

THE IMPLEMENTATION OF CAROUSEL ACTIVITY IN TEACHING ENGLISH FOR SPECIFIC PURPOSE TOWARD LAW STUDENTS OF UNMAS DENPASAR

Dewa Ayu Ari Wiryadi Joni
Faculty of Teacher Training and Education Program
Universitas Mahasaraswati Denpasar
wiryadijoni@gmail.com

Abstract

This study aimed at implementing carousel activity as a teaching technique in helping law students of Unmas Denpasar to speak English. These 30 students were chosen because they had difficulties in speaking English. It was conducted using classroom action research design in two cycles with four interconnected sessions. The data were collected through instrumentation; pre-test, post-tests, questionnaire and teacher's diary. The tests were done orally using speaking rubric; the questionnaires were in the form of multiple choice test item using likert's scale; teacher's diary was designed using observation sheet. It was found that the students' speaking skill had adequately improved; and their behavior, attitude and motivation towards the instruction processes were fairly positive. This study provides the evidence of teaching English for specific purpose using carousel activity.

Key words: carousel activity, speaking, law students.

Abstrak

Penelitian ini bertujuan untuk membantu mahasiswa hukum Unmas Denpasar berbicara bahasa Inggris melalui penerapan teknik mengajar *carousel activity*. Tiga puluh orang mahasiswa dipilih sebagai subjek penelitian ini. Mereka dipilih karena mereka memiliki beberapa kesulitan ketika berbicara bahasa Inggris. Penelitian menggunakan model penelitian tindakan kelas dengan dua siklus, yang masing-masing terdiri dari empat sesi. Data penelitian ini diambil dari tes lisan, angket dan catatan harian peneliti. Adapaun hasil yang diperoleh yakni keterampilan berbicara bahasa Inggris mahasiswa hukum cukup meningkat; dan sikap dan motivasi mereka terhadap pembelajaran bahasa Inggris juga cukup positif. Penelitian ini memberikan bukti mengenai pembelajaran bahasa Inggris menggunakan *carousel activity*.

Kata kunci: *carousel activity*, kemampuan berbicara, mahasiswa hukum

I. INTRODUCTION

As been observed during teaching-learning process in law faculty, it was found that most of first semester students had difficulties in English. The two productive skills of English, speaking and writing, were barely performed. Through informal interview, they said that they were not quite fond of English due to its complexities in pronunciation and grammar, in which it tended to affect their fluency to communicate either in speaking or writing.

As speaking is one of communicative skills, the learners need to master it well. Based on McKay (2006), the ability to speak is defined as the ability to convey messages, ideas, thoughts which come from certain processes conducted strategically. These processes are transitory and spontaneous, and are done through verbal communications which involve pronunciation, fluency, grammar to achieve certain communicative purposes.

Therefore, speaking skill can be said as a basic skill to study more about other subjects, in which this skill consists of some aspects such as knowledge, attitude, behavior that are required to perform real world activities (Richards & Rodgers, 2001). This ability alone is perceived through specific duties, roles, functions, handouts, in which all of these are varied from one context to another in order to achieve the essence of communication (Docking in Marcellino, 2005).

As been stated by Canale in Celce-Murcia (1991), the teaching of any language must focus on the use of language itself as a means of communication. Hence, the main goal of every language teaching is making the learners able to communicate the language effectively. This goal is then termed as communicative competence. This competence has become the main propose of every language learners. This competence can be successfully achieved by focusing the language instruction on the communicative activities rather than memorization, repetition, drill activities. Through

communicative activities, the learners must be guided thoroughly to speak the language as much as possible.

There are many communicative activities that can be implemented in any classroom condition. However, the teacher must select the appropriate activity to teach English for specific purpose, in which the activity must be able to help the law students use English. One of which is carousel activity. The key element of this activity is to activate the four basic skills of English. The students are allowed to read, write, speak and listen actively one to another regarding of the topics discussed. It then automatically requires the involvement of whole group members to achieve the mutual goal (Edwards, 2014).

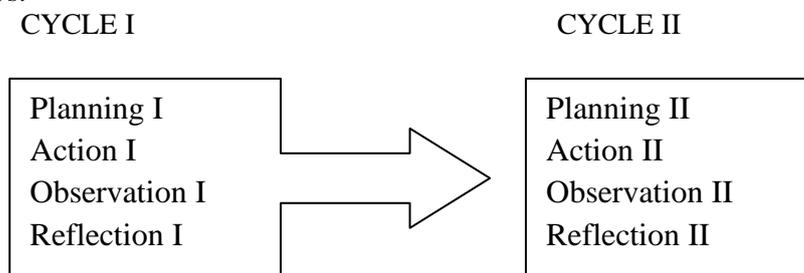
In the teaching-learning processes, the students are divided into groups. Each group is arranged heterogeneously consisting of five students. Each group is given different color pens. By giving them color pens, the researcher will know which groups write what things. Each group then discusses and writes their opinions about the topics discussed on provided papers using English. Each recorder is put in charge of every topic delivered (Freed, 2013).

Based on the abovementioned background of study, the research is restricted on helping the law students of Unmas Denpasar speak English using carousel activity.

II. RESEARCH METHODS

This study belonged to classroom action research design. There were 30 students chosen as the subjects of study. For the data collection, speaking performance test and questionnaires were administered. The rubric of speaking performance test was adapted from Council of Europe in Luoma (2004) with 3 criteria: fluency, pronunciation, vocabulary. The questionnaires consisted of 10 items in Indonesian with 5 options of Likert's scale. For the treatment, lesson action plans and handouts were given.

In the process, the study accomplished two cycles. Each cycle consisted of four interconnected activities, such as planning, action, observation and reflection. Before doing cycle I, the researcher carried out pre-test to know the extent of students' speaking competency. After cycle I was accomplished, the researcher conducted cycle II. The complete elucidation can be seen as follows:



Histogram 1

According to the histogram above, it could be seen that firstly the researcher prepared lesson action plans, teaching material, and teaching aids. After being well-prepared, she then taught the students based on the lesson action plans. During the process, she observed the speaking activities taken place. In the end of the process, she conducted post-test or reflection to assess the students' speaking improvement.

The data, which were taken from the results of performance tests, were called quantitative data and analyzed by descriptive analysis; whereas the data taken from questionnaires and observation sheet were called qualitative data.

III. FINDINGS AND DISCUSSION

As what has been mentioned previously, this study focused on implementing carousel activity towards first semester law students of Unmas Denpasar in mastering English for specific purpose, especially speaking skill. After carrying out the cyclical process into practice, the findings of the present study can be summarized and briefly elaborated as follows:

Table 1. The students' English speaking skill

	Grand mean	Criteria
Pre-cycle	X0 = 50	Low
Cycle I	XI = 52	Low
Cycle II	XII = 60	Adequate

It could be seen from the table above that there are increasing mean figures from pre-cycle (X0) 50, cycle I (XI) 52 until cycle II (XII) 60. The grand mean of pre-cycle 50 and cycle I 52 were both categorized as low. In pre-cycle, the students were struggling to speak, finding hard to find appropriate vocabulary and pronounce them correctly. They felt reluctant to share their ideas in English. They tended to keep silent or respond in Indonesian or Balinese when the researcher asked them some questions in English. Their fluency was pretty much disturbed. As a result, the grand mean found was 50, it was classified as low.

After having had treatments through carousel activity in cycle I, there was a slight improvement on their speaking performance. The grand mean calculated was 52; it was still categorized as low. They were still shy speaking up their ideas about the materials discussed. Their fluency was quite disturbed. They at least could speak English after being given couple minutes to think of and arrange the sentences before delivering them. Their pronunciation was fair. However, they were more knowledgeable about vocabulary used. This was because they were put into heterogeneous groups and read different materials with the same topics along with group members. The group members must help each other to master the material by sharing it in front of the recorders.

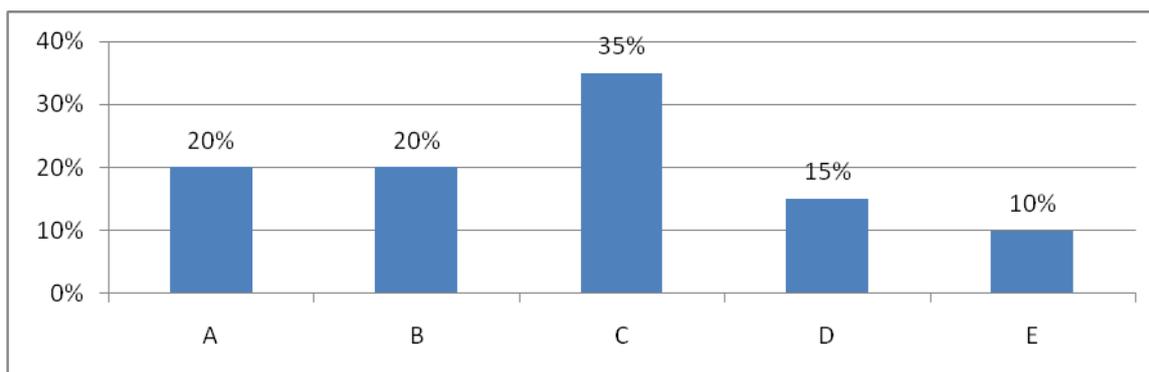
In cycle II, the researcher changed the group members to refresh the classroom atmosphere into more relaxed but still intense. As a result, the grand mean gained was 60; it was categorized as adequate. The students felt more accustomed to being put into groups and talking to one another, even though they sometimes switched to other languages when they could not find the right vocabulary to express their ideas in English. It led them to be more at ease. Hence, it automatically let their ideas flow naturally, and their communication skill was improved. This was in line with the study conducted by Graffam (2013) which revealed that carousel activity directed the students be more focused by working cooperatively, interactively and communicatively.

Similarly, Delgado (accessed on 2nd May 2014) found that carousel activity could encourage oral development by having students use language within a specific context and content area, and hold all students accountable by having each make a contribution to the given topics either verbally or in writing.

During teaching-learning processes, the law students were more focused on the use of vocabulary, its meaning and its pronunciation rather than the fluency. They took longer time to make their speech fluently. They managed to use English as best as they could. Even though the fluency was rather adequate, they were still able to convey their opinions. The same was stated by Freed (2013) that purposed the learning outcomes of carousel activity were to provide chances for students to process and synthesize information independently by taking ownership of the material they have learned. They also had opportunity to work in-depth with a single topic but then were exposed to several others as well.

It was also observed that during the implementation of carousel activity, the students' behavior, attitude and motivation were gradually changed from the pre-cycle until cycle II. They were more focused and more relaxed. Through questionnaires and observation sheet, it was found that their behavior, attitude and motivation of learning English were increased. It could be seen from the percentages of items selected in questionnaires as graphically described below:

Graph 1. The summary of students' behavior, attitude and motivation



From the graph above, it could be seen that the students' behavior, attitude and motivation were quite positive. There were 20% students choosing option A which stood for strongly agreed, 20% students choosing item B which was for agreed, 35% students marked option C which represented quite agreed, 15% students choosing option D which stood for disagreed, and 10% students choosing item E which meant strongly disagreed.

From all of the amount of percentages gained, it could be said that the students quite agreed towards the implementation of carousel activity in teaching English for specific purpose, especially speaking skill. The carousel activity gave them chance to interact with each other academically by being in groups. This allowed them to build personal connection, new concept of learning and interest (Edwards, 2014). In this way all students were actively involved and the pace was lively. It consequentially helped the students acquire a new language through the series of well-defined environments. The students were no longer passive observers of what occurred during instruction processes; on the contrary they transformed themselves into facilitators as they might have valid knowledge on the communicative competence. As they had gone through new concept comfortably, they became more confident in learning English (Monge, 2003).

IV. CONCLUSION AND SUGGESTION

Based on the findings and discussion above, it could be drawn conclusion that through the implementation of carousel activity the students' speaking skill had adequately improved; and their behavior, attitude and motivation towards the instruction processes were fairly positive.

This study was done to help first semester law students of Unmas Denpasar speak English. Thus, based on the findings found, there are some practical suggestions given to the respective readers. It is suggested for the ESP educators to implement appropriate teaching techniques to emphasize on constructivist concept of speaking. The application of carousel activity as an alternative teaching technique in English speaking classroom settings is recommended.

Additionally, it is suggested for other researchers to conduct the same study with different participants, such as students from economics department, gifted students, disabled students, etc. It would be remarkable to find out whether carousel activity could give effect toward these students.

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