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Address : English Education Study Program
Faculty of Teachers Training and Education
Mercu Buana University of Yogyakarta
Jl. Wates Km.10 Yogyakarta 55753

Phones : (0274) 6498211, 6498212

Fax : (0274) 6498213

Email : jurnal.umby@gmail.com

Journal of English Language and Education (JELE), to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

PREFACE

We proudly present a *Journal of English Language and Education (JELE) Vol.2 No.2*, which is envisioned to represent the growing needs of linguistics, literature, and education in English. This journal is written by practitioners and researchers to share their knowledge and solution in the area, to identify new issues and to shape future directions for research.

This journal comprises seven articles dealing with linguistics, literature and English education. They are categorized into pragmatic analysis, English literature, technology development in teaching, and techniques as well as approaches that lead to English teaching development.

This journal would not have been possible without the great support of the Editorial Board members; hence, we would like to express our sincere thanks to all of them. We also would like to thank to all writers who have contributed to this journal content. It is our hope that this fine collection of articles will be a valuable resource for English language and education readers and will stimulate further research into the area.

Yogyakarta, December 2016

Editor

DAFTAR ISI

	Halaman
Editorial Team.....	ii
Preface.....	iii
Table of content.....	iv
Class Struggle As Represented By The Character Eloi And Morlock In Hebert George Wells' <i>The Time Machine</i> Putri Praciana Noviyandini	65-73
Developing Test For Experimental Study: The Effectiveness Of Hedwig Strategy In English Education Department Universitas Brawijaya Devinta Puspita Ratri, Yulia Hapsari, Sugeng Susilo Adi	74-83
The Implementation Of Demonstration Strategy Using Modeling Videos To Improve Confidence And Practices In Presentation Dewi Anggraeni	84-95
A Video For Teaching English Tenses Frida Unsiyah, Putu Dian Danayanti Degeng, Irene Nany Kusumawardani	96-109
Flouting Maxim By Sherlock Holmes And Dr. Watson In Tv Series Of Sherlock Season 1 Lina Affifatusholihah, Agustinus Hary Setyawan	110-117
Improving Students' Reading Skill By Using Quantum Learning Wini Martika, Hermayawati	118-124
Social Class Conflict Presented In "The Kite Runner" Novel Based On Marxism Theory Yohanes Eko Rubiyanto	125-132
Notes for contributors	133

DEVELOPING TEST FOR EXPERIMENTAL STUDY: THE EFFECTIVENESS OF HEDWIG STRATEGY IN ENGLISH EDUCATION DEPARTMENT UNIVERSITAS BRAWIJAYA

Devinta Puspita Ratri¹, Yulia Hapsari², Sugeng Susilo Adi³

¹²³Faculty of Cultural Studies, Brawijaya University

¹devinta@ub.ac.id

²hapsari_yulia@ub.ac.id

³sugengadi@ub.ac.id

Abstract

Having a big number of students in content subject of a language class is a challenge for teacher since it is quite difficult to accommodate students' critical thinking and active participation at the same time. Therefore, Hedwig strategy is aimed to give room for students to explore themselves and get involved in the materials delivered in the class. Furthermore, by having group and regroup to deliver message in Hedwig strategy, students are forced to be active participated in classroom activities. The idea of Hedwig strategy is inspired by Jigsaw and Think-Pair-Share which have existed before. To know whether Hedwig strategy is effectively applied in content subject in large language class, it is proposed to do quasi experimental study with one class as an experimental group and one class as a control group. The experimental group is treated by using Hedwig strategy. Prior to the experimental study, it is performed research and development to develop the test for pre-test and post-test. For that reason, the research problem is what test is valid and reliable for an experimental study on the effectiveness of Hedwig strategy for the 4th semester students in Language Teaching Methodology class in English Education Department Universitas Brawijaya. This research reports half of the whole plan where the researchers developed test for pre-test and post-test to measure students' improvement in understanding Language Teaching Methodology. In short, the test developed in this study will be used to carry out experimental study as pre-test and post-test.

Keyword: active participation, critical thinking, hedwig strategy, teaching methodoly

INTRODUCTION

In general, English teaching in university level in Indonesia offers two main categories; language skills mastery and subject matter courses relate to linguistics, literature, or education. Language skills mastery is intended to guarantee that all students have a good working command of English as their working command of English may diverse due to their English learning experience. On the other hand, subject matter materials are given to equip the students with underlying knowledge of linguistics, literature, or education depends on

the major the students are taking. As a whole, the English language teaching is offering improvement in both linguistic performance and competence of the students.

However, linguistic competence is necessary yet it is not sufficient for someone who wants to communicate competently in another language. The sociolinguist Hymes in 1974 proposed the notion of communicative competence which includes Chomskyan linguistics competence and a range of other sociolinguistics and conversational skills that enable the speaker to know how to say what to

whom, and when. Savignon defined communicative competence as 'the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors'. Communicative competence is also context-specific, which means that a competent communicator knows how to make choices specific to the situation. Finally, it is distinct from performance. She added that competence is what one knows, while performance is what one does (Savignon, 1972; Savignon 1983).

Performing language competence and performance in a complete package offered to large language class in university level can have some challenges; not all students are actively involved and able to think critically. Hedwig strategy is proven to be a solution to overcome the challenges (Ratri et al, 2013). She conducted a classroom action research using Hedwig strategy in TEFL course for 5th semester students in *Pendidikan Bahasa Inggris FIB Universitas Brawijaya* and it was successful not only in triggering the students' active participation but also their critical thinking.

Hedwig is a new strategy developed by researchers of this research. Hedwig strategy has its root from Jigsaw and Think-Pair-Share strategies. Hedwig strategy is set of classroom activities to enhance students' critical thinking and active participation through grouping and

re-grouping students. Students are divided into some big groups and given reading material in the beginning of meeting. The content of the reading material as well as the discussion of it will be conducted through some presentations and discussions activity led by a small group. Next, feedback is given by lecturer. To end the class, the students are asked to write the summary of the discussion done in that particular meeting. By having good active participation and critical thinking, students could perform well in language competence and performance as well.

Previous study (Ratri et al, 2013) has performed Hedwig strategy in Classroom Action Research design. However, an experimental study to confirm whether or not Hedwig strategy is really effective needs to be conducted. In order to do so, research subjects need to be categorized into two groups; control group and experimental group. These groups are then given a pre-test to know their starting point before further experimental treatment is given. Once the treatment is completed, the research subjects are assigned to take a post-test. The difference of the research subjects' pre-test and post test result gained by using statistical computation will be done to know the effectiveness of the strategy.

Hedwig strategy comes into view as a modification of Think-Pair Share and Jigsaw strategies that have already exist previously. Hedwig strategy has been applied in TEFL class of the 5th semester students English Education

Universitas Brawijaya as classroom action research to solve the class problem. Hedwig strategy was successful to treat students who were passive participated in large language class since the students were assigned to raise a question after reading the material. By doing so, it also helped the students to enhance their critical thinking as they had the background knowledge given by the presentation group which they had read the material in the beginning of the class. Therefore, the students could be more focus and ready with the material (Ratri et al, 2013).

As the objective of this research is to find out the effectiveness of Hedwig strategy for the 4th semester students in Language Teaching Methodology in English department Universitas Brawijaya, a quasi experimental research is taken since the research will use two given classes as two groups of the research participants; they are control group and the experimental group.

With the aim of providing a set of qualified test in the sense that it is valid and reliable so that it can be used by anyone conducting an assessment to the class, this research applied a Research and Development (R&D) design to construct the set of test which later in this research will be used as pre-test and pos-test. The test is designed to measure students' understanding of the materials given before as well as to see students' creative thinking. This objective is inline with Brown's

(2004:3) definition of test as a method of measuring a person's ability, knowledge, or performance in a given domain. The measurement in this research refers to the score given by raters to students' work.

Test has the function to enable teachers to increase their own effectiveness (Heaton, 1988:6-7) and to know whether the teaching process is successful or not (Djiwandono, 1996:6). Furthermore, Bachman (1990:54) airs views that the two major uses of language tests are as sources of information for making decision within the context of educational program, and as indicators of abilities or attributes that are of interest in research on language, language acquisition, and language teaching.

Test can be classified into several categories due to different point of views. Based on the purpose, tests can be classified into several categories: research, screening, placement, diagnosis, aptitude, proficiency, and achievement (Sulistyo, 2002:13). This research used the achievement test the purpose of using this test is to examine how far the students have mastered the pre-stated goals as set up in the syllabus or curriculum (Sulistyo, 2002:18). On the other hand, based on the test's construction, this research use teacher-made test as it is constructed by a teacher for a specific subject with a specific group of student at a specific time. Due to the form of test response, there are essay test, short answer test, and multiple choice

tests. Essay test requires the test-takers to do the test in essay form, while short answer test calls for short answer from the test-takers. It can be in the form of words, phrases, or even a letter or number. Finally, multiple-choice test provides alternative answers and the test-takers are supposed to choose one correct answer out of the given choices.

Considering a test's score interpretation, there are norm referenced interpretation in which the test-takers' score is interpreted based on the average score in class, and criterion referenced interpretation in which the test-takers' score interprets each student's performance. Finally, based on scoring methods, test is classified into subjective test and objective test. The first category refers to a test whose scoring is done subjectively. It means that the same test-takers' work will result in different scores by different raters. The latter category means that results of the same test-takers' work will be the same irrespective of who does the scoring. Since there is no standardized test which aims to measure students' comprehension in language teaching methodology, it is strongly needed to develop a valid and reliable set of test for further experimental study on the effectiveness of Hedwig strategy. Therefore, the research problem of this study is what test is valid and reliable for an experimental study on the effectiveness of Hedwig strategy for the 4th semester students in Language Teaching Methodology class in English Education

Department Universitas Brawijaya. As from the above explanation about an experimental research steps, a valid and reliable set of test is needed before an experimental study is conducted as it will be used as a pre-test and post-test.

METHOD

This study used Research and Development (R&D) design considering that the study engages two-level procedure: research and development. Borg and Gall (1989:) airs their view that R&D cycle consists of studying research findings pertinent to the product being developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In short, the cycle covers research level and development level. The research level appears in form of studying research findings pertinent to the product being developed, while the development level covers the development of the product based on the findings, field testing it, and revise it. In this study, the development level was shown by developing blueprint, test, and answer key, expert validation and revising it; while research level came out when the result of try out was further analyzed. However, Latief (2010:102) argues that the research level does not only refer to the needs assessment stage, but also covers processes involved in developing the product which need data collection and data

analysis activities through experts validation and try out stages, whereas the development level refers to the product of the study.

For it is developing the test, this research used Research and Development (R&D) design by taking the view that the steps taken in order to result on the test engage two-level procedure: research and development. The research level refers the processes involved in developing the product which need data collection and data analysis activities in expert's validation and try-out stages, whereas the development level refers to the product of the study (Latief, 2010:102).

Latief also adds that R&D is aimed at producing teaching instruments. This argument is in line with the definition of R&D as a process used to develop and validate educational products (Borg and Gall, 1989:772). In this research, the product is the test items used as pre-test and post-test for the control group and experimental group in the experimental research to find out the effectiveness of Hedwig strategy for the 4th semester students in Language Teaching Methodology in English department Universitas Brawijaya.

To get clear picture on the procedure of developing test, it is presented in figure 3.2

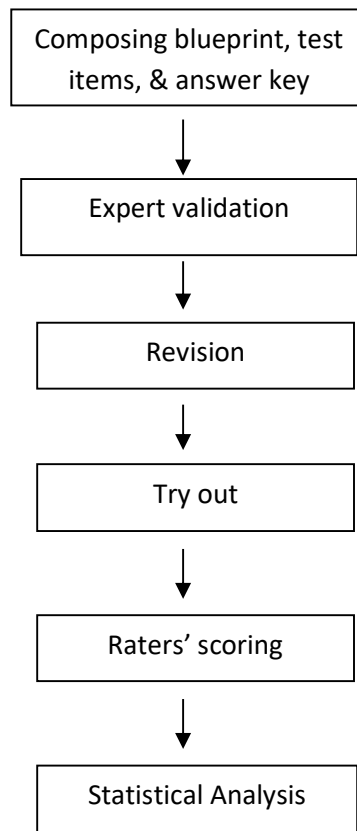


Figure 1 Developing test procedure

Here are the steps of developing test:

1. Composing blueprint, test items, and answer key

The researcher composed the blueprint based on the Language Teaching Methodology. This blueprint would be the principles to develop test items. To avoid the subjectivity of different rater when scoring the test, answer key was also composed.

2. Expert validation

Upon composing blueprint, test items, and answer key, the researchers met the expert to check whether the blueprint, test items, and answer key were suitable or not. The expert is Prof. Dr. Gunadi Harry Sulisty, M.A; he is a lecturer in State University of Malang who has been involved very much in TEFL and assessment. He checked and gave feedback toward the blueprint, test items, and answer key which have been developed by the researchers for improvement.

3. Revision

After receiving the feedback from expert, the blueprint, test items, and answer key were revised based on the feedback.

4. Try out

After the test items are revised, try out was carried out. Try out was conducted to see whether the questions in the test

are easy to be understood by the students. Besides, it was also aimed to recognize whether the test items are reliable.

5. Raters' scoring

After administering the try out, students' work was given to raters. The answer key was also attached as the guideline for the raters to score students' work.

6. Statistical Analysis

Raters' scoring was then analyzed statistically by using annova hoyt to measure whether the test items are reliable.

Once the test is set, it will be used to complete the whole research as pre-test and post test. This test is important in the research as it is the tool to measure the progress which the students achieved after the experimental group treated by using Hedwig strategy.

FINDINGS AND DISCUSSION

The test was developed in this study since developing test was one of crucial keys to hold an experimental study. The reliability of the test is important whether it shows its consistency to be taken to anyone and whether the test shows the consistent score when it is scored by any rater. This is in line with Brown's (2004) definition that test as a method of measuring a person's ability, knowledge, or performance in a given domain. The measurement in this research refers to the score given by raters to students' work. Therefore, in this term, the researchers

decided to focus in developing test as pre-test and post-test.

Here are the steps of developing test:

1. Composing the test

This research is aimed to developed an achievement test in purpose to examine how far the students have mastered the pre-stated goals as set up in the syllabus or curriculum (Sulistyo, 2002). In this study, pre-test and post-test is aimed to measure whether the students master the material given by using Hedwig strategy. Prior to composing test items, the researchers constructed blueprint as a guideline to make test items. Based on the blueprint, test items were composed. Test item was composed in the form of essay. Essay was selected with the consideration that in essay form test students could convey their deep understanding and critical thinking. In drafting the test items, researchers made 4 items with 2 focuses on content based on the materials given in Language Teaching Methodology course; they were related to skills and methods/techniques in teaching language. To avoid subjectivity in scoring students' work, answer key was also developed.

2. Expert validation

Expert validation was done after composing the blueprint, test items, and answer key. The expert was Prof. Dr. Gunadi Harry

Sulistyo, M.A, a lecturer who teaches in State University of Malang. For his expertise in assessment and TEFL, the researchers set an appointment with Pak Gunadi to check the draft of blueprint, test items, and answer key. He gave feedback on the test items so that the questions were easier to be understood by the students and the purpose of the items could focus on what to measure. Further, Pak Gunadi also gave feedback toward the answer key; he gave valuable input toward the content of the answer key.

3. Revision

Revision on the blueprint, test items, and answer key was carried out after having important feedback from the expert. As suggested by the expert, the questions were omitted from 4 to 2 items. Items no 1 and 3 were excluded since those questions were placed as the lowest level in taxonomy. In advance, the item no 2 was revised into more understandable wording so that the students would not have difficulty in comprehending the question. The item no 4 was added by one KD (*Kompetensi Dasar*) in *Kurikulum 2013* to make the question more specific in order to gain precise answer from the students. Answer key for item no 4 was also revised to add more information on the strength/s and weakness/es of each method/technique.

Table 1. Blue Print and Test Items

Variable / objective	No	Test items	Value
Students are able to analyze principles in teaching that underlie a teaching technique (in this case the teaching technique is dictation that is believed to be a teaching techniques that can integrate the four language skills).	1	Dictation is believed to be a technique that can integrate the four language skills (reading, listening, speaking, and writing). Design a teaching procedure which accommodate in the four language skills in dictation!	27 points @ 2
Students are able to analyze the strength/s and weakness/es of each method	2	From all methods/techniques you have learnt, choose the most suitable and the least suitable methods/techniques to teach this KD (menunjukkan perilaku jujur, tanggung jawab, peduli, responsive, dan proaktif dalam mengolah menalar, dan mengajukan solusi untuk mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan alam dalam bentuk hortatory text) and give clarification by giving the strength/s and the weakness/es	@23 (2 item)

4. Try out

Try out was performed to measure whether the test was reliable. Try out was distributed to 10 of 5th semester students of English Department Universitas Brawijaya who had taken Language Teaching Methodology course in previous semester since they had knowledge on Language Teaching Methodology. They were assigned to work on 2 essay questions. The test takers were chosen by using purposive random sampling which 3 of them were low achievers, 4 of them were moderate, and

another 3 were high achievers.

5. Raters' scoring

To measure the reliability of the test, the students work was scored by 3 raters. They were Didik Hartono, M.Pd, Dian Inayati, M.Ed, and Devinta Puspita Ratri, M.Pd. They were lecturers who taught Language Teaching Methodology in English Education department Universitas Brawijaya. The work of 10 subjects was given to each rater completed with answer key as a guideline to score the students' work. Below is the table of raters' scoring:

Table 1. Raters' scoring

Subject	Rater 1	Rater 2	Rater 3
1	28	23	20.5
2	24	21.3	15.55
3	29.2	15.2	13.2
4	28	17.2	21
5	32	20.2	22.2
6	18	6	9.8
7	33.8	14.6	17.2
8	0	4.6	4.6
9	53.2	23.8	23.8
10	11.5	22.1	20.1

Index: Rater 1: Didik Hartono, M.Pd
 Rater 2: Dian Inayati, M.Ed
 Rater 3: Devinta Puspita Ratri, M.Pd

6. Statistical Analysis

Raters' scoring was then analyzed statistically by using annova hoyt to

measure whether the test items and answer key was reliable.

Table 2. Statistcal Table

Source	Sum of Square	Degree of Freedom	Mean Square	R ₁₁
Between Rater	536,705	2	268,353	
Between item	1794,423	9	199,380	0,786
Error (interaction between rater and item)	767,500	18	42,639	
Total	3098,628	29		

The Hoyt reliability was got with the formula below:

$$R_{11} = \frac{MS_{item} - MS_{error}}{MS_{item}}$$

$$= \frac{199,380 - 42,639}{199,380}$$

$$= 0,786$$

Based on the reliability table with $\alpha = 0,05$ dan degree of freedom = 8 was, the $R_{table} = 0,632$. Since $R_{11} (0,786) \geq R_{table}$, so it could be concluded that the test is consistent. Therefore, the test can be used as pre-test and post-test in experimental study.

This test will be used to measure whether the teaching strategy is successful to help students understand the material and trigger

critical thinking. Heaton (1988;6-7) mentions that test has the function to enable teachers to increase their own effectiveness. Djiwandono (1966) also added that test is purposed to know whether the teaching process is successful or not. Later, this test will be used in Hedwig experimental study as a measurement whether the technique is successful.

CONCLUSIONS AND SUGGESTION

After performing this research, there is a conclusion which can be drawn as follows. The test developed in this research is valid so that it can be used as pre-test and post-test for 4th semester students who are taking Language Teaching Methodology course. Furthermore, the test can be used by any teacher/lecturer who is teaching Language Teaching Methodology. The test further can be used as pre-test and post-test in experimental study: the effectiveness of Hedwig strategy for the 4th semester students in Language Teaching Methodology in English Education Department Universitas Brawijaya.

As further research in continuation for this research, it is suggested for the next reasearcher to conduct a research of experimental study to measure whether Hedwig strategy is effective to improve students' score in Language Teaching Methodology using the test developed in this research as a measurement tool to know the students' progress score.

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Submissions are invited in the following categories:

Manuscript must be a research article that may be submitted by mail, fax, or e-mail. The entire manuscript should be 1.5 spaced on A4 paper, 10-20 pages in length (including references, tables, notes); preferably submitted with its standard formatted for MS Word in 12-point Times New Roman font. Tables and figures (in JPEG or GIFF format) should be set out in separate pages. Number tables and figures and provide captions. Identify where these should appear in the text with an insertion point.

The article should be systematically arranged as follows: (a) title, (b) full name of the contributor with no academic title, institution and email address, (c) abstract (150-250 words), (d) keywords (5 words), (e) introduction covering the background, review of related literature, purpose and scope, (f) methods, (g) findings and discussion, (g) conclusion and suggestion, and (h) references.

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Contribution and correspondence on editorial matters should be addressed to editor's address: English Education Study Program, Mercu Buana University of Yogyakarta, Jalan Wates Km. 10, Yogyakarta 55753, Phone (0274) 6498212 Fax (0274) 6498213, Email: jurnal.umby@gmail.com

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