

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa (dan Sastra) Inggris

# LAPORAN TAHUNAN

## HASIL PENELITIAN HIBAH BERSAING



### **Pengembangan Materi Self Access Language Learning Center (SALLC) Berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI)**

**Penelitian dan Pengembangan di Jurusan Bahasa dan Sastra Inggris  
FBS Universitas Negeri Padang**

#### **TIM PENELITI:**

Muhd.Al-Hafizh,S.S.,M.A. (Ketua)

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Dibiayai Oleh DIPA Universitas Negeri Padang  
Sesuai Dengan Surat Penugasan Pelaksanaan Penelitian Desentralisasi  
Melalui DIPA UNP Tahun Anggaran 2013

Nomor: 298.a 46/UN35.2/PG/2013

Tanggal 31 Mei 2013

**UNIVERSITAS NEGERI PADANG  
NOVEMBER, 2013**

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PALAMAN PENGESAHAN

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: Kerangka Kualifikasi Nasional Indonesia (KKNI)

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## RINGKASAN DAN SUMMARY

Self Access Language Learning Center (SALLC) adalah pusat latihan keterampilan bahasa untuk mahasiswa yang diharapkan dapat meningkatkan pengetahuan dan skill mereka dalam berbahasa Inggris sebagai bahasa asing. SALLC menggunakan sistem akses terbuka, dimana pengguna (*user*) bebas untuk mengakses semua materi dan fasilitas yang tersedia.

Jurusan Bahasa dan Sastra Inggris sejak tahun 2007 telah memiliki SALLC untuk membantu mahasiswa dalam melatih dan mengasah kemampuan bahasa Inggris mereka. Sebagian besar materi yang berkaitan dengan keterampilan bahasa dan komponen bahasa sudah tersedia di SALLC. Seiring dengan berjalannya waktu, pada awal tahun 2013 di UNP mulai dicanangkan merevisi kurikulum berbasis KKNI. Desain kurikulum, perangkat pembelajaran (SAP, syllabus, RPP, dan materi ajar), termasuk buku teks mulai secara bertahap diarahkan sesuai dengan standar KKNI.

Tapi sayangnya, materi SALLC sebagai bagian yang tidak dapat dipisahkan dari kesuksesan pencapaian target pembelajaran tersebut belum tersentuh. Maka melalui penelitian Hibah Bersaing ini tim peneliti mencoba melakukan dua tahapan kerja penelitian dalam merevisi materi SALLC di tahun pertama ini, yaitu: (1) melakukan analisa kebutuhan (*need analysis*) tentang bentuk dan muatan materi yang dibutuhkan sesuai tuntutan kurikulum. Analisa kebutuhan dilakukan dengan cara meminta pendapat mahasiswa sebagai *user* melalui angket/kuesioner, di samping itu juga melalui wawancara dengan staff pengajar. (2) merancang model materi SALLC yang sesuai dengan tuntutan KKNI level 6 untuk tingkat sarjana. Materi yang dirancang dikonsultasikan dengan *reviewer* dan dosen mata kuliah.

Ada dua kelompok materi SALLC yang dirancang dalam penelitian ini, yaitu materi tentang keahlian berbahasa (*language skills*) dan komponen berbahasa (*language components*). Di tahun 2013 ini fokus kerja tim adalah melengkapi materi yang berkaitan dengan keahlian berbahasa yang melingkupi: *reading, listening, writing, dan speaking*, dengan rincian sebagai berikut:

1. Basic Reading (Explanation + Exercise) Test
2. Intermediate Reading (Explanation + Exercise) Test
3. Advance Reading (Explanation + Exercise) Test
4. Basic Writing (Explanation + Exercise) Test
5. Intermediate Writing (Explanation + Exercise) Test
6. Advance Writing (Explanation + Exercise) Test
7. Basic Listening (Explanation + Exercise) Test
8. Intermediate Listening (Explanation + Exercise) Test
9. Advance Listening (Explanation + Exercise) Test
10. Basic Speaking (Explanation + Exercise) Test
11. Intermediate Speaking (Explanation + Exercise) Test
12. Advance Speaking (Explanation + Exercise) Test

## PENGANTAR

Kegiatan penelitian dapat mendukung pengembangan ilmu pengetahuan serta terapannya. Dalam hal ini, Lembaga Penelitian Universitas Negeri Padang berusaha mendorong dosen untuk melakukan penelitian sebagai bagian integral dari kegiatan Tri Dharma Perguruan Tinggi, baik yang secara langsung dibiayai oleh dana Universitas Negeri Padang, sumber dana BOPN maupun dana dari sumber lain yang relevan atau bekerja sama dengan instansi terkait.

Selubungan dengan itu, Lembaga Penelitian Universitas Negeri Padang bekerjasama dengan Direktorat Penelitian dan Pengabdian kepada Masyarakat, Ditjen Dikti Kemendiknas RI telah mendanai skema penelitian **Penelitian Hibah Bersaing** yang berjudul *Pengembangan Materi Self Access Language Center (SALLC) Berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI)*, dari sumber BOPN yang dialokasikan ke dalam DIPA Universitas Negeri Padang dengan surat penugasan pelaksanaan penelitian desentralisasi Nomor: 298.a.46/UN35.2/PG/2013 Tanggal 15 Mei 2013.

Kami menyambut gembira usaha yang dilakukan peneliti untuk menjawab berbagai permasalahan pembangunan, khususnya yang berkaitan dengan permasalahan penelitian tersebut di atas. Dengan selesainya penelitian ini, Lembaga Penelitian Universitas Negeri Padang telah dapat memberikan informasi yang dapat dipakai sebagai bagian upaya penting dalam peningkatan mutu pendidikan pada umumnya. Di samping itu, hasil penelitian ini juga diharapkan memberikan masukan bagi instansi terkait dalam rangka penyusunan kebijakan pembangunan.

Hasil penelitian ini telah ditelaah oleh tim pembahas usul dan laporan penelitian, serta telah diseminarkan di tingkat nasional. Mudah-mudahan penelitian ini bermanfaat bagi pengembangan ilmu pada umumnya, dan peningkatan mutu staf akademik Universitas Negeri Padang.

Pada kesempatan ini, kami ingin mengucapkan terima kasih kepada berbagai pihak yang membantu pelaksanaan penelitian ini. Secara khusus, kami menyampaikan terima kasih kepada Direktur Penelitian dan Pengabdian kepada Masyarakat, Ditjen Dikti Kemendiknas yang telah memberikan dana untuk pelaksanaan penelitian tahun 2013. Kami yakin tanpa dedikasi dan kerjasama yang baik dari DP2M, penelitian ini tidak dapat diselesaikan sebagaimana yang diharapkan. Semoga hal yang demikian akan lebih baik lagi di masa yang akan datang.

Terima kasih.

Padang, Desember 2013

Ketua Lembaga Penelitian  
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## **DAFTAR LAMPIRAN**

- Lampiran 1 : Instrumen analisis kebutuhan materi SALLC
- Lampiran 2 : Contoh materi writing
- Lampiran 3 : Contoh materi speaking
- Lampiran 4 : Contoh materi listening
- Lampiran 5 : Contoh materi reading
- Lampiran 6 : Sertifikat menyajikan makalah luaran penelitian
- Lampiran 7 : Artikel untuk jurnal luaran penelitian

## **I. PENDAHULUAN**

Jurusan Bahasa dan Sastra Inggris FBS UNP telah memiliki Self Access Language Center (SALLC) sejak tahun 2007. SALLC berperan penting sebagai sarana untuk melatih kemampuan berbahasa Inggris mahasiswa. Saat ini koleksi materi yang dapat diakses oleh mahasiswa di ruangan SALLC masih terbatas. Melihat kondisi tersebut, tim peneliti mengajukan kegiatan penelitian desentralisasi Hibah Bersaing 2013.

Penelitian ini dilaksanakan oleh tiga orang tim peneliti dari dosen Jurusan Bahasa dan Sastra Inggris FBS UNP. Ketua tim peneliti adalah Muhammad Al Hafizh, S.S., M.A bersama dua orang anggota tim, yaitu Havid Ardi, S.Pd, M.Hum dari Prodi Kependidikan, dan Delvi Wahyuni, S.S., M.A dari Prodi Non Kependidikan.

Lokasi penelitian adalah di Jurusan Bahasa dan Sastra Inggris FBS UNP, tepatnya di ruangan SALLC lantai 4 gedung FBS UNP padang. Tim peneliti melibatkan pihak-pihak yang terkait dengan pengembangan materi SALLC ini, seperti dosen, mahasiswa, dan pimpinan lembaga.

Dalam rencananya penelitian ini dilaksanakan secara selama dua tahun. Pada tahun pertama diharapkan dapat menghasilkan tiga luaran, yaitu; (1) model materi SALLC berdasarkan KKNi, (2) publikasi di seminar nasional/internasional, dan (3) publikasi di jurnal.

## **II. TUJUAN DAN MANFAAT PENELITIAN TAHUN PERTAMA**

Karena penelitian ini bersifat multi tahun (direncanakan dua tahun), maka target yang ingin dicapai juga dibagi untuk tahap tahun pertama dan tahun ke dua. Pada tahun pertama tahun 2013 ini tujuan penelitian yang telah dicapai adalah:



1. Mengetahui cara memanfaatkan fasilitas yang sudah dimiliki jurusan untuk pelaksanaan Self Access Language Center secara bertahap, serta memiliki materi yang baik untuk SALLC.
2. Menggali informasi tentang model materi yang sesuai dengan tuntutan kurikulum KKNI tahun 2013, yaitu level 6 untuk mahasiswa sarjana.
3. Mengetahui bentuk penugasan yang seharusnya diberikan staff pengajar kepada mahasiswa agar mereka dapat mengerjakannya di SALLC.

Pada tahun pertama, tujuan dan manfaat penelitian ini difokuskan pada produk berupa materi SALLC berupa skill berbahasa, yaitu *listening*, *reading*, *writing*, dan *speaking*. Sementara itu, untuk tahun kedua akan menghasilkan produk materi SALLC berupa materi yang berkaitan dengan komponen bahasa yang meliputi *grammar* dan *vocabulary*.

Di samping itu, penelitian ini juga diharapkan memiliki kontribusi yang signifikan signifikansi khususnya dalam hal pengembangan materi SALLC di Jurusan Bahasa dan Sastra Inggris FBS UNP. Secara lebih terperinci, manfaat yang sudah dirasakan adalah:

1. Terkumpulnya rancangan materi SALLC berbasis kurikulum KKNI untuk selanjutnya di letakan di ruangan SALLC.
2. Melengkapi bahan dan segala manual yang dibutuhkan untuk operasional SALLC.
3. Mulai pelaksanaan SALLC dengan materi yang telah direvisi pada awal semester Januari-Juni 2014.

### **III. TINJAUAN PUSTAKA**

### *Self Access Language Learning Center (SALLC)*

Dewasa ini orientasi pengajaran bahasa Inggris sudah berubah dari pencarian metode yang tepat ke kebutuhan pembelajar. Tekanan perubahan ini sangat ditentukan oleh ragam bentuk kebutuhan bahasa Inggris di lapangan. Seperti diungkapkan oleh Halliday (1985), bahwa bahasa bervariasi sesuai dengan fungsinya. Di lapangan kerja contohnya, fungsi tersebut bervariasi sesuai dengan bidang pekerjaannya. Karena itu dampak pedagogisnya mahasiswa seyogyanya diberikan materi ajar yang sesuai dengan jenis kebutuhannya baik untuk kebutuhan akademik (EAP) maupun untuk kebutuhan dunia kerja (EOP).

Menurut Robinson (1991) siswa tidak hanya belajar bahasa Inggris semata-mata karena kebutuhan akademik saja, tetapi berdasarkan *need analysis* (analisa kebutuhan) yang bertujuan untuk mengetahui sedetail mungkin sasaran yang ingin dicapai dalam pembelajaran bahasa Inggris. Untuk mengetahui kebutuhan bahasa Inggris tersebut, perlu dilakukan analisa kebutuhan terhadap sasaran target melalui peninjauan analisa kebutuhan atau disebut dengan *need analysis* (Robinson, 1991), yang oleh Munby (1982) disebut TSA (*target situation analysis*). Sehubungan dengan pendapat beberapa pakar di atas, maka kehadiran SALLC dan pengembangan materinya merupakan suatu kemestian saat ini sebagai usaha memenuhi kebutuhan bahasa Inggris mahasiswa, khususnya mahasiswa Jurusan Bahasa dan Sastra Inggris FBS UNP.

Yang dimaksud dengan materi SALLC dalam penelitian ini adalah seperangkat materi yang dapat diakses oleh mahasiswa secara terbuka atau berlatih mandiri di SALLC. Materi ini didesain sedemikian rupa, sehingga menarik minat mahasiswa untuk mengerjakannya baik secara tugas mandiri maupun yang berkaitan dengan mata kuliah

atau tugas yang diberikan dosen. Kemampuan mahasiswa Jurusan Bahasa dan Sastra Inggris sebagai calon pendidik dan ilmuwan bahasa Inggris perlu terus dilatih dengan berbagai macam materi penunjang, salah satunya adalah di SALLC.

Dengan adanya pengembangan materi SALLC, maka apabila hal tersebut sudah terpenuhi, diharapkan akan tercapai fungsi/program SALLC sebagai berikut:

#### *Conversation Club*

Kemampuan berbicara dalam bahasa Inggris dengan baik adalah kebutuhan pokok bagi mahasiswa Jurusan Sastra Inggris. Untuk alasan ini, dibutuhkan akses yang lebih luas terhadap bahan-bahan yang dibutuhkan. Conversation Club secara eksklusif didesain sedemikian rupa sehingga mahasiswa akan memiliki kesempatan yang cukup luas untuk mempraktekan kemampuan speaking mereka dengan dukungan sumber-sumber dan fasilitas yang mencukupi.

#### *Writing Club*

Salah satu skill yang juga sangat penting dimiliki oleh mahasiswa Prodi PSBSI adalah kemampuan menulis.

SALLC perlu memfasilitasi mahasiswa Prodi PSBSI dengan melaksanakan workshop tentang writing secara periodic yang dipandu oleh dosen Jurusan Sastra Inggris, visiting professor, dan associate lecturers. Untuk mendukung program ini, SALLC membentuk Writing Club, dimana setiap mahasiswa dapat ikut serta.

#### *Class Assignments*

Tidak hanya SALLC yang diharapkan melaksanakan aktivitas sendiri, akan tetapi dosen

juga berperan aktif dalam kegiatan SALLC. Dosen dapat memberikan tugas kepada mahasiswa untuk dapat mengerjakan tugas tersebut baik secara individu maupun secara berkelompok di SALLC.

#### *Remedial Program*

SALLC perlu memfasilitasi mahasiswa Prodi PSBSI untuk meningkatkan kemampuan mereka dalam mata kuliah tertentu yang dianggap lemah. SALLC selanjutnya menyiapkan tim yang menyiapkan tes diagnosa yang akan membantu mahasiswa dalam menganalisa bidang kelemahan mereka.

#### *Internal Competition*

Melalui wadah SALLC perlu dilaksanakan program yang dinamakan Internal Competition. Program ini tidak hanya mengakomodasi antusiasme mahasiswa dalam skill berbahasa Inggris akan tetapi juga menjadi kesempatan bagi mereka untuk memperlihatkan kebolehan mereka, mempraktekan pengetahuan dan skill mereka dalam Speech Contest, Writing Contest, dan TOEFL Contest.

#### *Graduating Paper Forum*

Graduating Paper Forum adalah suatu media bagi mahasiswa Prodi PBSI untuk berdiskusi dan berdialog dengan staff akademik tentang persiapan penulisan tugas akhir. Dalam forum ini, dosen akan menerangkan secara singkat tentang topik-topik yang mungkin yang akan dapat dipilih mahasiswa sebagai tugas akhir mereka. Pada dasarnya forum ini terbuka untuk setiap orang, akan tetapi lebih khusus direkomendasikan untuk mahasiswa yang akan menyelesaikan tugas akhir untuk mengikuti forum ini.

### *International Forum*

International Forum terutama diarahkan untuk pemahaman yang lebih baik antara mahasiswa Indonesia dengan mahasiswa luar negeri melalui dialog Timur-Barat. Untuk mencapai tujuan ini, maka diundang pembicara native speaker. Program ini selain diharapkan akan memberikan gambaran yang lebih jelas tentang budaya West juga akan memperkaya pengetahuan dan skill mahasiswa Prodi PBSI untuk *pronunciation*, jenis-jenis *accents*, *vocabulary*, *register usage*, dan lain-lain. Sebagai tambahan, International Forum ini juga diharapkan akan menjadi ajang bagi mahasiswa Indonesia untuk belajar menyampaikan pidato ditengah-tengah komunitas internasional.

Di antara fungsi-fungsi SALLC di atas, di Jurusan Bahasa dan Sastra Inggris peran yang menonjol baru terbatas pada fungsi latihan keahlian mendengar (*listening corner*), latihan keahlian membaca (*reading corner*), dan keahlian membaca (*reading corner*). Sementara itu fungsi-fungsi yang lain seperti *paper graduating forum*, *internal competition*, *remedial program* masih dalam tahap perancangan.

Ada beberapa jenis Self Access Language Learning Center (SALLC) yang diterapkan di berbagai kampus baik di dalam maupun luar negeri, yaitu:

### *Fully Independent Learning*

Self access ini bersidat sangat mandiri, dimana mahasiswa menentukan sendiri bahan dan tujuan yang ingin mereka capai dalam melakukan kegiatan di SALLC. Peran dosen hanya sebagai konselor untuk memberikan masukan dari hasil aktivitas mengisi latihan-latihan yang sudah mereka lakukan di SALLC.

### *Semi-Guided Learning*

Tipe SALLC ini menempatkan beberapa orang tutor atau instruktur yang membimbing mahasiswa dalam melakukan aktivitas di SALLC. Peran dari instruktur dan tutor tersebut adalah memberikan arahan tentang materi yang akan dikerjakan oleh mahasiswa setiap kali mereka mengakses SALLC.

### *Online self-access learning*

Tipe SALLC seperti ini biasanya diterapkan di lembaga-lembaga yang sudah mapan.

Instansi yang bersangkutan tidak mesti membuat sebuah ruangan SALLC secara manual, akan tetapi cukup menyediakan seperangkat web atau situs online yang dapat diakses oleh mahasiswa. Semua materi diupload di web tersebut untuk dikerjakan secara online oleh mahasiswa.

Dari ketiga jenis SALLC tersebut, Jurusan Bahasa dan Sastra Inggris memiliki jenis yang kedua, yaitu Semi-Guided Learning. Para mahasiswa yang mengakses materi SALLC biasanya diarahkan oleh dosen mata kuliah dan dibantu oleh instruktur yang ada di SALLC.

### ***Kurikulum Berbasis Kerangka Kualifikasi Nasional Indonesia***

Peraturan Pemerintah No. 17 Tahun 2010 Pasal 97 menyatakan bahwa kurikulum perguruan tinggi dikembangkan dan dilaksanakan berbasis kompetensi (KBK). Pernyataan ini telah menegaskan kembali Kepmendiknas No. 232/U/2000 tentang

Pedoman Penyusunan Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa, serta No. 045/U/2002 tentang Kurikulum Inti Pendidikan Tinggi.

Implementasi KBK seharusnya telah terlaksana di seluruh perguruan tinggi (PT) mulai akhir tahun 2002. Namun pada kenyataannya belum seluruh PT telah menerapkan KBK sesuai dengan Kepmendiknas No. 232/U/2000 dan No. 045/U/2002 karena berbagai kendala antara lain masih beragamnya pemahaman tentang makna KBK serta implementasinya dalam pembelajaran.

Dalam upaya melakukan kualifikasi terhadap lulusan perguruan tinggi di Indonesia, pemerintah telah menerbitkan Perpres No. 08 tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI) dan Lampirannya yang menjadi acuan dalam penyusunan capaian pembelajaran lulusan dari setiap jenjang pendidikan secara nasional. Untuk merespon kebijakan ini, maka pada tahun 2013 di Jurusan Bahasa Inggris FBS UNP sudah mulai dirancang konsep revisi kurikulum berbasis KKNI. Kegiatan ini tidak terlepas dari dukungan hibah Islamic Development Bank (IDB).

Terbitnya Perpres No. 08 tahun 2012 dan UU PT No. 12 Tahun 2012 Pasal 29 ayat (1), (2), dan (3) telah berdampak pada kurikulum dan pengelolaannya di setiap program. Kurikulum yang pada awalnya mengacu pada pencapaian kompetensi menjadi mengacu pada capaian pembelajaran (learning outcomes). Secara ringkas KKNI terdiri dari Sembilan level kualifikasi akademik SDM Indonesia.

Dengan adanya KKNI ini diharapkan akan mengubah cara melihat kompetensi seseorang, tidak lagi semata Ijazah tapi dengan melihat kepada kerangka kualifikasi yang disepakati secara nasional sebagai dasar pengakuan terhadap hasil pendidikan seseorang secara luas (formal, non formal, atau in formal) yang akuntabel dan transparan.

Pelaksanaan KKNI melalui 8 tahapan yaitu melalui penetapan Profil Kelulusan, Merumuskan Learning Outcomes, Merumuskan Kompetensi Bahan Kajian, Pemetaan LO Bahan Kajian, Pengemasan Matakuliah, Penyusunan Kerangka kurikulum, Penyusunan Rencana Perkuliahan. Jurusan Bahasa Inggris FBS UNP sudah mencoba memulai melalui sebagian tahapan demi tahapan tersebut, misalnya pada tahun 2013 sudah dirancang rencana perkuliahan, pembuatan sinopsis, learning outcome dan perangkat pembelajarannya.

Kompetensi adalah akumulasi kemampuan seseorang dalam melaksanakan suatu deskripsi kerja secara terukur melalui asesmen yang terstruktur, mencakup aspek kemandirian dan tanggung jawab individu pada bidang kerjanya.

Capaian Pembelajaran (learning outcomes) merupakan internalisasi dan akumulasi ilmu pengetahuan, ketrampilan, sikap, dan kompetensi yang dicapai melalui proses pendidikan yang terstruktur dan mencakup suatu bidang ilmu/keahlian tertentu atau melalui pengalaman kerja.

Untuk meningkatkan kualitas lulusan perguruan tinggi, ambu-rambu yang harus dipenuhi di tiap jenjang perlu dapat membedakan:

1. Learning Outcomes
2. Jumlah sks
3. Waktu studi minimum
4. Mata Kuliah Wajib : untuk mencapai hasil pembelajaran dengan kompetensi umum
5. Proses pembelajaran yang berpusat pada mahasiswa
6. Akuntabilitas asesmen
7. Perlunya Diploma Supplement (surat keterangan pelengkap ijazah dan transkrip)



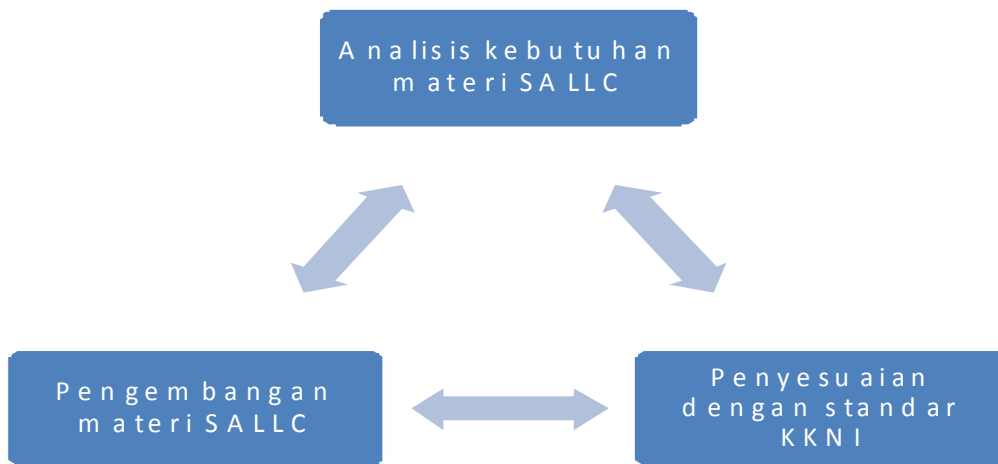
Dari poin rambu-rambu di atas terlihat jelas bahwa salah satu prinsip kerja kurikulum berbasis KKNi adalah proses pembelajaran harus berpusat pada mahasiswa. Dalam hal ini materi SALLC adalah menjadi salah satu sarana yang sangat penting untuk membuat mahasiswa bias belajar secara mandiri.

#### **IV. METODE PENELITIAN**

Penelitian ini dimaksudkan untuk mengembangkan materi ajar mata SALLC. Materi ajar ini diharapkan dapat membantu dosen pengampu mata kuliah dalam menentukan bentuk-bentuk latihan yang bisa dikerjakan mahasiswa di SALLC. Penelitian ini akan dilaksanakan di Jurusan Bahasa dan Sastra Inggris dalam rentang dua tahun, yaitu tahun anggaran 2013 dan 2014.

Metode yang digunakan digunakan pada penelitian ini adalah penelitian dan pengembangan (*research and development*). Tujuan utama dari penelitian pengembangan adalah mengembangkan produk yang efektif untuk dapat digunakan oleh Prodi Pendidikan Bahasa dan Sastra Inggris. Penggunaan *Penelitian dan Pengembangan* cukup menjanjikan digunakan dalam bidang pendidikan karena menyangkut hubungan yang erat antara evaluasi program yang sistematis dengan pengembangan program di masa yang akan datang (Gall dan Gall, 2003: 569).

Proses pengembangan materi SALLC dapat dilihat lebih jelas pada diagram berikut;



### ***Langkah-langkah Penelitian***

Langkah-langkah penelitian yang akan diterapkan disini adalah yang dikemukakan Sugiyono (2007), tetapi dalam penelitian ini, hanya 5 langkah yang akan digunakan, sesuai dengan kebutuhan. Kelima langkah tersebut dijabarkan sebagai berikut:

#### **1. Potensi dan Masalah**

Materi SALLC sudah cukup lama tidak direvisi dan perlu penyesuaian dengan kurikulum baru KKN I. Jika tidak direvisi maka akan terjadi ketimpangan antara ketersediaan materi dan tuntutan kurikulum

#### **2. Pengumpulan Data Analisis Kebutuhan**

Data dikumpulkan dari dosen dan mahasiswa. Informasi akan dikumpulkan melalui kuesioner, observasi, dan wawancara untuk mengungkap masalah pengembangan materi SALLC.

#### **3. Desain Pengembangan Materi SALLC**

Pengembangan materi SALLC diharapkan dapat memecahkan permasalahan di atas. Sebelum materi SALLC dikembangkan, perlu diadakan suatu pengkajian yang dapat mengungkapkan kelemahan-kelemahan yang terdapat pada materi ajar yang digunakan selama ini, serta bagaimana materi itu dapat ditopang dengan pembelajaran mandiri di SALLC.

#### 4. Review Materi Ajar oleh Pakar

Penilaian dari para pakar perlu dilaksanakan dengan cara memintai pendapat beberapa pakar atau ahli yang telah berpengalaman dalam menilai bidang pengembangan materi SALLC.

#### 5. Revisi dan Penetapan Pengembangan Materi SALLC

Berdasarkan masukan-masukan, dan review pakar di atas maka dilaksanakan revisi dan penetapan pengembangan materi SALLC.

### ***Data dan Sumber Data***

Untuk menjangkau dan mengumpulkan data, Penelitian ini memakai beberapa teknik antara lain ;

#### 1. Dokumentasi

Dokumentasi terhadap materi dan sillabus yang dipergunakan dalam perkuliahan *integrated skills* di Jurusan Bahasa Inggris FBS UNP . Data ini penting untuk mencari kesesuaian dengan materi yang nantinya akan dikembangkan di SALLC.

#### 2. Pengisian Angket

Angket bertujuan untuk menjangkau data-data tentang kebutuhan latihan mandiri dan skill bahasa Inggris yang dibutuhkan mahasiswa Jurusan Bahasa Inggris FBS UNP.

### 3. Wawancara

Wawancara dilakukan langsung oleh peneliti terhadap para staf pengajar Jurusan Bahasa dan Sastra Inggris. Tujuan dari wawancara ini, adalah untuk mengetahui secara jelas rincian materi SALLC yang cocok untuk pengembangan materi yang diajarkan di local kuliah.

### ***Teknik Analisis Data***

Analisis data dilakukan secara deskriptif Langkah - langkah yang dilakukan adalah sebagai berikut; Pengelompokan data dari angket yang telah telah disebarkan pada mahasiswa tentang kebutuhan pengembangan skill bahasa Inggris dan latihan mandiri. Data data ini akan dikelompokkan berdasarkan kategori keterampilan bahasa yang mencakup 4 keterampilan; *reading, writing, listening, dan speaking*.

## **V. HASIL DAN PEMBAHASAN**

Dalam kegiatan penelitian tahun pertama (tahun 2013) ini tim peneliti mencoba melakukan dua tahapan kerja penelitian dalam merevisi materi SALLC di tahun pertama ini, yaitu: (1) melakukan analisa kebutuhan (*need analysis*) tentang bentuk dan muatan materi yang dibutuhkan sesuai tuntutan kurikulum. Analisa kebutuhan dilakukan dengan cara meminta pendapat mahasiswa sebagai *user* melalui angket/kuesioner, di samping itu juga melalui wawancara dengan staff pengajar. (2) merancang model materi SALLC

yang sesuai dengan tuntutan KKNi level 6 untuk tingkat sarjana. Materi yang dirancang dikonsultasikan dengan *reviewer* dan dosen mata kuliah.

Ada dua kelompok materi SALLC yang dirancang dalam penelitian ini, yaitu materi tentang keahlian berbahasa (*language skills*) dan komponen berbahasa (*language components*). Di tahun 2013 ini fokus kerja tim adalah melengkapi materi yang berkaitan dengan keahlian berbahasa yang melingkupi: *reading, listening, writing, dan speaking*.

Hasil olahan data dari kuesioner yang diberikan kepada 100 mahasiswa adalah sebagai berikut:

1. Kebermanfaatan SALLC

92 %	Sangat bermanfaat
6%	Kurang bermanfaat
2%	Tidak bermanfaat

2. Intensitas mahasiswa (user) mengakses SALLC

56%	Setiap hari kerja
40%	Kurang dari 3 hari perminggu
4%	Tidak pernah

3. Kecukupan materi SALLC

45	Sangat cukup
36%	Kurang mencukupi
19%	Tidak mencukupi

4. Variasi materi SALLC

27%	Sangat bervariasi
53%	Kurang bervariasi
20%	Tidak bervariasi

5. Kesesuaian materi SALLC dengan materi di kelas

25%	Sangat sesuai
55%	Kurang sesuai
20%	Tidak mencukupi

6. Materi SALLC yang sering diakses

67%	Materi language skill (listening, writing, reading, speaking)
20%	Materi language component (vocabulary, grammar)
13%	Materi lainnya

7. Materi language skill yang sering diakses

58%	Listening
22%	Reading
10%	Writing
10%	Speaking

8. Materi language components yang sering diakses

56%	Grammar
30%	Vocabulary
14%	Lainnya

Data di atas menunjukkan bahwa SALLC ternyata sangat bermanfaat bagi mahasiswa sebagai sarana untuk meningkatkan dan mengasah kemampuan bahasa Inggris mereka. Hal ini dibuktikan dengan 92% mahasiswa yang menyatakan bahwa SALLC sangat bermanfaat bagi mereka. Di jurusan Bahasa dan Sastra Inggris, memang belum semua mahasiswa menjadi user aktif dari SALLC. Sebagian dari mereka hanya menggunakan akses SALLC jika didorong oleh dosen melalui tugas atau PR yang harus dikerjakan dengan mengakses materi SALLC.

Hal lain yang dapat dilihat dari data jawaban mahasiswa adalah rata-rata mahasiswa datang dan mengakses materi SALLC setiap hari kerja dari hari Senin-Jumat. Sebanyak 56% responden menyatakan bahwa mereka datang dan mengakses materi SALLC dalam hari kerja dan ketika di sela-sela jam perkuliahan. Hal ini menunjukkan

bahwa sudah ada minat sebagai mahasiswa untuk belajar mandiri dalam meningkatkan skill bahasa Inggris mereka.

Dari sisi kecukupan materi yang tersedia di SALLC, ternyata responden berpendapat bahwa materi belum memadai, baik dari segi jumlah maupun variasi materi yang disediakan. Sebanyak 53% mahasiswa berpendapat bahwa materi masih kurang dan belum bervariasi. Hal ini menjadi sebuah masukan berharga untuk pihak terkait agar menambah dan melengkapi materi SALLC.

Ketidakcocokan learning outcomes di kelas dan materi yang tersedia di SALLC juga ditemukan. Lebih dari 55% mahasiswa menyatakan perlu disesuaikan antara teori di kelas dan latihan yang ada di SALLC. Jawaban mahasiswa sebagai user SALLC di atas mengindikasikan bahwa tingkat keterpakain materi SALLC oleh mahasiswa cukup tinggi. Akan tetapi, dibutuhkan penyesuaian atau revisi terhadap materi SALLC yang diharapkan lebih berkorelasi dengan kurikulum yang diterapkan di kelas.

Untuk menjawab kebutuhan akan materi SALLC di atas, maka fokus luaran untuk tahun pertama di tahun 2013 ini adalah menghasilkan model bahan SALLC yang berkaitan dengan skill berbahasa, yaitu *reading*, *listening*, *writing*, dan *speaking*. Materi-materi yang telah dicoba menghimpunnya oleh tim peneliti dapat dikategorikan sebagai berikut:

1. Basic Reading (Explanation + Exercise) Test
2. Intermediate Reading (Explanation + Exercise) Test
3. Advance Reading (Explanation + Exercise) Test
4. Basic Writing (Explanation + Exercise) Test
5. Intermediate Writing (Explanation + Exercise) Test



6. Advance Writing (Explanation + Exercise) Test
7. Basic Listening (Explanation + Exercise) Test
8. Intermediate Listening (Explanation + Exercise) Test
9. Advance Listening (Explanation + Exercise) Test
10. Basic Speaking (Explanation + Exercise) Test
11. Intermediate Speaking (Explanation + Exercise) Test
12. Advance Speaking (Explanation + Exercise) Test

Sebagian besar materi tersebut (sekitar 65%) sudah dalam tahap revisi dan masukan oleh reviewer serta staff pengajar. Ditargetkan pada awal semester Januari-Juni 2014 semua materi yang disebutkan di atas telah dapat dipakai dan diakses di ruangan SALLC.

Di samping materi-materi utama untuk keterampilan berbahasa yang tertera di atas, di SALLC Jurusan Bahasa dan Sastra Inggris juga disiapkan materi-materi penunjang sebagai berikut. Untuk bagian galeri bacaan:

- Buku referensi: kamus, grammar boko, encyclopedia, atlas, dll.
- Bacaan: bacaan yang disederhanakan, fiksi, sastra
- Non fiksi: misalnya Inggris dan USA, perjalanan, biografi
- Koran dan majalah: Koran berbahasa Inggris
- Bagian EFL, isalnya buku latihan, jawaban,

Dalam kegiatan merancang dan menghimpun materi SALLC pada tahun pertama ini, tim peneliti menggunakan beberapa sumber sebagai berikut:

- Menggunakan materi yang terpublikasi/published material (issu-issu yang updated difoto copy,atau yang dibuat sendiri, kemudian dikreasikan menjadi sedemikian rupa)

- Menggunakan materi autentik/authentic materials (segala jenis materi atau rekaman yang memang dirancang untuk pengajaran bahasa, motivasi belajar), seperti Koran, majalah, manual, leaflets dan brosur, informasi luar negeri, informasi airlines, program TV & radio, video, pidato tokoh Negara atau guru, nyanyi, games, dll.
- Memproduksi materi sendiri (tugas-tugas media yang dikerjakan dosen atau mahasiswa bisa dipakai)

## **VI. KESIMPULAN DAN SARAN**

Self Access Language Learning Center (SALLC) adalah pusat latihan keterampilan bahasa untuk mahasiswa yang diharapkan dapat meningkatkan pengetahuan dan skill mereka dalam berbahasa Inggris sebagai bahasa asing. SALLC menggunakan sistem akses terbuka, dimana pengguna (user) bebas untuk mengakses semua materi dan fasilitas yang tersedia. Dalam penelitian ini telah dilakukan analisis kebutuhan mahasiswa dan pengguna SALLC. Dari hasil analisis kebutuhan tersebut, penulis mencoba menyusun desain yang tepat dalam pengembangan materi SALLC. Yang dimaksud dengan materi SALLC adalah seperangkat materi yang dapat diakses oleh mahasiswa secara terbuka atau berlatih mandiri di SALLC. Materi ini didesain sedemikian rupa, sehingga menarik minat mahasiswa untuk mengerjakannya baik secara tugas mandiri maupun yang berkaitan dengan mata kuliah atau tugas yang diberikan dosen.

Akhirnya, tim peneliti menyarankan agar semua pihak yang terkait sebagai pengelola atau pun pengguna SALLC agar dapat berperan aktif dalam menjaga dan memberikan masukan terhadap perbaikan kualitas dan kuantitas materi SALLC di waktu-

waktu mendatang. Kepada pengambil kebijakan kampus disarankan agar dapat mengalokasikan anggaran untuk penjagaan (maintanance) dari fasilitas dan materi SALLC ini nantinya sebagai tindak lanjut produk penelitian Hibah Bersaing ini.

## **VII. RENCANA/PENELITIAN TAHAP SELANJUTNYA**

Pada tahun ke dua (2014), penelitian ini direncanakan untuk melakukan pengembangan materi SALLC untuk komponen bahasa (*language components*). Bahan atau materi SALLC yang akan dibuat pada tahun 2014 adalah:

1. Basic Grammar (Explanation + Exercise ) Test
2. Intermediate Grammar (Explanation + Exercise ) Test
3. Intermediate Grammar (Explanation + Exercise ) Test
4. Basic Vocabulary (Explanation + Exercise ) Test
5. Intermediate Vocabulary (Explanation + Exercise ) Test
6. Advanced Vocabulary (Explanation + Exercise ) Test

Sama halnya dengan tahun pertama, di samping materi SALLC tersebut diharapkan juga ada luaran dalam bentuk publikasi di seminar dan jurnal.

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**LAMPIRAN 1**  
**KUESIONER NEED ANALYSIS**  
**MATERI SALLC**

## KUESIONER NEED ANALYSIS PENGEMBANGAN

### MATERI SALLC BERBASIS KKN

#### *Petunjuk Pengisian*

Kuesioner ini bertujuan untuk menghimpun informasi dari pengguna SALLC Jurusan Bahasa dan Sastra Inggris FBS UNP. Anda diminta untuk mengisi jawaban yang sesuai dengan kondisi yang sebenarnya. Berikan tanda silang (X) pada kotak yang sesuai !

1. Apakah anda merasakan ada manfaat yang diperoleh dari menjadi anggota/pengguna SALLC ?

<input type="checkbox"/>	Sangat bermanfaat
<input type="checkbox"/>	Kurang bermanfaat
<input type="checkbox"/>	Tidak bermanfaat

2. Rata-rata berapa kali dalam seminggu anda menggunakan fasilitas dan materi yang ada di SALLC ?

<input type="checkbox"/>	Setiap hari kerja
<input type="checkbox"/>	Kurang dari 3 hari perminggu
<input type="checkbox"/>	Tidak pernah

3. Bagaimana tanggapan anda tentang kecukupan materi SALLC yang tersedia ?

<input type="checkbox"/>	Sangat cukup
<input type="checkbox"/>	Kurang mencukupi
<input type="checkbox"/>	Tidak mencukupi

4. Bagaimana menurut anda variasi jenis materi yang ada di SALLC ?

<input type="checkbox"/>	Sangat bervariasi
<input type="checkbox"/>	Kurang bervariasi
<input type="checkbox"/>	Tidak bervariasi

5. Apakah menurut anda materi yang ada di SALLC sudah sesuai dengan materi kuliah di kelas ?

- Sangat sesuai
- Kurang sesuai
- Tidak mencukupi

6. Di antara materi SALLC yang ada, yang mana yang paling sering anda gunakan ?

- Materi language skill (listening, writing, reading, speaking)
- Materi language component (vocabulary, grammar)
- Materi lainnya

7. Materi language skill mana yang kurang memadai menurut anda ?

- Listening
- Reading
- Writing
- Speaking

8. Materi language components mana yang kurang memadai menurut anda ?

- Grammar
- Vocabulary
- Lainnya

*Terima kasih*



**LAMPIRAN 2**  
**CONTOH MATERI WRITING**

## WRITING EXERCISES

### *Learning outcomes berdasarkan KKNI:*

*Studenta are able to composes a well designed paragraph in English based on its genre, able to identify the generic structure, language feature and social functions of the texts.*



### Paragraph Writing Exercises

This exercises is designed to let the student to concentrate on only one thing (e.g. organization, grammar, vocabulary choice, etc.) at a time. For each type, the student first sees the original writing. Then, he corrects the writing by typing in the text box provided, and then sees the corrected version. The teacher-corrected version is only a suggestion. There may be many ways to correct a mistake. The examples given here are all original beginner level papers.

#### 1. ORGANIZATION OF THE PARAGRAPH

**A. Unity:** It means that all the sentences refer to the main idea, or the topic of the paragraph.

##### Exercise 1:

I live in a flat with my family. We have two bedrooms and a living room. We have a garden and we have some flowers there. In weekdays I arrive home at five o'clock and I have lunch. Then I do my homework and go to bed. I had a computer but now it doesn't work. I have a brother and a sister and I think I am very lucky to live with them. Sometimes our relatives visit us. Our flat becomes very crowded sometimes but I like it.

In a unified paragraph, we expect all the sentences to be about the main idea of the paragraph. The main idea in this paragraph is "the

description of your house". If we examine the paragraph, we see that some sentences do not describe the house, such as:

In weekdays I arrive home at five o'clock and I have lunch.

Then I do my homework and go to bed.

I had a computer but now it doesn't work.

Now, rewrite the main idea of the example paragraph so that it covers all the sentences the student has written.

You can compare your answer with the answer we suggest:

My life at home

**B. Coherence:** It means that the sentences should be organized in a logical manner and should follow a definite plan of development.

Exercise 2:

I live in a house in Izmit. It isn't old or modern. It's a normal Turkish house. We can say it is near the sea. It takes about 10 minutes to go to the sea side on foot. We have one bedroom, one living room. We also have two other rooms, too. We use them as a dining room. Naturally, we have a kitchen, a bathroom, and a toilet. I live with my parents. And our house has a

little garden; my parents spend their time there to grow vegetables and fruit.

First, let's see the order of the ideas:

1. Where the house is
2. Type of the house
3. The location
4. The rooms in the house
5. The fact that he lives with his parents
6. The garden

The paragraph is well organized until he says he lives with his parents. It looks like this idea interrupted his description of the house. It should be put somewhere else in the paragraph. In the box below, rewrite the paragraph in the correct order of ideas

Now, compare your answer with the answers we suggest:

I live in a house in Izmit. It isn't old or modern; it is a normal Turkish house. It is near the sea; it takes about ten minutes to go to the seaside. In the house, there are two bedrooms, one living room and two other rooms that we use as dining rooms. Naturally, we have a kitchen, a bathroom, a toilet, and a little garden. My parents spend their time growing vegetables and fruit there.

### C. Faulty Start:

Here are some ways to bore your readers to death (!) when starting a paragraph/an essay:

You can start with:

1. a nonsense sentence:

e.g. I want to talk about X.

2. a cliché:

e.g. X plays a great role in our lives.

X is a very important issue in today's world.

#### Exercise 3:

I want to talk about friendship. Friends can change your life. So, you must know who is a real friend. Firstly, your friend must understand you and of course, you must understand her, too. I think, another important point in a friendship is confidence. You mustn't tell lies to each other. In addition, you must say everything about yourself. I think these are important for a friendship. If you have a friend like this, you don't break up with her because a real friend is not found easily.

How do we understand that "I want to talk about friendship." is a nonsense sentence? If we leave the nonsense sentence out, the content and meaning of the paragraph does not change.

Friends play great roles in our lives so we must know our friends. Firstly, your friend must understand you and of course, you must understand her, too. I think another important point in a friendship is confidence. You mustn't tell lies to each other. In addition, you must say everything about yourself. I think these are important for a friendship. If you have a friend like this, you don't break up with her because a real friend is not found easily.

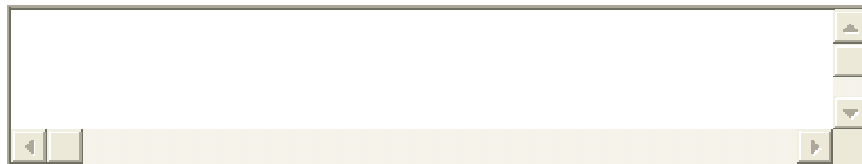
**D. Lack of Topic Sentence:** Topic sentence is the main idea, your attitude, your evaluation of something.

Having no topic sentence is bad both for the writer and the reader. First, the reader has to read the entire paragraph to get to the point. Here, the example is one paragraph long. What if the example was a paper of 2-3 pages? This is one side. Lack of a topic sentence also causes the writer to drift away from the topic. He loses control over the writing. He may write 3 sentences about one controlling idea and 1 for the other which causes an imbalance within the writing.

Exercise 4: Try to write only a topic sentence for this paragraph.

I hate lie. I always try not to tell lies and I want that from my friends, too. I think it is the most important behavior. I can believe everything my friends say. In addition, a good friend must say his ideas to me firstly. I mean, he shouldn't talk about me with other people. Especially about the bad thing, he doesn't have to talk because it might be wrong. Secondly, a good friend must help me. He must do his best. He should ask help from me too. If we solve problems together, our friendship will be better and it will become stronger. Thirdly, the talking time is important. I can talk with my friends for a long time, and during that time I must be happy. That's why we should like the same things. In conclusion, trust is the basics of a friendship.

Write your topic sentence in the box.



See the one we have provided:

A good friend is a person who doesn't tell me lies, who helps me and let me help him, and who I can talk to in trust.

**E. Development of the ideas:** It means that every idea discussed in the paragraph should be adequately explained and supported through evidence and examples.

We generally believe that people would easily understand us when we write. Unfortunately, our use of language may not be perfect and our ideas may be different. If we want our ideas to be understood, we need to explain them and give specific examples of each. Listing our ideas is never enough. See the example below:

Exercise 5:

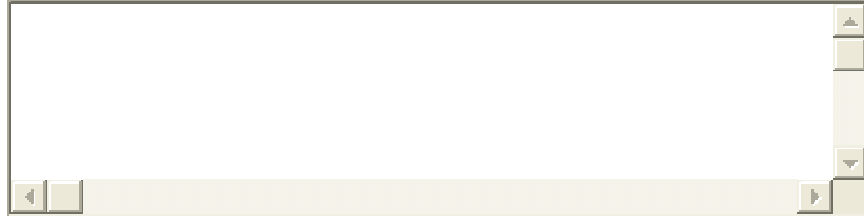
First of all, a friend mustn't tell lie. He must always tell me the truth and he must be honest because if there is honesty between two friends, their relationship will last until death. In addition to honesty, helping or being near a friend on a bad day is very important. Another point to consider is that he must criticize me if I make a mistake.

If we list the ideas, here is what we get:

A friend must:

- not tell a lie
- be there for him on a bad day
- criticize when necessary

The list and the paragraph are the same length because the ideas in the paragraph are also listed without explanation. This means, the ideas are not developed. It also lacks a topic sentence. Let's write the paragraph again creating a topic sentence and some explanation of the ideas provided.



See our suggestion:

There are three qualities that I need to see in a good friend. First, a good friend shouldn't tell lies. I need to trust him so that I can talk to him. Second, a good friend should be there when I needed him. I should be able to find him near me when I am in a bad mood or when I have a problem. Finally, when necessary, he should criticize me so that I can change my undesirable behaviour or see where I am wrong. I think, these three qualities are the basic properties in a good friend.

## 2. VOCABULARY CHOICE:

Many reasons play a role in our vocabulary mistakes. There are some English words and expressions that are confused throughout the world where English is used. There even are dictionaries of common language errors. For example, effect/affect, advise/advice. There are sites dedicated to these common errors and related exercises amongst the links we have provided. Here, we would especially like to work on language errors caused mainly by Turkish interference (aka Turkish).

### Exercise 6:

Friends play a great role in our lives. They effect our lives negativly or positifly. We should choose them very carefully. First, we can look at his behaviors. If it is OK, no problem but if it is not, we can't become a "Kanka". After that, we can look at his activities. It is very important to do something together. We must beware of people who has bad habits such as smoking, bad speaking, etc. Some people don't think so but I think finally we should look at his phsical aparians because if you have diffirent phsical aparianse than him, you can't be relaxable. For example if you are taller than him, this generally does unrelaxable to him. As a consequently, it is very important to choose a friend according to your especialities.

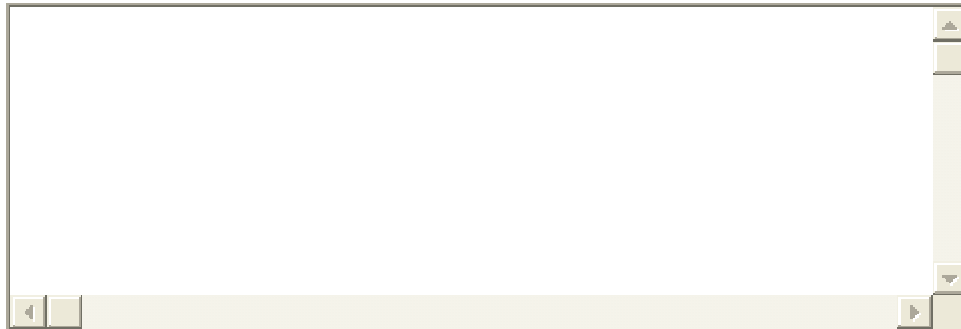


First of all, "*negatif*" and "*positif*" are written in Turkish (or almost in Turkish "pozitif"). We, Turkish learners of English, generally make this mistake both in writing and in speaking (consider "psychology, sociology"). We may have similar words in both languages; however, we must pay attention to their spellings and pronunciations.

Secondly, "Kanka" is a Turkish word. It is correct to highlight it either by using double quotations or writing in italics, but does this explain what "Kanka" means? Do all of us (including foreign instructors reading this writing) need to know this word which is used mostly by teenagers? It is common practice to use foreign words or expressions. If we use them, we need to make ourselves clear by explaining their meanings.

Thirdly, we see many misspelled words. We can deduce what they are but do we have to? Unless we write words correctly, we cannot expect others to understand us. This attitude "This is how I write / talk. If they want to understand me, they should get used to my style" would not help anyone, and should not be.

Now, let's get rid of the "Turkish" in the sample paragraph and write it again, without changing the meaning much.



Now, you can compare your version with the paragraph we have written. Remember, ours is only a suggestion. It is quite normal to have a different paragraph.

As friends may affect us in a negative or positive way, we should be selective in choosing our friends. First, we observe their behaviours. We should have similar characters so that we can get along. Second, the types of activities they prefer can give us a clue. If we are not a cigarette-smoker or a cursing person, we wouldn't want to see such people around us. Finally, physical appearances should be compatible as well. Some people may not agree with me, but I think a very short person and a very tall person would not be able to get on well for a long time. In short, behaviors, types of activities, and physical appearance of friends must be similar to be good friends.

*= the end of the section =*

**LAMPIRAN 3**  
**CONTOH MATERI SPEAKING**

## SPEAKING EXERCISES

*Learning outcomes berdasarkan KKNI:*

*Students are able to make utterances and sentences to be used in appropriate context with a correct pronunciation, can conduct a role play based on the prompts that are given by the lecturer*



### Activities:

**A.** Answer the following questions.

1. Have you ever gone to the mountain?
2. Can you mention some mountains you know?
3. Why do you think people like to go there?

**B.** Listen to the conversation between John Baker and a Travel Agent then fill in the form. The first one has been done for you as an example.

Tour to Mount Bromo			
<b>Hotels</b>	Bromo Hotel ___	Blitar Inn ___	Kraton Motel <u>✓</u>
<b>Meal Plans</b>	Javanese plan ___	Continental plan ___	American plan ___
<b>Transportation</b>			
<b>Activities</b>			
	<i>Sports</i>	<i>Tours</i>	

**C.** Listen to the conversation once again then circle True or False.

1. ( T F ) John Baker is going to stay in a Hotel.
2. ( T F ) He will visit Soekarno's grave.
3. ( T F ) He has never eaten Javanese food before.
4. ( T F ) He's not going to travel by bus.
5. ( T F ) He will not go cycling.
6. ( T F ) He will not go sight-seeing during his tour.

**D.** Listen and complete the story.

and drinks. The scenery was so \_\_\_\_\_. We can see a lot of \_\_\_\_\_ and we met some other people who were on their trip too. The air was so \_\_\_\_\_ and \_\_\_\_\_.

After the break, we cycle up for another half an hour and had \_\_\_\_\_ before we cycle down the mountain. The trip down was \_\_\_\_\_ and \_\_\_\_\_ because we didn't have to pedal our bicycle. Well... I felt so \_\_\_\_\_ and \_\_\_\_\_ after the trip. I think I'll ask my father to take me to the mountain again soon.

### TAPESCRIPT

**B.** Listen to the conversation between John Baker and a Travel Agent then fill in the form. The first one has been done for you as an example.

TRAVEL AGENT	Good morning, Sir. How can I help you?
JOHN BAKER	Hi, my name's John Baker.
TRAVEL AGENT	Hello, Mr. Baker. My name is Ina. How can I help you?
JOHN BAKER	I'm going to book the "Bromo Tour" we talked about on the phone the other day.
TRAVEL AGENT	That's good. When are you going to go?
JOHN BAKER	Next week.
TRAVEL AGENT	Are you going to stay at the Bromo Hotel?
JOHN BAKER	No, I don't think so. I like Kraton Motel better.
TRAVEL AGENT	O.K. And which meal plan do you prefer? We have Javanese, Continental, and

American plans.

JOHN BAKER I'd like to try the Javanese plan, please.

TRAVEL AGENT That's a good idea. All right. What transportation do you like to use? Bus, car or train?

JOHN BAKER I'd prefer to rent a car for a few days.

TRAVEL AGENT O.K. I'll arrange a car for you. How about activities? What do you like to do there?

JOHN BAKER Well, I think I'll go horse-riding and hiking there.

TRAVEL AGENT What about the tours?

JOHN BAKER I think I'll do all the tours.

TRAVEL AGENT All right, I'll book the tours for you.

C. Listen to the conversation once again then circle True or False

(IDEM. B)

D. Listen and complete the story.

Last weekend, I went cycling with my father. We went to the mountain. We started early in the morning. It was tiring but very enjoyable. We have to cycle up for half an hour. I got really tired, that's why we stopped to take a rest and have some snack and drinks. The scenery was so beautiful. We can see a lot of trees and flowers and we met some other people who were on their trip too. The air was so clean and fresh.

After the break, we cycle up for another half an hour and had another stop before we cycle down the mountain. The trip down was easier and faster because we didn't have to pedal our bicycle. Well... I felt so happy and healthy after the trip. I think I'll ask my father to take me to the mountain again soon.

**=Thank you=**

**LAMPIRAN 4**  
**CONTOH MATERI LISTENING**

## LISTENING EXERCISE

*Learning outcomes berdasarkan KKNI:*

*Studenta are able to make catch the ideas of speakers in short dialog, able to reproduce the idea in appropriate context.*



Try the following speaking examples. After you try to give your own response, listen to the recorded sample responses that is provided for you.

### Questions 1 and 2: Familiar Topics

In Questions 1 and 2 you will be asked to give an opinion or explanation related to a familiar topic.

**1. Read the question. Take notes on the main points of your response. Then, respond to the question.**

**What do you think your life will look like after retirement? Use reasons and details to support your response.**

Preparation time: 15 seconds

Response time: 45 seconds

**Listen to the sample response.**

I don't see myself as a person who will ever fully retire. I like to keep busy, and I have trouble relaxing. If I want to spend a few hours reading or listening to music I usually schedule it into my date book. I find that if I don't force myself to relax from time to time I always find some sort of project or work to do. Though I may not want to hold a paying job in the medical field when I am older, I will probably volunteer in a third world country rather than retire. I'm lucky that I've found work that I am interested in. If I grow tired of my job I may feel differently when the time comes.

**2. Narrator: Read the question. Take notes on the main points of your response. Then, respond to the question.**



**Would you prefer to study in a classroom or take an online course? Use reasons and details to support your response.**

Preparation time: 15 seconds

Response time: 45 seconds

**Listen to the sample response.**

If I had the choice between an online course and a course at a college or university, I would choose the classroom setting. I believe it takes a lot of discipline to study at home, and I am a person who is easily distracted. While my roommate has no problem turning off her phone while she is studying, I'm the type of person who worries that I will miss an important call. Even when I'm studying for exams or writing essays, I have to do my work in the library where I can't be interrupted. In addition I learn better when I hear somebody presenting the information than I do just by reading it. While the convenience of an online course is attractive to me, I know my grade would suffer.

## **Question 3 and 4**

In question 3 and 4 you will read a short passage and then you will hear a short talk on the same subject. Then you will answer a question that relates to both of them.

**3. Read an article from a campus newspaper. Take notes on the main points of the reading passage.**

Reading time: 45 seconds.

Why isn't recycling mandatory on campus?

How does an Ivy League educational institute, such as U of C get away with being so nonchalant about recycling? After a recent search across campus, volunteers from the U of C Environmental Watch group counted only 10 recycling bins. In comparison, the students counted 30 vending machines, the majority of which carry plastics, cans, and glass bottles. Only one paper recycling bin was found. This means that almost all of the paper that is discarded on campus, including U of C residences, is being disposed of in the regular garbage. When asked why no recycling bins for paper have been placed on campus, U of C president, James Wicker, explained that the company the university employs to pick up recycling does not currently recycle paper. When asked why another company is not used, Wicker cited university finances as an obstacle.

**Now listen to two students discuss the article.**

**Why does the woman approve of the article? State her opinion and explain the reasons she gives for holding that opinion.**

Preparation time: 30 seconds

Response time: 60 seconds

**Listen to the sample response.**

The woman also read the article that the man refers to. Though she agrees that there is an error in the article regarding the lack of recycling in the residences, she believes that more should be done to improve the recycling program on campus. In particular, she is concerned that there is no effort being made to recycle paper on campus. She thinks that the university could pay for a better recycling program by including some of the cost in the student fees.

Transcript for listening conversation question 3:

M: Hey Lisa, you and your roommate have a recycling bin in your dormitory room, don't you? I'm sure I've thrown a water bottle in a bin at your place before.

W: Sure. Why do you ask Mark? Are you wondering where to go to pick one up. I think they have them available in the housing office.

M: No, it's not that. My roommate and I have one too, and we put it out with our garbage each week. It's just that I read this article in the campus paper today that suggests that none of the dormitories on campus are recycling.

W: Oh, I read that article too. I agree that the writer obviously didn't check her facts. But, she had a point about the lack of bins for recycling paper. I mean, what type of institution goes through more paper than a university?

M: True. And, like anything, the budget is always to blame.

W: What I don't get is how they can charge us student dues for things like live entertainment, which many people don't even use, but they can't charge us for something like a recycling program.

M: Maybe you should write a letter to the editor about that. I for one wouldn't have a problem throwing in a few dollars each year to do my part for the environment and save a few trees.

W: Maybe, but I'm not sure how many other students would share your enthusiasm.

**4. Read a passage about Obsessive Compulsive Disorder. Take notes on the main points of the reading passage. You have 45 seconds to read the passage. Begin reading now.**

Reading time: 45 seconds

## Obsessive Compulsive Disorder

OCD is an anxiety disorder that causes a person to experience obsessive thoughts and to react to these with compulsive behavior or rituals. The obsessions are typically described by OCD sufferers as persistent thoughts or impulses that cause a great amount of stress. These differ from those stressors that the average person suffers from in daily life, such as work or financial problems, in that they are a product of the imagination. While most OCD sufferers admit to knowing that their concerns are not real, they cannot control the thoughts from recurring, and they compensate by performing certain repetitive actions. In addition to these symptoms and responses, a true OCD sufferer spends a large part of the day battling this disease. The debate continues over whether the disease should be classified as a psychological or biological disorder.

**Now listen to a talk on the same academic subject.**

**Explain how the professor's description of OCD expands upon the reading.**

Preparation time: 30 seconds

Response time: 60 seconds

**Listen to the sample response.**

The reading defines obsessive compulsive disorder by touching briefly on the difference between obsessions and compulsions. While it mentions that the average stressors in daily life do not cause the obsessions of OCD sufferers, the lecture expands on this fact, giving clear examples of obsessions and compulsions. The professor claims that the disorder is not taken seriously enough because people tend to misuse the term "obsessed". As in the reading, the professor points out that the obsessions for OCD sufferers are not realistic. They are more like persistent thoughts that don't make sense. In addition, the compulsions are generally unrelated to the obsessive thoughts.

Transcript for listening conversation question 4:

Professor: The terms "obsessed" and "addicted" are used so loosely these days, that one of the most serious mental diseases in America is often not taken seriously even by medical professionals. Obsessive Compulsive Disorder is in fact one of the most debilitating psychological diseases, though it only affects about 4% of the population. Now, when I say debilitating, I mean, in terms of quality of life. While very few people die from the symptoms and responses to OCD, if they don't seek any help, which most don't, they become severely depressed and isolated. Holding down a job or maintaining

social relationships are virtually impossible for many OCD sufferers. The term obsession has to be defined properly when making a proper diagnosis. A true obsession for OCD sufferers is something that is considered abnormal even by the patient himself. So, we're not talking about a passion for golf, or a love of game shows here. To an OCD sufferer, an obsession is generally a persisting thought with no merit, such as the feeling that one is going to throw oneself into traffic. The rituals and behavior that OCD sufferers engage in, such as repetitive hand washing or excessive checking are usually unrelated to the obsessive thoughts. In other words, someone who can't get the image of a tree falling on their house out of their mind might engage in an unrelated ritual such as flipping constantly through pages of a certain book

## Question 5 and 6

In question 5 and 6 you will hear a conversation and a lecture. You will be asked a question about each.

### 5. Listen to a student asking a professor about dropping a class.

**In the conversation, the student has a problem. Describe the problem. What options does the professor suggest to help the student? Which of the options do you prefer? Why?**

Preparation time: 20 seconds

Response time: 60 seconds

### Listen to the sample response.

In this conversation the student is concerned about her statistics class. She is doing poorly and is considering dropping the class. She feels that the professor speaks too quickly and she is unable to note the important points. The professor offers a few suggestions. First he suggests bringing in a tape recorder. Secondly he suggests getting a tutor. Finally, the professor says that it might be possible to get into the class she wants without his course if she talks to the psychology teacher about it. I prefer the final option. In my experience some prerequisites do not pertain to the course that requires them. Statistics is quite a general course that may be useful but is not always necessary.

Transcript for listening question 5 conversation:

S: Hi professor Jones. Thanks for agreeing to see me on such short notice. I just realized that the deadline for dropping classes is at the end of this week.

P: I have to assume you are considering dropping my class. I had a quick look at your last two quiz marks. You failed the first and just passed the second one. What is it that is causing you the most trouble?

S: Well, to be honest, I'm only taking statistics because it is a prerequisite for a

psychology class I want to take. I really am not very good with numbers.

P: Have you been to all of my classes?

S: Yes, every one of them. But to be honest you speak a little bit too quickly for me. I find it difficult to get detailed notes.

Professor: Well, perhaps you should think about bringing in a tape recorder. That way if you miss something you can listen to it again when you're studying at home.

S: I guess I could try that. I'm not sure if I can afford a tape recorder right now. My student loan hasn't come in yet.

P: Another option is to get a tutor. If you're interested I can recommend someone. She's a tutorial assistant for one of my other classes, but she does private tutoring on the side. She doesn't charge much because she's really looking for the teaching experience. She wants to be a professor.

S: So you don't think I should just drop the class?

P: Well, I guess that depends how important the psychology class is. Sometimes professors make exceptions too. You could always contact the psych professor and ask if it's possible to get in without my course. I'd be willing to sign something to prove that you've at least made a valid attempt.

6. Now listen to part of a talk from a geography class. Take notes on the main points of the lecture.

**What can we learn about identifying the age of icebergs from the professor's discussion?**

Preparation time: 20 seconds

Response time: 60 seconds

**Listen to the sample response.**

From this discussion we learn that the color of an iceberg can help identify its age. An iceberg that is made mostly of snow and has plenty of air pockets appears white to the human eye. We know this is a relatively young iceberg because the ice is not too thick to reflect the light back out. In contrast an iceberg that has been around for a much longer time is made up of compressed ice with very little air. The observer of this older iceberg will see blue rather than white, because only the stronger wavelengths of light can reflect back out.

Transcript for question 6 lecture:

While most icebergs appear white like snow, some have a blue tint. Icebergs that are white are made up of snow that is filled with air pockets. As the light hits the snow, the icebergs reflect back most of the light as white light. As icebergs get older, compression occurs and the ice becomes more solid. With less air bubbles, the light cannot penetrate the surface and very little light is reflected back. To understand why they appear blue it is

necessary to review the different wavelengths of light, or to simply recall the colors of a rainbow or prism. At one end of the spectrum are the weak wavelengths that appear red, and at the other end are the high energy blue ones. In a very dense iceberg the weak wavelengths of light are filtered out and only those with high energy can reflect back out.

*= the end of the section =*

**LAMPIRAN 5**  
**CONTOH MATERI READING**

## READING EXERCISES

### *Learning outcomes berdasarkan KKNI:*

*Studenta are able to identify and determine the main idea in a paragraph and able to express the ideas in appropriate context by using scanning and skimming techniques of reading*



### LANGUAGE SKILL: READING

#### A. ACTIVITIES

Read the following paragraphs and determine the topic:

1. The Bengal tiger is found primarily in India with smaller populations in Bangladesh, Nepal, Bhutan, China and Myanmar. It is the most numerous of all tiger subspecies with fewer than 2,500 left in the wild. The creation of India's tiger reserves in the 1970s helped to stabilize numbers, but poaching to meet a growing demand from Asia in recent years has once again put the Bengal tiger at risk. The mangroves of the Sundarbans—shared between Bangladesh and India—are the only mangrove forests where tigers are found. The Sundarbans are increasingly threatened by sea level rise as a result of [climate change](#).

(<http://worldwildlife.org/species/bengal-tiger>)

Topic: \_\_\_\_\_

2. *The Golden Lotus (Jin Ping Mei)* has been called the fifth greatest work in all of Chinese literature and one of the Four Masterworks of the Ming novel. Anonymously written, it was admired in its own time for its literary qualities and biting indictment of the immorality and cruelty of its age. Yet it has also been denigrated as a dirty book for its sexual frankness. It centers on Ximen Qing, a wealthy, young, dissolute merchant, and his marriage to a fifth wife, Pan Jinlian, literaaly “Golden Lotus.” In her desire to influence her husband, and through him, control the other wives, concubines, and entire



household, she uses sex as her main weapon. *The Golden Lotus* lays bare the rivalries within this wealthy family while chronicling the its rise and fall. It fields a host of vivid characters, each seeking advantage in a corrupt world. The first volume charts the rise of Pan Jinlian and the rising fortunes of Ximen Qing as he secures the power of his house. (Rober Hegel, cover illustration)

Topic: \_\_\_\_\_

3. Blending the intimacy of memoir and the panoramic sweep of eyewitness history, *Wild Swans* has become a bestselling classic in thirty languages, with more than ten million copies sold. The story of three generations in twentieth-century China, it I an engrossing record of Mao's impact on China, an usual window on the female experience in the modern world, and an inspiring tale of courage and love. (Stephani Dalton Cowan, cover illustration)

Topic: \_\_\_\_\_

4. Alexander George describes the use of content analysis in the service of extracting military intelligence from enemy domestic propaganda during World War II. These efforts shifted the concept of content analysis from purely descriptive accounts of content, naively conceived, to making reliable and valid inferences from textual matter. It also suggested that content analysis, much as anticipated by Weber, is most informative when used in conjunction with other data, particularly with reasonable assumptions about the motives and theory about underlying the sources of texts. George's article describes one example of how British and U.S propaganda analysts assessed the reality behind enemy lines and predicted the deployment of a weapon system. (History and Conception of Content Analysis. 2009. Pg: 2 in *the Content Analysis Reader*)

Topic: \_\_\_\_\_

5. There is no one single factor to account for violence perpetrated against women. Rather, research has shown there are a number of factors that are most often interrelated that would help in understanding the nature of the problem. Several social and cultural factors very often play a role in making women particularly vulnerable to violence directed towards them which can be traced as far back as to historical times where there was an unequal power relationship between men and women (UNICEF 2000: 7). It is shown that violence in the domestic sphere is most often perpetrated by males who are, or have been, in a position of trust, intimacy or power, for example a husband, boyfriends, fathers or anyone in the position of power. (Nirupi. M. Leanage. 2010. Domestic Violence in Sri Lanka: Its Causes and Consequences. Pg. 61. *In The NIEW Journal Volume 2/December 2010*)

Topic \_\_\_\_\_

B. Answer Keys

1. The Bengal Tiger
2. The Golden Lotus
3. Wild Swans
4. Content analysis for military use
5. Factors playing roles in making women vulnerable to domestic violence.

*= the end of the session=*

**LAMPIRAN 6**  
**SERTIFIKAT SEMINAR LUARAN**  
**PENELITIAN**



**ELITE Conference**  
English Language and Letters Department  
FACULTY OF HUMANITIES  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG

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“The Multifaceted Dimensions of Linguistics and Literature”

November 26 – 27, 2013

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a presenter



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**LAMPIRAN 7**  
**ARTIKRL UNTUK JURNAL**  
**LUARAN PENELITIAN**

## **The Role Self Access Language Learning Center (SALLC) Materials In Achieving KKNi Based Curriculum Learning Outcomes**

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### **Abstract**

English Department's Self Access Language Learning Center (SALLC) is one of facilities which is designed for students to improve their English skills. The students have access to resources in form photocopied exercises with answer keys to train their ability in English language skills and language components. SALLC promotes the approach where students study independently choosing from among different resources that are available. With a proper use, it can result an empowerment and better learning outcomes, but when the materials are not suitable with curriculum demands, it can be problematic. For this reason, it is important to do a need analysis for SALLC materials and its correlation with KKNi based curriculum. This article is written based on a research that has been conducted in English Department of FBS UNP in 2013 under the title *SALLC Material Development Based on KKNi Curriculum Learning Outcomes*. From the result of the research it is found that the users of SALLC need more variation of SALLC materials dealing with English language skills (speaking, writing, listening, and reading) and language components (vocabulary and grammar). Another finding of the research is the users of SALLC need materials that are suitable with the KKNi based Curriculum, so what they learn in the classroom can be practiced independently in SALLC by accessing various materials in any levels (basic, intermediate and advance). This article is focusing on the discussion of reading exercises.

Key terms:

*SALLC, KKNi, learning outcomes, reading skills*

### **A.INTRODUCTION**

There are many factors that can influence the English language learning achievement. Curriculum, lecturer/teacher, facilities, and learning materials play important role in teaching and learning English as Foreign Language (EFL). Teaching and learning process in the classroom should be supported by a good academic environment where students can improve their skills, one of facilities for this purpose is English Language Learning Center (SALLC). It is one of facilities which is designed for students to improve their English skills (reading, writing, listening, and speaking). The students have access to resources ranging from photocopied exercises with answer keys to train their ability in English language skills and language components. SALLC promotes the approach where students study independently choosing from among different resources and materials that are available. Most of users in SALLC access reading materials because they think that they need to improve their reading skills in order to be able to comprehend any text in english, so it needs practice a lot.

Reading is an essential skill for students of a foreign language. It is the way to get information and knowledge from a text or book in which knowledge and science are found. By reading, students can increase their vocabularies and entertain themselves. By strengthening reading skill, students will make a better progress and development in learning English. In short, reading is important for students to develop their speaking and writing skills. Yopp (2001) states that reading can develop students' ability to learn through a text; to expand their ability to think broadly, deeply, and critically about ideas in the text. Using a suitable text for students will motivate them to read and increase their interest in reading.

At university level, students need to practice a lot to explore the materials which is related to their major. There are three levels of reading subject at English Department of FBS UNP, they are Reading 1, Reading 2, and Extensive Reading. Good students are expected to read actively even though they are not assigned by lecturers to read. They may come to SALLC to do various types of exercises.

Although students have completed three levels before Extensive Reading, there are still problems they face when they read. Lack of vocabulary and low motivation is the greatest problem for students. In the extensive reading class students will read the non-fiction and fiction text. They have to find their own material to be presented in the class. For non-fiction materials such as scientific articles, news and others students do not find many difficulties in the text but when students have to present fiction text in the class for example short story, most of them find difficulty to understand the story. The students cannot locate the idea of the text because they are unfamiliar with the words and also they cannot guess the meaning from the context. Because they find it is difficult their motivation to read the short story decrease. According to Alderson (2000) poor motivation doubles the problems in reading because the less someone reads the less existing knowledge they will have later in connecting their reading material with what they know already.

Students need an appropriate supporting material in reading; a material which can make them read and increase their reading ability. An appropriate source that they may access is reading logs in SALLC. The most important thing is there should be a correlation between curriculum and material in SALLC. Among the SALLC materials, reading logs is the material that is accessed more by the students. Reading logs is an ideal model to ease access to literary text, the various sections of reading logs activate background knowledge and introduce strategy to help students recognize the difficult features of setting, narration, plot, characters and theme. In the reading logs the students have to report their guessed, difficult vocabularies, how they are getting on with reading, problems they have encountered, and emotions and feelings they experience as they read and write.

## B. CONTENT

### *Self Access Language Learning Center*

Self-access centers are places designed for self-directed language learning in which students engage in literacy practices that permit their learning a foreign language. As such, the center is a social context where literacy practices take place. In this article the writer focused on reading material as artifacts of the literacy practice in the self-access center. Most of the materials in self-access centers can be classified in different ways. They may be authentic, didactic, published language learning materials, and/or adapted and designed materials that fit the students' needs in each setting (Gardner & Miller, 1999).

Several authors have suggested the features materials should have. Importantly, Reinders and Lewis (2006) identified a set of specific features to evaluate self-access materials to allow more effective practices at self-access centers. To determine those features, first the writer conducted a need analysis through questionnaire as proposed by Gardner and Miller (1999) to gather data about what the students at the SALLC thought was good material for self-access. Ultimately, they created a checklist to evaluate materials that focused on reading material

During the observations at SALLC of FBS UNP, it is identified the correlation between what they are studying in the class and the exercise in SALLC. This included noting what kind of textual material was involved. After these observations, students were asked about their reasons for choosing those materials. Students reported that they used materials for two main reasons: to do the task which is given by the lecturer in the classroom, such as studying for a test, and because they perceived certain features of the materials (or the technology) as beneficial for their own learning.

It seems students made decisions mainly based on the affordances they perceived in the materials. They identified that they can learn different aspects of the language and this gave them a sense of purpose when using materials. The response of students toward SALLC and SALLC materials can be seen in the data below:

Link and match between materials in the classroom and SALLC materials

25%	Very good
55%	Good
20%	Not good

SALLC materials that are accessed most

67%	Language skill (listening, writing, reading, speaking)
20%	Language component (vocabulary, grammar)
13%	Other

Language skill materials that are accessed most

58%	Reading
-----	---------



22%	Listening
10%	Writing
10%	Speaking

From the need analysis it is found that most of the materials do not meet the ideal features and it was not suitable with KKNI based curriculum demand. Neither the materials were consistently organized to afford such learning, nor did the students conceptualize their learning with a plan. Rather, the center provided materials for learning activities, but the opportunities for greater affordance were not evident in the observations made.

Holec (1981) explains that to *take charge of one's learning* implies the responsibility to make decisions about all aspects of learning such as the pace, the when and where, the materials, monitoring, and assessment. If students are to be autonomous, they are then responsible for making decisions for the selection of materials. However, the selection may be made by their own choices, selected through consultation with an expert (advisor/mentor), or negotiated with teachers or tutors. In this study, it is found that the students decided to make their own choices and chose materials all by themselves and, as we noticed in the interviews, because they thought those materials would help them develop their language skills.

In summary, it is seen that SALLC material are not wholly sufficient due to the lack of full adaptation to this context. Most students have a specific language learning focus for the visit to the self-access center, and they rely on their own judgments and the inconsistent organization of materials to access useful ones. They take advantage of the materials' affordances despite the lack of systematic organization or adaptation. It is also can be identified that some students come to SALLC and put in time to fulfill their course requirements, but it seems they do not move beyond what is familiar or entertaining in their language learning experience.

### ***KKNI Based Curriculum***

National Qualification Framework Indonesia based curriculum or *Kurikulum berbasis Kerangka Kualifikasi Nasional Indonesia* (KKNI) will increase the quality of universities' graduates. All this time, there are a lot of courses that only use cognitive elements, for example it only studies what is a language and does not demonstrate how language is used. As the result, there are a lot of universities' graduates who have different position compare to foreign graduates. If it is seen from the quality of human resources, our graduates who work in foreign companies are valued lower than expatriates. So it is a necessity for Indonesian overment to make an effort to make equal between national and foreign graduates.

An effort that can be realized is through KKNI based curriculum. KKNI is a framework of working qualification classes which juxtaposes, equalizes, integrates education sector and

training and working experience in order to grant working recognition of competences in accordance to the position of employment in different sectors.

The backgrounds to make KKNI based curriculum are divided into two, external and internal. In external, it includes global challenge and competition and the ratification of various conversion. While for internal, it includes the difference (quality, quantity, and ability), unemployment, various rules or qualifications and various education.

By the formulation of KKNI based curriculum, it is expected that there is an equalization of education quality. One of the efforts that can be done is by reconstruct the used method. In addition, there must be an evaluation and its application.

For undergraduate program (level 6) there are four characteristics that should be gained based on KKNI, they are: (1) capable to apply science, technology and arts within her/his expertise and adaptable to various situations faced during solving a problem. (2) Mastering in-depth general and specific theoretical concept of a certain knowledge and capable to formulate related problem solving procedure. (3) capable to take a strategic decision based on information and data analysis and provides direction in choosing several alternative solutions. (4) Responsible for her/his own job and can be assigned to take responsibility of the attainment of organizations, performances.

### ***The Concept of Reading***

Reading is the combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated (Kustaryo. 1988). It means when the reader read the text, he or she is not only read but also involve their knowledge to be able to understand the text.

Brown (2004) said that reading is the ability to draw meaning from the printed page and interpret this information appropriately. Richards (2008) also said that Reading is the construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and at an understanding. In other word, the reader should have ability to connect the information that they read to get the general understanding from the text.

Aebersold and Field (2011) stated that reading is what happens when people look at a text and assign meaning to the written symbols in the text. It means reading is a process to get information from every word in the text and different people will have different idea about what they have read because they have their own interpretation about the text.

Brynes (2004) stated that reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Before the student start to read they have to know the purpose why they read. The purpose of reading will determine the appropriate reading strategy for students. The students need to get information from the science or technology articles but in reading a literary text they read for pleasure. There are many ways of reading, for example scanning and skimming. Scanning is the way to look the text quickly to find specific information and skimming is the way read to the text only to find the general idea of the text. When reading a text or book the student will find different difficulties so, it is important to notice the purpose first.

Harmer (2007) stated that there are two kinds of readings that is intensive and extensive reading. Intensive reading refers to the detailed focus on the construction of reading text which takes place usually in classroom. Intensive reading is accompanied by study activities. The students have to find out the main idea and supporting details from the text and they have to know what kind of grammar that is used in the text and then know what the information in the text is. On the other hand, according to Harmer (2007) extensive reading refers to reading which students do often away from classroom. Extensive reading gives a chance to students to choose what they want to read and is supported by the lecturer and then they share their reading experience to the lecturer.

Susser and Robb (1990) define extensive reading as reading of large quantities of material or long texts for global or general understanding with the intention of obtaining pleasure from the text. Nunan (2008) also say that extensive reading means reading many books or longer segment of text without a focus on classroom exercise that may test comprehension skills. Then, Aebersold and Field (2011) stated an extensive approach to teaching reading is based on the belief that what students read for general comprehension of large quantities of the texts of their own choosing will improve their ability to read. It means that in extensive reading class, the students should be able to read a longer text with many kinds of topics and find the materials within their language proficiency range and can accomplish their goal in reading.

During extensive reading language learners should be interested in what they read and they attention should be focused on the meaning of the text rather than learning the language features of the text. According to Palmer' in Day and Bamford (2008) extensive reading means reading book after book and a reader's attention should be on the meaning not the language of the text. In other words, the students should choose the text that interests them to improve their reading

ability because reading is a source of learning and source of enjoyment. In addition, Harmer (2007) and Grabe (2009) said that extensive reading is a pleasure reading.

Nation (2009) said that extensive reading fits into meaning-focused input and fluency development strands of a course, depending on the level of the books that the learners need. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development. As the students gain the skill and fluency in reading, their motivation to read will increase. It means that the teacher has to know the students' ability in order to make the right purpose and assignment in reading.

Day and Bamford (2008) said that extensive reading may be done in and out of classroom. Aebersold and Field (2011) also said in an extensive reading course almost all of the reading is done outside of class without peer support or teacher aid. Outside the classroom, students can borrow the books from the library or find a text in internet and read it at home. In the classroom, students read individually books or text for a certain time. In other word, the student can read the reading materials outside the classroom and then they can present and share what they have read with their friends in the class.

According to Stanley (2005) the characteristics of extensive reading is (1) reading material; reading for pleasure requires a large selection of books be available for students to choose from at their level, (2) students choice; students choose what they want to read based on their interest, (3) reading for pleasure and information, (4) extensive reading out of class, (5) silent reading in the class, (6) language level; the objective of extensive reading is to encourage reading fluency, so the books should not be too easy or too difficult, (7) use of dictionaries; dictionaries should be avoided, (8) record keeping; teacher and students keep a record of what they are reading, and the last the teacher as a role model. Day and Bamford (2008) also state the characteristics of an extensive reading approach. That is, (1) students read as much as possible, (2) a variety of wide range topics is available, (3) students select what they want to read, (4) the purposes of reading are usually related to pleasure, information, and general understanding,(5) reading is its own reward, (6) reading materials are well within the linguistics competence of the students, (7) reading is individual and silent, (8) reading speed is usually faster than slower, (9) teachers orient students to the goals of the program, and (10) the teacher is a role model of a reader for students. From explanation above, Those characteristics have same point and goal that is to make the student fluent and motivate in reading. Based on those characteristics it is

important to provide reading exercise in SALLC that can give students chance to improve their reading skills.

Based on the explanation above, it can be concluded that the students should find a pleasure to read first before they began to read large quantities material. The students should read the material based on their proficiency language in order to get the goals in reading that is to get the general understanding and the meaning from the materials that they read. Then, as they gain fluency in reading the students will find enjoyable reading at a reasonably fluent speed.

### ***Reading Subject at University***

The foreign students have many goals to achieve while they read. They want to be able to read for information, pleasure, for their career and for study purpose. The students have to be an active reader when they study in university because reading is the key to open the knowledge. To begin the reading learning process the students have to know the purpose first. When the purpose of reading and the kind of reading are already decided, the teacher should know the principle of teaching reading, according to Harmer (2007) The principle of teaching reading is (1) encouraging students to read as often and as much as possible, (2) engaging students with what they are reading, (3) encouraging the students to respond to the content of the text, (4) making prediction is a major factor in reading, (5) matching the task to the topic when using intensive reading texts, (6) good teachers exploit reading texts to the full. It means that the more students read the better they become and teacher's role is important to encourage students to read and discuss with the students about the text to see their feedback, also teacher should integrate the reading process into interesting lesson sequence and appropriate tasks.

### ***Reading logs for SALLC***

Fuhler in Yopp and Yopp (2000) stated that the act of writing in response to a reading selection helps to move both younger and older children beyond literal comprehension to a more complete understanding of a content of a book and encourages personal and thoughtful engagement with books. Writing helps students organize their thought to comprehend what their read. Students logs are the superb way to keep learners involved in the processes of monitoring comprehension, making comprehension visible, fitting in new knowledge, applying knowledge, and gaining language proficiency (Aebersold and Field 2011). It means that reading logs can help student to keep their written record of their personal reaction from the text.

According to Carlisle (2000) Reading logs is a simple and direct tool to encourage and tap learners' individual response to novel. Bean, Chappell and Gillam (2007) also stated that

reading logs is informal assignment that ask students to record their understanding, questions and responses to a reading. In other words, reading log is a place to take risks, speculate, ask questions, express opinion and build knowledge for students.

Kelly and Farnan in Yopp and Yopp (2000) argued that reading logs can be effective in promoting the critical thinking skills of analysis and evaluation and promoting personal interactions with text if the appropriate prompts are provided. Appropriate prompts are those that involve readers' perception of, association with or evaluation of the text. By using reading logs, the lecturer can see how far the students understand about the text and with reading logs students can freely write their opinion, analysis, and what they like and dislike from the text without being forced to present it in front of the class.

According to Benton and Fox (1992), reading log has four separate processes. Anticipating/retrospecting refers to guesses about what is going to happen next, what events to leads to the current situation and how book is going to end; Picturing refers to images that come into the mind's eye; Interacting refers to opinion on a character's personality and actions, or feeling about events and situations; and Evaluating refers to comments on the skill of the writer.

According to Carlisle (2000) the component of reading log is questions that students ask themselves about characters and events as they read, memories from students experience provoked by the reading, guesses about how the students think the story will develop and why, reflections on striking moments and ideas in the book, comparisons between how the students behave and how the characters in the novel are behaving, thoughts and feelings about characters and events, comments how the story is being told, connections to others texts, ideas, and courses, and an outline of the chapter. Additionally Lyutaya (2011) also states the components of reading logs guess what the book might be about, comment on a passage or sentence from the text, make a poster featuring one of the characters in the story, write down questions and answer, speculate about information gaps, read a review, write a letter, imagine filming the story, provide your own ending, give opinions about the story, and write down aspects of the culture reflected in the story. Reading logs must be written in English, but the students are free to write their components to suit their needs and interest to express their feeling. There are no set rules for what reading logs should look like. Reading logs can be organized in various way depend on the students' need. The response in reading logs will depend on the students' background, culture, beliefs and experience. The more students understand the text and more experience students in reading, the more their write what they can reflect from the text.

### ***The Advantages of using Reading Logs***

The advantages of using reading logs for college students is: the students are demanded to read the text outside the classroom in order to prepare themselves before they follow learning process in the classroom, reading logs helps them to keep in track of what they have read. Reading logs motivate students to read, then they can express their thought without hesitation in discussion because by writing reading logs helps them to integrate different sources of information, knowledge and organize their thoughts to support their arguments in discussion, as a result, they gained clear understanding about the ideas in the text and it improve their reading ability become better.

### **C. CONCLUSION**

As part of that English language teaching for EFL class, it is found that the materials, an important element of self-access centers, require special attention because they represent the main artifacts students interact with when learning independently. The writer noticed that not all of the materials fit into KKNi based curriculum because they lack the features to support self-regulated learning.

These aspects deserve improvement for students to be provided with a full supporting structure that assists them in achieving their language learning goals at the center. Reading exercise is not only used for literary text but it can also use for another text and book in any grade of students. It is suggested to the lecturer to make the components in reading logs based on the purpose of study and the lecturer should give feedback to their reading logs. Also the lecturer should be a role model of a reader who can recommend reading materials to the students and create atmosphere to stimulate students to read. Then, extensive reading should be a student-centred and a student-managed activity and the role of the teacher is to advise, assist, direct, and widen the students' interests and encourage them to analyze their own reading experience by talking about the SALLC materials that they

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