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Redaksi menyadari bahwa diperlukan elaborasi eksistensi dan konsistensi dalam pengembangan edisi yang akan datang, dengan rasa keterbatasan dan kemampuan, penulis berharap tegur sapa dan kritik dari segenap pembaca demi perbaikan selanjutnya.

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AN ADAPTATION OF TESOL RESOURCES

Sri AgriyantiMestari

Abstract

This paper investigates how printed material from the newspaper can be adapted as one of teaching material for Reading 1 course for the second semester students of English Department, Language and Art faculty, Gorontalo State University. The purpose of Reading 1 course for English department student is introducing critical and analytical reading to the students, so that they can recognize the content through deep understanding on the values, beliefs and assumption within different kind of the text. The objectives of learning activity are the students are able to understand the text, able to present the content of text and able to create their own text in a particular topic. The learning activity of reading class can be divided into preparatory activities, activities with a focus on reading strategies, activities with a focus on critical analytical reading and activities with a focus on language awareness. Moreover, language task can be taught by using teaching and learning cycle which is developed by Martin 1999 in Ellis (2000) that consists of three phases learning, i.e. deconstruction/ modeling, joint construction and independent construction phase

Keywords; *Tesol resources, Reading activity, Text*

IDENTIFICATION OF THE LEARNER GROUP

This TESOL resources is using as one of the teaching material for Reading 1 course. The learners of these resources are the second semester students of English Department, Language and Art faculty, Gorontalo State University. The class consists of 25-40 students with the range of the students age is 19 – 25 years old. The students are supposed to have basic knowledge of English as they have already learnt it since Junior high school to senior high school and also at the previous semester at English department. The way individuals learns English is diverse since they come from different school which has different goals and standards. However, the content of learning English is the same for every single school because there is a national standard curriculum. Generally the level of language proficiency of most of the students is at the scale 4 of IELTS that means their basic language competence is limited to common situation and they often have problems in comprehension and expressing idea. Moreover, they do not have reliability to develop complex language (Jakeman and McDowell 1996). The purpose of Reading 1 course for English department student is introducing critical and analytical reading to the students, so that they can recognize the content through deep understanding on the values, beliefs and assumption within different kind of the text. In this case, the teaching focused on how the students develop the awareness to the language preferences to get the values and to their experiences

that support reading activities as active readers (Hood et al. 1996). The students also will learn about how to identify main idea, the topic sentence, supporting sentences and concluding sentences in a text. Furthermore, students are expected to know reading strategies such as skimming and scanning.

THE TEXT FEATURE

The text title is Indonesian custom creates colorful wedding. By reading this text students are able to recognize that the content of the text is about the Indonesian customs. In this text it can be identified, how to develop a text based on the real event in Indonesian wedding ceremony, who are involved in the presentation of the information, and how the writer arrange the language of the text. In this case, students will be able to notice the culture that appears from the text by identifying the field, tenor and mode (Lightbown 2000). Indeed, the students also need to be able to identify the genre of the text, they are expected to recognize the purpose of the text therefore they get the clues on the way to read and to understand the meaning of the text (Eggs 2004). In addition, related to Martin's definition of genre in Eggs 2004 which is stated that genre is an activity which has stages, goal oriented and purposeful in which speaker engaged as a member of a culture, it can be said that the genre of the text is popular non-fiction genres. The text is about Indonesian wedding custom (field), it is made in form of news stories (tenor) and the mode is 'monologic presentation.

By reading the text, the students have an opportunity to develop their intellectual capability in their field related to the use of language. Also, they are stimulated to explore additional information related to the context that supports their knowledge using other authentic information. Furthermore, as university student of English department who take Reading 1 course, the students has an opportunity to learn how to read in a particular model to develop their conceptual abilities, process strategies, and background knowledge. Also, they have a need to obtain the knowledge of the way to use the language based on the appropriate linguistic rules and norms (Urquhart and Weir 1998).

THE ADAPTATION OF TESOL RESOURCE

Reading as one of language skill uses visual input or printed text as the portal into language processing system. It is involved process of decoding print from the text and incorporated the main ideas with the supporting sentences as well as reader's knowledge (Mullock 2008). Several problem may be facing by the students are lack of vocabulary and critical reading ability. That is why in choosing reading material of resources should be based on Krashen's input hypothesis that states that the material should be $i+1$ or students acquisition of language means to move them from current condition to the next level of understanding in the line that they focus on the meaning and not the form of the text. In this case, students are invited to be involved in comprehending, manipulating, producing or interacting in the target language in order to exchange the meaning. It means that the teacher should help

students to get in touch with acquisition first then help them to understand the extra linguistic information of the text (Krashen 1987)

Concerning to the linguistic features such as grammar, text structure, vocabulary, cultural content and idioms which is may present a challenge for the student the writer found that there are some words and sentences which is need more explanation since the text content is culturally problematic for students who come from different cultural back ground. Those words and sentences are*believing the number three is unlucky* (generally, many Indonesian believe that number 13 is unlucky), *I look like sunffalufagusand sesame street mammoth* (it is supposed that most of the students do not understand what sunffalufagus and sesame street mammoth is). In the same way, this text may create another cultural problematic for Indonesian students itself even though it is talking about Indonesian customs as Indonesian has many different culture even for those who lives in the same province. For this reason teacher should provide additional information and device such as picture, etc that bring the students to comprehend the meaning of the text.

Furthermore, the students are asked to recognize grammatical and vocabulary items such as noun groups, relative clauses, non-finite clauses, prepositional phrases, etc. as suggested by Larsen-Freeman 2003 that in conducting grammar learning students should take part in recognizing the stages of target language form development. However, it should be noticed that discussing grammatical features in the acquisition of language should be aimed to make the learner have ability to use it in the appropriate context based on accuracy, meaning achievement and real time situation (Larsen-Freeman 2003). Moreover, the students also asked to working out the meaning of unfamiliar words from the context by using 'context clues'. When the students encounter problem related to the words, the teacher explain the words by using simple sentences to give them easiness to understand the meaning.

THE LANGUAGE LEARNING ACTIVITY

The learning activity is directed to be in communicative approach in which students become the centre of activity, while teacher act as a manager, a facilitator and a communicator. In this approach teacher reduces her domination in establishing communication in classroom and students have more dominant rule (Larsen-Freeman 1986). Therefore, students not only familiar with the target language form, but also able to apply them in negotiation in meaning in which communicative approach is suitable to achieve it.

The teacher also provides an opportunity for students to be involved in collaborative learning and active interaction as well as expressing their individuality, she developed a well-situated dialogue among students. The teachers formulates the class in a democratic leadership that is more sociable in exchanging ideas, more collaborative in decision making, and better in building connectivity among

members (Dornyei and Murphey 2003). As a result, it is expected that students are able to develop their autonomy to think and to articulate their idea in negotiating meaning. They do not rely on the teacher's instruction and supervision that sometimes limit their opportunity for being independent. In short, they explore the way to communicate by developing communication with their interlocutors (Larsen – Freeman 1986).

The objectives of learning activity are the students are able to understand the text, able to present the content of text and able to create their own text in a particular topic. These objective are based on Krashen input hypothesis in which students are expected to solve their problem of language limitation in comprehension and expressing idea as well as developing complex sentences (Krashen 1987). The learning activity can be divided into preparatory activities, activities with a focus on reading strategies, activities with a focus on critical analytical reading and activities with a focus on language awareness (Hood et al. 1996). The preparatory activities aim to help students understand what kind of text they will read and the general meaning of the text. In this activity students use their own experienced, and then broaden such experience by sharing knowledge with others. This activity can begin by brainstorming ideas about a particular topic before students read the text. The brainstorming might be around topic, title or picture that relevant with the text. The teacher also can begin by introducing key vocabulary or begin with discussion which is provide the opportunity to the students to exchanging knowledge and experiences for a particular reading task. Discussion activity is related to task based learning where the communicative task delivered in the target language in the natural development process. By doing these activities the teacher can follow the three-part task cycle by Willis and Willis (2001). Firstly is task stage, the students are going to work in group to list the language use in the text and also share ideas about the topic that they are going to learn. The next stage is planning stage where the students prepare present what they got from the discussion. The last stage is report phase where the students present their result of discussion. For the entire stage teacher roles are help the students when they encounter problems in language use and support their performance during the learning process. The second is activity with a focus on reading strategies. The aim of this activity is to help students to develop reading strategies that used by competent readers to complete different reading task successfully. The reading strategies include skimming for an overview and scanning for specific information. Next is an activity with a focus on critical analytical reading. The teachers select other articles which has the same topic from other sources. Teachers then ask students to read the text and identify the different among the text. The students discuss the different opinion presented and different language used in the text. The last is activities with a focus on language awareness. This focusing on aspects like particular language features vocabulary usage or idiomatic expression (Hood et al. 1996)

Moreover, this language task can be taught by using teaching and learning cycle which is developed by Martin 1999 in Ellis (2000) that consists of three phases learning, i.e. deconstruction/modeling, joint construction and independent construction phase. In deconstruction phase, students recognize and identify the structure of the topic by recognizing the topic, the main idea, supporting sentences and concluding sentences. The purpose of this activity is to introduce the student with the appropriate and reliable structure of a well written paragraph. In joint construction phase, the students begin with analysis a question, brain storming and make outline of the text and preparing the text they are going to write by discussing with others. This phase has an advantage that students are allowed to share their ideas, draft and advice with their peers in the collaborative process. The students also give readings as leaning resources to identify how questions, the theories, model, and methodology are includes in the text. In individual construction phase, the students ask to develop their own text individually, with their ability on collecting and analyzing readings students develop and connect their paragraph based on the principle of coherence and cohesiveness (Ellis 2000)

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