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INDIVIDUAL PROBLEM SOLVING SHARED READING TO DEVELOP STUDENTS' READING COMPREHENSION

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ABSTRACT

Teaching English as a Foreign Language is challenged to find strategies which develop student-centered learning and be able to cultivate students' language competence and performance effectively. Shared reading is affirmed as one of effective strategies to develop student-centered learning. The strategy is recognized as a creative and exciting model for active learning by doing a group or student-sharing. It makes students learn how making connections, predicting, asking questions, understanding new vocabulary, and making inferences. The main purpose of applying this strategy is to make the students have knowledge of vocabulary and concepts of print and literature reading, as well as use the language through collaborative reading experience. In implementing this strategy, the level of education in which the strategy is implemented should be considered. The way how this strategy may be utilized in the classroom is presented in this article.

Keywords: shared reading, teaching strategy, student centered learning

ABSTRAK

Pengajaran Bahasa Inggris sebagai Bahasa Asing ditantang untuk menemukan strategi yang mampu mengembangkan pembelajaran yang berpusat pada siswa dan mampu menumbuhkan kemampuan berbahasa dan kinerja siswa secara efektif. Membaca bersama diakui sebagai salah satu strategi yang efektif untuk mengembangkan pembelajaran yang berpusat pada siswa. Strategi ini diakui sebagai model pembelajaran aktif yang kreatif dan menarik dengan cara belajar bersama kelompok. Hal tersebut membuat siswa belajar bagaimana menghubungkan informasi, memprediksi, mengajukan pertanyaan, memahami kosa kata baru, dan membuat kesimpulan. Tujuan utama dari penerapan strategi ini adalah untuk membuat siswa memiliki pengetahuan kosa kata dan konsep tentang bacaannya, serta menggunakan bahasa melalui pengalaman membaca kolaboratif. Dalam menerapkan strategi ini, tingkat pendidikan di mana strategi ini dilaksanakan harus dipertimbangkan. Cara bagaimana strategi ini dapat dilakukan di dalam kelas disajikan dalam artikel ini.

Kata kunci: membaca bersama, strategi pengajaran, pembelajaran berpusat pada siswa

INTRODUCTION

Reading in a second or foreign language is one of language skills, which is often viewed as an important skill to be taught. It is in accordance with what is asserted by Grabe and Stoller (2001) that reading is the central means of learning new information and gaining access to alternative

explanations and interpretations, mainly for academic settings. Pang, et.al. (n.d.) stated that reading is about understanding written texts. It is recognized as a complex activity that involves both perception and thought. Within reading, there is a process of comprehending. Comprehension is an important process of making sense of words, sentences and connected text. In this case, readers typically make use of background knowledge,

vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Therefore, it seems essential to give much attention to students' reading comprehension.

Reading comprehension is the process of constructing meaning from text (Lenz, 1999). The goal of all reading instruction is ultimately targeted at helping a reader to comprehend texts. It is acceptable since the ability to read may open up new insights and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part of modern life, such as, reading the newspapers, novels, magazines, instruction manuals, and so on.

It is realized that when people read in their native language, they find no hindrance or without difficulty. However some students still need additional help, mainly when they learn to read in second or foreign language. Therefore, in education, an appropriate reading instruction needs to be taken into consideration by teachers, who would like to help students developing their reading comprehension. The teachers should consider carefully about the planning and design of instruction and materials. Based on the statements above, it is apparent that it is important to find out appropriate strategies to develop students' reading comprehension including its appropriate materials.

It is recognized that in order to improve students' reading comprehension as well as other language skills, it is very important to consider carefully about the teaching strategy and also reading materials used, due to the fact those things significantly contribute to the students' mastery in the target language (English). It means that a careful consideration about materials that matches the goals of teaching reading is very important.

Additionally, language learners are expected to be able to use the language in the real contexts and also gain knowledge through any activities by making use of the language. In the context of developing students' reading comprehension, it appears that using shared reading strategy using literary texts is suitable to develop students' reading comprehension. In general, shared reading strategy is a creative and exciting model for active learning by doing a group or student-sharing.

It appears that a sharing knowledge as well as reading activity seems to be a part of daily life. Therefore, it will be beneficial if students are capable to make use this strategy, which are dealing with their daily activity, surroundings, etc, as well as apply their English language skills during

the process. Based on the previous consideration, this paper was made to provide information about what is shared reading strategy using literary texts, why this strategy is suitable to be carried out as a teaching strategy, and as well as how to implement it in the real teaching and learning process.

DISCUSSION

What is Shared Reading Strategy?

Shared reading is an interactive reading experience that incorporates the use of enlarged text where the teacher and student can share a collaborative reading experience. Developed by Don Holdaway, the process of shared reading provides opportunities for students to increase and build knowledge of vocabulary and concepts of print and literature reading. Through this strategy, the students may experience enjoyable activities, and are acknowledged to a variety of authors, illustrators and types of texts to provoke them to become a reader. This helps them become readers and writers themselves (Parkes, 2000 in Wikipedia 2007).

Shared reading strategy is also known as dialogic reading (Cecil, in Madrigal, 2009). It refers to a mediated technique whereby the teacher reads aloud while students follow along using individual copies of the book, a class chart, a big book, etc. By using shared reading strategy students have access to the text being read. It includes reading comprehension activities throughout the text when appropriate. These reading comprehension strategies include making connections, predicting, asking questions, understanding new vocabulary, and making inferences. It indicates that through shared-reading, students develop their own literacy. This is in line with what is said by Ediger (as cited in Celce-Murcia, 2001: 163- 166)—who states that second language literacy could be developed by exposing students to many uses of print around them, providing opportunities for children to read more extensively on a subject, providing authentic purposes for reading and writing, providing scaffolding for learning, using oral skills to support reading and writing development, and focusing students' attention on reading and writing.

The coming question is that what materials are appropriate to be used in order to support the successfulness of the strategy. It is realized that literary texts is the most appropriate one, since when the shared reading strategy is compiled with literary texts, the strategy becomes more powerful as by using literary texts the

students not only get pleasure but also get knowledge as well as develop their reading comprehension. In general, literary texts can be defined as texts that use an aesthetic and imaginative language in engaging ways – to entertain, to move, to express and reinforce cultural identity and to reflect. It includes narrative and non-narrative texts such as picture books, imaginative recounts, fairytales, cultural stories, animated story, poetry, dramatic role play, fable, short story, etc (Greece Central School District, 2009 as cited in Sutarsa, 2011).

The strengths and weaknesses of shared reading strategy with literacy texts:

There is no teaching strategy that will be applicable to any conditions. One teaching technique may be appropriate to be applied in one condition, but it cannot be applied for another condition. So, to teach in another condition, teacher should find another technique that will be best for that condition. Furthermore, teachers must know the advantages and disadvantages of the strategies applied.

Sutrasa (2011), who had conducted a research on the effect of using shared reading towards students' reading comprehension namely understanding literary texts, stated that the application of shared reading strategy gave a significant effect toward students' reading comprehension. Besides, it was found out that the mean scores of the students who were taught with shared reading strategy using literary texts compared to those who were taught with conventional reading strategy – a common strategy used by teacher to teach reading, was higher. Moreover, based on the result of observation during the study, it was found that the students were more enthusiastic and interested in learning process when they were taught by using shared reading strategy. It suggests that the implementation of shared reading in reading class is applicable and meaningful.

Furthermore, it is also acknowledged that shared reading offers a lot of benefits toward foreign language teaching and learning activities. Amalia (2007) mentioned that shared reading has some benefits, as following:

1. Allow students to enjoy materials that they may not be able to read on their own.
2. Ensure that all students feel successful by providing support to the entire group.
3. Assist students in learning where to look and/or focus their attention.

4. Support students as they gain awareness of symbols and print conventions, while constructing meaning from text read.
5. Assist students in making connections between background knowledge and new information.
6. Focus on and help develop concepts about print and phonemic connections.
7. Encourage prediction in reading.
8. Help students develop a sense of story and increases comprehension.
9. Make students get pleasure because literary text usually provides the entertaining values which are written in it. Sometimes, there are art values and particular knowledge provided within the literary text, e.g. the novels that provide science, "Da Vinci Code novel", "The Lost Symbols", "Angels and Demons," and "Digital Fortress", which are written by Dan Brown provides the numerology and symbols. Not only provide art values, but also the others knowledge.
10. Make students get many new vocabularies and idioms.
11. Make the readers have ability in identifying the literary text. So that, the messages which is implicitly stated in the texts can be covered.
12. Informs the readers about religion, education, moral values, culture, life style, habit of place or people where the target language is used.

Beside its strengths above, there are some limitations of the strategy, as following:

1. Not all students will enjoy reading.
2. Sometimes, students get disadvantage when they have to read a lot, especially for those who have poor reading skill.
3. Sometimes the students will be very frustrating especially when they do not understand the texts, and it may make them unmotivated any longer, even do not want to participate at all.
4. It sometimes difficult for the students with no skills of interpreting to interpret the information within the texts. Sullivan (as cited in Tasneen, n.d.) stated that students may need a lot of background knowledge about English language and culture in order to interpret some texts.
5. If the lesson is not planned well, it will become monotonous and unattractive. In another words, the teacher should provide innovative as well as challenging tasks to be accomplished by the students. As what

Ashton (1996) stated that the tasks should be fun for the students who initially don't want to read and a challenge for those who do, with opportunities for all students to be success

Based on both the strengths and limitation of shared reading strategy above, it is suggested to teachers, who are going to implement the strategy, to be well prepared and be ready to be the students' supervisor or facilitator.

Follow-up activities

Seen from the result of Sutrasa's research (2011), as well as the strengths and weaknesses of shared reading, there are some issues offered to researchers, teachers, and educational practitioners who would like to do further researches related to the study, or are going to apply the strategy in the real classroom, even those who are going to reconsider the strategy, etc., as following:

- a. It is recognized that sheared reading strategy is recommended to be applied in the ESL/EFL classroom. It makes sense for the ESL/EFL teachers to consider about this, since the strategy offers many benefits mainly to the learners in developing their reading comprehension. However, it is also important for the teachers to always pay attention to the other aspects that influence the successfulness of the teaching learning process, such as teaching preparation, materials, atmosphere, students psychology aspects, etc. Furthermore, before implementing it is expected that the researchers consider the following things:
 - 1) the implementation of the recent curriculum, and syllabus,
 - 2) the appropriateness with the recent approach of ESL/EFL teaching and learning, e.g. contextual teaching and learning
 - 3) The integration of language skills since in the real context of language use the students almost cannot avoid using the integrated language skills, etc.
- b. It is expected that the strategy is also applicable for all types of texts, such as descriptive, exposition, recount, spoof, and anecdotal, etc. It implies that researches on the implementation of shared reading in EFL classes remain needed to be carried out, in order to know how effective the strategy is upon students' reading comprehension when it is applied to particular types of texts.

- c. In using the strategy, the teacher is expected to keep promoting contextual teaching and learning process for example by making use of authentic assessment as expected by the recent curriculum rather than using multiple choice type test such as by using open-ended it. Contextual teaching is a conception of teaching and learning that helps students relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires (Berns and Erickson, 2001). It is in accordance with what Pang, et.al. (n.d) stated that reading instructions should build on learners' knowledge through the use of authentic texts, since presenting learners with a variety of authentic written materials, therefore, may give learners control of the learning process and enable them to see how new and prior knowledge can be related and important in particular situations. Authentic text also may increase learner motivation, because learners are not merely reading for the teacher or studying specific features of language, but more to the authentic ones.

It is expected that the issues offered above can become considerations while implementing shared reading in English classroom, for making better language teaching and learning, as well as creating a meaningful education in general.

IMPLEMENTATION

1. Preparation

In order to achieve the maximum goal of reading activity, an appropriate teaching strategy is needed. It is realized that teaching strategy is aimed to make students learn effectively. It indicates that a teacher while conducting particular teaching strategy should consider and also prepare a sort of things, which are important to support the successfulness of the learning itself. Those preparations are made in order to ensure that this technique will help students to learn as effective as possible. Those preparations are including:

- a. Identify the teaching points based on objectives and student needs. "What do you want the students to learn?"
- b. Pick Shared Reading piece, based on the students' level

- c. Prepare some ways for all students to be able to see the text, whether it is a book, a poster or chart, an overhead transparency, LCD or individual copies of the text for the students to have in front of them.
 - d. Prepare the appropriate reading tests related to the texts
- Choose a section to model phrase and fluent reading, and ask student s to practice reading in the same way
 - Pause to identify examples of the teaching points.

(The teacher should model the activity by giving first example, he or she also should help and guide the students in working out with difficult words and understanding the literal and inferential meaning presented in the texts, and also how illustrations given contribute to the texts meaning)

2. Procedure in the Classroom Implementation

In implementing shared reading strategy using literary texts as teaching strategy, the following activities should be carried out:

- a. Orientation to the text
 - Introduce the text and talk about its content
 - Discuss the title, picture, author, illustrator
 - Activate students' topic knowledge through questioning
 - Discuss the purpose of the text and text-type
 - Ask students to make prediction of the text
 - Ask the students to formulate questions they think the text might answer
- b. Reading the text
 - Read the texts, demonstrate phrase and fluent reading
 - Pause to discuss key point e.g. the events in narrative, the information in factual text
 - Discuss how the illustration in the text contribute to meaning
 - Check whether students' predictions are confirmed
 - Check whether students' questions are answered
- c. Working with the text
 - Return to the text and identify the teaching points
 - Clearly explain the teaching points to students using the text
 - Point to other examples of the teaching points or ask students to find some examples
 - Use the board or a flipchart to explain the teaching point and to introduce more examples
- d. Re-reading the text
 - Re-read the text with students participating

Example of Teaching Scenario

a. School level

It is claimed that the strategy is suitable to be applied in teaching English as foreign language. Henceforth, herewith is informed its implementation in junior high school. The writer would like to show that this strategy is applicable for high school students. Besides, in order to fit the high school level, the procedures of implementing the strategy were simplified.

b. Topic

There are many topics that are applicable for this strategy. In this article, the writer would like to take one of the topics may be used, namely a fairy tale.

(See Appendix)

CONCLUSION

Shared Reading Strategy using literacy texts seems to be one of good teaching strategies to be applied. Having good reading skill, students will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. Of course, in order to make sure that the strategy runs effectively teachers should prepare all the things that they need before they do the real application in the classroom. Good teaching enables students to learn to read and read to learn.

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Appendix

LESSON PLAN

Level	: Junior High School
Subject Matter	: Reading
Class	: IX
Semester	: 1
Time Allotment	: 2 x 45 minutes
Topic	: Narrative Text

- A. Standard Competency** : Understanding meanings in functional written texts and short simple essay in the form of narrative and report in order to interact in daily life contexts.
- B. Basic Competency** : Responding meaning and rhetorical steps of a short simple essay, accurately, fluently, and acceptably in order to interact in daily life contexts in the form of narrative and report texts.
- C. Achievement Indicators** :
- Identifying meaning from the text
 - Recognizing new facts based on the information in the text
 - Identifying information which is not explicitly stated
 - Predicting what happen after the story ends
 - Identifying the benefit of the text to readers
 - Establishing attitude towards the text
- D. Learning Objective** : The students are able to:
- Identify meaning from the text
 - Recognize new facts based on the information in the text
 - Identify information which is not explicitly stated
 - Predict what happen after the story ends
 - Identify the benefit of the text to readers
 - Establishing attitude towards the text
- E. Learning Material** : Short literary text (narrative text): a fairy tale
- Generic structure
 - Tenses (Present and Past tenses)
- F. Teaching strategy** : Sheared reading strategy
- G. Assessment** :
- Technique : Test
 - Instruments : Essay and Multiple Choice

H. Teaching Scenario

Teacher's Activity	Students' Activity	Duration
PRE-ACTIVITIES <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance 3. Asking student about stories (fairy tales) that they have ever known 	<ol style="list-style-type: none"> 1. Replying the teacher's greeting 2. Responding to the teacher 3. Responding to the teacher 	10 minutes
WHILST ACTIVITIES <ol style="list-style-type: none"> 1. Telling the students about the today's teaching points 2. Introducing a fairy tale text to students 3. Discussing the title, author, etc through questioning 4. Activating students' topical knowledge through questioning 5. Discussing the purpose and type of the text 6. Asking the students to make prediction about the text 7. Asking the students to make questions they think the text might answer 8. Asking the students to read the text 9. Making pauses to discuss key points, e.g. an event in the text 10. Asking the students to discuss how the illustration in the text contributes to meaning 11. Checking whether students' predictions are confirmed 12. Checking whether their questions are answered 13. Returning to the text and identifying the teaching points 14. Explaining to the students the teaching points by using the text 15. Asking the students to find other examples 16. Using the board for further explanations and examples. 17. Re-reading the text and choosing a section (a paragraph) to model phrase and fluent reading 18. Explaining the task and asking the students to complete the given task 	Paying attention on teacher's explanation responding to the teacher's instructions, and participating in the classroom activities	70 minutes
POST ACTIVITIES <ol style="list-style-type: none"> 1. Asking the students to conclude briefly what they have learnt 2. Making reflection of the previous activities 3. Closing the lesson and saying Good bye 	<ol style="list-style-type: none"> 1. Concluding what they have learnt 2. Responding to the teacher 3. Saying good bye 	10 minutes

I. Media : Board or flip chart

PEDOMAN PENULISAN ARTIKEL

1. Artikel merupakan kajian bidang pendidikan, dapat merupakan hasil penelitian atau pemikiran, pengembangan konseptual, asli dan belum pernah dipublikasikan.

2. Sistematika Penulisan

Artikel Hasil Penelitian

ABSTRAK DAN KATA KUNCI

Abstrak secara ringkas memuat uraian mengenai masalah dan tujuan penelitian, metode yang digunakan, dan hasil penelitian. Abstrak diikuti kata kunci. Kata kunci berisi ide-ide atau konsep dasar yang mewakili bidang yang diteliti. Abstrak, maksimum 150 kata. Naskah dalam bahasa Indonesia, abstraknya bahasa Inggris, jika naskah bahasa Inggris, abstraknya bahasa Indonesia. Kata Kunci maksimum 5 kata.

PENDAHULUAN

Pendahuluan memuat tentang permasalahan penelitian, rencana pemecahan masalah penelitian, tujuan penelitian, dan rangkuman kajian teoritik yang berkaitan dengan masalah yang diteliti.

METODE PENELITIAN

Bagian ini memuat desain penelitian, populasi dan sampel, instrumen dan teknik pengumpulan data serta teknik analisis yang digunakan.

HASIL DAN PEMBAHASAN

Bagian ini memuat hasil analisis data, pengujian hipotesis, menjawab pertanyaan penelitian, temuan-temuan dan menginterpretasikan temuan-temuan.

KESIMPULAN DAN SARAN

Bagian ini menyajikan kesimpulan penelitian dan saran-saran yang mengacu pada hasil-hasil penelitian.

ACUAN PUSTAKA

Memuat sumber-sumber yang diacu di dalam penulisan artikel, hanya sumber-sumber yang digunakan yang dimuat dalam acuan pustaka.

Artikel Konseptual

ABSTRAK DAN KATA KUNCI

Abstrak memuat ringkasan yang padat dari isi artikel mengenai masalah yang dibahas dalam artikel dan hal-hal yang sedang dikritisi. Abstrak maksimum 150 kata. Naskah dalam bahasa Indonesia, abstraknya bahasa Inggris (cetak miring), jika naskah bahasa Inggris, abstrak bahasa Indonesia. Kata Kunci maksimum 5 kata.

PENDAHULUAN

Menguraikan hal-hal yang menarik perhatian pembaca dan memberikan konteks bagi permasalahan yang dibahas, mengemukakan permasalahan yang dibahas dan tujuan pembahasan

PEMBAHASAN

Bagian ini memuat kupasan permasalahan yang meliputi analisis, argumentasi atau komparasi dan pendirian penulis mengenai masalah yang dibahas.

KESIMPULAN

Memuat penegasan sikap penulis atas masalah yang dibahas, termasuk saran-saran dan sikap alternatif jika ada.

ACUAN PUSTAKA

Memuat sumber-sumber yang diacu di dalam penulisan artikel, hanya sumber-sumber yang digunakan yang dimuat dalam acuan pustaka.

3. Format Penulisan

- 1) Artikel diketik dengan rapi pada ukuran kertas A4 dengan spasi 1,5 kecuali kutipan ditulis satu spasi. Jenis huruf yang digunakan Arial ukuran 12.
- 2) Artikel dalam bahasa Indonesia atau bahasa Inggris yang baik dan benar.
- 3) Panjang artikel 3000 – 5000 kata atau 10 – 20 halaman
- 4) Khusus halaman depan (cover) memuat judul artikel, nama penulis (tanpa gelar), alamat institusi dan/atau, dan abstraksi
- 5) Judul ditulis rata tengah, huruf kapital, Arial, bold, dan ukuran 14
- 6) Setiap tabel atau gambar diberi nomor urut, judul yang sesuai dengan isi tabel atau gambar, dan sumber kutipan jika ada. Sumber kutipan ditulis di bawah tabel atau gambar, jenis huruf Arial ukuran 10.
- 7) Semua halaman termasuk tabel, lampiran, dan Acuan Pustaka diberi nomor urut halaman.
- 8) Acuan Pustaka ditulis alfabetic sesuai dengan nama akhir (tanpa gelar

akademik) baik penulis asing maupun penulis Indonesia. Penulisan Acuan Pustaka harus sesuai dengan pedoman penulisan dari Publikasi Manual dari American Psychological Association (APA, Edisi 5). Naskah yang tidak sesuai dengan gaya APA akan dikembalikan ke penulis untuk dikoreksi. Penulis bertanggung jawab atas semua informasi yang diberikan dalam Acuan Pustakanya.

Untuk membantu penulis dalam mempersiapkan Acuan Pustaka, berikut disediakan beberapa kutipan yang paling umum yang muncul dalam pedoman penulisan APA sebagai Acuan Pustaka ke Jurnal Dinamika Pendidikan (JDP).

Contoh:

Buku:

McCully, C. (2009). *The sound structure of english: An introduction*. New York: Cambridge University Press.

Leaver, B.L., Ehrman, M., & Shekman, B. (2005). *Achieving success in second language acquisition*. New York: Cambridge University Press.

Artikel Jurnal

Papathanasiou, E. (2009). An investigation of two ways of presenting vocabulary. *ELT Journal*. 63(4), 313-320.

Bab dalam sebuah volume yang disunting:

Smith, C.B. & Klein, S.S. (2005). *Synthesis research in language arts instruction*. In Flood, J., Lapp, D., Squire, J. R., & Jensen, J. M. (Eds.), *Methods of research on teaching the english language arts: The methodology chapters from the handbook of research on teaching the english language arts* (pp. 245-271). New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.

Sumber dari Internet:

Kachru, B.B. (1996) Norms, models and identities. *The Language Teacher Online*, 20(10). Diakses Juli 12, 2002 dari <http://jalt-publications.org/tlt/files/96/oct/index.html>

E-Book dari Internet

Cohen, L., Manion, L., & Morrison, K. (2007). *How Research methods in education* (5th ed.). Retrieved from http://books.google.com/books?id=5twk1pHwYL8C&printsec=frontcover&dq=education+research&lr=&as_brr=0#v=onepage&q=&f=false

Jurnal On-line:

• Yang, A. (2009). Addressing culture in EFL classrooms: The challenge of shifting from a traditional to an intercultural stance. *Electronic Journal of Foreign Language Teaching*. 6(1). Diakses Juli 12, 2010 dari <http://e-flt.nus.edu.sg/>

• Conference proceedings publications:

Pardede, P. (2010). Short stories use in language skills classes: Students' interest and perception. In *The Proceedings of the 4th International Seminar 2010: Bringing Linguistics and Literature into EFL Classrooms* (pp. 1-17). Salatiga: Satya Wacana Christian University.

• Disertasi / Abstrak Tesis yang diperoleh dari Universitas

Williams, G. G. (2003). *Georgia Southern University's Mentoring Administrators Program: A program evaluation* (Disertasi Doktor). Retrieved from <http://gil.georgiasouthern.edu>

• Disertasi doktor yang tidak diterbitkan:

Franklin, P.J. (2009). *Philosophical perspectives on computer assisted learning*. (Disertasi doktor yang tidak diterbitkan). Universitas Kristen Indonesia, Jakarta.

• Makalah yang tidak dipublikasikan yang dipresentasikan pada sebuah konferensi akademis:

Pardede, P. (2008, Agustus). Using action research to enhance the teaching of reading. Paper presented at the Regional Seminar 2008: Research Methods for Language Teaching. Jakarta: Christian University of Indonesia.

4. Naskah dikirimkan ke sekretariat dalam bentuk: Printout/Hard Copy: 1 eksemplar dan softcopy dalam CD atau melalui email ke alamat sekretariat/redaksi:

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