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# PROCEEDING

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Theme : Sharing Power, Valuing Local Cultures, and Achieving Success in Education



Master's Program in Educational Management, The Graduate School, Jambi University, Indonesia

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## **Using On-Line Journal Articles to Teach English to Master Program Students of Islamic Educational Management**

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*Abstract:* Teaching English to Master Program students whose major is not English is a big dilemma. On one hand, they are demanded to have capability to read many sources to support the development of their knowledge, attitude, and skills. On the other hand, many of them still have low reading ability to read such kinds of sources. This problem might be caused by their lack of reading skills. For many Indonesian students, the long time spent in learning English (from junior high school until undergraduate level) could not make them have the reading skills as needed. As a result, an English lecturer of Master Program is demanded to force his or her students to have the expected reading skills to make the Master Program students have the qualification as demanded by government's regulations and by work places. In this paper the writer would like to share her experience in teaching English to the Master Program students by taking advantage of On-Line journal articles. Best on her observation towards the students' activities and their participation during their English lessons, and interview with some students, it is not bombastic to say that the use of On-Line journal articles to teach English to the Master Program students can get the needed skills, even more.

*Key-words:* On-Line journal articles, teach, English, Master Program Students.

### **Introduction**

Teaching English to Master Program students whose major is not English is a big dilemma. On one hand, they are demanded to have capability to read many sources to support the development of their knowledge, attitude, and skills. On the other hand, many of them still have low reading ability to read such kinds of sources. This problem might be caused by their lack of reading skills. For many Indonesian students, the long time spent in learning English (from junior high school until undergraduate level) could not make them have the reading skills as needed. As a result, an English lecturer of Master Program is demanded to force his or her students to have the expected reading skills to make the Master Program students have the qualification as demanded by government's regulations and by work places. In this paper the writer would like to share her experience in teaching English to the Master Program students by taking advantage of On-Line journal articles got through internet as on of Information and Communication Technology (ICT). Using ICT as media of instruction has become a new trend in English Language Teaching (ELT) and learning process (Susikaran, 2013; Sun, 2014). Having to use ICT in an innovative manner is an important bottleneck teachers have to cope with (Dool, in Jager, A.K. and Lokman,

A.H.: 1999). Advanced forms of ICT-assisted instruction depend on the availability of sufficient infrastructure, i.e. installation and maintenance of electricity and telephone communication facilities, acquisition and maintenance of computers, Internet connectivity, instructional strategies and technologies selected are influenced by national education priorities and policies, financial constraints and supply of human resources (UNESCO: 2014). Based on her observation towards the students' activities and their participation during their English lessons, and interview with some students, it is not bombastic to say that the use of On-Line journal articles to teach English to the Master Program students can get the needed skills, even more.

### **Method**

**How to Teach English Using On-Line Journal Article,** To use online-journal article to teach English for Master Program students, several steps should be followed. They are as written below: Assigning students to find an on-line journal article related to their major. Each of the students should get or find different article with different title (the article of the same title will not be accepted and, therefore, another title must be found); Assigning one student to be the speaker and one student to be the moderator. The speaker is assigned to present the article

that she or he searched through internet as if she or he is a speaker in an international seminar. To be able to present the article, the student should comprehend or to get the meaning from the article. Grabe and Stoller (2002: 9) point out that reading is the ability to draw meaning from the printed page and interpret the information appropriately. well and make the power point of the article first. To make other students become active participants in the "international seminar", they are asked to prepare some questions at home. The questions will be addressed to the speaker of the seminar. In order that one student does not cheat another student's questions, each of the student, except the speaker and the moderator, should type the questions before entering the "seminar" (class); Before the paper is presented, the moderator introduces the speaker to the audience by reading his or her CV. After the speaker has just presented her paper (the on-line journal article), the moderator give chance to the participants to ask questions, give criticisms or just give comments; The participants of the seminar, then, ask questions, give criticisms or give comments. During the process of seminar, the lecturer makes some notes based on the mistakes that the students make during the seminar; Based on the questions, the criticisms and the comments, the speaker expresses her ideas and opinions. After there is no more question from the participants, the moderator closes the seminar session; And After the seminar session, then, it is time for the lecturer to give comments and state the students' mistakes especially related to their pronunciations, choice of words, grammar etc. These procedures are repeated for each meeting until the semester ends. The lecturer should ensure that each of the students gets his or her turn to be a speaker and to be a moderator. Since the previous procedures are specifically designed to make the Master Program students have good reading skills and better English achievement, the lecturer should assess the students objectively. What a lecturer can do to do a fair assessment? It will be discussed in the following part.

**How to Assess Students' English Ability,** To assess the students' English ability fairly, the lecturer must have complete data about the students. Therefore, the lecturer should set some criteria which can reflect the students' true ability in English. In teaching English to the Master Program students, the writer used some criteria to assess the students' English ability. To find out the students' true ability, tests and non-tests were used as: **The students' reading ability was scored in two ways.** During the teaching-learning process, their ability were determined by judging the students' performance in presenting the chosen article and to answer and respond other students' questions, comments, and criticisms (as a speaker), and the ability to introduce the speaker (as a moderator). At the end of the semester, the students' reading comprehension was tested using pencil-paper based. The test was administered by asking the students to answer W-H questions based on given a journal-article on educational management; **The students' speaking ability were scored based on several criteria** namely: accent, grammar, vocabulary, fluency, aware nd

comprehension (Adams and Frith in Hughes, 1988: 111-112). **The students' active participation was scored when they were actively involved in the seminar session,** which was shown by their willingness to speak up: asking questions, give comments, and give suggestion; **And Portfolio of the students was used as another criterion,** including: the written/typed questions and the power-point prepared by the students before the class began.

### Results and Discussion

As mentioned previously, the students English ability were judged through tests and non tests. The tests administered in two forms: written and spoken. The written test was used to find out the students' reading comprehension. In the reading comprehension test, the students were asked twenty questions (see Appendix). Based on the data collected through the test of reading comprehension (to judge the students' reading comprehension), it was found that the students mean score was 65. The low score might be caused by the students' lack of strategies in reading the article. A lot of researches have investigated and supported the notion that comprehension is a process demanding strategic approaches. (Blachowicz and Ogle, 2008: 33). Another possible cause might be the very limited time given to the students to answer the questions in the test. In fact, the article was quite long. To test the students' speaking ability, they were assigned to present a new article that had never been presented before (as a speaker) and to introduce the speaker (as a moderator) in turn. Using the criteria mentioned the previous page, it was found that the students' mean score of the students' speaking ability was 87. Based on the next criterion (participation) it was found that 88.39 percent of students participated actively during the lessons. Related to the assignment criterion, it was found that 75.63 percent of the students collected their assignment.

### Conclusion

Using on-line journal articles can be one of alternatives for teaching English to Master Program students. To take maximum advantage of the use of ICT in the teaching learning process, the lecturer should ensure that all the students are active in doing assignments, and participating in the classrooms. Besides, they also need to be trained to comprehend research-based articles and present them actively through a conducive processes. By applying these procedures, the better English achievement will be reached.

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