocabulary in Japanese language classroom. Interpretation of the questionnaires using a Likert scale was categorised according to positive statements that serve to measure positive perception, and negative statements which serve to measure negative perception of the participants. High responses (3-4) showed a positive perception and low responses (1-2) showed a negative perception.

Qualitative data obtained from the structured interviews were transcribed to extract more information on participants' perception of the animated karaoke activities which could not be retrieved through the questionnaires. Data obtained from the structured interviews were analysed using TI Atlas software. In addition, observations were conducted in the classroom to get useful information on the psychomotor and affective aspects of the participants during the animated karaoke activities for selected lessons. One of the methods to create reliability of the data was by implementing triangulation between the research methods (Wiersma, 1991; John Van Maaneen, 1983).

Data Analysis

Participants' Perception of Acquiring Vocabulary through Animated Karaoke Activities

A. Descriptive Analysis

Most of the participants agreed that the animated karaoke activities helped them to memorise and retrieve the vocabulary they had learned in the lesson when needed. This is because they could

visualise the vocabulary items as the words remained in their mind after singing the animated songs during the karaoke sessions in the classroom. Moreover, the participants felt calm and relaxed when singing the animated karaoke songs compared to other classroom activities. All of the participants agreed that the animated karaoke activities made the Japanese language lesson more interesting and motivating. However, they preferred the animated karaoke songs used to be catchy and contain a harmonic rhythm instead of a slow song so that they could memorise the vocabulary better. All of them also agreed that it was better to refer to the *Kana* lyric texts to enhance vocabulary acquisition rather than to refer to the transliteration in the Roman alphabets. They also agreed that they were nervous before the animated karaoke activity, but it turned out to be fun and enjoyable as they were carrying out the activity. They felt relaxed and focused because the rhythm had a positive effect on their mood and elevated their attention during the animated karaoke session. They also stated that the animated karaoke had its own charm in making the participants enjoy the lessons taught in the classroom. They also agreed that the use of the animated karaoke boosted their confidence and motivation to answer the exercise worksheets after the activity. However, only 10% agreed that animated karaoke helped them to memorise simple lessons such as on numbers, and they had problems with the aspects of tenses. The use of e-learning platform which allows the students to download the animated karaoke helped them to use the karaoke songs as they wish to reinforce their vocabulary learning. The participants viewed the acquisition of vocabulary in Japanese language classrooms through animated karaoke positively and that it could be applied to other foreign languages to make their lessons more fun and enjoyable.

B. Content Analysis

Content analysis was used to identify participants' perception of the use of animated karaoke in helping them acquire the target vocabulary. Interview data were analysed using the TI Atlas software, and the participants responses were categorised into three main findings:

i) Perception on the use of animated karaoke

ii) Perception on the use of animated karaoke as a learning material

iii) Perception on the acceptance of using animated karaoke in Japanese learning activities

Table 1: Participants' Perception on Acquiring Vocabulary through Animated Karaoke

Participants	Participants' perception on acquiring vocabulary through animated karaoke		
	Usage	Learning materials	Acceptance
S 27	Animated karaoke is a leisure activity, and it is more relaxed compared to other language activities.	It is an interesting method to learn vocabulary because the rhythm and visual in the animated karaoke make it easy to memorise the vocabulary.	I prefer to listen and sing songs when studying and memorise them because it (the vocabulary) automatically comes to mind when hearing the rhythm.

S34	I could memorise the vocabulary through the melody and animation shown.	The animated karaoke is more interesting than the game or role play done in class.	The melody and visual are easy to memorise as they are accompanied by music and written texts.
S 48	It is nice to have something new apart from the textbook.	The dates included in the animated karaoke really help us to memorise the differences between ordinary numbers and dates of the month. Really helps.	The visual and melody are catchy and help me to remember the vocabulary better.
S 65	It takes a lot of time to remember the vocabulary in the textbook, but it is easier if you watch and listen to the animated karaoke when learning new vocabulary items.	The animated karaoke allows me to learn the vocabulary and also relax at the same time. A great learning tool.	The animated karaoke is more fun and enjoyable when used in learning vocabulary.
S 88	Animated karaoke will be the medium to learn new vocabulary items because I learn English and correct my pronunciation through songs.	The animated karaoke has its own charm to attract listeners as it makes the classroom more enjoyable and fun.	The rhythm is evergreen and it improves the mood of the listeners and increases our attention span.
S92	I realise that there is not only one way to learn vocabulary. There are multiple ways to do so.	The animated karaoke forces my mind to decode what was being sung in the songs.	The animated karaoke has its own effects on me as it is still ringing in my mind although the activity has ended.

Most of the answers given by the participants during the structured interviews opened a new dimension on the usage of animated karaoke in the Japanese language classrooms. The participants claimed that they felt relaxed and calm while learning the vocabulary using the animated karaoke. Some of them emphasised that the animation and melody in the animated karaoke helped them to memorise the vocabulary better. One interesting finding is that a participant from China claimed that it took more time to acquire vocabulary from the textbook compared to the time taken through the animated karaoke. A participant from Africa realised that there were many interesting methods to learn vocabulary in Japanese language classrooms.

With regard to the use of animated karaoke as a learning tool, the participants perceived it as a great learning tool because it has its own charm to attract the listeners apart from making the classroom

more enjoyable and fun. In addition, they stated that animated karaoke is more interesting than games because it engaged and involved the participants in the activity. They also claimed that visual and melody in the animated karaoke did not fade away from their mind although the activity had ended. The animated karaoke is able improve the mood and increase the attention span of the participants because of its evergreen melody and rhythm. To summarise, the participants have a positive perception on the animated karaoke, its function as a learning tools and its effectiveness in helping them acquire the target vocabulary.

C. Psychomotor and Affective Aspects of Participants

Data gathered from classroom observation made during the animated karaoke activity showed the willingness of the participants to engage themselves in the activity because they were participating in an enjoyable activity. The singing and movements boosted their confidence to participate and encouraged them to sing along. They became engaged in the learning session as they used the lyrics, songs and animations to retrieve information in the lesson and to interact. The teacher acted only as a model.

Discussion

The main objective of using animated karaoke in a Japanese language classroom was to make the lesson more interesting and enjoyable to the participants as they learn vocabulary items in the Japanese classroom. The participants agreed that animated karaoke helped them to memorise and retrieve the vocabulary items that they had learned in the lesson when required. This is because they were able to visualise the vocabulary items as they stay in their mind long after they had sung along with the animated karaoke in the classroom. They also became highly motivated, felt more relaxed and had fun learning vocabulary in the selected lessons as they found that animated karaoke has its own charm in attracting and increasing their attention span during the lesson. Participants were also active and became fully engaged in the classroom activity because they felt confident and highly motivated with the fun and enjoyable animated karaoke activity. The use of e-learning platform was also found to be useful for the students as the teaching and learning process could be carried out without the constraints of time and space.

Conclusion

Animated karaoke have been found to be useful in enhancing students' motivation, particularly in acquiring new vocabulary in the Japanese language. As the activity is fun, their anxiety level is reduced and thus, improves their language acquisition especially when learning a difficult language such as Japanese. To succeed in learning the Japanese language, it is important that the students remain eager to learn and participate in class activities. The implication of the study is that lecturers should adopt the use of animated karaoke or other fun activities to help students acquire the target vocabulary items in the Japanese language classrooms

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WOMAN AND GENDER IN ISLAMIC EDUCATION

MUHAMMAD KHAMIM

State Islamic University Sunan Ampel Surabaya, Indonesia

hamimprof@gmail.com

Abstract

The Islamic education have relationship with the gender movement because in global isues, especialy in the modern era. both of them was influenced for many thinker of muslim activies on the world. In the fact the construct of the Islamic education philosophy was developed from the al-Qur'an and Hadits but the gender movement its construct from West discourse. One of the Islam's grace is the recognition against the wholeness of the humanity of women with men. Its teachings have substantially eliminated discrimination between men and women, one of them is gender educational. In aeducation, often happens gender bias. Gender bias is favoring one gender in social life or public policy. Gender bias in education is the educational reality that favor a particular sex causing gender inequality. To overcome the gender bias in Islamic education it can be done by two approaches as follows: first, empowerment approach. This approach implies that change must be done by women themselves, not because of the provocation of others, especially because it is donated by other institutions, which may be the type of change and empowerment of women. In the context of Islamic education, women of teachers and educational personnel can take the initiative to odvocate their positions as well as the positions of learners, for example by demonstrating more academic abilities than men, coupled with mastery of skills as educators who are also competitive with teachers man. The most troublesome if the women just feel inferior before they do something. Both approaches of wisdom, this approach is based on elements of alternative analysis and gender sensitivity analysis. This approach has five main points: 1) Women are expected to distinguish what they see, such as changing circumstances in strategic areas with status quo, 2) Micro level experience (community, household and social projects) is used as input for macro-level policies 3) Integrate cultural, social and political dimensions, 4) Women must understand every development that takes place around it, and 5) Women are required to have a view and a spirit that tries to separate private and public, economic, political and personal reality, feeling and intuition with reality and rejecting all forms of materialism and hegemony of money. Islamic Shari'a strongly recommends Muslims to have a good education. Therefore, there should be well-prepared education provided for all women and men, in which case there is no such any single differences. Why do Muslim need women's education? Because they need to be changed for better ways and self-development, from personal to family, to community and then to all mankind. Woman is the one who is demanded, because she is the closest one to mankind (the mother is the closest one to the baby) and as the first source teacher how to deal with life changes.

Introduction

The concept of gender actually came from the west in the mid-19th century. This concept developed in the West, Europe, and America; the concept is flowing so fast and growing. The influence of this gender concept can provide friction between male and female relation in all domains. Gender discourse began to be crowded in early 1977, when a group of feminists in London no longer used the issues old like patriarchal or sexist, but replace it with gender discourse. According to Mansour Fakih in an article *"Posisi Kaum Perempuan dalam Tinjauan Analisis Gender"* The Position of Women in the Gender Analysis Review (1996: 46-49) from a study conducted using gender analysis found various forms of gender inequality manifestations. First, there is marginalization of women. Although not every marginalization of women is caused by gender equality, the issue in gender analysis is the marginalization caused by Gender differences. Second, there is subordination to women. In the household, the people and the State many policies are made without the "importance" of women. For example, the assumption that "women will eventually go to the kitchen, why should high school" or because the assumption that the woman is emotional so she is not tetpat to lead a political party or a president, this is a process of subordination and discrimination caused by gender. For several centuries over the legitimacy of religion, women should not lead anything. The emergence of religious interpretation resulted in the subordination and marginalization of women. Thirdly, the negative stereotyping of women and the result of the stereotype is discrimination and other injustices. In our society there are so many stereotypes labeled to women that the consequences are limiting, inconvenient, impoverishing, and disadvantageous to women. Because of the public belief that men are breadwinners, for example, any work done by women is judged only as an "additional", so it may be paid less. Fourth, violence against women caused by gender differences. Violence here ranges from violence in finer forms, such as sexual harassment and the creation of dependence to physical violence, such as rape, murder, and murder. Fifth, because women's gender roles are household managers, many women bear more and more domestic work (double burden). In other words, women's gender roles have resulted in a growing tradition and belief in the community that women should be responsible for the overall implementation of domestic work.

In the Islamic world, the highest authority is the holy Quran which is believed by every Moslem as the word of Allah which is conveyed to Muhammad through Jibril and then delivered to his companions and which we are now witnessing authentic scriptures as a guarantee of the holiness and purity of the Qur'an forever. Islam comes with a mission to free humanity from various forms of injustice. Islam is known as the religion of liberation because its primary mission is to perfect the noble character, including the liberation of women from all forms of discrimination and domination. We can imagine how an arabic society in the period before Islam came, the killing of a baby girl, suddenly called for feast (tasyakuran) on the birth of a baby male or female type. How people who are not familiar with the concept of inheritance, testimony, suddenly given the right of inheritance for any sex of the baby until it is old without any difference, all obtain inheritance rights. Islam is very concerned about the concept of balance and harmony. None of his creations are unbalanced. The concept of gender relations in Islam more than simply regulating gender justice in society, but theologically governs the pattern of human relations (microcosm) and nature (macrocosm) and god. Thus, man is capable of performing his functional duties as a caliph, and a successful caliph is able to attain the true degree of abid (servant).

Gender Mainstreaming

The term of "gender" is often confused with the term of "sex", and more ambiguously gender is defined as 'female'. In a fact, the term gender is not only for the female, but as well as for the male. In studies, gender more emphasizing the development of masculinity or femininity aspects of a person. In contrast if its compare with sex studies that emphasizing the development of biological aspects and chemical composition in femaleness and maleness. The process of growing a child into a man or becoming a woman, people more widely used the term "gender" rather than the term of "sex". Sex term is generally used to refer to reproduction processes and sexual activity, then for the rest, people can used the term of gender. That is one of the important things to understand the differences between sex and gender. Sex defined the biological differences between hormones and patalogis between women and men, for example men have penises, testes, and sperm. While women have vagina, breast, ovum, and uterus. Men and women are biologically different, each having certain biological limitations and advantages. For example, women can conceive, give birth, and breastfeed. While men can produce sperm. These biological differences are natural, already God-given, and no one can change them. While gender is a set of attitudes, roles, responsibilities, functions, rights, and attitudes inherent in men and women due to cultural or community construction (Arsyad, 2014, pp. 330-331).

Crawford and Ungar (2004, pp. 21) showed that gender is more than just sex. Researchers who study the psychology of women find it useful to distinguish between the concepts of sex and gender. Sex is defined as biological differences in genetic composition and reproductive anatomy and function. Human infants are labeled as one sex or the other, female or male, at birth, based on the appearance of their genitals. It sounds like a simple and straight forward matter, though in fact it can be suprisingly complex. While gender, its what culture makes out of the "raw material" of biological sex. In other side, Lips (2003, pp. 7) argue that the distinction between sex and gender is at best a buzzy one: the two overlap. Biology an environment work together so intimately that they are like two sides of the same coin, and it is virtually impossible to label a particular female-male difference as purely based in either biology or culture. *Gender* is used as the more inclusive term when discussing female-male differences that may be caused by any combination of environment and biology. *Gender* is also used as a label for the system of expectations held by societies with respect to feminine and masculine roles. Sex is reserved for discusions of anatomy and the classification of individuals based on their anatomycal category.

Gender equality and justice is a part of the enforcement of human rights that being a particular discussion in International forums since 1980s. The world's attention to gender equality increasing as an important part in achieving prosperity and the success of development. Gender in this context is integrated into a universal welfare approach which is part of international law and agreement under the United Nations. The implementation of Gender equality and justice can be done through the Gender Mainstreaming strategy which is the maturation of the Gender and Development strategy (Mufidah Ch, 2010, pp. 95). One of the manifestations of the United Nations concern for the protection of human rights is the concern of all forms of discrimination. Discrimination is a different treatment of a person or a particular group. This is demonstrated by the Universal Declaration of Human Rights which states that all persons are entitled to all rights and freedoms without distinction of any kind as to race, color, sex, language, religion, politics or other views, national or civic origin , property, birth or other positions. The United Nations observes many discriminatory acts against women, especially about unequal treatment both in law / legislation and in everyday life. In particular, in 1947 the United Nations established a women's commission which became the

forerunner of the drafting and birth of the UN women's convention. On December 18, 1979 the United Nations adopted a convention on the abolition of all forms of discrimination against women known as The Convention the Elimination of All Form of Descrimination Again Woman (CEDAW) (Ainiyah, 2017, pp. 2).

Among the ways to get gender equality is the gender educational. The gender educational is one of effort strategics to transform the values and cultures in society. Education on the basis of gender equality can be an instrument for gender equality, as it specifically has the following objectives: First, realizing wider educational opportunities in all pathways, types and levels of education with regard to gender equality. Second, spur improving the quality and efficiency of education through empowering the potential of women optimally, both in its position as curriculum developer, education manager, educational implementation and as a learner. Third, minimize gender imbalances in majors, vocational or study programs that exist in secondary and higher education to achieve gender equality in the area of professional expertise. In addition gender-based education is designed with curricula, methods and educational materials that are always based on the socialization of gender justice.

Education on the basis of gender equality in national education needs to be formulated by taking into account three main issues. Firstly, it opens wider and equitable education opportunities at all levels of education taking into account the gender equality aspect. Second, to eliminate all forms of gender inequality in the majors or courses at the secondary and higher education levels for the realization of gender equality in various areas of expertise. Third, it provides opportunities for women to participate in policy formulation, decision-making and program implementation. In addition, curriculum developers should reorganize gender-sensitive curriculum content and textbooks by highlighting women's social roles in a balanced manner with male roles. In addition, awareness of gender equality needs to be enhanced for educational managers, especially district officials, principals and teachers to create a gender equitable education process (Ulya, 2013, pp. 168).

Woman in Islamic Persperctive

Islam is a religion that spreads mercy to the universe (*rahmatan li al-'alamin*). One of the Islam's grace is the recognition against the wholeness of the humanity of women with men. Islam recognizes the biological differences between women and men, yet Islam strictly prohibits making such distinctions to prioritize one party (women or men) and demean the other as an excuse. Islam recognizes differences, but condemns discriminatory or discriminating behaviors, as it opposed to the principle of monotheism, the core of Islamic values. One of the purposes of the creation of human beings is to worship Allah, a point made in Quran the chapter 51 verse 56 of Surah Adh-Dhariyat. In human's capacity as a servant of Allah there is no such differences between men and women. The glory of a servant in the eyes of Allah is nothing but the achievement and quality of their *Taqwa*, as it stated in Surah Al-Hujarat verse 13. Women or men alike have the potential to become the most fearing in the eyes of Allah (*Taqwa*). The Qur'an does not embrace the second sex which gives priority to a particular sex, or the first ethnic, which privileges certain tribes (Arsyad, 2014, pp. 332-333).

The inequality between men and women is more likely as a cultural issue than religious thing. There are five concepts related to the principle of gender equality as it stated in the holy Qur'an. First, men and women equally have similar position as a servant. Secondly, women and men are the same as the khalifah of Allah to manage the earth. Thirdly, men and women alike accept the primodial agreements. Fourthly, Adam and Eve as men and women alike are actively involved in the cosmic drama. Fifth, men and women are equal in potential for to conquer any achievements, and will

receive the award or even the punishment without being distinguished. The holy Qur'an stated that women have an honorable position, Islam will protect their rights, explains their roles and responsibilities while also glorifying their positions. This shows that Islam has provided a glorious position for women. The position that Islam gives to women is a position that never been acquired in the previous Shari'a of the religion nor found in any human society (Subhan, 2015, pp. 11).

When the message of Islam was present in the past 15 centuries, its teachings have substantially eliminated discrimination between men and women. Islam considers women to have equal status with men, even if there is a difference, it is the result of the main functions and duties assigned by religion to each sex so that the differences do not result in the one feeling have advantages over the other , but they complement and help each other (Yanggo, 2010, pp. 83).

Grounded in the principles of justice and human equality, Islam recognizes complete equality between women and men regarding their spiritual, intellectual and physical potentials:

O people ! Be careful of your duty to your lord, Who created you from a single soul and created is mate of the same and spread from these two a multitude of men and women. (the Quran 4:1)

The Quran declares that all things have been created in pairs (51:49; 53:45-46; 13:3) and invites thought and reflection. There is no association of higher or lower status with any unit of the pair. The word used in the Quran for both male and female of the human pair is *zauj* (30/21 and 42/11), which means mate or companion. Using the same word to refer to each one of the pair signifies equality between the two. The Quran is explicit that 'women have rights over men similar to those of men over women' (2:226), and interestingly, the mention of women's rights over men comes first. Furthernore, it is obligatory for both men and women to seek knowledge, as discussed in Chapter 1. The promise of reward is also for all those who seek knowledge and do 'deeds of righteousness', irrespective of their gender (the Quran 4:124). The explicit proclamation that all deeds will be rewarded, whether accomplished by men or woman (the Quran 3:195), further denotes essential gender equality. Likewise, the islamic moral code, which is the basis of the islamic social system, applies equally across the gender divide; verse 24:30 commands men to 'keep their eyes lowered and guard their private parts', while the next verse (24:31) repeats a similar commands for women, negating any gender discrimination (Shah, 2015, p. 75).

Gender Equality in Islam

One of the debatable discourses among Muslim scholars and society is concerning gender equality. It was caused by one of the verses in the Quran (the Chapter 4 verse 34) which stated that: "Men are the protectorsand maintainers (*qowwamuna*) of women, because Allah has madeone of them to excel the other, and because they spend (to support them) from their means". Meija interprets that this verse has frequently taken to mean that men have an authority over women because they are superior over women physically and intellectually and because they provide for the women. If women are less than men and they are being provided for by their husbands, men should guide the women. This basically rules out the claim that men have the authority over women in all matters, even in those that they are not qualified. If the above verse is read as men having authority over women, it would contradict other verses in Al-Qur'an (the Chapter 9 verse 71) which stated: "The believers, men and women, are protectors (*awilya*) one of another." How can men be superior over women if men

and women are supposedly protectors of one another? Interpreted in this way, the Chapter 4 verse 34 could also imply that women can advise or handle the affairs of their husbands in matters where they are more qualified, e.g. if the woman is a corporate lawyer and her husband is a businessman, clearly she is in a better position to give him legal advice. This conclusion is in line with the above verse that men and women are *awilya* of one another. Besides, Al-Qur'an also has portrayed the victory of Queen of Bilqis in leading of the Sheba state. It is a tangible that Islam definitely reinforces the equity of men and women (Al-Hamdi, 2015, pp. 182).

Islam equates humans to pay attention to concepts balance contains the values of equality, justice and rejects injustice, harmony, harmony and wholeness human. Islamic teachings mean justice as something proportional, putting things in place, not as much or equally. Islam introduces the concept of referring gender relations to the verses of the Qur'an which are at once a common goal of *Shari'a* embodies justice and virtue. According to Nasaruddin Umar (1999, pp. 248-263), there are some things that are shows the principles of gender equality are within The Qur'an as the main source of Islamic law are:

Women and Men are both servants

According to Q.S al-Zariyat (51:56), in capacity as servant there is no difference between men and women. Both have the same potential and opportunities for become the ideal servant. The ideal servant in the regular Qur'an termed as people who are devoted (*mutaqqun*), and to achieve this *mutaqqun* degree is not known differences of sex, ethnic or ethnic groups, as mentioned in al-Hujurat (49:13).

Women and Men as Caliphs on Earth

Human capacity as khalifah on earth (*khalifah fi al arld*) is affirmed in al-An'am (6: 165), and in al Baqarah (2:30). In both verses, the word "caliph" does not refers to one particular gender, meaning good women and men have the same function as the caliph, who will be responsible for the tasks its caliphate on earth.

Women and Men Receive a Preliminary Covenant with God

Both men and women are both trustworthy and received an early covenant with God, as in al A'raf (7: 172) is the pledge of the existence of God being witnessed by the angels. Since the beginning of human history in Islam is not known as sex discrimination. Men and women alike declared the same divine pledge. The Qur'an also affirms that God glorifies all children Adam without any distinction of sex. (al-Isra '/ 17: 70).

Adam and Eve Engage Actively in Cosmic Drama

All the verses that tell about the cosmic drama, the story about the circumstances of Adam and Eve in the paradise to the earth, always emphasizes the involvement of both actively, with the use of pronouns for two (*huma*), the pronouns for Adam and Eve, which are seen in some cases as following: The two were created in heaven using heaven's facilities (al-Baqarah / 2: 35), both received the same temptation qualities from demons (al-A'raf / 7: 20), both ask forgiveness and equally forgiven God (al-A'raf / 7: 23), and once on earth both develop mutual descent complement and need each other (al-Baqarah / 2: 187).

Women and Men Equally Potential to Achieve Achievement

Opportunities for maximum achievement are no differentiation between women and men is specifically affirmed in 3 (three) verses, namely: Ali Imran / 3: 195; an-Nisa / 4: 124; an Nahl / 16: 97.

All three signify the concept of gender equality and ideal and provide assertiveness that individual achievement, both in the spiritual and professional fields, not necessarily dominated by one sex only.

Gender Bias in Education

Gender bias is favoring one gender in social life or public policy. Gender bias in education is the educational reality that favor a particular sex causing gender inequality. Various forms of gender gaps that occur in various areas of community life, also presented in the world of education. Even educational processes and institutions are seen as playing a major role in socializing and preserving the values and perspectives that underlie the emergence of gender inequalities in society. Broadly speaking, the phenomenon of gender gap in education can be classified in several dimensions, including:

Lack of participation (under-participation). In terms of educational participation, women around the world face the same problem. Compared to the opposite sex, women's participation in formal education is much lower in the countries of the world. When primary education is not required, the number of female pupils is generally only half or one-third of boys.

Lack of representation (under-representation). The participation of women in education as teachers and leaders also shows the tendency of progressive disparity. The number of female teachers in primary education is generally the same or the number of male teachers. However, at the level of continuous education and higher education, the number shows a drastic decline.

Unfair treatment. Learning activities and interaction processes in the classroom are often detrimental to female students. Teachers unconsciously tend to place greater expectations and concern for boys than girls. Teachers sometimes tend to think in terms of "self fulfilling prophecy" of female students because they think women do not need to get a high education. (Sa'i, 2015, pp. 214-215).

With regard to polemical gender bias in education, Pembayun offers two approaches as follows: first, empowerment approach. This approach implies that change must be done by women themselves, not because of the provocation of others, especially because it is donated by other institutions, which may be the type of change and empowerment of women. In the context of Islamic education, women of teachers and educational personnel can take the initiative to odvocate their positions as well as the positions of learners, for example by demonstrating more academic abilities than men, coupled with mastery of skills as educators who are also competitive with teachers man. The most troublesome if the women just feel inferior before they do something. Both approaches of wisdom, this approach is based on elements of alternative analysis and gender sensitivity analysis. This approach has five main points: 1) Women are expected to distinguish what they see, such as changing circumstances in strategic areas with status quo, 2) Micro level experience (community, household and social projects) is used as input for macro-level policies 3) Integrate cultural, social and political dimensions, 4) Women must understand every development that takes place around it, and 5) Women are required to have a view and a spirit that tries to separate private and public, economic, political and personal reality, feeling and intuition with reality and rejecting all forms of materialism and hegemony of money.

As the final bid to hack this gender bias is a model of P3M liberation exegesis (Pesantren and Community Development Association) as revealed by Verdiansyah, a model of interpretation that has

an emancipatory vision. An emancipatory commentary, an interpretation that alters top-down strategy ala tafsir teocentric becomes bottom up, in which the interpretation no longer departs from the text, but departs from the reality of humanity. The emancipatory commentary has four steps/strategies; First, pay attention to humanitarian problems. Second, take a reflective step. Third, formulate a strategy change to answer the problem. Fourth, praxis step, which is concrete actions in the field to solve humanity problem it self. The emancipatory interpretation also offers methodologies with the following stages: First, the historic analysis of texts, Second, hermeneutics, and Third, the practical dimension. Through this new model of interpretation or understanding of the verses of the Qur'an relating to gender realization, biases are expected to be fairly straightened out. Thus if this model of understanding can be introduced to the Islamic educational environment especially kyai, teachers or education personnel may be able to help improve the existing conditions (Khozin, 2011, pp. 87-88).

In other argument, to overcome the gender bias in Islamic education it can be done as follows (Sa'i, 2015, pp. 135-136):

Reinterpretation the verses of the Qur'an and the gender bias in hadith continuously so that the religious teachings are not justified as scapegoats to grant the wishes of certain people.

The the national curriculum should eliminated the any dichotomouses between men and women, as ill be based on equitywell as local curriculum so it w, justice and equilibrium. The curriculum should be structured with appropriate needs and typology of the area which is start from kindergarten education up to university level.

as the provision of learning facilities The empowerment of women in the informal education such starting at the village level to the district level should be adjusted with theirneeds.

Empowerment in the economic sector to increase families income, especially in home industry. Thus, omic dependences on men because it is one of the occurrences of womenit will eliminate the econ's marginalization in such mentioned issue.

Political education for women should intensively eliminate the unawerness political for women. Because there is still a presumption that politics is only for men and politics is a violence, whereas politics is the art of achieving power. Thus, the 30% quota in accordance with the mandate of the law will immediately fulfilled that the majority of voters are women.

Empowerment in the skill sector, as well as the skill for household needs or any needs with high-selling value, especially for women in order tobalance women living in urban areas with rural areas which should have relatively good skills.

Socialization of the Anti-eholds should be done more intensively so that women Violence Act in Hous know the rights and obligations that must be done in accordance with the provision.

Woman in Islamic Education

There are several terms related to the term "education" in Islamic education. Some are called *ta 'lim* usually translated by "teaching". Education is also balanced with the idea of *ta'dib* which is etymologically translated by a banquet or a polite education. Another term which is also known for education is *tarbiyah*. According to Ahmad Shafi'i Mufid, "these terms imply the meaning of a ritual activity to develop the individual" . While al-Attas as quoted by Hasan Langgulung, compare the three terms are as follows:

"Ta'lim only means teaching, more narrow than education. In other words ta'lim is only part of education, while the word tarbiyah, which is more widely used now in the Arab countries, is too broad, since the word tarbiyah is also used for animals and plants with the understanding of defending or defending, raising, medium is derived from education only for humans only. Ta'dib is more appropriate because it is not too narrow just to teach it, and does not include creatures other than humans. "

Different with al-Attas, Athiyah Abrasyi argues that the term tarbiyah includes all educational activities. Tarbiyah is an attempt to forge individuals into better, systematic thinking, intuitive acumen, creative, tolerant and verbal and written language skills (Huwaida, 2016, pp. 24). The International Conference of Islamic Education in 1980 in Islamabad, Pakistan, formulate that education should aim at the balanced growth of total personality of man throught the training of man's spirit, intellect, the rational self, feeling, and bodily sense. Education should therefore cater for the growth of man in all its aspect, spiritual, intellectual, imaginative, physical, scientific, linguistic, both individually and collectively, and motivate all these aspects toward goodness and attainment of perfection. The ultimate aim of education lies in the realization of complete submission to Allah on the level of individual, the community and humanity at large (Nata, 2010, pp. 30).

The link between gender and education confounds easy generalizations. Education is both a requirement and a right – yet a flattened understanding of education as a magic word, a great equalizer of difference and an exogenous, automatically empowering influence, can be problematic; at best it merely skims the surface, while at worst, it can overlook the complex dynamics that mark the field of education to reproduce patriarchy, social inequality, even bondage (Dhar, 2015, p. 9). Islam recognized the importance of education for woman, because it believed it allowed them to become better wives and mothers (Crandall, 2011, pp. 174). Currently, education for women in the Islamic world is minimal. Girls are given the basics of Islamic education, especially the small instructions in the Qur'an and Hadiths to be able to worship well. Beyond that, their education is not academic but domestic. In the late nineteenth and early twentieth centuries, Islamic leaders arose with awareness of the fact that Muslims are far below the west in many ways, including technologies and education that are important to know and develop. Many of these leaders are aware that if Muslims want to compete successfully in today's world, it must be done with the help of well-educated and responsible women. So, this century has witnessed a number of educational developments for women and in countries such as Egypt, Iraq and Kuwait, quite a number of women in the University (Sharma. 2002, pp. 294).

Islamic Shari'a strongly recommends Muslims to have a good education. Therefore, there should be well prepared education provided for all women and men, in which case there is no such any single differences. Why do Muslim need women's education? Because they need to be changed for better ways and self development, from personal to family, to community and then to all mankind. Woman is the one who is demanded, because she is the closest one to mankind (the mother is the closest one to the baby) and as the first source teacher how to deal with life changes (Sadari, 2015, pp. 37).

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WOMEN OF VALOR: AN ETHNOGRAPHIC STUDY

SHARYN SEPINWALL

The Creation of Personal Meaning in the Lives of a Select Group of Women in Quebec, Canada:

This paper is based on an ethnographic study of a group of Hassidic women, and it inquires into the roles, uses and functions that literacy plays in their lives, as evidenced in the following areas:

- The link they make between their secular and religious worlds
- Their delineated and complementary gender roles
- The challenges of modernity and feminism

In the paper, I document the unique journey of a group of religious women, one of the few inquiries into a unique generation of Hasidic women. Using the metaphors of being seen and heard, I explore the public and private spheres of these women and the roles they perceive they play in influencing their own lives and the lives of others.

One stereotypical assumption about Hassidic women is that of subjugation and oppression. My ethnographic study explores what these women do as opposed to what they are prohibited from doing. I explain what it is in their lives that make them appear to be so content and serene.

I believe that the participants in my inquiry have indeed discovered in their tradition and religion a deep understanding of the "feminine" which speaks to them on the most profound levels of an appreciation and empowerment as women. I argue that just because we cannot read oppression in their words does not translate into an assumption that the women must be deceiving themselves. Instead, their self-reports indicate that they have put themselves within a system that values them no less than men and perhaps even more. This does not mean they do not encounter tensions and struggles in their attempts to balance the religious and secular components of their daily lives. However, I learned, that, from their perspectives, their ways of thinking, living, believing, doing and valuing quite simply offer them something very wonderful in return.

PHYSICAL EDUCATION: EFFECTS OF THE SCHOOL SUBJECT ON THE PHYSICAL ACTIVITY REGIMEN OF 15-16-YEAR-OLD ADOLESCENTS

KATERINA KRALOVA

The aim of the paper is to analyze the popularity and significance of physical education (PE) and its influence on the physical activity regimen of adolescents aged 15-16. The research was attended by 315 students of secondary vocational schools (153 girls and 162 boys), and it was analyzed that 19.7% of students had a lack of physical activity on weekdays, while 52.7% had a lack of physical activity on weekends. The values show that school attendance increases the amount of physical activity of students. The increase is manifested not only in the number of steps per day but also in the intensity of physical activity (especially during the PE lessons). Physical education is often the only regular activity of high school students (for 48% of students) and therefore the only means by which it is possible to systematically reduce the negative impacts of the sedentary lifestyle. The following questionnaire survey analyzed that physical education is a popular subject for 64.82% of students, 56% of students place it among the less demanding subjects. 51.8% of students consider Physical education to be an important school subject. The demonstrated increase in physical activity, as well as the high popularity of physical education, determine PE as an optimal possibility of reducing the number of hypokinetic and obese youth.

THE INFLUENCE OF EXTENSIVE READING PROGRAM TOWARD STUDENTS' WRITING ABILITY

SITTA MEINAWATI, YUDI JUNIARDI, SUTRISNO SADJI EVENDDY

Abstract

Students' lack of knowledge mostly came from the less input they gain from reading. Thus this may cause the students do not know what to write properly. Therefore this problem drove the author to conduct this research. The Objective of this research was to know the influence of extensive reading toward students' writing ability at the first grade of higher secondary school in Indonesia. The researcher used quantitative research and implemented the true experimental design as the research method. There were two groups involved in this research, the experimental and control group. A sample of this research was students of the first grad in that school, 30 students selected for each group. The researcher found that there was a significant influence of extensive reading toward students' writing ability, indicated by the value of the t-test higher than the value of the t-table at the level of significance of 0.05 (2.00), 2.40 > 2.00. It means that the hypothesis was accepted while the null hypothesis was rejected. From these findings, it could be concluded that the use of extensive reading was effective to influence students' writing ability. All these suggest that the implementation of extensive reading in the class of writing was highly encouraged.

Keywords: Extensive Reading, Writing, EFL.

Introduction

As one of the all skills in language learning, writing also has its important role to be mastered by the learners for it is regarded as a difficult subject for some learners. Writing has to be taught and is necessary to be learned (Harmer: 2007; Richard (1990) in Trong: 2011) because writing skill is deemed to be difficult for EFL students in language learning. These statements can be said that writing is special, because the learners must be guided well in producing a written product as the requirement in the class of writing.

Language learners mostly have problem regarded in writing in conjunction with organizing and developing their ideas into a piece of written product. One of the common reasons was, in many cases, they did not like to read a text, especially the one which is written in English. This happens because they did not have a reading habit at home, particularly in Indonesia. Ribka (2016) in the Jakarta Post reported that Indonesia is placed in the second-lowest rank of 61 measurable countries for its 'literate behaviour characteristics' in a study conducted by John Miller. Moreover in the article she conveys that United Nations Development Program (UNDP) reveals that only one out of 1000 Indonesian is passionate about reading.

Reading is not only can enrich students' knowledge, but also can ease them to write since before reading something, students need to know what a good writing is like. The best way is by reading a

lot. Reading a lot can be defined as extensive reading. As Tarigan (2008: 32) said that extensive reading is a wide reading. He also stated that extensive reading is a short time reading in order to find out the information in a text. In short, extensive reading is a reading activity which is focused on a large amount of the text in a short possible time. Moreover, Williams (2005: 30) said that extensive reading can lead to improvement in writing proficiency for students may get many ideas and knowledge after they read.

Thus, this research aimed to investigate the students' ability in writing a text. This study was conducted in a public higher secondary school in Indonesia. This research attempted to identify whether there was any influence of extensive reading program toward students' writing ability.

Referring to what have mentioned above, the problems that the researcher identified in this research were:

Students had difficulty in writing.

Students were difficult to explore their ideas and to compose a text properly in English.

Students did not like to read.

Students did not have a reading habit at home.

Students were not used to read English texts.

From the identification above, in this research, the researcher focused on the analysis of the students' writing ability in composing a narrative text, which was based on the text that was given by the researcher as their writing ideas to rewrite with their own words at the first grade students in one of a public school in Serang, Banten, Indonesua, in the 2014/2015 academic year, as the limitation of the problem. The researcher formulated the research problem as follows: Is there any influence of implementing an extensive reading program toward students writing ability in composing a narrative text? While the objective of the research that the researcher conducted was to describe whether extensive reading influenced the students' writing ability and also to identify whether extensive reading influenced students' ability in composing narrative text.

There were some benefits that the researcher expected from conducting this research. The researcher described them as: The students will be able to produce meaningful writing paragraphs, short stories, text types, summaries, and the reading program as well as reader-response criticism may help to determine students' progress in their writing; This research might help researchers involved in the educational process gain insights into extensive reading together with the reader-response criticism and its effect on writing skill and seek to improve it overtime; This might encourage future research, which in turn, may lead to the enrichment of the field of extensive reading along with reader-response and its effect on writing skill in general and language teaching and learning in particular; Also it will help teachers to better understand the issue and integrate it into their classroom routine in general and in the writing class in particular

For the clarity of the key term of this research, it can be defined and specified as follows:

Writing ability

Writing ability is the ability that is owned by every student in a case of writing. Ability is thing that someone has in order to do such things. According to Williams (2003:299) students of all ability levels may display performance that differs from assignment to assignment or from task to task. Hence, the ability can be owned by anyone as long as they want to practice continually. Therefore, when the students want to have a good writing ability they need to practice it all the time.

Jyi-Yeon Yi (2009: 53-69) states that there are various definitions of writing ability that has been formulated into three main approaches to the teaching of writing. They are as follows:

Writing ability implied in the product / text-oriented approach.

Writing ability implied in process/cognitive-oriented approach.

Writing ability implied in reader/genre-oriented approach.

Based on Jyi-Yeon Yi explanation above that can be a guidance for the teacher to choose what kind of ability that the teacher will measure based on the students' writing task. Since every teacher should take into account in deciding which approach that is best suited with the need of the students. In this research, the researcher choose an analytical scoring adopted from Weigle (2002: 120) in order to measure their writing ability.

Extensive Reading

Extensive reading means wide reading (Tarigan, 2008:32). Learning through extensive reading is largely that is the learners' attention is focus on the story not the items to learn. Williams (2005:30) stated that the extensive reading is often pleasure and has been shown to be a rich source of input. According to Elley and Mangubhai (cited in Nation, 1981:50) extensive reading can occur within class time, but mostly outside the class time (Tarigan, 2008).

From all the statements above, it can be said that extensive reading can be as a reading activity which suits to be implemented in the class time or outside the class time in order to gain a pleasure reading for the students themselves.

In writing, there are some aspects that need to take into account before the teacher organizes a writing class. Reid (1993: 25) mentions there are five aspects that should be directly involved in writing performance as follow:

Content, which is focused on the students' knowledge of the subject, and the relevance of students' writing product to assigned topics; organization, which covers a clear statement of an idea, fluent expression of ideas, and well-connected ideas; vocabulary, which concerns of the effective use of choice of words (diction); language use, the effective of using complex or simple construction; and mechanics, the mastery of spelling, punctuation, and capitalization.Those five aspects are necessary for the teachers of writing class to consider and to think whether those factors have already been decided before conducting a writing class.

Writing, as any other language skill activity, is used to share the writer's ideas to others. This statement was also stated by Alwasilah (2005) that the purpose of writing is to tell the message to the readers. Indeed, writing ability is connected to the readers, because it is so unworthy for the writers to write down such ideas through a written product but it is not aimed to be read. So this is important for the writers to think about what they are going to write down before they create such kind of product which is not interesting or event can not catch the readers' attention. In teaching writing, teachers themselves are no need to implement the way they were taught from their teachers in the past time. In this era, the need of the new way to teach writing has been increasing. So the teachers are expected to be able to do approaches to make the students enjoy learning writing.

Hyland (2009: 7-8) conveys there are three approaches to teach writing: The first approach focuses on the products of writing by examining texts, either through their formal surface elements or their discourse structure. The second approach, divided into Expressivist, Cognitivist and Situated strands, focuses on the writer and describes writing in terms of the processes used to create texts. The third approach emphasises the role that readers play in writing, adding a social dimension to writing

research by elaborating how writers engage with an audience in creating texts. Therefore, it can be said that to teach writing the teachers need to choose which approach that best suit with the situation in the field, what the students need, and what the problems that need to be solved with that approach, however most of them are created in order to make the students able to produce or to compose their own product in the term of writing.

According to Williams (2005:19) there are some factors that influence on teaching and learning writing. They are listed as follows:

The use of text in teaching academic writing

The characteristics of writers

The process involved in learning and teaching writing

The role played by the writer's readers—the audience—in writing.

The four aforementioned factors are important to be considered by the teacher or the researcher before implementing the writing class. It because each of the factors based on the Williams' mentioned are related each other. In the 1950s and 1960s, the relationship of reading and writing was disconnected in education (Han: 2010). To teach students reading and writing was divided into different parts because different concepts described reading as a passive action and writing an active one (Hirvela, 2004). Related to those concepts, writing considered as a productive skill, while reading is receptive one. However, during 1980s and 1990s, a few research projects about the relationship of reading and writing conducted that revealed that when reading and writing were taught together, both students' thinking and learning skills were developed.**Methodology**

The subject of this research was two classes of first grade of higher secondary school in Serang, Indonesia which is 30 students for each class. It means there are 60 students involved. While the object of this research was about Extensive Reading Program which was used in order to know the influence of it toward students' writing ability.

This research is an experimental research in a public senior high school, in Serang, Indonesia. This research involved the students of the first grade in that school as the participants. It used tests: pretest and post-test. Those tests conducted in a different time. The pretest administered before giving the treatment to the students, while the post test was given after the treatment. The researcher analyzed the test by using analytical scoring adopted from Weigle (2002). The analysis emphasizes to identify and to describe about the students' writing ability in composing a narrative text through an extensive reading program from its content, organization, vocabulary, language use, and mechanistic aspects. After that the researcher will analyze the data by using T-test that will be used to identify the difference of students' score achievement in writing a narrative text.

The researcher arranged the hypothesis of this research as follows:

1. The null hypothesis (ho)

There is no significant influence on students' writing ability in composing a narrative text through extensive reading program.

2. The alternative hypothesis (ha)

There is a significant influence on students' writing ability in composing a narrative text through extensive reading program.

This research conducted in one of the public schools in Serang, Banten, especially in the first semester of the first grade, in two regular classes. The two classes treated differently for the experimental class and for the control class. The experimental class got the extensive reading program, while the control class did not get the same treatment. This research was done in order to know whether there is an influence by treating students the extensive reading strategy for their writing skill, in this case was writing a narrative text.

The technique in collecting the data was the tests. The test was divided into two parts, pretest and posttest. The pretest was conducted to find out initial differences between the two groups. The pretest was given at the first meeting. The post-test was given at the last meeting after treatments, in order to find out whether or not the treatment give any influence to the students' writing ability of the experimental group.

Test 1. Validity of the Test

The instrument is stated valid if the instrument measures the things that should be measured. According to Gay cited from Sukardi (2009: 121) valid means that the instrument can be used to measure what should be measured. It was concerned with what a test measures and for whom it was appropriate. If the test is not valid, it means the test can not be used to get the data. According to Sugiyono (2009: 129-134), content validity can be made by comparing the contents of the draft with the instruments that have been set.

The ordinal scales would be used in this research, it consists of students' writing ability, and the criteria are as follow:

Excellent= 90-100, Very Good= 80-89, Good= 70-79, Fair= 60-69, Poor= <59

Based on the ordinal scale above, the researcher found that there were five students in experimental group who got "very good" score, 21 students got "good" score, and the rest four got "fair" score in their pretest result. While in their posttest result, the score increased become sixteen of "excellent", ten "very good" and four "good".

It also happened in the control group. The increasing of the score also happen in this group, but the different was about the scale in their score. At first the result of the students in the pretest was higher than those students who were in the experimental group's score. The resilt of the pretest of the control group was two students gor "very good" score, twenty six students got "good" score and two students got "fair" score.

Test 2. Reliability

A test can be said as reliable to the extent that it is consistent with itself, that is, it ranks the individuals in essentially the same position on its successive application. In other words, if a measuring device is tested on the same subjects on two different occasions, for example, the result will more or less be similar. Thus, reliability is a characteristic that a measuring device must possess in the sense that its reliability will influence the reliability of the research result. To measure reliability, this research used inter-rater reliability which was calculated by Sperman-Brown formulation.

Based on the calculation of the Spearman Brown formulation, the researcher got the result in the pretest of the control group which was 0,5871 and the posttest of the control group was 0,5849. Both scores showed that the two results of the calculation in the pretest and posttest in the control group are reliable because basedon the significant level from the r table of 0,05 or 5% is 0,37 which means lower than the r result (r_{11}). In short 0,37<58 means the result is reliable.

In measuring the students' writing, the researcher used analytical scoring. As Weigle (2002: 114) said that in analytical scoring, scripts are rated on several aspects of writing criteria than given a single score. Scoring students' writing based on several aspects of writing criteria according to Weigle (2002: 120) provide more useful diagnostic information about students writing ability.

In Jacob *et al.* (1981 cited in Weigle, 2002:120) scale, scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanic. The figure can be seen as follow:

Aspect of writing	Level	Criteria
Content	30-27	Relevant to the topic and easy to understand
	26-22	Rather relevant to the topic and easy to understand
	21-17	Relevant to the topic but is not quite easy to understand
	16-13	Quite relevant to the topic but is not quite easy to understand
Organization	20-18	Most of the sentences are related to the main idea
	17-14	Some sentences are related to the main idea
	13-10	Few sentences related to the main idea
	9-7	The sentences are unrelated to each other
Vocabulary	20-18	A few errors in choice of words
	17-14	Some errors in choice of words
	13-10	Occasional errors in choice of words
	9-7	Frequent errors in choice of words
Language	25-22	A few grammatical inaccuracies
	21-18	Some grammatical inaccuracies
use	17-11	Numerous grammatical inaccuracies
	10-5	Frequent grammatical inaccuracies
Mechanic	5	A few errors in spelling and punctuation
	4	Some errors in spelling and punctuation
	3	Occasional errors in spelling and punctuation
	2	Frequent errors in spelling and punctuation

Figure 1

Analytical Scoring Rubric adapted from Weigle (2002:120)

All of those five aspects that already delivered by Jacob in Weigle (2002:120), would be a guidance for the researcher to give the score of the students' writing. All the aspects are necessary to be measured since the written product need to fulfill all those criteria

The researcher used t-test as the technique of data analyzing to know whether there is significant difference between the two variables. The t-test according to Sukardi (2009: 90) will be used to identify the differences of students' score achievement in teaching writing narrative text by using clustering technique.

The steps to use the t-test itself can be seen as follow:

First, to calculating the average score of pretest and post-test, the following formula will be used:

$$x = \frac{\sum x}{n}$$

X   = Average/mean

$\sum$x   = Total score

n   = Total subject sample

After calculating the mean,the researcher used the mean score to calculate another formula, which is to test the alternative hypothesis whether it is accepted or rejected, or in the contrary, the null hypothesis is accepted or rejected. Then, to test the hypothesis the following t-test formula was used:

$$to = \frac{M_1 - M_2}{\sqrt{\frac{(\sum x_1{}^2 + \sum x_2{}^2)(n_1 + n_2)}{(n_1 + n_2 - 2)(n_1 . n_2)}}}$$

to =   t observation

M1 =   Mean score of experimental group (X1)

M2 =   Mean score of control group (X2)

$\sum$x1² =   sum of square deviation score in experimental group

$\sum$x2² =   sum of square deviation score in control group

n1 =   the number of student of experimental group

n2 =   the number of student of control group

Next, determine t_{table} in significant level 5% and 1%

df   : (n1 + n2) – 2

df   : degree of freedom

n1   : Number of students (Experiment class)

n2   : Number of students (Control class)

If by using significant level 5% $t_{count} > t_{table}$ then the alternative hypothesis is accepted. Contrary, if the $t_{count} < t_{table}$ then the alternative hypothesis is rejected, meaning the null hypothesis is accepted.

Discussion and Findings

The sample that the researcher used were two classes from the first grade of the school. The two classes chose by using cluster sampling, which enables the researcher to get the data based on the groups instead of people. The samples were divided into two different groups, namely experimental group and control group. The experimental group was X MIA 4 while the control group was X MIA 3. Both of the groups were 30 students each. The experimental group got the extensive reading program as the treatment, while the control group did not get the treatment of extensive reading.

The two different classes had to finish testing, namely pretest and post-test. The test was given in order to find out whether there was any influence of extensive reading toward students' writing ability. The test was about an instruction which was asking the students to write down a narrative text, based on the topic that the researcher asked.

The topic was about an Indonesian legend, namely Timun Mas. This topic was chosen because most of the students of the school have already known the story since their young ages. This was known as the researcher previously asked to the students whether or not they know the story, and the answer was yes they knew.

As the narrative text requirement, the students expected to write down in a past form, which usually uses past tense. Likewise, the students need to compose in a proper generic structure, which was orientation, event, complication and resolution. Besides, they were also required to be able to choose correct punctuation and spelling and also grammar rule while composing the text.

After conducting the pretest, the researcher found the result. The following data were gained from the pretest of both control and experimental group which were conducted before giving the treatment.

The pre-test of the experimental group were conducted on September 24th 2014. The same date was also chosen as the pretest in the control group to conduct. The result of the data showed from the figure 3 above that the lowest score was 65 and the highest score was 86. The scores were gained from Analytical Scoring Rubric adapted from Weigle (2002:120) that has some aspects. The aspects are content, organization, vocabulary, language use, and mechanic.

The content was about the relevancy to the topic and easy to understand. If the content was relevant to the topic and easy to understand, the researcher would give point in the range of 27-30 based on the students' writing product which was false and irrelevant to the content that the students created. If the students' text was rather relevant to the topic and easy to understand, means the researcher would give the students' score in the range of 22-26. While if the students' content relevant to the topic, but it was not quite easy to understand, the researcher would give the students score in the range of 17-21. Then, if the students' content quite relevant to the topic but was not quite easy to understand, the researcher then would give the students score in the range of 13-16.

The organization was the second point that the researcher would examine. The organization, in this case means the relation between sentences to the main idea, whether or not related. The researcher would give the students score in the range of 18-20 if most of the students' sentences related to the main idea. And would give 14-17 if the some sentences of the students related to the main idea. While, it would be 10-13 if there was only few sentences related to the main idea. And the score would be in the range of 7-9 if the sentences did not relate to each other.

The third point that the researcher would examine was the vocabulary. If the students had a few errors in choice of words, the score would be in the range of 18-20, while if there was some errors in choice of words their score would be in the range of 14-17, and if there were occasional errors in

choice of words the score would be among 10-13, and also if there were frequent errors in choice of words that the students made in their written text, then the researcher would give the students score in the range of 7-9.

The fourth point to examine in the writing of narrative text was about the language use. This was about the grammatical inaccuracies. If the students made a few grammatical inaccuracies, then the researcher would give them a score between 22-25. If the students had some grammatical inaccuracies, then the researcher would give them score in the range of 18-21. While if the students made numerous grammatical inaccuracies, the researcher would give them a score between 11-17. And if the students used frequent grammatical inaccuracies, then the researcher would give them a score between 5-10.

The last point that the researcher would examine was about the mechanic. The mechanic in this case was about the spelling and punctuation. If the students made a few errors in spelling and punctuation, then the researcher would give them 5 points. If the students made some errors in spelling and punctuation, then the researcher would give them score 4. While if the students made occasional errors in spelling and punctuation, then the researcher would give them score 3. And if the students made frequent errors in spelling and punctuation, then the researcher would give them score 2. Each of those aspects has a different maximum score. It was 30 points for maximum score for the content, 20 points for the organization, 20 points maximum score for the vocabulary use, 25 maximum points for the language used, and 5 maximum points for the mechanic.

All of the five aspects based on the Weigle (2002: 120) were as a guidance for the researcher in examining and giving the students score for each aspect. After giving scores from the each aspect, then the researcher would calculate all of the score in order to know the total score that each student has gained. Then the ordinal scales used in sorting the data to the group of excellent (90-100), very good (80-89), good (70-79), fair (60-69), and the last was poor (<59).

This test aimed to measure students' ability in writing skill before they got the treatment by implementing extensive reading. From this test, most of the students still find difficult to understand the way of how to compose a narrative text. Actually, they already know about the genetic structure of the narrative text, but they still lake of ideas and vocabularies and also unaccustomed to making a narrative text.

Their lake of ideas to write something down was also could be seen when they were so hard to write, even when the time already showed fifteen minutes passed after the researcher delivering the test paper. Therefore, they could only write a half of the story untold. This, indeed, could influence in their content score. It also could be seen from the mean of the data which was 74,87 from the Experimental Group and 75,57 from the Control Group. However, they had tried to give their best effort to make a narrative text. So they gained a good result.

The result of the pretest of the control group for the sake of finding out the capability of the students' writing ability in composing a narrative text. From the result of the pretest of the control group, the lowest score was 67 and the highest score was 80. The total score of the pretest result of the control group compared with the result of the pretest of the experimental group was 2267 and 2246, while the mean of the pretest result of the control group and the experimental group was 75,57 and 74,87, which was not far different, so it was almost equally as the pretest that was given to the students has an equal score which means that the students have equal score, which means the students have the same level ability in writing. Such, they find the difficulties to understand the way how to write and deliver ideas.

From the data that the researcher gained, it could be described that the two groups almost have the same score. The result was shown that the two classes could be a good comparison because they had the same ability in writing a narrative text. Therefore, the two groups chose as the group of control and experimental.

The data showed that the first student in the control group class got 72 while in the experimental group the first students has got 79. The student number 2 has got 72 as the pretest score, and so was the second student in the experimental group. The third student in the control group has got 67 while in the experimental group the third student has got 69. The fourth student in the control group has got 76 as the pretest result while in the experimental group, the fourth student has got 77 as the pretest score. And the fifth student in the control group has got 77 on the pretest score while in the experimental group has got 79.

The result of the post-test of the control group for the sake of finding out the students' ability in composing a narrative text. After calculating the post-test result of the control group, the researcher found that the lowest score was 69 and the highest score was 86. The total of the result in the control group was 2360 and the mean was 78,67. The mean showed the increasing of the score gained by the students in the group, but still, the result of the post-test in the experimental group was higher than the result of the post-test in the control group.

The result of the Experimental group post-test was conducted after given the treatment. Comparing to the result of the pretest of the experimental group, the result of post-test was far more different from the previous result. The scores increased better than the pretest result. The total score becomes 2479 and the mean or average increased as well become 82,63 which was better than before. The result showed that the lowest score was 74 and the highest score was 95. The more students' score detail can be seen in the Appendices IV Students' Score.

After testing the hypothesis, it is showed that the alternative hypothesis was that there was a significant influence on students' writing ability in composing a narrative text through extensive reading program. The null hypothesis was there was no significance influence on students' writing ability in composing a narrative text through extensive reading program.

The alternative hypothesis was accepted if the t_{count} was higher than the t_{table}. It means that the null hypothesis was rejected if $t_{count} > t_{table}$. Contrarily, the alternative hypothesis was rejected if the $t_{count} < t_{table}$. It means that the null hypothesis was accepted.

From the data gained by using the t-test, the result showed that the t count was 7,45 and the degree of freedom of 60 from the level of significance 0,05 (5%) which was 2,00 means 3,33>2,00, and from the level of significance 0,01 (1%) which was 2,65 means 3,33>2,65. Therefore the $t_{count} > t_{table}$, which means the alternative hypothesis was accepted, and the null hypothesis was rejected based on the significance level of 0,05 (5%) and 0,01 (1%).

Conclusion and Suggestion

From the result of the data gained from this research, the researcher concludes that implementing extensive reading can influence students' writing ability. It can be seen from the result of their score

from the pretest and posttest was improved with a better one. Before implementing the extensive reading program, the mean score on the pretest in the experimental group is 74, while the mean after conducting the extensive reading program is 88. This significant mean score can be achieved well after they got the treatment. In short, the extensive reading program can give a significant influence for the students' writing ability, especially in composing a narrative text.

The researcher has proved it from the result of calculating the data by using the t-test formula. The result shows that the use of extensive reading can influence significantly on the students' writing ability in the significant level of 5% and 1% or 2,00 and 2,65. The t_{count} result shows higher than the t_{table} which is 3,33. It means that there is significant influence by using an extensive reading program toward students' writing ability. It means that the alternative hypothesis is accepted and the null hypothesis is rejected.

Having accomplished this research, there are some suggestions that may be useful for further researchers in this field. The suggestions are proposed as follows:

The quantitative finding of this research shows that the implementation of extensive reading in teaching a narrative text gives positive effects towards students' writing ability. It is suggested for the teacher, especially for the English teacher in teaching writing. This is because extensive reading can influence students' writing ability in composing a narrative text which enable them to create their own ideas about a story they read.

Considering the limited facilities of the graded English book in the school library, it is suggested for the further research in this field to ensure the availability of it before conducting the research. It aims to ease the researcher to gain more choice for the students to find the book that gives them pleasure in reading. The more the students read English textbooks, the better their writing will be. It means that they will unconsciously learn while reading their favorite textbooks by themselves. Their vocabularies, grammar, structure of the text will improve naturally. When students do what they like to do, they will be easy to absorb much information from the text itself. In short, extensive reading can be a good way to train students to get used to read and also unconsciously to write as well.

Acknowledgement

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CORPUS WEB-BASED AND MISSION WALLS INTEGRATION TO STRENGTHENING CHARACTER AND MULTICULTURAL EDUCATION

EKA LUTFIYATUN

Universitas Islam Negeri Maulana Malik Ibrahim Malang
Ir. Soekarno St. No.1, Dadaprejo, Junrejo, Batu City, East Java, Indonesia

ABTRACT

Foreign language education is important in Indonesia, especially Arabic language used in religious activity and international communication. Learning Arabic in Indonesia finds various problems. One of which is reading, especially grammatical analysis. Preliminary observations show students having difficulties learning due to the media and techniques learning used is still traditional. In addition to the topic and media learning, another aspect, character and multicultural background, is also a critical attention for teachers. Not only cognitive competency, but also affective and psycho-motoric competency should be mastered by student such as character building and multicultural education. Actually, the ministry of education in Indonesia have given a national rule about character building must be applied in schools. It has eighteen characters based on Indonesian characteristic and culture. They are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curious, nationalistic enthusiasm, proud of nation, proud of achievements, communicative, love peace, love reading, love nature, sociable, and responsible. But, teachers have many struggles to apply it into learning activities. They do not know how to give character stimulation to student. Usually character education is practically integrated with learning activities in the class room, not a separated subject. Multicultural and character education on foreign language acquisition is closely related since the idea of both languages and students as the subject is different. Therefore, they need to apply various techniques learning even though required material is difficult. One way that can be retried is using the corpus linguistic web-based called The Quran Arabic Corpus and Mission Walls. Corpus web-based is online media helping students to study Arabic grammar with the sentences from Quran. Students can know grammatical function of each word appeared and its meaning. Mission Walls is a technique helping teachers and student in learning activities as the main activity. It has six mission must be finished by student. This research uses the library analysis method by analyzing research reports applies both media in strengthening character and multicultural education. They are research reports discussing about linguistic corpus application and mission walls as a technique and medium in learning activities. Based on the analyzing result, it shows that Mission Walls containing six missions could contributed in character building, especially the eighteen characters mentioned

before. The first mission is strip story by rearrange separated phrase to be sentences and paragraphs. It contains characters about hard work and creativity. The second is reading with loud voice showing communicative and love reading. The third is answering question related to paragraphs given before relating to independency and responsibility. The fourth is identifying right or false sentences showing curious character. The fifth is uncovering comprehension related to paragraphs relating to communicative character. And the last is fulfilling paragraphs by words or phrases available showing love reading, creativity and responsibility. All over from those missions students can learn about religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curious, communication, love peace, love reading, love the nature, sociable, and responsible character. Therefore, it contains at least eleven characters. The result is the existence of acculturation in learning a foreign language, make character education and multicultural becomes important and the integration of both media can be applied. So the conclusion is possible for teachers to use web-based media, the innovative technic learning and integrate it by strengthening character and multicultural education.

INTRODUCTION

Along with the progress of the era of globalization, mastering a foreign language is crucial for students. One of which taught in Indonesia is Arabic. Arabic is taught in the schools to work as a language religion and science, beside as a mean of communication (Makruf 2009:97). Learning Arabic can be assessed as a successful program when students had mastered four competencies to communicate with this language in oral and written expressions. Those competencies are listening (*mahaarah al-Istima'*), speaking (*mahaarah al-takallum*), reading (*mahaarah al-qira'ah*), and writing (*mahaarah al-Kitaabah*) (Iskandarwassid 2011:226). But, students have various problems in learning especially for reading lessons.

Hermawan (2011: 143) defines understanding of reading skill as an aptitude to know and understand the content of written passages by reciting or digesting it in their hearts. Reading is the process of communication between readers and writers through written text. Therefore, there is a correlation between cognitive oral and written language.

According to Effendy (2009: 167-168) the reading skill is divided into two aspects which the second aspect of these is problems frequently found. A student will be required to know and perceived various patterns of the sentences, the forms of a word in the Arabic language, and its function. When the students do not know them, they will fail in pronouncing and understanding the sentences. Therefore, it is requisite to the existence of a medium that be able to help them in understanding material and the achieving purposes of learning. As time progress, electronic media for learning Arabic appearing to analyze the Arabic text is the linguistic corpus. European and Arab students have begun to work and developed research in the field of Arabic corpus since several decades and have continued to renew their supporting authentic data (Al Sulaiti and Atwell 2006:2). One example is The Quranic Arabic Corpus as internet based medium to help students learning to analyze grammatical forms of Arabic text .This medium is internet based containing Al-Quran full text, its meaning, forms in detail.

In addition to the understanding material are conducted more cognitive, the affective and psychomotoric aspects also should be noted. Affective aspects in students which are strong aspects to live in the community have not been developed optimally. Therefore, the character education and the culture need to be developed in schools (Suyitno 2017:2). The character education has essence and meaning equal to education norms based on basic human characters of universal values religion. In other words, the character education is an effort carried out systematically to help students to understand norms of human behavior that deals with the god, our selves, other human, and the environment. Education in Indonesia promote the use of 18 values of the character which are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curios, nationalism , loving the country, appreciating an achievement , communicative, loving the peace , loving reading , care about the environment , social, and responsible (Asmani 2013:33-35).

the character building integrated with school activities is quite successful in Nurul Hikmah Islamic Senior High School of Banjarnegara (Kohirin 2015:96), and a vocational high school in Kendal, Darul Amanah Boarding School is also success when applied it (Anas 2015:60). Actually, the character building is not included into school programs as a main subject, but it should be integrated with every subject, counseling, and school cultures. Therefore, teachers must integrate norms of characters into curriculum (Hasan 2010:11).

The principal of learning used in the character building ensure students to know and achieve norms of the character and culture as theirs and take a responsibility for their choices. By this principal,

students learn by thinking, being, and acting. Those processes are intended to develop students' ability doing social activities and knowing their selves (Aziz 2011:38). The students' process as social beings is also related to multicultural.

Multicultural Education is originated from two words, education and multicultural. Education is a process to develop attitude and behavior of students by learning, training, processing, and acting. In other words, education is known by transfer of knowledge, whereas multicultural is formed by two words, multi and cultural. Multi means various and cultural means wisdom, courtliness, and preservation. The combination of education and multicultural means a developing process for every human potential that recognizes plurality as a consequence of cultural diversity and various ethnics (Ibrahim 2013:132).

The correlation between education and multicultural is a solution of various cultures known by plurality. The cultural plurality recognizes that multicultural education is really important. In Indonesia, plurality is a historical and social reality which is undoubtable. The unique of diversity would give an implication mindset, behavior and a personal character as a tradition living in people and regions (Ibrahim 2013:134).

Based on the passages above, integration of using media and implementing learning techniques to develop character and multicultural for students is important. Therefore, there are three problems faced by students when achieve learning objectives. They are material, strengthening character, and plurality culture. This is in line with a research by David and Roger Johnson (2014) that the biggest challenge solved by students is quickly cultural developments causing difference and fragmentation. It needs an unlimited relationship and respect the diversity. Therefore, a learning model to make a sense of unity among students is needed, one of which is the cooperative learning where students can work and compete together.

A plenty of researchers have been doing searches on the cooperative learning. One of which is a research conducted by Fitriah and Hardiadi (2012). Based on that posttest analysis, the result of t-test is 7.80 and t-table is 2.04 with the level of significance is 0.05. Therefore it can be said that the result of learning process by cooperative learning especially the tournament model in Sampang Vocational High School is better than learning by traditional learning. Students' responds are also positive by average 70.38%. It belongs to the great criteria. This research is also strengthened by Widhiastuti (2014). That cooperative learning by team game tournaments can increase participation and competition among students.

On a material field, Students must be know and understand various patterns of sentences, word forms and also their function on every sentence. If they do not know them, they will fail when reading and understanding passages. Beside of material problems, a background of languages learned is also a big concern. Students are Indonesian meanwhile they have to learn Arabic. Therefore, they have to adjust with cultural difference between two languages. Moreover, the other problem is background difference among students makes them to customize themselves with all differences in the point of view, habits, and opinions. It can be enclosed that character education is needed. Usually teachers pay attention on the tolerance character. If the tolerance is applied, multicultural problems can be reduced. It is also confirmed by Hardini (2017) that Arabic language as one of international languages also contains norms of multicultural on its learning activities. Its materials or practices try to develop tolerance character for two cultural differences and in the same time try to strengthen loving the nation character and the spirit of nationality.

This research aims to describe and analyze texts including journals, books, and papers as new knowledge informed to teachers, especially Arabic teachers about using web-based linguistic corpus media and implementation of the mission walls technique to strengthening character and multicultural education. Therefore, teachers can take benefits from this library research about media and techniques can be applied to achieve learning purposes.

RESEACRH METHOD

This research is used descriptive analysis, especially in library research by analyzing theories related to case or problems decided to be analyzed. Afterwards, reviewing books, papers, reports, drafts, and academic journals related to the research object.

Data of this research are research reports published, such as undergraduate thesis, thesis, papers, academic journals, proceedings related to linguistic corpus, the mission walls technique, character building, and multicultural education.

This research is reviewed on September 2017. The data collection technique in this research is documentation by collecting, organizing, reducing, analyzing, and concluding data resources to produce new knowledge. To analyzing data is used content analysis to make replicable inferences.

RESULT AND DISCUSSION

This research discusses through the three of research results already published in the form research articles research and conference proceedings. Three of which are closely related to problems of corpus linguistics, mission walls, and also character education and the multicultural.

Research conducted by Siti Khotijah (2015) entitled *The Effectiveness of The Mission X on Reading Arabic Skills of the 2nd Grade in SMP Islam Sudirman 1 Bancak* shows an improvement from pretest to posttest. Test data can be known from the increase in the average value of the control class and the experimental class with 22 students per class. On the pretest, the control class gets the average value of 62.61 and posttest scored an average of 68.86. The experimental class received an average rating of 62.21 on pretest, and got an average rating of 77.95 on posttest. The experimental class is better than the control class. The accepted hypothesis is that learning using media mission x is effective against intermediate reading Arabic students.

Further research is being done by Eka Lutfiyatun (2017) entitled *The Corpus Media Effectiveness in Learning Arabic on Sifat and Mausuf Material by Quantum Learning*. This research uses a quantitative approach with the analysis of the test results. The tests are given to the control class and the experiment class with 20 students per class. On the pretest, the control class gets an average rating of 70.9 and 69.7 on posttest. While, on the pretest the experiment class gets an average rating of 69.05 and posttest is 80.65 and acquired t-test and t-table are 3.295 and 1.725. Because of t-testis higher than t-table, accepted hypothesis in this study is media The Quranic Arabic Corpus with models by techniques of Quantum Learning and The Mission Walls is effective to improving students' competences in analyzing Arabic texts and assigned grammatical rules.

Amy Johnson and Mike Raish (2013) in their research entitled *Making Vocabulary Corporeal: Arabic Learners, Vocabulary Development, & ArabiCorpus,* researched an implementation of Corpus-based Arabic media applications that load of Arabic text analysis sourced from newspaper articles throughout the Middle East. The results of their research show that the media ArabiCorpus has a

huge help for students to understand and analyze the part of speech of words and their collocation in Arabic. This medium also helps students in 4th semester in translating text according to the context. Amy Johnson and Mike Raish (2013) implemented the media based on offline applications and news articles which are already on a system. Here is an example page view of *The Quranic Arabic Corpus*.

The page view *The Arabic Corpus.*

Source: www.corpus.quran.com

Researches of Siti Khotijah (2015), Eka Lutfiyatun (2017), and Amy Johnson & Mike Raish (2013) observed have a common thread that can provide knowledge for educational practitioners. The theme of these researches is the development of educational technology to solve problems in learning Arabic. Siti Khotijah (2015) and Eka Lutfiyatun (2017) can be said to successfully solve the problems existing in each school by applying a technique of the Mission Walls or Mission X game.

In a second note, those studies use the concept of cooperative learning model by the type of Team Games Tournaments (TGT). Cooperative learning is a learning model that focuses using of small groups of students to work together in maximizing learning conditions to achieve the learning objectives (Sugiyanto 2010:37). This model has also been researched by Eka Lutfiyatun (2015) in Arabic language learning with an educational application game played in a group. The research results also support the statement that the TGT model can increase the participation of students in the learning activities in the classroom. While the common thread between research Eka Lutfiyatun (2017) and Amy Johnson & Mike Raish (2013) is the utilization of technology in education in order to solve the problem. In this case, the research of Amy Johnson and Mike Raish (2013) provides new ideas in learning Arabic as a foreign language especially on assigned grammatical analysis and reading comprehension.

That common thread is reinforced by results of Mohamed Abdelhaged Mansour's research (2013) stating that the corpus is used as the description and analysis media. Furthermore he also lays out the other functions of the corpus in learning in many aspects such as providing empirical linguistic data that can be examined by experts with more objective language, helping researchers to avoid generalizing language, and giving megadata corpus very easily because it is integrated with computers

and sophisticated software, and the last is linguists can also test and revising theories with regard to the existing corpus. Almujawel (2016) also found the same thing in his research that the corpus can be used in the exploration of language learning since a relatively unlimited access with an easily accessible source.

Although those can solve the problem, researches of Siti Khotijah (2015), Eka Lutfiyatun (2017), and Amy Johnson & Mike Raish (2013) surely have some aspects of a weakness. First, the weakness of Siti Khotijah's reseach (2015) is that research conducted in the village causes educational technologies develop just in the learning aspect and cannot touch the aspect of internet-based technology development and its use. However, the advantage is this way can be tried on other areas of unspoiled high level technology in both language and non-language learning because the games offered are very universal with purpose and can be applied on other subjects. Second, the research of Amy Johnson and Mike Raish (2013) gives a new idea in Arab language learning known by traditional learning. It can be applied in various other places. However, unfortunately the corpus that they develop is still limited in the texts of the newspaper. Third, the research of Eka Lutfiyatun (2017) has advantages for the development of educational technology in two aspects such as web-based technologies implementation because the media corpus used a web-based online. However, the disadvantage is this media cannot be used in areas that are difficult in internet access. Therefore, this media utilization is very limited for some schools.

Furthermore, Siti Khotijah (2015) and Lutfiyatun (2017) develope the technique of the game Mission Walls have hidden Missions in strengthening multicultural and character education. In fact learning foreign languages automatically apply a multicultural education because each student should have tolerance in integrating two different cultural backgrounds, i.e. foreign language and their mother tongue.

The concept of The Mission Walls also uses the media of mission cards. The Missions are questions regarding material in Arabic. There are six missions including some questions that should be answered by students. Those questions are material contained in the text of the readings in Arabic. Here are steps to apply The Mission Walls (Lutfiyatun 2017:7):

Students are grouped into four groups where each group was given a nametag;

Each group is given a nametag consisting of four forms, (1) power rangers, (2) Unyil, (3) Upin Ipin, and (4) Shinchan.

The Mission Walls made of paper contains six cards mission or questions must be answered by students;

A Group would like to answer the question have to pointing to the roof with sticks held. The group yells its tagline after permitted by teacher.

Power rangers   : قِّحْ

Unyil   : أنا ولد صالح

Shinchan   : أمي أمي أنا جوعا

Upin-Ipin   : السلام عليكم جد آه جد

One representative shuffles a dice. If number 3 comes out, the group is asked to answer or do a mission. The group entitled to points if the answer was correct, and so on.

The list of missions must be completed are:

Strip Story: Students Sort of phrases into paragraphs.

A relay to reading aloud: one of the members of the selected groups read a paragraph. When the teacher says "next", the other members of the Group continue reading with proper pronunciation, and so on.

Each group is given a different 5 questions regarded to the content of the material given on exposure material activities (reading comprehension).

The teacher provided sentences to one of the groups to be read. Other groups determine the true or false expression (understand the implied meaning of texts).

The teacher gives a piece of paper containing the phrase or expression to one of the members of the selected group. This member stands in front of the class and act out what is written on the paper. Other members of the group selected try to guess what the intention of the movement (expresses understanding of the sentence read).

Students Complete paragraphs by selecting vocabulary that has been provided.

When every step in this game is observed, there are the integration between education and multicultural character on which. The game basically applies cooperative learning model demanding students to work in a group to achieve a particular goal. This is in line with Johnson that there should be five criteria on the cooperative learning model: (1) the interdependence between the players, it means students learn to work together to achieve the goal, help each other and provide direction (2) the responsible ability of the individual will be very noticeable because he has a duty to support his group, (3) the existence of a direct interaction between groups, (4) as long as the game is very possible for any group to evaluate their works and determine the decision to better group strategy, and (4) the development of capabilities in providing feedback, taking the consequences, and cooperating is really honed (Abdulkarem and Al Jadiry, 2012).

The opinion of the above is also confirmed by Abdullah (2009:173) that cooperative learning help students to share problems, objectives, tasks, and success with members of other groups that can be realized through direct experiment, project-based issues to strengthen interpersonal skills, empathy, and appreciate each other and determine the point of view of a problem. Appreciating each other is a key of multicultural education and one of the nation's character values carried by government regulations of Indonesia. Ratna Megawangi formulate character education as an attempt to educate children to be able making decisions wisely and implementing it in their life, therefore they can contribute positively to environment (2011:5)

More details, here is presented character education according to government regulations of Indonesia (2010: i-ii) at every unit of education has identified 18 values conducted from religion, Pancasila, culture, and national education goals, namely: (1) religious, (2) honest, (3) tolerance, (4) hard work, (5) creative, (6) independent, (7) democratic, (8) curiosity, (9) the spirit of nationhood, (10) love the motherland, (11) to appreciating achievements, (12) friendly or communicative, (13) peace loving, (14) love reading, (15) taking care for the environment, (16) discipline, (17) sociable, and (18) responsibility.

Furthermore, The Mission Walls contains at least 11 character values such as honesty and curiosity in answering questions on every mission; tolerance of different opinions; hard work, responsibility, creative, and democratic in the running of each mission; appreciating achievements, communicative, and love reading. This proves that character education must be integrated in the learning process. This opinion is reinforced by research of Thompson (2002) which States that a character education is

integrated with curriculum, not a separate lesson. Responsibility and tolerance are two aspects that are usually most identifiable.

While the implication of strengthening multicultural education is mutually appreciative value contained within each student during the games. It is also supported by the exposure in an article of E-Bulletin LPMP of North Sulawesi (2015:5) which States that in the process of teaching and learning using games will more interactive. The characteristics of interaction in learning can be explained by following statements:

Interaction in learning has a purpose to assist in the children development

There is a procedure planned and designed to achieve the goal that has been set

Learning Interactions are marked with a design of special materials. In this case, the material should be designed in such a way and suitable to achieve objectives

It is also marked by activities characterized by the presence of students. Therefore students are the Central and a requirement for the continuous interaction of teaching and learning.

The interaction of learning requires discipline. Discipline in learning interaction is defined as a pattern of behavior according to the provisions already adhered by all parties consciously.

Various studies indicate that is very possible for the teacher to use supporting information technology-based media primarily web-based, application of various techniques and innovative learning, then integrating those to strengthening character and multicultural education. Development of educational technology is not only limited to the utilization of internet-based media, but also in terms of the development of non-media information and communications technology as long as the media is able to solve problems in learning. The application of any language game can be a way to strengthening values of character education and multicultural.

CONCLUSION

Based on the analyzing result, it shows that Mission Walls containing six missions could contributed in character building, especially the eighteen characters mentioned before. The first mission is strip story by rearrange separated phrase to be sentences and paragraphs. It contains characters about hard work and creativity. The second is reading with loud voice showing communicative and love reading. The third is answering question related to paragraphs given before relating to independency and responsibility. The fourth is identifying right or false sentences showing curious character. The fifth is uncovering comprehension related to paragraphs relating to communicative character. And the last is fulfilling paragraphs by words or phrases available showing love reading, creativity and responsibility. All over from those missions students can learn about religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curious, communication, love peace, love reading, love the nature, sociable, and responsible character. Therefore, it contains at least eleven characters.

The result is the existence of acculturation in learning a foreign language, make character education and multicultural becomes important and the integration of both media can be applied. So the conclusion is possible for teachers to use web-based media, the innovative technic learning and integrate it by strengthening character and multicultural education.

As a good teacher in this modern era, we should seek to know the needs and background of the students. The character building and multicultural education is a very important aspect. In addition the application of learning techniques that can enrich the motivation and understanding of students is also important. Therefore, it is possible for us to follow the development of educational technology and adjust it to the development and needs of the students.

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THE HIERARCHY OF STUDENT NEEDS

AZFAR SHAHID

As human resources continue shaping optimum functionality of the corporate world, it comes as a surprise that the approaches of that field have not been employed in ELT. Students can have the latest facilities, yet if they lack the motivation to work in class, it is all for naught. Many classrooms still operate in controlled environments with the teacher focusing on the bigger picture of imparting knowledge. Nonetheless, what many fail to realize is that classrooms are not a single entity, but a puzzle comprised of pieces of all shapes and sizes. Therefore, the real challenge is to put the pieces together and motivate learners. Motivation is indispensable in any field involving human interaction. According to various surveys conducted on motivation globally, attitude individuality is a common occurrence. The study, conducted via a five-point Likert type scale on a sample of fifty teachers from various language schools and universities in early 2017 determines both quantitative and qualitative results on what are the core issues that hinder classroom motivation. Accordingly, teachers can identify where each student sees themselves with Maslow's pyramid as a scale. Doing so enables the teachers to contemplate the correlation between motivation and success like every business entity, devising a classroom environment encouraging students to "buy into what the teacher is selling." A flexible, adaptable environment with the perfect balance of quality and attractiveness will lead to a driven "workforce" of students. Taken into context of employee management and productivity, and dealt accordingly, the results could be remarkable.

TOWARDS A HYBRID ASSESSMENT MODEL FOR MUSIC CONSERVATORY ENTRANCE EXAMS

OZAN BAYSAL, BARIŞ BOZKURT, TURAN SAĞER, NILGÜN DOĞRUSÖZ

Ozan Baysal1, Barış Bozkurt2, Turan Sağer3, Nilgün Doğrusöz1

1 Istanbul Technical University, Turkey;

2 Universitat Pompue Fabra, Barcelona, Spain;

3 Yıldız Technical University, Turkey.

Abstract

This paper discusses the necessity for employing Music Information Retrieval (MIR) Technologies in Music Conservatory Entrance Examinations. In Turkey, acceptance to a music conservatory is determined through a musical aptitude examination that is usually conducted by a jury committee. While the contents of this exam has become a standard –including mostly questions on pitch recognition and melody/rhythm repetition -, factors such as the amount of time and energy devoted to the exam, differences of assessment criteria between jury members and the usage of limited set of manually constructed question packages (to avoid any leaking of the exam outside) present some shortcomings for a standardized evaluation of applicants. Although there has been a good deal of research made regarding this issue, these researches investigate solely the reliability scores of jury committees, while not making a sound analysis of the applicant performance recordings and comparing them with the jury scores. Our talk will present the findings of such a research project that compares jury scores with performance recordings. At the end we would be proposing a hybrid assessment model, MAST (Musical Aptitude Standard Test), which we believe would significantly contribute to the quality of measurement and evaluation while consuming less resources in music conservatory entrance exams.

Introduction

A musical aptitude examination is a general requirement when applying to a music conservatory school. Aiming to test and measure the musical proficiency of an applicant, there are various kinds of different approaches in how to measure musical competence. This paper would present the potential benefits of employing Music Information Retrieval (MIR) Technologies in Music Conservatory Entrance Examinations. In the first part, a brief overview of two main approaches in measuring musical proficiency will be presented; (i) standardized test format, and (ii) jury committee evaluations. Both of the approaches have their own advantages and shortcomings, but in Turkey it is usually the jury committee evaluations that are preferred in music conservatory school exams. The contents of this kind of an examination has become a standard –including mostly questions on pitch recognition and melody/rhythm repetition -, yet since it involves a jury committee, it may present some shortcomings for a standardized evaluation of applicants. Although there has been a good deal of research made regarding this issue, these researches investigate solely the reliability scores of jury committees, while not analyzing the applicant's performance recordings through music/sound technologies and comparing them with jury scores. The second part of the paper will present the findings of such a research project that compares the jury scores with the analysis taken from performance recordings via sound engineering tools. This part will reveal the existence of different assessment criteria between jury members. In addition, it will demonstrate the problem of using limited set of question packages for different applicants (to avoid any leaking of the exam outside). Thus, the scope of this essay is limited with the need of using new technological tools as an aid for the jury committees. At the end we would be proposing a hybrid assessment model, MAST (Musical Aptitude Standard Test), which we believe would significantly contribute to the quality of measurement and evaluation while consuming less resources of time and energy in the musical hearing portion of the conservatory entrance. Our goal is to present supporting and practical mechanisms in order to make the exams as efficient as possible.

Musical Aptitude Tests & Music Conservatory School Examinations

One can categorize the methods of measuring musical proficiency during a music conservatory school examination under two main headings;

Standardized tests that are used to determine various dimensions of aural ability,

Audition processes in which abilities on musical perception and musical expression are evaluated by a jury commission.

Standardized Tests

Standardized tests are designed to measure the aural abilities in the perception of various musical elements. These exams are in multiple-choice test format in which the applicants are exposed to sound coming from speakers (or headphones) and are expected to answer questions regarding

abstracted musical elements - such as volume, dynamics, musical interval, timbre, texture, tempo, rhythm, melody and harmony – by making certain comparisons and discriminations. The most known examples of this method are Seashore test, Wing test, Bentley test and Gordon tests (including Gordon MAP, Gordon PMMA and Gordon IMMA). In his chapter on Musical Aptitude Tests, Tarman gives a detailed discussion of these test designs (Tarman, 2016:103-113). Similar designs have also been implemented in Turkey such as DYT ("Deneme Yetenek Testi" – Aptitude Trial Test) (Göğüş, 1994), MÖZYES ("Merkezi Özel Yetenek Sınavı" – Central Special Talent Exam) – which, according to Tarman was implemented only twice during the exams of 1994-1995 and 1995-1996 (Tarman, 2016: 113) -, OMÜ-MAT ("Ondokuz Mayıs Üniversitesi Müziksel Algılama Testi" – Ondokuz Mayıs University Musical Aptitude Test) (Ibid. 114), and MAÖ ("Müziksel Algılama Ölçeği" – Measure of Musical Perception) (Atak Yayla, 2009:372-377). There are two main advantages of this type of multiple choice tests; first of all, since each applicant is asked the same question, the same way and evaluated equally, their evaluation results are much more objective when compared to that of jury committee evaluations. Secondly, they use much less time and energy; an assigned exam superintendent can carry on the exam procedure in a room or a conference hall with as many applicants as possible at the same time, and the multiple choice answer sheets can be quickly processed later through an optical reader. Yet, besides these two important advantages, the usefulness of these test designs are also open to debate. The first problematic is their multiple-choice nature; some of these exams have questions that only provide two choices, thus the applicant has a 50% chance to score correct even if (s)he doesn't have any idea about the answer. The processed sounds that are played back during the exam and the acoustics of the exam space are other issues; some of these questions use unnatural sounds (such as an oscillator or a MIDI) which also result in an alienated nature from musicality, and the speaker system placed within the room/hall might cause individual differences in perception of sounds according to the acoustics of the space. However, probably the most important factor is that, although these types of exams may measure the individual aural abilities of a person to some degree, it is still a question whether these abstracted abilities correspond to a potential for musicality. (To give an example; from the results of their designed tests, Atak Yayla and Yayla (2009) investigated the predictive power of their test results with the musical talent of those who took the test. The results, although they were in positive correlation, showed a medium-low level relationship (r=0,483, r2 = 0,234))

That is why these tests – if they are used – are preferred more as a qualification exam in Turkey and have a filtering function; once an applicant passes these exams, (s)he is entitled to enter the final entrance exam, which is held by a jury committee.

Jury Committee Based Exams

Although the design of the jury exams - in which the applicant's musical talents are evaluated by assigned jury committees - vary according to the respective institutions preferences; they are usually evaluated within two main criteria: pitch recognition (including single pitches, intervals and chords), musical memory (both melodic and rhythmic). In each of these, the candidate is required to sing or play back what has been played for her with the piano reference. There can also be additional questions such as melodic/rhythmic dictation and/or melodic/rhythmic sight singing, however as these questions also require a musical knowledge besides talent, they usually are not encountered in the qualification (first) exams that fulfill a filtering function (if the entrance exams have two-tiers). Jury-based examination systems are much more preferred in Turkey than the standardized multiple-

choice tests. A nation-wide survey among Fine Art High School's music department teachers that was carried out by Yağcı (Yağcı, 2010:228) during the 2006-2007 education year showed that 9.2% of the surveyors totally agreed with the effectiveness of the jury based system, while 44.6% were in agreement to a large extent and 40% partially agreed. The rest, 6.2% thought that the effectiveness was very little. Thus, one can say that most of the teachers nationwide believed in the efficiency of this system. Nevertheless, held on a limited time with numerous applicants, these jury-based exams also bear many difficulties as they require the evaluation of each candidate separately. To give an example, in the 2015 musical entrance exams of ITU Turkish Music State Conservatoire, 5 different jury commissions, each consisting of 3 people, separately evaluated 507 candidates in 3 full days. As can be seen the amount of human resource, as well as time and energy devoted to this process is significantly high. Some of the shortcomings of this exam type is also related with this aspect, since a person may not be able to keep the same efficiency throughout such a long and tiring process. There is also the possibility of different jury committees developing different criteria for assessment during the exam period; that their reference performances (exam questions) may show differences (in terms of volume, tempo and accentuation); that the jury members may influence each other. In addition, the usage of limited number of manually created question packages in some cases (to avoid any leaking of the exam outside) may produce doubts about the equality of the difficulty level of the exam among all applicants. Such potential obstacles to an objective and a standardized measurement are the main disadvantages and the drawbacks of this system. Testing of jury reliabilities from the jury score sheets at first seems to offer a control mechanism (as seen in Atılgan (2008), Ece & Kaplan (2008), Tarman (2016:90)…etc.), yet, as Tarman also underlines, a high reliability score does not necessarily mean that the jury member had acted independently and/or evaluated objectively or consistently (Tarman, 2016:118)

(Surely one can avoid such pitfalls by some improvements such as increasing the number of jury members in a committee, isolating each jury member from each other - so that they would not know the scores of other members -, allowing longer time intervals for the jury to rest in between sessions…etc. A similar improved system is used in the music entrance exams of Yıldız University Department of Music and Performing Arts since the educational year of 2016-2017. Here, except for the head of the jury committee, each jury member is isolated from each other, and enter their scores to a computer they use individually. When the scoring of the applicant is finished, the head of the jury committee checks the variances between the jury members, and if there are huge differences ask them to reconsider scoring by playing the recorded version of the applicant's performance. Yet, as it is clear from this example, any of such improvements already result with additional costs.)

. In order to check those facts, one also needs to analyze the applicant's performance recordings through music/sound technologies and compare them with the jury scores. Thus, at this point the usage of Music Information Retrieval (MIR) technologies, which offers many approaches for automatic analysis of recorded sounds, might be a solution to overcome such disadvantages. The second part of the paper will present the findings of such a research project which investigated the effective potentiality of using sound engineering tools in the musical hearing portion of the musical aptitude exams.

Research Findings Concerning the Standardness of the Jury Based Exams

This part will present two important findings of a two-year research project (May 2016 – May 2018) that investigated the potential of using sound engineering tools in the musical hearing portion of the

musical aptitude exams. In general, the project tested the success of using such technological tools in evaluating the recorded sounds of the candidates by comparing the jury evaluations with computational analyses of the candidates' exam performance recordings. The jury evaluation reports (of the qualification exams of years 2015, 2016 and 2017) and the exam recordings (of years 2015 and 2017) were provided by Istanbul Technical University Turkish Music State Conservatory Music Theory department with the permission of the conservatory directorate. As the main goal was to make the qualification exams as efficient as possible, the project team also diagnosed some previously unobserved flaws about the question packages and offered some improvements for the exam preparation committee. Besides this, the most noticeable finding was that although the individual reliability scores of the jury committees were high (based on the jury reports), our computational analyses showed that each jury committee were developing different criteria especially when evaluating melodic memory sections; which brings to mind Tarman's doubts about the independency of the jury members in a jury committee (Ibid). Below we will be sharing these two main findings that may compromise the standardness of the jury based exams.

Problems about Different Question Packages

As it was stated earlier, nearly all jury-based exams in Turkey share two main criteria: pitch recognition (including single pitches, intervals, triads) and musical memory (melodic and rhythmic), although there also might be some extensions (sight singing, dictation or musical performance). Due to a high number of applicants, some of these institutions prefer a two-tier entrance exam, in which the first exam tests solely the previously mentioned musical abilities and functions more as a qualification for the final entrance exam. Thus the first (qualification) exam, although it takes less time for each applicant, is a long process that is conducted by different jury committees working simultaneously within multiple days. Such a setting requires additional precautions regarding the confidentiality of the questions asked in the exam. One of these precautions is designing the exam with various question packages; each package having its own set of distinct questions about pitch recognition, melody and rhythm - thus minimizing the chance of a leakage of the questions outside (i.e. memorization of a melody by a more specialized applicant and singing it back outside to her friends that are waiting for their turn). Yet, such a precaution may also create other problems, such as differences between the question packages in terms of their difficulty level. It is important to note that, the qualifications from these exams are not determined according to a ranking system exam, the applicants should score at least above a certain percentage; so the exam preparation committee takes this percentage of success into consideration not the ranking, and prepares the questions accordingly. Thus the applicants are expected to be successful above such a predetermined score regardless of which question package is used. However, even a mild variation between two question packages may produce amplified and significant differences in applicant performances due to unpredictable factors (applicant background, exam anxiety and individual capabilities…etc.). Bringing the exam closer to an ideally standard level starts from the equal distribution of question difficulties amoung various question packages.

The number of applicants we had analyzed the jury evaluations are; 365 people from the qualification exam of 2015, 456 people from 2016 and 451 people from 2017. The reliability scores of the jury

committees were in general very high as can be seen from Table 1, which will be discussed in the next section. The contents of these exams are as follows;

Pitch Recognition

Single Pitch Recognition (x5)

Interval Recognition (x5)

Triads (x4)

Musical Memory

Melodic Memory (Tonal & Modal; one question for each)

Rhythmic Memory (Straight & Aksak; one question for each)

2015 (n=365)

2015 (n=365)	Jury Committee #1 (97 applicants)			Jury Committee #2 (100 applicants)			Jury Committee #3 (90 applicants)			Jury Committee #4 (78 applicants)		
	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha
Single Pitch	98,76	0,798	0,798	98,13	0,888	0,888	100,00	1,000	1,000	99,32	0,830	0,830
Interval	95,60	0,894	0,894	93,47	0,867	0,867	97,04	0,929	0,929	95,56	0,903	0,903
Triad	95,88	0,906	0,906	92,67	0,852	0,853	97,22	0,939	0,939	93,59	0,857	0,857
Melody 1 (Tonal)	92,78	0,884	0,885	95,33	0,928	0,928	97,04	0,956	0,956	93,16	0,904	0,904
Melody 2 (Modal)	89,35	0,849	0,850	91,33	0,876	0,877	94,07	0,916	0,916	84,62	0,780	0,781
Rhythm 1 (Straight)	91,75	0,870	0,871	93,00	0,900	0,900	94,07	0,918	0,919	89,74	0,828	0,829
Rhythm 1 (Aksak)	86,94	0,779	0,780	95,33	0,928	0,928	99,26	0,985	0,986	95,73	0,913	0,914
TOTAL EXAM	95,34	0,910	0,910	94,57	0,910	0,910	97,70	0,955	0,955	95,11	0,906	0,906

2016 (n=456)	Jury Committee #1 (117 applicants)			Jury Committee #2 (115 applicants)			Jury Committee #3 (111 applicants)			Jury Committee #4 (113 applicants)		
	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha
Single Pitch	99,66	0,944	0,944	98,26	0,873	0,873	99,76	0,973	0,973	98,70	0,938	0,938
Interval	97,49	0,944	0,944	98,26	0,873	0,873	97,84	0,952	0,952	95,40	0,908	0,908
Triad	96,72	0,933	0,933	92,90	0,858	0,858	96,85	0,936	0,936	94,69	0,893	0,893
Melody 1 (Tonal)	97,15	0,962	0,962	83,77	0,776	0,777	99,40	0,991	0,991	88,79	0,846	0,846
Melody 2 (Modal)	93,73	0,900	0,900	88,70	0,816	0,817	97,60	0,962	0,962	85,25	0,749	0,750
Rhythm 1 (Straight)	93,16	0,906	0,907	79,42	0,724	0,725	97,60	0,968	0,968	80,83	0,737	0,738
Rhythm 1 (Aksak)	93,16	0,903	0,903	80,29	0,722	0,723	97,00	0,958	0,958	83,48	0,746	0,747
TOTAL EXAM	97,21	0,946	0,946	92,69	0,875	0,875	98,17	0,966	0,966	93,76	0,897	0,897

2017 (n=451)	Jury Committee #1 (163 applicants)			Jury Committee #2 (159 applicants)			Jury Committee #3 (131 applicants)		
	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha	Avg. Pairwise Percent Agr.	Fleiss Kappa	K-Alpha
Single Pitch	99,51	0,966	0,970	98,91	0,915	0,915	99,59	0,951	0,951
Interval	93,54	0,865	0,870	96,90	0,935	0,935	98,05	0,960	0,960
Triad	91,51	0,830	0,830	98,11	0,962	0,962	97,69	0,954	0,954
Melody 1 (Tonal)	87,73	0,826	0,830	93,08	0,905	0,906	97,44	0,965	0,965
Melody 2 (Modal)	91,00	0,772	0,770	89,10	0,754	0,754	95,90	0,924	0,924
Rhythm 1 (Straight)	85,28	0,798	0,800	87,21	0,827	0,827	92,56	0,899	0,900
Rhythm 1 (Aksak)	85,89	0,801	0,800	87,63	0,832	0,833	93,59	0,913	0,913
TOTAL EXAM	93,40	0,909	0,910	96,03	0,946	0,946	97,69	0,968	0,968

Table 1: 2015-2017 Analized Reports: Jury Reliability Scores Using Various Measurement Tests

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SinglePitch_Success	Between Groups	,272	9	,030	1,303	,234
	Within Groups	8,225	355	,023		
	Total	8,497	364			
Interval_Success	Between Groups	1,963	9	,218	2,084	,030
	Within Groups	37,157	355	,105		
	Total	39,120	364			
Triad_Success	Between Groups	2,225	9	,247	2,246	,019
	Within Groups	39,083	355	,110		
	Total	41,308	364			
Melody1_Success	Between Groups	6,951	9	,772	5,982	,000
	Within Groups	45,832	355	,129		
	Total	52,783	364			
Melody2_Success	Between Groups	8,501	9	,945	7,263	,000
	Within Groups	46,166	355	,130		
	Total	54,667	364			
Rhythm1Success	Between Groups	7,564	9	,840	8,687	,000
	Within Groups	34,345	355	,097		
	Total	41,909	364			
Rhythm2Success	Between Groups	6,170	9	,686	6,309	,000
	Within Groups	38,578	355	,109		
	Total	44,749	364			
Total_Success	Between Groups	12088,975	9	1343,219	2,629	,006
	Within Groups	181380,569	355	510,931		
	Total	193469,545	364			

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SinglePitch_Success	Between Groups	,852	9	,095	2,339	,014
	Within Groups	18,050	446	,040		
	Total	18,902	455			
Interval_Success	Between Groups	1,129	9	,125	1,091	,368
	Within Groups	51,278	446	,115		
	Total	52,407	455			
Triad_Success	Between Groups	1,873	9	,208	1,912	,048
	Within Groups	48,547	446	,109		
	Total	50,421	455			
Melody1_Success	Between Groups	2,974	9	,330	2,253	,018
	Within Groups	65,406	446	,147		
	Total	68,381	455			
Melody2_Success	Between Groups	3,240	9	,360	3,260	,001
	Within Groups	49,255	446	,110		
	Total	52,495	455			
Rhythm1Success	Between Groups	10,103	9	1,123	9,024	,000
	Within Groups	55,483	446	,124		
	Total	65,587	455			
Rhythm2Success	Between Groups	10,037	9	1,115	7,940	,000
	Within Groups	62,644	446	,140		
	Total	72,681	455			
Total_Success	Between Groups	12248,682	9	1360,965	2,311	,015
	Within Groups	262677,646	446	588,963		
	Total	274926,328	455			

Table 2: 2015 & 2016 Exams ANOVA Tests – Success vs. Question Packages

Table 2 presents the ANOVA results obtained from the 2015 and 2016 tests, considering the possible effect of using 10 different question packages on the success of the applicants. Generally speaking, both the F values and the *p* values suggest that, for each category the mean success percentage is significantly different for at least one of the question packages. Especially the melodic and rhythmic memory categories were the most problematic in this sense. Thus, considering the "Total_Success" category, which is the exam score of the applicants, one can conclude that the test score of an applicant was also dependent on which question package she was evaluated according to. However, this surely doesn't mean the dependency of passing/failing the exam to the question packages. Table 3 presents the same effect on the exam qualifications (for the 2015 exam the qualification score was 60%, for the 2016 exam it was 50%). We observe that, both in 2015 and 2016, there wasn't any significant relationship between the passing/failing of an applicant with her assigned question package ($p > 0{,}05$ for both).

ANOVA

Pass_2015

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,711	9	,412	1,799	,067
Within Groups	81,357	355	,229		
Total	85,068	364			

ANOVA

Pass_2016

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,835	9	,426	1,776	,071
Within Groups	106,998	446	,240		
Total	110,833	455			

Table 3: 2015 & 2016 Exams ANOVA Tests – Pass/Fail vs. Question Packages

With these information and data our research team designed and conducted an experiment following the exam of 2016. The experiment was modeled from the questions of 2016 exam, and its aim was to test the degree of variation between the question packages among the music conservatory students – these are those people we assume the question package choice does not play a role in the success of the candidate. The information that would be obtained from this research, in addition to the previous data, would not only help us understand the difficulty levels and the ease of perception of the questions but may also suggest improvements for our question designs. We have conducted the experiment with 26 students from Musicology and Music Theory departments. The questions that were used were from three question packages used in 2016 qualification exams; those having the average (assigned as package#1), lowest (#2) and highest (#3) amount of successes from each category – thus the experiment was also checking the results of 2016 qualification exams. The MAST experiment (Musical Aptitude Standard Test) was conducted in the Musicology lab individually with

usage of computers, headphones and microphones. Similar to a TOEFL exam, the participants were asked to follow the instructions appearing on the screen in front of them. The questions were played from MIDI formats and the participants were asked to sing/perform what they heard on the headphones to the microphone on their desks. Meanwhile, one of the researchers of the project was recording the responses of the participants on a different computer. Thus there was no jury committee present in the room; the research team later compiled the recordings and sent them to a jury committee for evaluating. After the experiment, the participants also filled out a survey regarding the relative efficiency of this exam system when compared to a live jury committee system. Out of 26 people 6 preferred the jury system (23%), 6 were indifferent between the two systems (23%), while 14 people (54%) found this system better than the jury based system and wrote that such an environment had a positive effect on their efficiency. We should also note that the Musicology Lab in which the experiment was conducted had a poor sound isolation, and that the 6 participants who preferred the jury system also wrote in their comments that they were confused due to noise coming from outside to room if not they felt strange in such an isolated exam environment. The whole MAST experiment process, including the introduction, the experiment and the survey took around 15 to 20 minutes for each participant.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SinglePitch_Success	Between Groups	,002	2	,001	,037	,964
	Within Groups	2,194	66	,033		
	Total	2,196	68			
Interval_Success	Between Groups	,113	2	,056	,568	,570
	Within Groups	6,560	66	,099		
	Total	6,673	68			
Triad_Success	Between Groups	,031	2	,015	,189	,829
	Within Groups	5,368	66	,081		
	Total	5,399	68			
Melody1_Success	Between Groups	,507	2	,254	4,663	,013
	Within Groups	3,589	66	,054		
	Total	4,096	68			
Melody2_Success	Between Groups	,792	2	,396	6,936	,002
	Within Groups	3,766	66	,057		
	Total	4,558	68			
Rhythm1_Success	Between Groups	1,149	2	,575	11,596	,000
	Within Groups	3,270	66	,050		
	Total	4,419	68			
Rhythm2_Success	Between Groups	1,399	2	,699	13,425	,000
	Within Groups	3,439	66	,052		
	Total	4,837	68			
TOTAL_Success	Between Groups	,252	2	,126	4,322	,017
	Within Groups	1,920	66	,029		
	Total	2,172	68			

Table 4: 2016 MAST Experiment ANOVA Test – Success vs. Question Packages

Table 4 presents the ANOVA test results of the MAST experiment that was conducted using only three packages from the qualification exams of 2016. What is noticeable is that in the pitch recognition part (single pitch, interval and triad identification), there is no relationship between the assigned question packages and the degree of success. In other words, the level of difficulty of 2016 question packages were designed for the qualifiers based on our assumption that our experiment participants – already being conservatory students - are potential qualifiers of the exam. On the other hand, the results of the melodic and rhythmic memory sections came out parallel with that of 2016 qualification exam results. As can be seen from Figure 1 & Figure 2, the questions of package #2 – which were selected from the question packages with the lowest amount of success in 2016 - in all four categories (melodies 1&2, rhythms 1&2) got the lowest score as we well.
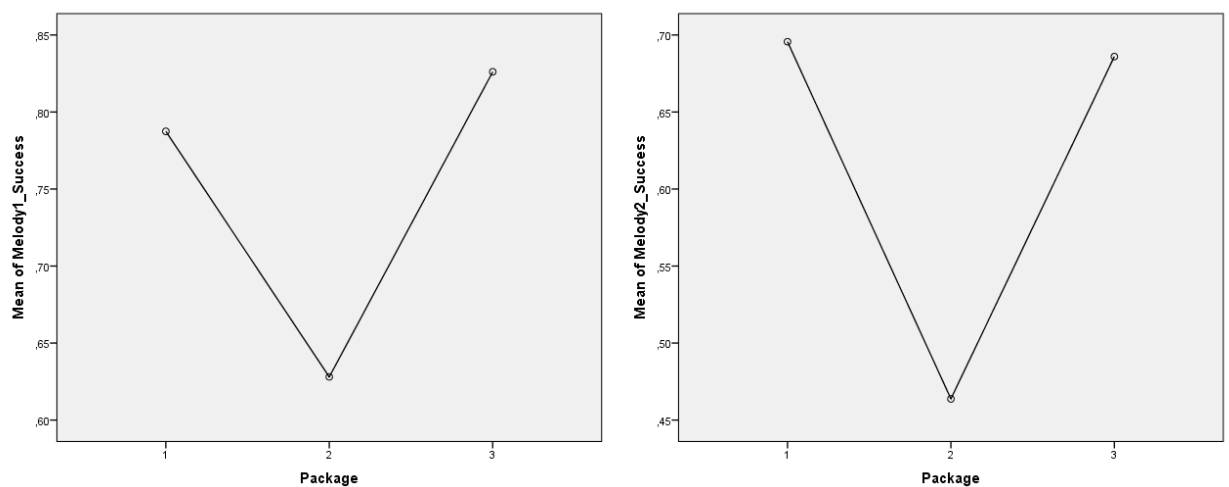

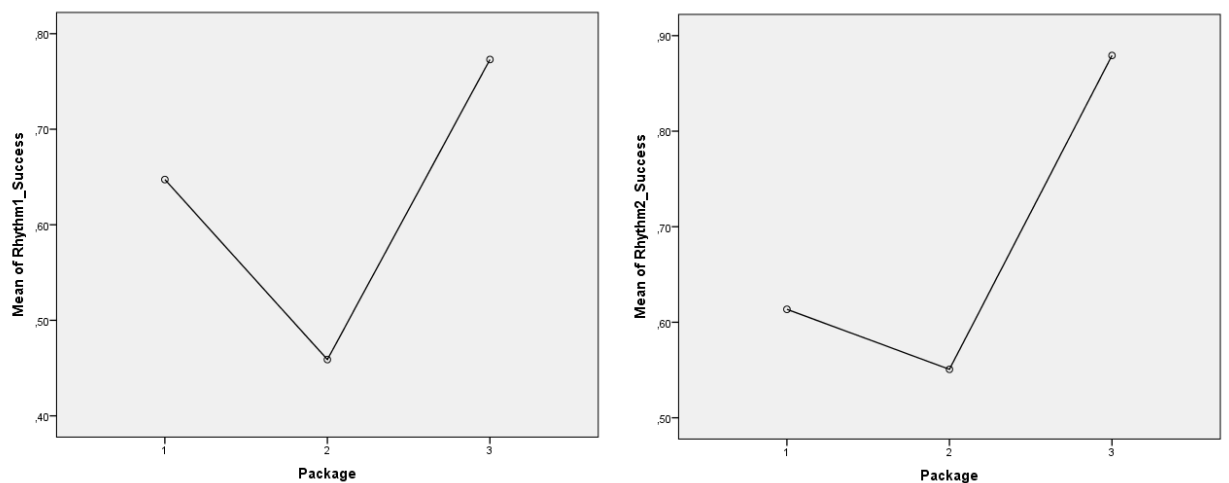Figure 1: 2016 MAST Experiment: Means Plots for Melody Questions vs. Question Packages

Figure 2: 2016 MAST Experiment: Means Plots for Rhythm Questions vs. Question Packages

As these results confirmed the results of the 2016 melody and rhythm question packages, our research team analyzed the possible factors that may cause such a difference in terms of the level of

difficulty. We realized that, although all the melody questions were two measures long, and all the rhythm questions one measure long; factors such as number of notes, range/ambitus, shape of the melody, the proportion of melodic steps with melodic leaps, the periodicity and the familiarity of the passage may also be contributing to this different levels of difficulties. Thus, we designed a rubric for preparing melody and rhythm questions and proposed it to the exam preparation committee before the preparation of 2017 qualification exams. The guidelines we had proposed were as follows;

Melody Questions

Each melody group should use the same number of notes,

The same note should not be used consecutively,

Each melody group should have the same rhythmic values,

Each melody group should have the same range/ambitus,

Each melody group should have the same time signature,

Each melody should be two measures long,

Each melody group should have the same tonality,

The melodies in each group should start and end with the tonic,

(For tonal melodies) The melodies should imply a similar harmonic background (such as I – ii – V7 – I),

(For modal melodies) The melodies should have a similar modal progression.

Rhythm Questions

Each rhythm should use the same rhythmic motifs arranged in different orders (like a-b-c-d; b-a-c-d; c-a-b-d; d-a-b-c; a-c-b-d …etc.),

The rhythms should not contain or imply a periodic structure (like a-b-a-c),

Each rhythm group should have the same time signature,

Each rhythm should be two measures long.

Besides these we also suggested the interval and triad questions be designed in such a way that not only their content but their order be arranged in similar ways. Table 5 presents the results of the 2017 qualification exam regarding the relationship between success and question packages.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
SinglePitch_Success	Between Groups	6538,904	9	726,545	1,878	,053
	Within Groups	170578,471	441	386,799		
	Total	177117,374	450			
Interval_Success	Between Groups	16947,234	9	1883,026	1,647	,100
	Within Groups	504238,789	441	1143,399		
	Total	521186,024	450			
Triad_Success	Between Groups	7476,920	9	830,769	,708	,702
	Within Groups	517825,967	441	1174,209		
	Total	525302,887	450			
Melody1_Success	Between Groups	40962,279	9	4551,364	3,189	,001
	Within Groups	629456,649	441	1427,339		
	Total	670418,927	450			
Melody2_Success	Between Groups	24078,598	9	2675,400	4,127	,000
	Within Groups	285877,883	441	648,249		
	Total	309956,482	450			
Rhythm1_Success	Between Groups	76598,752	9	8510,972	6,260	,000
	Within Groups	599584,265	441	1359,602		
	Total	676183,018	450			
Rhythm2_Success	Between Groups	101074,461	9	11230,496	8,377	,000
	Within Groups	591210,977	441	1340,614		
	Total	692285,437	450			
Total_Success	Between Groups	6550,710	9	727,857	1,538	,132
	Within Groups	208643,085	441	473,114		
	Total	215193,794	450			

Table 5: 2017 Exam ANOVA Test – Success vs. Question Packages

The observable decrease in the F values and the increase in p values in the pitch recognition section (single pitches, intervals and triads), which now suggests no relationship between the question packages with the success in these categories demonstrates the benefits of using the same content in the same order – thus just transposed versions of the same question – in the interval and triad sections. It seems that the guidelines we had proposed earlier for the preparation of melody and rhythm questions did not have any positive effects on these sections though, as the amount of success in all four categories (melody1, melody2, rhythm1 and rhythm2) still show a dependency with at least one of the question packages (p =< 0.001 in each). From the Bonferroni post-hoc tests we spotted the means of one of the melodies from melody1 package, two of the melodies from melody2 package and more than two of the rhythms in the rhythm1 and rhythm2 packages were significantly different than the means of the corresponding questions of the other packages. However, for the first time, the total score gained from the exam resulted with an insignificant relationship; with the values F= 1,538 and p = 0,132. In addition to this, as can be observed from Table 6, there was no significant relationship on the passing/failing of the exam with the question package (for the 2017 exam the qualification score was 50%); with the values F= 0,951 and p = 0,480 - the lowest F and the highest p values throughout the research so far. The reason for this is probably the fact that the significantly different questions in terms of the level of difficulty were dispersed among different question packages for each category; ex. a package containing melody1 with the lowest mean, whereas the mean of the melody2 from the same package had a high mean. Thus, such results of the 2017 qualification exams may be an outcome of a coincidence.

ANOVA

Pass_2017

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,108	9	,234	,951	,480
Within Groups	108,579	441	,246		
Total	110,687	450			

Table 6: 2017 Exam ANOVA Tests – Pass/Fail vs. Question Packages

It seems that more research is needed in the area of music perception for the standardization of such melody and rhythm questions. The possible flaws of using different question packages could be significantly minimized using such question preparation guidelines with generative rubrics. In addition to this, in order to increase the amount of dispersion, multiple questions – at least three - should be asked for each category rather than only one; ex. three tonal melody questions, three modal melody questions …etc. However, this will also result in an increase in the amount of time used per applicant. The solution we would propose will be discussed in the final section.

Reconsidering Jury Reliabilities

As the main aim of our research was to investigate the design and applicability of automatic assessment tools to support the qualifying exams, the recorded sounds of the candidates' exam performances were analyzed in comparison with the evaluations of the jury members. In other words, the algorithms were designed not to decide whether a reference piano sound matched with an applicant performance or not, but to imitate the jury responses and make an evaluation about the applicant performances. Here, for the pitch recognition section, we have managed to find reliable information on the acceptable pitch ranges and thresholds about the interval intonations (which are investigated and discussed separately in Köker et al. and Güner et al.). The hardest category to accomplish the automatic assessment task was the melody sections; since evaluation of a "successful" melodic recall may have multiple factors including, the completeness of the melody, pitch row, rhythm, intonation, melodic shape, vibrato …etc., and that the importance of these factors may change from a person to person. Using the dataset derived from 2015 and 2016 qualification exams, two different assessment systems have been designed (as discussed in Bozkurt et al. (2017) and Gültekin et al.), having average accuracies as 0.74 and 0.856. During this process we also had the chance to analyze the samples in which the automatic assessment tool and the jury evaluations had disagreements. Except for a few cases, it was observed that all the disagreements were on the ones in which the applicants were favored by the jury committee; that is the jury committees (of the 2015 and 2016 exams) turned out to be more positively flexible than the algorithm, evaluating the applicants as successful in cases that might be considered as unsuccessful. Such a separation also provided us with information about the different evaluation criteria of the different jury committees; intonation, rhythm, the place (and the function) of the missed note …etc. In fact, the existence of different criteria between jury committees was probably one of the causes for the automatic assessment systems – which "learn" how to evaluate from these different committees - not having higher accuracies.

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Figure 3 presents the overall distribution of the 2016 & 2017 qualification exam scores. The base score needed for qualifying in these years were 50%. The bold marked bar in both histograms refers to the area of 48%-51,9%. From the frequency distributions we observe that most of the applicants that fall in this area actually passed the exam (19/24 passed in 2016 and 20/22 passed in 2017 as can be seen from Table 7). Also notice from the two histograms how drastic the differences are with the bars on their left (fail) and the right (pass). It is as if a "positive" transfer has been made from the left to the right, which, for each jury member, requires only 5 points - that is the difference between a "totally successful melody" with an "averagely successful melody" provided in the jury evaluation sheets. Thus, it seems that the jury committee is acting as a group, and by taking the initiative altogether, deciding to give a second chance for the applicant in the final entrance exams. This "jury-induced" positive effect might also explain those cases in which the jury score and the designed algorithm were in disagreement we have stated before.
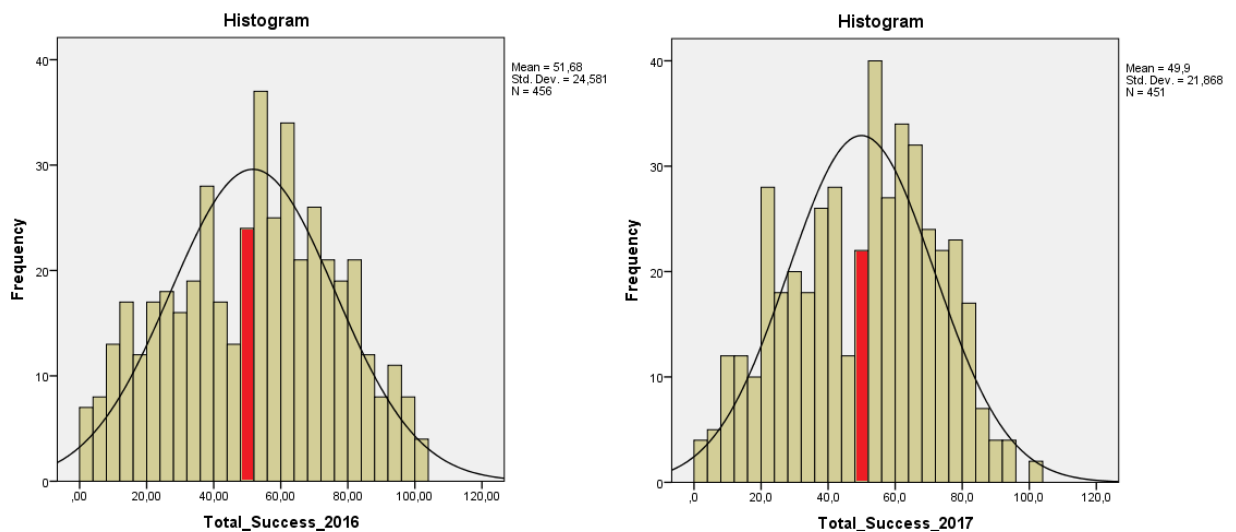

Figure 3: 2016 & 2017 Qualification Exams – Overall Distribution of Scores

Total_Success_2016

	Frequency	Percent	Valid Percent	Cumulative Percent
44,00	4	,9	,9	38,6
44,70	1	,2	,2	38,8
45,00	5	1,1	1,1	39,9
46,00	1	,2	,2	40,1
46,70	2	,4	,4	40,6
48,30	1	,2	,2	40,8
49,00	2	,4	,4	41,2
49,30	1	,2	,2	41,4
49,70	1	,2	,2	41,7
50,00	8	1,8	1,8	43,4
50,30	2	,4	,4	43,9
50,70	3	,7	,7	44,5
51,00	2	,4	,4	45,0
51,30	2	,4	,4	45,4
51,70	2	,4	,4	45,8
52,00	2	,4	,4	46,3
52,30	2	,4	,4	46,7
53,00	14	3,1	3,1	49,8
53,30	3	,7	,7	50,4
54,00	4	,9	,9	51,3

n = 24
Fail = 5
Pass = 19

Total_Success_2017

	Frequency	Percent	Valid Percent	Cumulative Percent
44,0	3	,7	,7	40,8
44,7	2	,4	,4	41,2
45,0	1	,2	,2	41,5
45,3	2	,4	,4	41,9
46,7	1	,2	,2	42,1
47,0	3	,7	,7	42,8
48,0	1	,2	,2	43,0
48,3	1	,2	,2	43,2
50,0	7	1,6	1,6	44,8
50,3	1	,2	,2	45,0
50,7	1	,2	,2	45,2
51,0	2	,4	,4	45,7
51,3	4	,9	,9	46,6
51,7	5	1,1	1,1	47,7
52,0	3	,7	,7	48,3
52,3	2	,4	,4	48,8
52,7	1	,2	,2	49,0
53,0	10	2,2	2,2	51,2
53,3	3	,7	,7	51,9
53,7	2	,4	,4	52,3
54,0	7	1,6	1,6	53,9

n = 22
Fail = 2
Pass =20

Table 7: 2016 & 2017 Qualification Exams: 48%-51,9% Score Area

At first this may not seem as a negative thing, especially when considered from the perspective of the applicants. However, it also shows that a communication between the jury members is present, which may occur in other cases as well, and thus be positively contributing to the high reliability scores we have presented in the previous section. In addition, bear in mind that, in Turkey, those applicants who are graduated from the Fine-Arts High Schools (*Güzel Sanatlar Lisesi*), gain a significant amount of extra points than ordinary high school graduates at the final entrance exams. Such applicants might appear at the top portion of the conservatory acceptance list, even if they had ended up actually in the waiting lists as a result of their final entrance exam performances. Thus it is open to discussion whether elevating a failing applicant coming from a Fine Arts High school background above the base score is a "positive" act, especially when considered from the perspective of those coming from ordinary school backgrounds who have passed the qualification exams without any outside effects.

Conclusion: Towards a Hybrid Assessment Model

As a conclusion we propose a qualification exam design that is similar to the MAST experiment that was mentioned previously. Thus, similar to the TOEFL or PEARSON English exams, the applicants would register and individually have their qualification examination in isolated booths with the usage of computer screens, headphones and microphones through which their questions would be asked and their live responses would be recorded, assessed using state of the art MIR technologies and further screened by instructors especially for the close to boundary cases. Recall from the survey results of the MAST experiment that such a new system was preferred by the majority of the participants, and that the 23% who preferred the jury system based their complaints on the poor isolation of the exam environment – which can be prevented using a better room. Considering the question packages we have discussed in the previous section, the system could ask different questions for each category from a randomly selected big pool of different packages; thus generating a different exam each time. It is also possible to create such questions by computers through generative algorithms (Currently, a similar algorith is in design and testing phase). The test can also incorporate similar type of hearing-based multiple choice questions as seen in the standardized tests of Seashore, Wing, Bentley and Gordon. In such an exam system the applicants could also get a detailed evaluation report of their exam performances, and - if they have scored above a base score - use these reports to apply for the final entrance exams for the music conservatories, in which they can show their musical performance skills to the jury committee in more detail. This will not only save a great deal of time, energy, infrastructure and capital, but will also increase the quality of the final entrance exams (the second tier exams), and result in a much more efficient examination process.

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REINVENTING THE UNIVERSITY: RECLAIMING THE AFRICAN UNIVERSITY

VUYISILE MSILA

The calls for a responsive and relevant university in South Africa has kick started the debate that motions for a just higher education based on quality and critical pedagogy. Furthermore, the debates have included various critical themes that seek to put meaning in the transformation of African higher education. Human rights, new learning and teaching methodologies, novel scholarship and relevant institutional cultures are some of the significant factors as Africans seek to forge new trends in their education. Much debate has also revolved around discussion of the connotations of globalization in face of the calls to decolonize African education. The indigenization of knowledge and research discussions for example, has raised judicious debates on the path towards reinventing, reclaiming and decolonizing the university. Many of these are necessitated by the search for epistemic freedom and transformed campuses that would be germane to society.

This presentation focuses on the meanings of transformation in the South African university. It explicates the need to bring forth innovations meaningful changes as the university undergoes revolutionary or evolutionary changes. Questions on the overhauling of systems, forging new values and essential institutional cultures are also explored. Finally, this presentation examines how the African university can engender quality in a globalizing world. It delves into the question of which knowledges matter in an age when other knowledges are still marginalized.

ANALYSIS AND ASSESSMENT OF USE THE INTERNET AND SOCIAL NETWORKS OF ELEMENTARY SCHOOL PUPILS

MARINA LAKČEVIĆ, JASMINA ALEKSIĆ

Marina Lakčević, School teacher at Elementary school „Vuk Karadzic", Takovska br. 41, Belgrade, Republic of Serbia, lakcevicmarina@gmail.com

Jasmina Aleksić, School teacher at Elementary school „Dragojlo Dudić", Bulevar kralja Aleksandra br. 525, Belgrade, Republic of Serbia, jasmina.aleksic11@gmail.com

Abstract

The paper deals with the subject of research, study, statistical analysis and assessment of pupils' presence on social networks and their use by pupils educated in the era reflecting constant and continuous progress in the development of modern technologies.

The expectations that lead us through this research are to obtain confirmation information on pupils' computer literacy and the proper use of social networks, for many reasons - the availability of computers at school, a compulsory subject Tehnical Informatics Education, the assumption about the availability of computers at home, with friends, cousins and playthings.

Analyzing information literacy among pupils, which represents a developed need for knowledge on how to find the necessary information, how to evaluate whether the information is useful or not, and how to best use the information obtained and split them on the social network, statistical analysis has come to the conclusion that social networks are used without adult supervision and not in the right way.

Keywords: Statistical analysis, hypotheses, variance analysis:, modern technologies, social networks

Introduction

The intensity of the development of information communication technologies and their applications in primary education, the reforms of the basic education system and the introduction of the curriculum for technical information education, the implementation of digital cabinets, etc. there are a large number of essays, articles, but it is therefore a small number of extensive studies and analyzes that would show us and reveal the level of information and information literacy of pupils, as well as their presence on social networks at the level of elementary education.

The goal of the research is to find out how many elementary school pupils are present on social networks in addition to all the available funds.

The complete statistical set of this analysis and research would include 554 respondents, while the sample at which the analysis was conducted and the survey included 494 respondents. This means that the sample includes a population of 89.17% of the basic set. For the purposes of this paper, a probabilistic[1] sample was selected, a random sample without repetition.

Also, if the analysis and research were reliable, it is necessary that the obtained data be consistently the same with each new repetition. In order to examine the reliability of this analysis and research, we used data on parents' control over pupils when using computers and monitoring when using the Internet. We applied a diffraction diagram and a correlation coefficient (whose detailed analysis, processing, testing and graphic representation is next chapter).

Non-parametric test - x^2 test is one of the first statistical tests, it is a non-parametric test and with it we will test hypotheses that contain more than one set of data or features.

It has a very great application in sociological psychological research, which is very important for the needs of this analysis. x^2 test, we calculate whether there is a statistically significant connection in the frequencies of two attributive features, and we will apply it in this study.

Correlation analysis

Correlation analysis attempts to determine whether there is a quantitative agreement between the variation of the observed phenomena, that is, the correlation link, and if there is a degree in which it is expressed. Since we observe two phenomena, we are talking about simple correlation. For correlation analysis, the dispersion diagram is of great significance. In this analysis, we do not distinguish between the observed phenomena, so that both phenomena have the same status.

Is there a correlation link in observing the phenomenon of parents' control over pupils when using computers and using the Internet?

class	I	II	III	IV	V	VI	VII	VIII
x	23	33	33	36	19	12	15	9
y	28	29	33	34	16	9	18	13

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[1] A probabilistic pattern is a sample randomly selected from the basic set - that means that each element has the same probability of being selected.

Table 1. Number of parents control over pupils when using computers and the Internet

Source: Based on the collected data

To see the way of grouping the points, and make a decision on further analysis, the data should be graphically displayed in the scatter diagram.
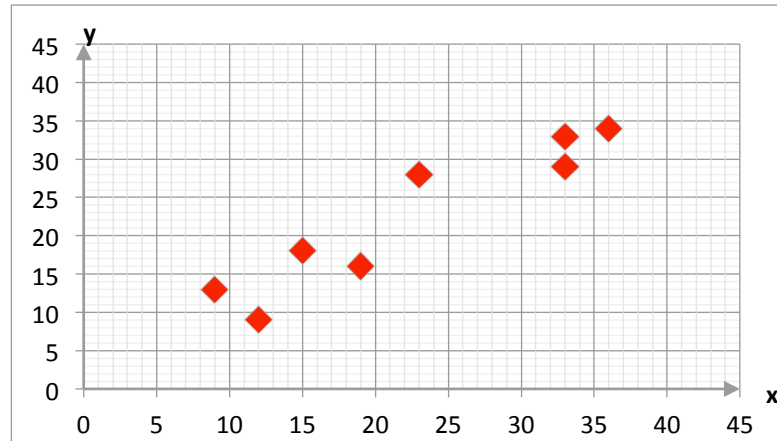

Diagram of dispersion 1.

Source: Based on the collected data

Based on the Diagram of dispersion 1., we arrive at the conclusion that there is a quantitative relationship between the variations of the observed phenomenon. Since points are roughly grouped around the right line, there is reason to examine the existence and the strength of the relationship between phenomena.

Pearson's coefficient of correlation is applied as a measure of the strength of the correlation relation. He should show the degree of straight line quantitative agreement between two phenomena - marked with r.

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

In order to calculate the Pearson correlation coefficient, we will form the following table, and get the obtained data into the given coefficient.

class	I	II	III	IV	V	VI	VII	VIII	∑
x	23	33	33	36	19	12	15	9	180
y	28	29	33	34	16	9	18	13	180
xy	644	957	1089	1224	304	108	270	117	4713
x²	529	1089	1089	1296	361	144	225	81	4814
y²	784	841	1089	1156	256	81	324	169	4700

Table 2. Number of parents control over pupils when using computers and the Internet

Source: Based on the collected data

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{n\sum x^2 - (\sum x)^2}\,\sqrt{n\sum y^2 - (\sum y)^2}} = \frac{8\sum 4713 - \sum 180 \sum 180}{\sqrt{8\sum 4814 - (\sum 180)^2}\,\sqrt{8\sum 4700^2 - (\sum 180)^2}} \approx$$

$$r = \frac{37704 - 32400}{\sqrt{38512 - 32400}\sqrt{37600 - 32400}} = \frac{5304}{\sqrt{6112}\sqrt{5200}} = \frac{5304}{78.179*72.111} = \frac{5304}{5637.566} \approx$$

$r = 0.941$

The obtained result points to a very high degree of direct correlation.

After the result, it is necessary to test the significance of the obtained rr score. In order to do this, we will apply the standard error of the correlation Sr correlation score and determine the value of test statistics according to Student's schedule t.

$$Sr = \sqrt{\frac{1-r^2}{n-2}} = \sqrt{\frac{1-0.941^2}{8-2}} = \sqrt{\frac{1-0.8855}{6}} = \sqrt{\frac{0.1145}{6}} = \sqrt{0.01908} = 0.138$$

$$t = \frac{r}{Sr} = \frac{0.941}{0.138} = 6.819$$

After the calculation, we present a critical value for the level of significance $\alpha = 0.05$ and (n-2) degrees of freedom from Student's t table, where t_ (α / 2; (n-2)) = 2.4469.

Since t> t_ (α / 2; (n-2)), or 6.819> 2.4469, we make a decision and argue that there is a quantitative agreement and correlation between the observed phenomena in the basic set.

Analysis of the hypothesis III - the setting of the zero and alternative hypothesis

The parameters that we will use for the setting of Hypothesis III are obtained data on the use of the Internet, data on the supervision of parents or guardians over pupils while using the Internet, data on the use of social networks in the student population, and this analysis includes data on student work on the computer, what are they doing on the computer?

We will execute the setting of a zero and alternative hypothesis.

Zero hypothesis: IIIH$_o$

Alternative hypothesis: IIIH1

IIIH$_o$ = Primary school pupils do not use the Internet.

IIIH1 = Primary school pupils use the Internet.

Conceptual explanation of the basic elements and their characteristics, which includes analysis of the hypothesis III

The analysis of hypothesis III encompasses a wider range of information technologies. It is necessary to first explain and explain the basic concepts that are analyzed by testing hypothesis III.

Internet

Internet (INTERnational NETwork) is the largest and most famous global computer network, known as the communication autostrada, intended for data exchange.

The Internet is a communication medium that is a global means of communication in today's information society. The Internet itself is a network of a large number of networked computers around the world, which are interconnected by optical cables, telephone lines, satellite connections and other forms of communication, which functions on the basis of certain protocols. This network provides unhindered two-way communication of all participants in information traffic.

Social network

Each of us wants to be socially accepted, wants someone to hear him and share with someone some happy and sad moments. Socializing, acquiring new acquaintances in the 21st century, thanks to the Internet, has never been easier or quicker. Even if you are a shy and introvert person, only you know it, but not someone on the other side of the screen, and this is one of the main advantages of social networks.

In addition to the largest, all known global social networks Facebook, Myspace, Twitter, there are fewer networks of local or national character. Such are those that basically have music content such as, for example, last.fm.

Dangers of social networks

Everything that happens on social networks happens very quickly, and virtual connections create in children safe, credible and close relationships. Adults consciously accept virtual worlds and friendships, and in most cases they successfully balance it with reality. While children are very quick from the act of fun, they reach the level of belief that what is happening on social networks really is true and true. If their friends are really friends, they can trust them, share personal information, photos, etc. with them.

The greatest danger to social networks that can happen is pedophilia. Profile on social networks as we have completed can be registered by each person, giving false information about yourself. Pedophiles use social networks to get in touch with children in the easiest way. By giving false information about themselves, they approach children, share secrets with them, trust each other as best friends and companions, start sharing personal information and pictures, and creating a sense of genuine friendship in children. A big problem arises if a meeting with an unknown friend is arranged, if the children provide personal information to their friends, such as the telephone number, address, school they attend, if they place pictures that will in themselves reveal personal information about the child (picture in front of the school, picture in front houses, etc.). In these cases, the danger of social networks is not threatened only by the child who uses them, but also by his family and real friends (read - "Friend" from Facebook has tried to kidnap a twelve year old girl - http://roditeljstvo.com/vijesti/%E2%80%9Cprijatelj%E2%80%9D-sa-facebook-pokusao-oteti-dvanaestogodisnju-djevojcicu).

Another danger to social networks is dependence. Dependence on social networks leads to the fact that a child can not endure one day without using the social network on which he or she has a profile. Dependence leads to the fact that the child loses personal contact with the real (real) friends, neglects his obligations (obligations related to school, family, etc.), leads to a lack of sleep and rest, even to health problems (problems with spine, obesity , psychological problems, etc.).

In order to avoid the dangers of social networks, a parent or guardian is required.

Supervision of parents or guardians in the use of computers and the Internet in children

Control of the child in the use of computers and the Internet should be viewed from the aspect of education and familiarizing the child with the rules that must be respected for their safety. Supervision requires an insight into the child's knowledge, that he knows how to use and filter the information he receives via the Internet, and to safely store them on the computer.

Children often hide from the parents certain things that are happening to them in life, certain acquaintances, etc. For all these reasons it is necessary to supervise them in order not to experience unpleasant experiences, both for children and for parents.

Prediction of results

For the purposes of this analysis and assessment, intuitive prediction, ie prediction based on judgment, was also applied to known factors that are an important factor for the observed phenomena, and interviews with pupils were also provided for the prediction.

It is envisaged that more than 70% of pupils use the Internet.

Research planning was also made available through block models. We anticipated that 70% of pupils know that they use the Internet, which, according to the collected data, looks like the following table.

	I	II	III	IV	V	VI	VII	VIII
Planned data	44.80	52.50	62.30	41.30	35	30.10	40.60	39.20
Collected data	51	65	72	57	45	43	57	56

Table 3. Model pairs – 1

Source: Based on the collected data

By the method of pairs, we will check whether there is a significant deviation of the collected data from the planned values, to the level of significance α = 0,05.

For the purposes of analysis, it is necessary to calculate the differences of pairs shown in Tab.4.

	I	II	III	IV	V	VI	VII	VIII
x	44.80	52.50	62.30	41.30	35	30.10	40.60	39.20
y	51	65	72	57	45	43	57	56
d_i	-6.2	-12.5	-9.7	-15.7	-10	-12.9	-16.4	-16.8

Table 4. Model pairs – 1.1

Source: Based on the collected data

We will apply statistics to pairs and variance analysis:

$$\bar{D} = \frac{1}{n}\sum_{i=1}^{n} D_i \qquad\qquad \bar{d} = \frac{1}{8}\sum_{i=1}^{8} d_i = \frac{-100.20}{8} = -12.525$$

$$S_D^2 = \frac{1}{n-1}\sum_{i=1}^{n}(D_i - \bar{D})^2$$

$$s_D = \sqrt{\frac{\sum_{i=1}^{n}(d_i-\bar{d})^2}{n-1}} = \sqrt{\frac{\sum_{i=1}^{8} 61593.12}{8-1}} = \sqrt{8799.02} = 93.803$$

$$t_{n-1} = \frac{\bar{d}}{s_D/\sqrt{n}}$$

$$t_{8-1} = \frac{-12.525}{93.803/\sqrt{8}} = \frac{-12.525}{33.165} = -0.377$$

To see if there is a deviation from the planned data, in the t-schedule table we find a table value for tn-1,α=0.05 = 1.895.

Calculated value t 8-1 = -0.377< tn-1,α=0.05 = 1.895, and we come to the conclusion that there is no significant deviation from the planned data.

Processing and displaying data

By analyzing the collected data we obtained data on the number of pupils using the Internet, are shown Tab.5.

	I	II	III	IV	V	VI	VII	VIII	∑
use	51	65	72	57	45	43	57	56	446
not use	13	10	17	2	5	0	1	0	48

Table 5. Number of pupils by classes that use and do not use the Internet

Source: Based on the collected data

We anticipated that more than 70% of pupils use the Internet, which was confirmed by this research. On the basis of the conducted analysis we obtained data that 446 pupils use the Internet, or 90.28% of pupils.
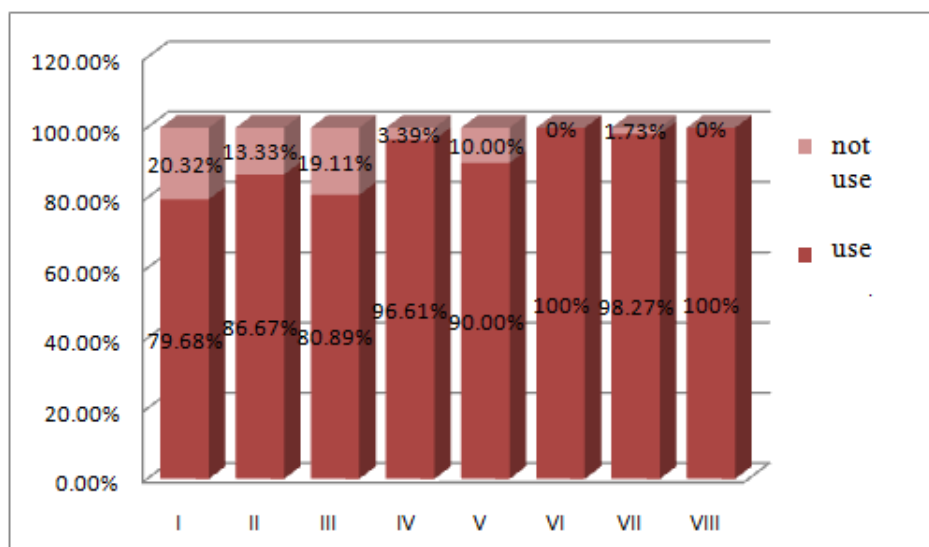
Graph 1. % of pupils using Internet and pupils who do not use the Internet

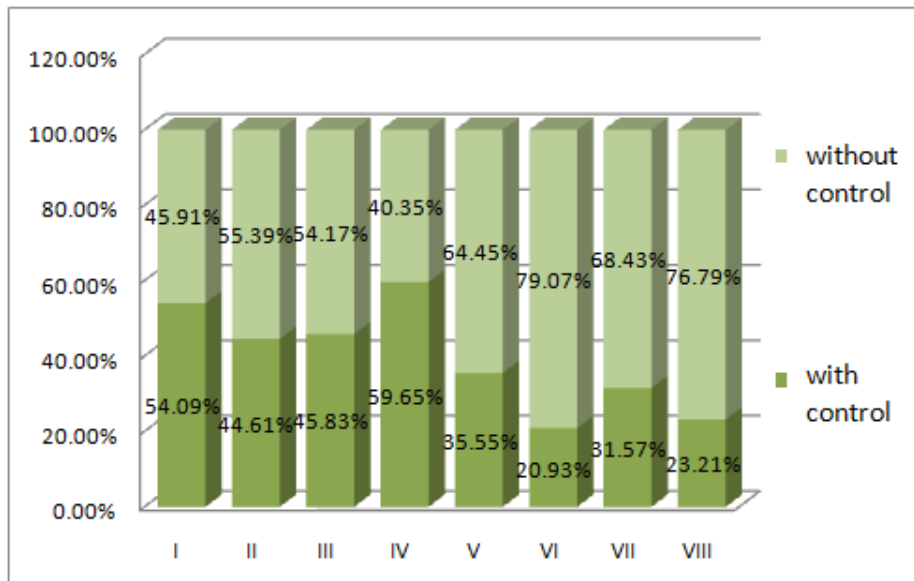Source: Based on the collected data

We realized that a very important factor for the safety of children on the Internet is the supervision of parents and guardians, and in Tab. 6 data on the supervision of a parent or an adult over children while using the Internet will be displayed.

offered answers	I	II	III	IV	V	VI	VII	VIII	Σ
yes	28	29	33	34	16	9	18	13	180
no	23	36	39	23	29	34	39	43	266

Table 6. Do they use the Internet with the supervision of a parent or an adult?

Source: Based on the collected data

On the basis of the collected data, we get very important information, that is, only 40.36% of pupils have parents' control when using the Internet.

Graph 2. % of the number of pupils who have control while using the Internet and pupils who do not have control over the use of the Internet
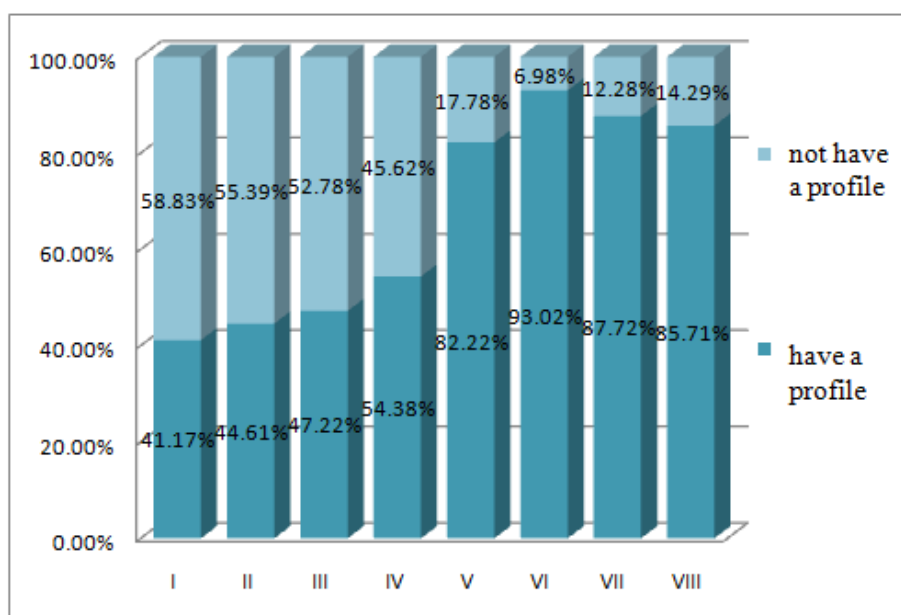
Source: Based on the collected data

Due to the high popularity of social networks, this research also included collecting data on the appearance of student profiles on social networks, as shown in Tab.7.

offered answers	I	II	III	IV	V	VI	VII	VIII	Σ
yes	21	29	34	31	37	40	50	48	290
no	30	36	38	26	8	3	7	8	156

Table 7. Do they have profile on one of the social networks (Facebook, Myspace etc.)?

Source: Based on the collected data

With this research, we found that 65.02% of pupils who use the Internet have a profile at least to a social network. If we compare the obtained data with the whole sample we are observing, we get the information that 58.70% of the student population of the school has a profile at least to one of the social networks.

100.00%

80.00%

60.00%

40.00%

20.00%

0.00%

58.83% 55.39% 52.78%

45.62%

17.78%

6.98% 12.28% 14.29%

41.17% 44.61% 47.22%

54.38%

82.22%

93.02% 87.72% 85.71%

I   II   III   IV   V   VI   VII   VIII

not have a profile

have a profile

Graph 3. % of pupils with profiles and pupils who do not have a profile on one of the social networks

Source: Based on the collected data

For the purpose of more detailed analysis and data display, we will break up the data shown in order to gain insight into the observed phenomena at the level of each class separately, and will be presented in the conclusion after analyzing and evaluating the use of the Internet and social networks of elementary school pupils.

Conclusion - rejecting or not rejecting the zero hypothesis III

$IIIH_o$ = Primary school pupils do not use the Internet.

$IIIH1$ = Primary school pupils use the Internet.

Conclusion: Based on the obtained and presented data, we reject the zero hypothesis and accept an alternative hypothesis. That is, we make the conclusion that Primary school pupils use the Internet.

Why ?: We anticipated that 70% of pupils know that they are using the Internet, which was confirmed by this research.

Using coupling methods, we found that there is no deviation from the planned outcomes of this study, and with the relative frequency that 90.28% of pupils use the Internet. The computer purpose of pupils' discovery leads to the conclusion that the computer is a means by which pupils are entertained.

Conclusion after analyzing and evaluating the use of the Internet and social networks of elementary school pupils

We concluded that even if pupils use both the computer and the Internet in large numbers. We also came to the conclusion that the share of student population (children from 7 to 14 years) is very high on social networks, which is a very worrying fact, and it is necessary to take appropriate measures to overcome this problem of society in a simpler way.

Based on the analysis and assessment of information and information literacy of elementary school pupils and data obtained by research, the information and literacy of children should be done even in pre-school age. By analyzing the data obtained for pupils of the 1st grade, where we received information that 92.19% of pupils use a computer in their home, while the Internet uses 79.69% of pupils, and the profile on social networks has 41.17% of pupils of the 1st class who use the Internet. The data leads to the conclusion that information education should be implemented from the moment the child is given the opportunity to use the computer. With the support of parents, educators and teachers, the child should learn the basic things about the device that uses and the way ie. how to use it in the safest way.

The pupils see the computer and the Internet, as a toy with which they can spend a lot of free time, without the supervision of their parents. From the above terms in this study, we see that there are great dangers of which pupils - and even parents are not aware.

The greatest dangers of the Internet and social networks affect the psychophysical and health development of the child, such as:

Abuse of children

Emotional abuse

Sexual abuse

Dependency

Asocial behavior

Health problems (spinal deformities, vision impairment, etc.)

In order to prevent the dangers of potential, it is necessary to prepare a child, introduce it to the world of computers and the Internet in the safest and safest way.

The data we received on the use of the Internet surpassed the predictions, but the data we received about parents' control over pupils when using the Internet and the number of profiles that pupils have on social networks are worrying.

In order to gain a better picture of the number of pupils who have the supervision of parents or guardians while using the Internet, or in order to make it easier to see the lack of supervision in the population of pupils using the Internet, we performed graphical data display. We also included a population of pupils who have a profile on social networks.
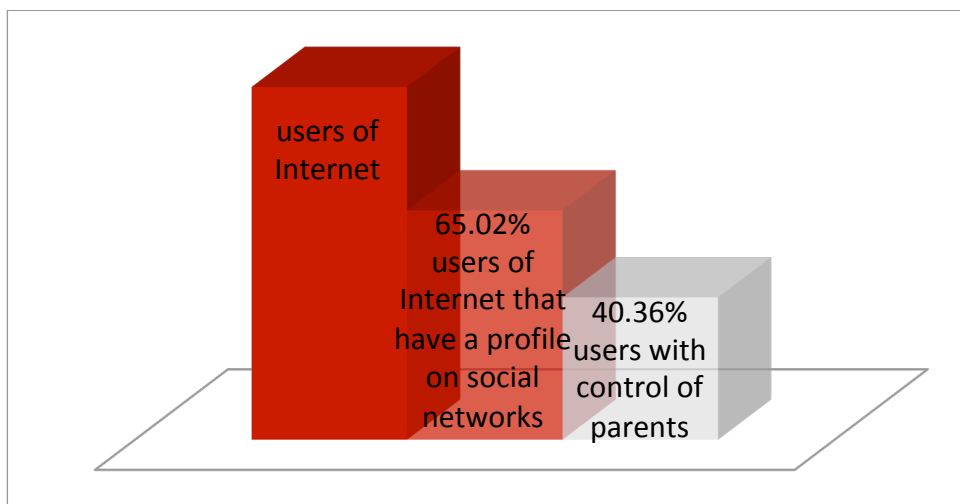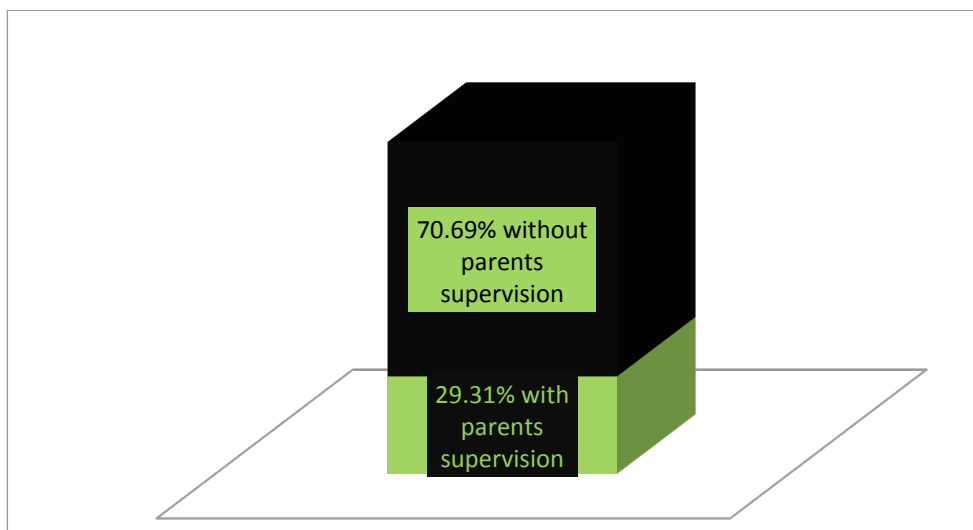
Graph 4. % participation number of pupils with profiles on social networks and number of pupils with supervision when using the Internet among Internet users
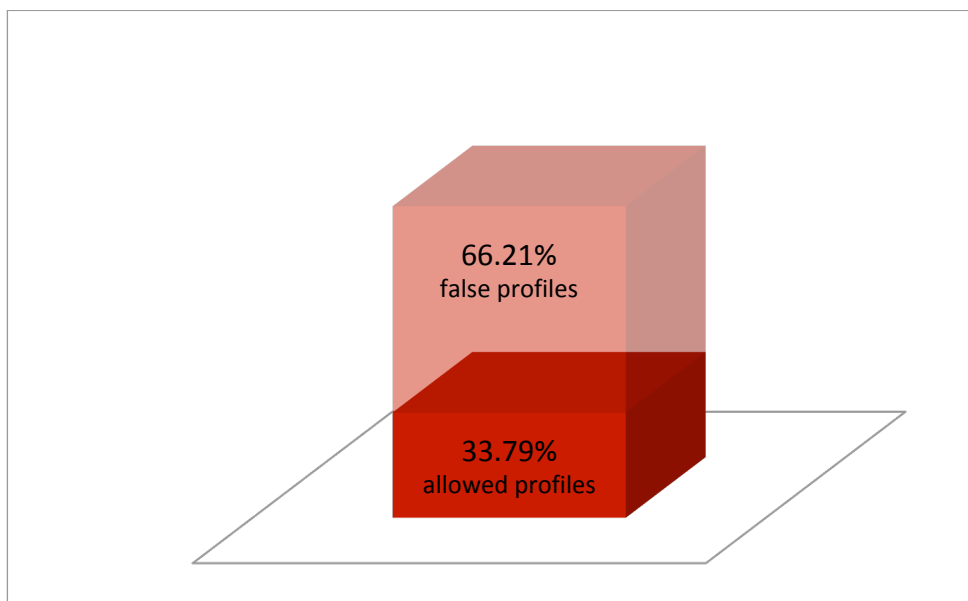
Source: Based on the collected data

After analyzing the data presented, the conditions for opening profiles on social networks and the potential dangers of social networks, we have deepened the research and obtained data on the number of pupils with a profile on social networks who have the supervision of parents or guardians while using the Internet or while using their profile.

We also divided social profile profiles into false and permissible based on the age limits of pupils. This information should draw attention to accepting the fact that a large number of profiles on social networks really represent the virtual world of false information, information and "friends".

Graph 5. % participation number of pupils with parent supervision while using the profile on social networks and number of pupils without parents supervision while using a profile on social networks

Source: Based on the collected data

Graph 6. % participation number of pupils with allowed profiles on social networks and number of pupils with false profiles on social network Source: Based on the collected data

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TEACHING MATHEMATICS WITH TECHNOLOGY

SHORENA ABESADZE

Our society repeatedly talks that children are taught in schools using old teaching and learning methods. As a result the process of learning is tedious, not interesting and sometimes not understandable for all students in the class, especially when we are speaking about Math.

In 21st century, the development of technology influence all spheres of human activities and among them is education and school. Schools are trying to modify and improve traditional teacher-centered teaching methods, because of new technology. In new classrooms students play an active role and decide how to reach their learning results on their own; there are two main reasons: students like technology more than teachers, because they are "naturally" digital learners. The second, technology helps them to understand things better - when they want, how they want and where they want.

In my paper I want to show the advantages of ICT methods in teaching math and how ICT tools can be used in the classroom to solve some math problems in a new way.

Nowadays mathematics teachers have access to technology, which includes scientific and graphics calculators, different mathematical software packages, internet connection for searching information, some online tools to create quizzes, worksheets etc – in different schools different number of tools are used. But, the problem is that despite what technology is available in school, they are not being effectively used.

According to research (Peter Galbraith, Merrilyn Goos, Peter Renshaw, Vince Geiger, 2001) students are using technology in a different ways and different situations.

Use "technology as an extension of self "- is the highest level of functionality, when student incorporates technological background as a vital part of his mathematical understanding (Geiger, 2017).

Students often use technology (e.g. graphical calculator) in the classroom while solving problems. The calculators are used not just only calculation to get correct result in minimum of time, sometimes they "help" students to visualise their thinking in the process of problem solving. Calculator or computer output also gives a chance to student to try, calculate again the problem in case of error.

Some of the tools, like GeoGebra, can be used by students to understand maths concepts, to help solve problems and to check solutions.

"Excel worksheets may be used to make calculations, to create graphs and to use various functions and theorems. Also, worksheets are much helpful for solving arithmetical problems and algebraic equations" (Siddiqui, 2014).

Some problems, that difficult to solve using Algebraic equations are easier to solve using Excel worksheets and the way of thinking are more understandable when student uses technological experience.

If it's possible to solve systems of equations by graphing, why not use Excel software for solving tasks.

Many tasks, that seem to be difficult for students, are solvable using Excel formulas.

In my paper I want to show some new view on Excel as a tool for solving math problems.

Technology is a tool to engage students in learning process, to encourage them to struggle with difficult problems, to learn math and understand how to overcome problems, not only to get precise and quick answers.

SELF-PERCEPTION OF IT SKILLS OF PROSPECTIVE TEACHERS FROM THE POINT OF VIEW OF THEIR PROGRAMS

MONCEF BARI

This article presents the initial results of a survey on the IT skills of prospective teachers of different teaching programs of the Faculty of pedagogy of Dalat university (Vietnam). The survey has been conducted during the month of November 2016. 72 answers were received among which 70 were valid. Students originated from 7 programs and the representation by program is rather unbalanced: biology: 4, chemistry: 6, English: 31, History: 1, Literature: 4, math: 16, and physics: 8. All the students had no academic IT training before responding to the survey. The questions of the survey were focused on media processing (images, sounds, and videos) and website creation. The result of the survey allowed to identify different profiles according to the IT skills. The results show that there is not a significant difference between the student's skills according to their programs whereas there are significant differences according to the different media processing skills and website creation. It is not surprising that the image, sound and video processing skills generally obey to the normal (or Gaussian) distribution. Nevertheless, the number of students having a good - or very good - image processing skills (over 64%) is higher than the two other medias, probably due the extensive use of the smart phones to take pictures and to modify them before publishing them on the social medias. The paper presents the global results for the students of all the programs and the details for the programs English (31 answers), math (16 answers), and physics (8 answers).

ADAPTING TECH TO NEW TRENDS IN ESP LEARNING

CAROL OCHOA

This research study was carried out in order to contrast a 3D virtual world called Moviestorm with real life videos, in terms of development of presentation skills. The research Involved 60 students of the faculties of Electronic Engineering and Law of different semesters of the University of Santo Tomas, focusing on English for Specific Purposes (ESP). The implementation of a virtual world sought to promote the improvement of oral communication skills, specifically, oral presentations in a foreign language, as well as promoting collaborative work. This research is based on the concepts of Machinima, real life videos, presentation skills and ESP.

The project was developed in 3 phases: first, the students created their videos in real life; in the second stage, they used Moviestorm software to develop their videos and in the third, they developed another real-life video to show their presentation skills. The instruments used were a questionnaire, an interview and an observation form, supported by the student's work.

The results showed how students from different faculties worked collaboratively to achieve one goal: improving their presentation skills. This study is intended as a methodological basis in the field of English for Specific Purposes carried out through the use of technological resources.

During the presentation, I will talk about the theoretical and methodological basis of research. I will also be demonstrating the instructional design with different activities to promote the use of tools of real life and 3D in ESP courses.

IMPROVING STUDENT VOCABULARY THROUGH STORYTELLING

ABDULAZIZ ALSHAIKH

Storytelling is an important step for developing English competence. It involves a tight interface between word knowledge or oral reading fluency through an instructional strategy, where many variables could interact to improve student vocabulary and fluency (Trostle & Hicks, 1998). The theoretical framework of storytelling is constructivism. The theoretical foundation of it helps individual's experience and process through which learning occurs. There are many researches that have conducted to test the efficacy of storytelling. These studies have contributed in evolving two of the five reading instruction elements a) vocabulary development and b) fluency instruction (Griffith & Ruan, 2007). In this paper, I will present six studies that indicated story telling method in improving vocabularies and showed some empirical evidences.

THE IMPACT OF DIFFERENTIATED INSTRUCTION IN MEETING EFL STUDENTS' INDIVIDUAL PREFERENCES

LAURA NAKA

Lecturer at University of Gjakova ''Fehmi Agani'' – Faculty of Education

laura.naka@uni-gjk.org

Abstract

In today's classrooms teachers across the country are facing an increasingly diverse population of students, with a great emphasis on English foreign language (EFL) classes. Students come to school with wide paths of interest, readiness, different cultural backgrounds and different learning styles. If all students are to succeed, teachers need to find instructional approaches that will allow them to respond to the individual needs of each student. Such an approach is that of differentiated instruction. Teachers are aware that students seek to satisfy these needs in different ways and at different times, but still there has been a little investigation on how much do teachers in secondary schools reach students' individual preferences. Paying attention to students' needs, responding to them in appropriate ways and accepting each and every student unconditionally provides an approach to education. Therefore, the study aims to explore on how much English foreign language teachers apply differentiated instruction in secondary schools in Gjakova municipality in Kosovo. It also examines the students' perception on differentiated instruction implementation and its impact on English language learning improvement. The purpose of the study is to understand the real learning-teaching situation in high schools and how much do English foreign language teachers meet their students' needs. Paying attention to students' needs, responding to them in appropriate ways and accepting each and every student unconditionally provides an approach to education.
Key words*: Differentiated instruction, EFL learning, individual preferences, EFL teaching strategies, etc.*

I. The Importance of Differentiated Instruction in English Foreign Language Classes
Differentiated instruction is a much wider process than acceptance physically handicapped children in the nearby classroom group his peers, in basic education schools. Over the last three decades many researchers have been making efforts to investigate the implementation of DI (Differentiated Instruction) and to show the importance and impact that DI has in increasing the quality of learning. When talking about the inclusion of all students in the teaching and learning environment, it does not mean that we are dealing with students of a particular category or children with special needs. Inclusion does not involve only learners with learning disabilities, students from different socio-cultural backgrounds as well as the growing number of students with high intelligence exceptionalities (Subban, 2006), but also students' learning styles, their types of intelligences, interests, and needs as well as their readiness to approach the content being studied in the class or to move on to the next one and the development of the human brain as indicators of diversity are also learners' characteristics that make up the diversity found within the classroom environment (Heacox, 2012). Here are included all students who learn in different ways and have different levels of English language proficiency. Hence, classes happen to be mixed. Mixed ability classes are an inevitable phenomenon in educational settings, whether in primary or secondary schools or in undergraduate studies. As (Kelly, 1974) pointed, the advice on how to work with these classes is appropriate for students of all ages and abilities. It is important for teachers to create a relaxed, positive atmosphere in the classroom (Ainslie, 1994). Hereby, they will have the chance to address the students' individual

needs in order to make their learning process successful and meaningful to each student (Heacox, 2012; Subban, 2006; Tomlinson, 2001; Tomlinson, 2005). Consequently, teaching and learning face with challenges. Students go through challenges trying to find their own individual way that best works for them while teachers need to meet their needs, so that no learner is left behind. DI is a teaching approach that advocates modifying content and varying instruction to meet individual learners' needs and interests (Tomlinson, 2000). Differentiated instruction is a collection of teaching strategies helpful for both students and teachers. The teacher should use them in the classroom according to the needs of the students. In English foreign language there are advanced, intermediate, pre-intermediate and elementary level of language that students posses. Teaching method ''One size fits all'' does not meet the requirements of all students according to these language differences. But these are not the only differences that make students different from each other. Other factors that cause mixed ability classes are of social, economic, psychological, cultural or religious character. In a classroom group, there are students from rural areas who do not meet the learning conditions as those in urban areas. Their parental education has a significant impact on the education of their children. They may have a lack of new technology, which is among the key elements of English language learning in the modern world we live in. Moreover, not all students have the same readiness and interest to learn. Therefore, researchers and educational experts, such as Ann Tomlinson are right when they give a great space of investigation to the treatment of differentiated instruction.

1.1. Differentiated Instruction for Different Learning Styles

All students are not the same, not all learn in the same way, which means that each one has his/her individual preference in learning called learning styles. According to Reid, better we learn how to learn, better would learning be and if you know the learning styles, they will influence on learning and teaching, thus learning styles make teaching easier(1995). Trying to identify students' learning styles teachers develop their methodology of teaching. As Kirby pointed, the term "learning style" came into use when researchers began looking for ways to combine course presentation and materials to match the needs of each learner (1979). Learning styles characteristic are defined as cognitive and psychological behavior, which serve as indicators of how learners learn, perceive, interact and react the environment in which they learn. Different researchers describe several learners' learning styles and put them into groups. Some people like to learn independently while others like group working, some spend more time planning before a certain work while others plan while there are doing it. Some learners learn better through visual elements and take notes while others take care on listening without writing any note. It is evident that people learn differently and at different paces because of their biological and psychological differences (Reiff, 1992). Learning is an action that occurs either intentionally or unintentionally by the students, which action is characterized by learning methods as an important tool used in order to gain knowledge, habits and skills. During this action , psychological and ideological of material and learning styles have to be adopted, the recognition reasons why an issue is presented, the recognition of basic mechanisms and theories of learning, as well as inhibitors of learning in order to facilitate the development of social and intellectual personality development of students and all their skills. To simplify, I believe learning is to be psychologically prepared on being motivated to accept new knowledge, which we did not know earlier or never experienced, to obtain additional information, explore around a topic and memorize key points, and finally to reflect repeating and telling what we know about.

1.2. The Impact of Teaching Strategies in Quality of Learning

If the research indicates that differentiated instruction is very important to implement and has great influence on the quality of learning improvement, then the question arises as to where and when these teaching strategies should occur. The entire teaching and learning process consists of content, process and product. The teacher must have the plan and the work program at the beginning of the academic year and all three components have to be involved and explained how they will apply. According to Leiding (2002), motivation and differentiation the students´ own interests and experiences, their own ideas and emotions should be considered when planning lessons. Teachers in this case are aware that they will be faced with a different level English language student. Therefore, a preparation to this approach would continuously help the teaching process. As far as content is concerned, teachers are aware that not all students fit the same literature, thus additional material is

needed. The strategy to be adapted with all students in stories or assignments that are related to the unit is indeed implementing differentiated instruction. During the lesson, not all students understand the lesson in the same teaching method. Brown (2002) and Supple (1990) both stress the importance of helping the students to learn different learning strategies so the students can develop their own study skills that work for them, since all students have their own ways of learning. Being different in learning students try to find their own style of learning. Some adapt to group work and some to individual work. Each teacher's strategy is appropriate, but not to all learners. In group working usually benefit students who have social learning style or weaker students. They feel more comfortable when the responsibility to perform the assignment given by the teacher does not fall on them. On the other hand, group members complain that not everyone is contributing to the development of the task. If the teacher gives instructions for individual assignment then other challenges will arise, for both teacher and students. Advanced students are fast and accurate in performing the task but have to wait until others are ready to receive teacher's feedback. Advanced students may lose the motivation for learning while weaker ones feel incapable. The weaker students can fall too far behind to ever catch up and the stronger students can lose their motivation and interest in a subject in which they originally had a lot of potential (Caldwell, 2012). So, flexible groupings are thought to be appropriate in such situations.

II. Methodology Research
The study used the empirical research method elaborated with descriptive analyzes. Data were gathered due focus group discussions with students in secondary schools and interviews with teachers. Descriptive analysis started in the beginning of the observation in English foreign language classes. Focus group discussions provided findings on how much is differentiated instruction implemented during English language classes and does it meets students' necessities. Furthermore, EFL teachers confirmed the challenges they meet in mixed ability classes when differentiated instruction are unavoidable technique to be used.

2.1. Purpose of the Study
The purpose of this study is to investigate differentiated instruction in English language teaching and learning with impact on improving the quality of EFL learning in secondary schools of municipality of Gjakova.The study aims to evaluate the perceptions of students in meeting their individual preferences in learning English foreign language and reveal the current situation of the EFL teachers teaching methodology with influence on learning English language. Moreover, it aims to investigate the extent of differentiated instruction implementation and give concrete results on, if teachers who adapt individual student requirements reflects better on students' learning compared to others who approach the method ''one size fits for all''.

2.2. Research Question
Do students in secondary schools in Gjakova adapt their individual preferences?
Does differentiated instruction challenge the teaching and learning?
What teaching methodology is implemented in EFL classes?
To what extent do teachers in secondary schools meet students' needs?

III. Findings and Discussion
Questions to outline the results of the study were based on research questions. The research findings stem from focus group discussions with students that best explain the implementation of differentiated instruction in three secondary schools in municipality of Gjakova, in Kosovo. Students who helped to conduct the research declared themselves as different learners who posses different level of English foreign language proficiency. Among them there were advanced, intermediate, pre-intermediate and elementary students. None of these levels dominated the other but the question of whether all students learn EFL in the same way, they unanimously denied it. Students do not acquire the same knowledge in English and each of them learns the language in its own way. Their individual preferences vary based on many factors. One of the factors that worth mentioning is previous teaching and learning. Previous education has a major impact on continuing education because it is

the time when students begins to construct without intention the style of learning and it is up of teacher on how much he/she considers these styles in order to make learning easier for the students. Based on findings from focus group discussions EFL teachers in secondary school in municipality of Gjakova apply differentiated instruction in a satisfactory extent. Teachers try to meet each student's needs by proving that they know their students' skills and then giving instructions on differentiating on the content, process and product. Certain literature is sometimes of no interest to everyone, therefore the teacher provides additional material based on the theme that is related to the plan. This implies that students do not show readiness to learn and it requires teacher's motivation. As a student claimed, citing a student: '' *sometimes the unit is unknown to some of the students in the classroom, then the teacher brings additional printed material ……………… so that we can use it for the necessary information regarding the lesson''*. Moreover, the model that the teacher practices while teaching is not always suitable for everyone in the classroom, so teacher differentiate teaching strategy to achieve effective learning. Prior to the implementation of any strategies, differentiating instruction starts as a simple mindset of a teacher, an understanding that each child brings their own memories and own previous experiences to class with them and that each one of them has their own areas of strength, areas that need to be strengthened, emotions, feelings and attitudes and most important of all, that each one of them can learn (Gregory, Chapman, 2013). During the process of learning and teaching as well, teacher mostly uses flexible grouping for classroom's activities. The given task cannot be done by all students either individually, in pairs or in small groups. Thus, as some of the students pointed during the discussions, as following: *''the teacher suits our demands to accomplish the task, not just a certain number of students who are advanced''. ''The teacher monitors our activities all the time, gives further instructions and direct us in the right path''. ''Sometimes we feel to work individually and challenge ourselves, while some of the classmates need help from each other. Therefore, the teacher divides us into the groups in which we feel more comfortable''.* In this modern technology world it is easy to meet individual's learning styles. Learning becomes easier when we have opportunity on application of variety technology tools. From the students' discussions, the findings are given also to the way of evaluation. It is required to learn English foreign language based in four skills: reading, writing, speaking and listening. So, the students' skills change in this regard. Some are better in writing and some are fluent in speaking EFL. The teacher can use several methods to evaluate students and the research found that English foreign language teachers in secondary schools in Gjakova municipality offer such opportunities to get the product. Some examples given by the students are as follows: '' *I was allowed to create a portfolio throughout the entire period including every unit's assignment which was by others interpreted in spoken discourse. I feel embarrassed if I speak English in front of others. So, it was the great opportunity to follow every class and home work and I was evaluated and never failed''. ''I like to be evaluated according to the final test because I like English grammar and I'm good at formulating sentences according to grammatical patterns''. '' Active students during the classes receive points that are collected at the end of the period and are considered by the teacher for the final grade''.* On the other hand, during discussions with the English language teachers in the high schools of the municipality of Gjakova, the research found that EFL teachers are challenged while teaching in mixed ability. Differentiated instruction implementation among students with different abilities in English classes is difficult but not impossible to be reached. It helps also in teacher's professional development since it requires great dedication to the implementation of the various strategies, so this enriches the methodology of teaching. As a teacher complains: '' *the biggest challenge is to manage the group of advanced and weaker students within the classroom ………….. advanced students need to take care of additional tasks because they do not have the patience to wait for others until they accomplish the task they are given, while weaker ones consider it to be disrespectful when asked by friends to hurry because everyone is expecting feedback''.* Another teacher emphasized: '' *I'm challenged with time. The limited time of 45 minutes for a large number of students in the classroom also limits your efforts to pursue a number of classroom activities''.*

Conclusion

At school, learners need to feel respected, appreciated, and considered for what they represent, about their capacities, about the values they carry. Based on the data and findings of the study research it is concluded that regardless of the students' language level proficiency, English foreign language students do not learn in the same way. Obviously, all students admit that differentiated

instruction is necessary and helpful in order to reach the learning they want to gain. No matter how advanced they are still different teaching methodology affect their learning. Every student, advanced and weaker ones, try to meet the way that best works for them to gain the needed knowledge. According to the needs that students have to meet their personal preferences to improve English language learning, differentiated instruction requires attention to the content, process, and product. Actually, it is very difficult to achieve the implementation of differentiated instruction and requires great work and dedication, but according to the English language teachers in the secondary schools of Gjakova municipality and given thought from the discussions with the students of these schools, the implementation of differentiated instruction seems to be pleasurable. Teaching strategies happen in all three components of the learning procedure. Teachers use additional materials that are based on the basic literature that the curriculum designs, which are helpful for students who need extra information. During the process there have been noticed many activities available for reaching advanced and weak students learning. Regarding the procedure of assessment, teachers apply many different methods of evaluation, so that every student might respond and reveal their product of knowledge in one way or another. Also, teachers claim that efforts to meet the requirements of students according to their individual needs are to an extent achievable. Eventually, teachers face difficulties due to the limited time and the large number of students present in class. As a conclusion, the study recommends that a wider research on this phenomenon would be more accurate, such as observation in English foreign language classes, exactly in the classes these students learn and teachers teach EFL, in order to prove that the statements of both students and teachers are based on opinions their data provided for this study. In order to have a comprehensive, effective and quality comprehensive process, it is important that the school is conceived as an institution that offers equal opportunities and opportunities for each child to be valued for his individual capabilities and abilities, while respecting his developmental pace.

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